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## Food web lesson plan 6th grade

For students, learning to tell time can be difficult. But you can teach students to tell time in hours and half-hours by following this step-by-step procedure. Depending on when you teach math during the day, it would be helpful to have a digital clock sound an alarm when math class begins. If your math class begins on the hour or the half hour, even better! If you know your students are shaky on time concepts, it's best to start this lesson with a discussion of morning, afternoon, and night. When do you get up? When do you brush your teeth? When do you get on the bus for school? When do we do our reading lessons? Have students put these into the appropriate categories of morning, afternoon, and night. Tell students that next we are going to get a little more specific. There are special times of day that we do things, and the clock shows us when. Show them the analog clock (the toy or the classroom clock) and the digital clock. Set the time on the analog clock for 3:00. First, draw their attention to the digital clock. The number(s) before the colon (:) describe the hours, and the numbers after : describe the minutes. So for 3:00, the time is exactly 3 o'clock and no extra minutes. Then draw their attention to the analog clock. Tell them that this clock can also show the time. The short hand shows the same thing as the number(s) before the : on the digital clock—the hours. Show them how the long hand on the analog clock moves faster than the short hand—it is moving by minutes. When it is at 0 minutes, it will be right up at the top, by the 12. This is a hard concept for kids to understand, so have students come up and make the long hand move quickly around the circle to reach the 12 and zero minutes several times. Have students stand up and use their arms as hands on a clock. Have them use one arm to show where the long clock hand will be when it is at zero minutes. Their hands should be straight up above their heads. Just like they did in Step 5, have them move this hand rapidly around an imaginary circle to represent what the minute hand does. Then have them imitate the 3:00 short hand. Using their unused arm, have them put this out to the side so that they are imitating the hands of the clock. Repeat with 6:00 (do the analog clock first) then 9:00, then 12:00. Both arms should be straight above their heads for 12:00. Change the digital clock to be 3:30. Show what this looks like on the analog clock. Have students use their bodies to imitate 3:30, then 6:30, then 9:30. For the remainder of the class period, or at the introduction of the next class period, ask for volunteers to come up to the front of the class and make a time with their bodies for other students to guess. Have students go home and discuss with their parents the times (to the nearest hour and half hour) that they do at least three important things during the day. They should write these down on paper in the correct digital format. Parents should sign the paper indicating that they have had these discussions with their child. Take anecdotal notes on students as they complete Step 9 of the lesson. Those students who are still struggling with the representation of hours and half hours can receive some extra practice with another student or with you. Two class periods, each 30-45 minutes long, toy analog clock digital clock Grade: 01 CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). Grade: 02 CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Grade: 03 CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Grade: 04 CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Grade: 05 CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). Grade: 06 CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grade: 07 CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grade: 08 CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Grade: 09 CCSS.ELA-Literacy.L.9.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Grade: K CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Grade: 01 CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Grade: 01 CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Grade: 01 CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) Grade: 02 CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Grade: 02 CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Grade: 02 CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) Grade: 03 CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Grade: 03 CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Grade: 03 CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) Grade: 04 CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Grade: 04 CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Grade: 04 CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.) Grade: 05 CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Grade: 05 CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Grade: 05 CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) Grade: 06 CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Grade: 06 CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Grade: 06 CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.) Grade: 07 CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Grade: 07 CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Grade: 07 CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) Grade: 08 CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Grade: 08 CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Grade: 08 CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.) Grade: K CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Grade: K CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Grade: K CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. Grade: 01 CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Grade: 02 CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Grade: 03 CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade: 04 CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade: 05 CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade: 06 CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Grade: 08 CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Grade: 07 CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Grade: K CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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