

# True Story of the Three Little Pigs

## Lesson Plan

Content Area(s)/Course/Grade: Elementary School Math/ 2nd-5th grade	Unit: Point of View/ Perspective
Lesson Topic: How point of view and perspective changes meaning.	Expectation: Students will be able to demonstrate how point of view and perspective changes the meaning of the story, by having Dash recreate the “True Story of the Three Little Pigs”.
Standard:  Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.  11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	
Procedures: <ol style="list-style-type: none"><li>1. Read the fairytale of the Three Little Pigs, and then contrast the story with the True Story of the Three Little Pigs by Jon Scieszka.</li><li>2. As a class discuss some of the differences between the two stories. It might be helpful to make a T-Chart, or a Venn Diagram.</li><li>3. Have students work in groups to code Dash as the wolf from the True Story of the Three Little Pigs.</li><li>4. Students will design a set of what they think the neighborhood would look like.</li><li>5. Students can build the three houses for the three little pigs out of various supplies (ex. Popsicle sticks, paper cups, toothpicks and marshmallows, etc.)</li><li>6. Students can dress Dash up to resemble the wolf’s character.</li></ol>	

7. Students will have to use evidence from the text and come up with a script for their robot, keeping in mind they can only have 10 recordings.
8. Then students can record and transfer their voice recording to their robot.
9. Finally, students will have to code their robot through the neighborhood to recreate the events that occurred during the True Story of the Three Little Pigs, from the perspective of the wolf.

**Differentiation:**

**More Support:**

**Content:**

As a class, discuss how the point of view and perspective changes. Go through each page of the book, and brainstorm some dialogue that students could use for their scripts.

**Process:**

- Have most of the code already finished, and student might only need to make adjustments, or complete the last few steps.

**Product:**

- Have a generic map for the students to use drawn out on poster paper, for the students to use to navigate their neighborhood.

**More Challenging:**

**Content:**

Have students choose to recreate the story from the perspective of one of the three little pigs. They will have to come up with their own dialogue that would go along with that character's dialogue and perspective.

**Process:**

- Have multiple teams join together with each team's robot representing a different character in the story.

**Product:**

- Have a student's use head motions to face toward the character that the robot is talking to.
- Use variables, to calculate each time the wolf is going to huff and puff and blow the house down.
- Use motion sensors to activate functions as the robots navigate through the neighborhood.

# 2 Digit by 2 Digit Multiplication Lesson Plan

Content Area(s)/Course/Grade: Elementary School Math/ 3rd-5th grade	Unit: Multiplication
Lesson Topic: 2 digit by 2 digit Multiplication using the standard method	Expectation: Students will be able to remember the process of multiplying a 2 digit number by a 2 digit number.
Standard: CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Procedures: 1. Come up with two 2 digit by 2 digit numbers to multiply. Examples: <ul style="list-style-type: none"><li>● Easy: <math>10 \times 12</math></li><li>● Medium: <math>32 \times 13</math></li><li>● Hard: <math>25 \times 42</math></li><li>● Expert: <math>67 \times 89</math></li></ul>	
2. Write the stacked problem on large poster paper in standard multiplication format.	
3. Have students solve the problem themselves on a separate piece of paper	
4. Once students have solved the problem, they can work in groups to code dash to follow the same steps, so that dash could teach another student the steps to solve that problem, and that student could write in the answer as dash, goes step by step. <ul style="list-style-type: none"><li>a. Multiply the ones place times the ones place<ul style="list-style-type: none"><li>i. Regroup if the product is higher than 9 to the tens place, and place the ones digit under the total bar.</li></ul></li><li>b. Multiply the ones place times the tens place</li></ul>	

- i. Add the regrouped number if there was one, and place that product in the tens place .
- c. Drop down to the next line, and place a zero as a place holder.
- d. Multiply the tens place times the ones place
  - i. Regroup if the product is higher than 9 to the tens place, and place the ones digit of the product next to the zero in the second line of the total bar.
- e. Multiply the tens place times the tens place
  - i. Add the regrouped number if there was one, and place the product in the second line under the total bar.
- f. Add the two numbers under the total bar, to get the sum.
- g. This is your final answer.

**Differentiation:**

**More Support:**

**Content:**

- Use an easier multiplication problem such as  $12 \times 12$
- Provide multiplication chart

**Process:**

- Provide student(s) with a graphic or anchor chart
- Student doesn't need to do voice recordings

**Product:**

- Have most of the code already finished, and student might only need to make adjustments, or complete the last few steps

**More Challenging:**

**Content:**

- Use a more challenging multiplication problem such as  $67 \times 89$

**Process:**

- Have student(s) complete a problem on their own

**Product:**

- Have a student use a loop or counter in the code

## Evaluation Rubric:

	Excellent	Competent	Needs Work
Participation and Teamwork	The student was an active team member in this group, and did a great job cooperating with other group members throughout the activity.	The student occasionally participates in their group and is somewhat cooperative.	The student does not participate well with their team members. The student did not help their group to complete this activity.
Creativite coding	The student writes an effective code using proper techniques and clear sequencing, while also displaying creativity within their code.	The student writes an effective code using proper techniques and clear sequencing.	The student writes a program that does not develop clear sequencing.
Mathematics	The student has correctly solved the 2 digit by 2 digit multiplication problem, by multiplying numbers in the correct sequence, adding regrouped numbers, and solving for the sum of the problem.	The student has correctly solved most of the 2 digit by 2 digit multiplication problem, but might be missing 1-2 crucial steps, or the steps were completed out of order.	The student has shown that they are not able to solve the multiplication problem using the standardized method.

# Order of the Planets Lesson Plan

Content Area(s)/Course/Grade:

Elementary School Math/ 1rd-5th grade

Unit:

Solar System

Lesson Topic:

Models of Earth's solar system to illustrate the location and order of the planets as they orbit the Sun and the main composition (rock or gas) of the planets.

Expectation:

Students will be able to recite the order of the planets in the correct order, and be able to determine each planet's main composition.

Standard:

**4.E.3A.1 Develop and use models of Earth's solar system to exemplify the location and order of the planets as they orbit the Sun and the main composition (rock or gas) of the planets.**

Procedures:

1. Students will plan out their solar system map. \*I suggest not putting the planets in a single file\*
2. Students will design and decorate their solar system on poster paper.
3. Students will code their dash to start on the sun and travel from planet to planet in the correct order.
4. Students will insert voice recordings while at each planet for their "Dash"tronaut to explain each planet's composition as well as order within our solar system.

**Differentiation:**

**More Support:**

**Content:**

Students can use their textbook to help them find information about each planet for their voice recordings.

**More Challenging:**

**Content:**

Students can make a large map with the sun in the center and their planets revolving around the

**Process:**

- Student's can line up their planets in a single file

**Product:**

- Have most of the code already finished, and student might only need to make adjustments, or complete the last few steps

sun, and their "Dash"tronaut will have to move longer distances.



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**Process:**

- Have student(s) complete a problem on their own

**Product:**

- Have a student use head motion's to face toward their audience while talking about each planet.
- Assign colors that "Dash"tronaut can change to that would correlate with either being a rocky planet or a gassy planet.

# Battle of Bunker Hill Lesson Plan

Content Area(s)/Course/Grade:

Elementary School Math/ 4th-6th grade

Unit:

American Revolution

Lesson Topic:

Summarize the importance of key battles of the Revolutionary War.

Expectation:

Students will be able to sequence the specific events that occurred during the Battle of Bunker Hill

Standard:

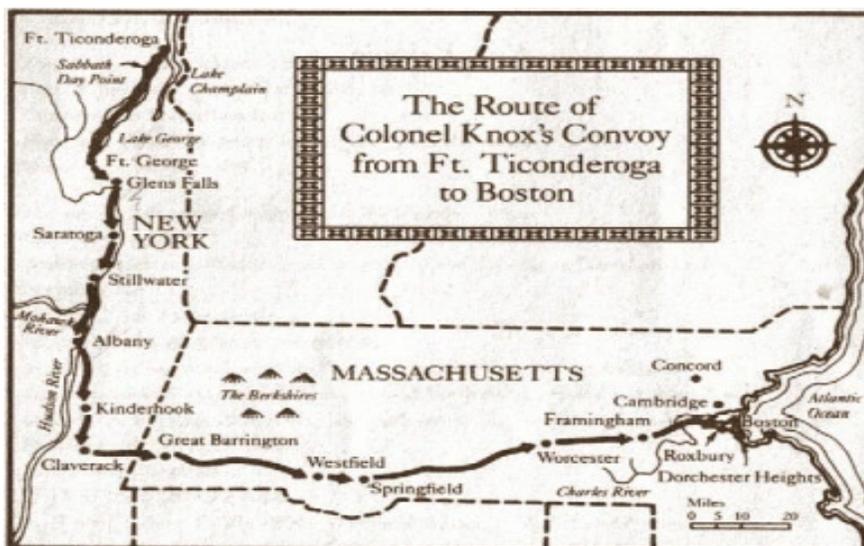
**Standard 4-3: The student will demonstrate an understanding of conflict between the American colonies and England.**

**4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for the American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.**

Procedures:

- Students will come up with a timeline to sequence the order of events that occurred during the Battle of Bunker Hill.
  1. Ethan Allen and the Green Mountain Boys of Vermont crossed Lake Champlain at dawn and surprised British guard Garrison (Who was sleeping) and captured Fort Ticonderoga \*First American Victory of the Revolutionary War.\*
  2. Capturing the fort gave Ethan Allen and the Continental Army 59 Cannons (Wonder Workshop Launchers) which George Washington wanted to bring to Boston.
  3. Washington put Colonel Henry Knox on the mission to retrieve the Cannons
  4. It took two months to drag the 120,000 pound cannons 300 miles from Vermont to Boston.

5. Once the cannons arrived, they were set up in the middle of the night to surround the city on Breed's Hill
  6. When the British woke up and saw the cannons, they fled Boston and went to NYC
  7. Even though this occurred on "Breed's Hill" this battle is referred to as the "Battle of Bunker Hill". Which was the hill next to Breed's Hill.
  8. George Washington attempted, many times, to drive the British from NYC. All of his attempts were unsuccessful.
  9. Washington was desperate to get ahead of the British and sent a spy to attempt to discover their plans. Washington found Nathan Hale, a 21 year old, volunteered to be a spy for the Continental Army.
  10. His attempts to get British secrets were unsuccessful. The British found out that he was a spy and sentenced him to death.
  11. Nathan Hale's final words were "I only regret that I have but one life to lose for my country."
- After going over the major events of the Battle. Students will create a playwright/script including major characters.
  - Students will draw a map of the location of this battle including:
    - Lake Champlain
    - Fort Ticonderoga
    - The path from Vermont to Boston
  - Students can dress up their robots to represent different characters.
  - Student's will then code their robots to reenact the events that occurred during the battle.



## Differentiation:

### More Support:

#### Content:

- Provide students with the timeline in order
- As a class, come up with a script for the play, making each robot a different character in the battle:

George Washington  
British Guard Garrison  
Ethan Allen  
Nathan Hale  
Colonel Henry Knox  
British Soldiers

#### Process:

- Write the script together and go through each step of the play with the team, and what each character should be saying in each location.

#### Product:

- Have most of the code already finished, and student might only need to make adjustments, or complete the last few steps

### More Challenging:

#### Content:

- Provide students with timeline out of order and have them sequence the events on their own.

#### Process:

- Have student(s) write their own script, and figure out what line will be said at each location.

#### Product:

- Have a student manipulate Dash's head motions to face each character that they are talking to.
- Have students use the buttons on top of the robot's head, for the audience to choose what will come next in the play!

## Battle of Bunker Hill Evaluation Rubric:

	Excellent	Competent	Needs Work
Participation and Teamwork	The student was an active team member in this group, and did a great job cooperating with other group members throughout the activity.	The student occasionally participates in their group and is somewhat cooperative.	The student does not participate well with their team members. The student did not help their group to complete this activity.
Creativite coding	The student writes an effective code using proper techniques and clear sequencing, while also displaying creativity within their code.	The student writes an effective code using proper techniques and clear sequencing.	The student writes a program that does not develop clear sequencing.
American Revolution Content	The student has correctly displayed an understanding of the order of events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.	The student has adequately displayed an understanding of the order of the events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.	The student has displayed an insufficient understanding of the events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.
Script	Script displayed an understanding of the order of events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.	The Script adequately displayed an understanding of the order of the events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.	The Script displayed an insufficient understanding of the events that occurred from the Battle of Ticonderoga to Battle of Bunker Hill.
Map	The map is accurate and all labels are neat and legible.	The map is adequately accurate and all labels are somewhat neat and legible.	The map is inaccurate/incomplete, and are unlegible.
Completion	This student presented a completed project in the assigned time frame.	This student was partially completed.	This project was not completed by the deadline.