

Content: Art	Grade/Course: 5th	Timeline: 45 - 60 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.5.1 Identify and correctly use main clauses to express a complete thought.		
Lesson Overview: The focus of this lesson is to educate the students about food safety.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Learn about getting rid of bacteria that gets in our food and makes us sick. • Create their own work of art while learning the benefits of food safety. 	
Vocabulary: bacteria, germs, safety, microorganism		

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Teacher states: "In this lesson, we are going to learn about how to get rid of "bad" bacteria that gets in our food and makes us sick."

"Has anyone in this class heard their family members say, "we must have eaten something bad?" Well, it wasn't that the food was "bad" originally; it was that bacteria or germs got into the food and made it "bad." The bacteria combined with the food and produced harmful microorganisms that make us sick."

"Today, we are going to watch a video and talk about how students in Mrs. Turkel's class got sick at a school picnic and how the students at Smart Elementary School learned not to let that happen again! Watch for the words CLEAN, SEPARATE, CHILL and COOK in this fun video. Are we ready? The video lasts 16 minutes. Watch carefully."

Instruction and Strategies:

1. Show video:

https://www.youtube.com/watch?v=_jr9VD-zSb4

- 2. Prepare Students To Infer (in the middle of the video):** students need to understand that in most stories or shows/movies, **the author will not tell readers what the theme or lesson of the story is.** Readers will have to think about what the characters did wrong or right and what they can learn from the character's experience.

Teacher asks: "Can anyone tell me the first rule for 'fighting BAC'?" (Washing hands thoroughly and washing fruits and vegetables) Continue to ask the students the three other rules for fighting bacteria:

SEPARATE – to avoid cross-contamination; COOK – to 160 degrees Fahrenheit; CHILL – to stop bacteria from multiplying.

- 3. Teach Students To Extract The "Big Idea":** One common mistake that students make when attempting to identify the theme is that they get hung up on the characters or events in the story. They cannot think beyond the small world elements of the story to extract the big world lesson of the theme.

Just so we don't forget the four important rules of food safety, we are going to go around the room and let each of you state one the rules.

Review the lesson by saying: "You have learned four important rules for keeping food safe today. Be sure to talk to your family about these rules – Clean, Separate, Cook and Chill. You can help keep your family well if you explain what we learned today.

- 4. Finish the lesson by introducing the Food Safety Poster Contest "A Decade of Fighting Bac!"**

Guided Practice:

Formative Assessment:

Closure:

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Resources (Textbook and Supplemental):

Reflection:

Content: Music/Art	Grade/Course: 5th	Timeline: 45-90 minutes
Standard(s): 5.3.1 Describe the social functions of a variety of musical forms from various cultures and time periods.		
Lesson Overview: This lesson focuses on the creation of the “Star-Spangled Banner” in September 1814. Students will analyze a historical document and draw conclusions about what this document was for, who created it, and why. Students will study the lyrics of the song and analyze the words and phrases for meaning and thematic elements.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Learn the meaning of the national anthem and its significance to our country. • Examine a document as a primary source • Analyze and explain the meaning of the document • Describe the significance of the document 	
Vocabulary: anthem, history, gleam, perilous, rampart	Focus Question(s): What emotions or ideals did the author intend to convey?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Teacher asks “What does the American flag mean to you?” “What do the words mean in the Star-Spangled Banner?”

Then the teacher gives a brief background of the history of the national anthem.

On September 13, 1814, British troops bombarded Fort McHenry in Baltimore, Maryland. Francis Scott Key was being held aboard one of the British ships and heard the bombs all night. He was so surprised to see the flag still flying over the fort the next morning that it inspired him to write the “Star-Spangled Banner.” It was officially made the national anthem by Congress in 1931.

Day 1/2

Ask the following questions:

What is a document? (A record of information)

What are examples of common documents (letter, diploma, passport, driver’s license)

Explain that in this lesson, students will take a close look at an important historical document. Distribute copies (or project a copy) and engage students with the “Original Manuscript of the Star-Spangled Banner.”

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Ask students to examine the document. Possible questions include:

- Where does your eye go first?
- How would you describe what you’re seeing?
- Which words or phrases can you read?
- Are there any indications (names, dates) of ownership or time period?

Now distribute copies of the printed song sheet (or project a copy).

<http://www.loc.gov/resource/amss.as113170.0>

Encourage students to guess about the document, its creator, and its meaning. Possible questions include:

- What do you think this document is about?
- What about language, tone and style? Writing style?
- What might have been the author’s purpose in writing this? (PIE – Persuade, Inform or Entertain)
- What do you want to know about this document?

Ask students to identify the phrases that made the strongest impression, or their favorite words or phrases from the song.

Day 2/3

Play a version of the anthem.

<https://www.youtube.com/watch?v=vPKp29Luryc>

Have students create artwork that includes stars, stripes and the colors red, white and blue.

As a final reflection, have students write about an event where they have seen or heard the national anthem performed. Discuss why the anthem is played at these types of events.

Guided Practice:

Teacher will ask students oral questions pertaining to the national anthem. Students will work in pairs/groups to analyze the documents.

Formative Assessment:

Cues and Questions

KWL Chart

Check for Understanding (Thumbs Up, Middle, or Down)

Accommodations/Modifications: Cooperative learning environment

Visual aids

Resources (Textbook and Supplemental): <https://www.youtube.com/watch?v=vPKp29Luryc>

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Content: Music	Grade/Course: 5th	Timeline: 45-90 minutes
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Lesson Overview: This lesson focuses on the creation of the “Star-Spangled Banner” in September 1814. Students will analyze a historical document and draw conclusions about what this document was for, who created it, and why. Students will study the lyrics of the song and analyze the words and phrases for meaning and thematic elements.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Learn the meaning of the national anthem and its significance to our country. • Examine a document as a primary source • Analyze and explain the meaning of the document • Describe the significance of the document 	
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Encourage students to guess about the document, its creator, and its meaning. Possible questions include:

- What do you think this document is about?
- What about language, tone and style? Writing style?
- What might have been the author’s purpose in writing this? (PIE – Persuade, Inform or Entertain)
- What do you want to know about this document?

Ask students to identify the phrases that made the strongest impression, or their favorite words or phrases from the song.

Day 2/3

Play a version of the anthem.

<https://www.youtube.com/watch?v=vPKp29Luryc>

Have students create artwork that includes stars, stripes and the colors red, white and blue.

As a final reflection, have students write about an event where they have seen or heard the national anthem performed. Discuss why the anthem is played at these types of events.

Guided Practice:

Teacher will ask students oral questions pertaining to the national anthem. Students will work in pairs/groups to analyze the documents.

Formative Assessment:

Cues and Questions

KWL Chart

Check for Understanding (Thumbs Up, Middle, or Down)

Accommodations/Modifications: Cooperative learning environment

Visual aids

Resources (Textbook and Supplemental): <https://www.youtube.com/watch?v=vPKp29Luryc>

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Content: Art / Music	Grade/Course: 5th	Timeline: 45 minutes
Standard(s): 5.1.6 Develop and use specific criteria as individuals and in groups to assess works of art. 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 reading standards to informational texts.		
Lesson Overview: <ul style="list-style-type: none"> Students will create narratives surrounding photographs and a music video pertaining to 9/11. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Analyze photographs and identify the emotions evoked by them. Recognize that photographs possess both historical and artistic value. 	
Vocabulary: Commemorate, Memorial, Sacrifice, Honor	Focus Question(s): <ul style="list-style-type: none"> How can photographs tell a story? What gives a photograph meaning and/or impact? How do photographs affect our emotions? What stories do 9/11 photographs tell? 	

Description of Lesson (Including Instructional Strategies):

Materials:

- Copy Paper
- Marker
- Loose Leaf Paper
- Pencils
- Black Construction Paper, 12" x 18" [optional - for presentation purposes] • Copies of photographs for each student [optional - for display purposes]

Anticipatory Set:

Show kid-friendly version of 9/11 <https://www.youtube.com/watch?v=MTJGB5XEUKA> and music video of "God Bless the USA" <https://www.youtube.com/watch?v=tNqUORIFV4I>

Instruction and Strategies:

Photographs are visual narratives that capture moments in time. Select images from 9/11 will be analyzed in terms of subject matter, composition, lighting, mood and purpose. Students will write passages that frame the evolution of the photograph- the circumstances preceding the photo and the events that follow it creating a small but reflective piece of historical fiction.

Information on the history of the World Trade Center and 9/11 <http://www.911memorial.org>

Procedures:

Day 1-2:

1. Ask students to define a photograph. Explain why photographs are important. Possible responses include: they provide information; document history, or narrative.
2. Ask students to describe the utility of photographs. Possible responses include: evoke emotions; memory of an event; artistic expression; advertising and marketing tool.
3. Lead a discussion to compare/contrast photographs with realistic paintings. Teacher explains that one critical difference is that a

photograph captures an exact moment in time.

4. Display photograph and facilitate a class discussion of its subject matter, composition, artist's purpose, mood, and what story it might tell. Ask students: *How does this photograph make you feel?*

Day 3-4:

1. Have a chart tablet sheet prepared with three columns. Column 1 is labeled pre- photo, Column 2 is labeled photo, Column 3 is labeled post-photo.

2. Tell students to think of this photograph as the middle of a story, perhaps the turning point. Ask: *What may have happened immediately before this was taken? Cite clues in the photograph that helped you make this inference.* Chart student answers in Column 1.

3. Ask: *What may happen after this photo was taken? Cite clues in the photograph that led to you make this prediction.* Chart student responses in Column 3. Teacher will encourage students not to duplicate answers, challenging them to create varying scenarios surrounding the circumstances of the photo.

4. Instruct students to focus on the photograph. Ask students to think of a caption, phrase or title that would somehow reflect the message of the photograph. Encourage students to put themselves in the photograph. *What might they be thinking?* Chart student's responses in Column 2 of the chart. Teacher reviews the chart and explains that as a class they have created possible narratives to accompany the photograph.

5. Divide students into groups, each group receiving a photograph from the 9/11 website. As a group, they will conference and analyze the photograph. Distribute paper and instruct students to write an inference about pre-photo circumstances, a prediction of post-photo events, and a caption or phrase fitting to the subject matter of the photograph. Peer and teacher conferences follow to revise and edit student's writing.

6. For presentation purposes, students glue their photo in the center section of their final draft writing paper. Their pre-photo passage is written on top, their post- photo passage is written on the bottom, and their caption sits directly beneath the photograph. The writing paper is mounted on black construction paper framing the completed piece for display.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this week's writing prompt.

Formative Assessments:

Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): Worksheets

- Visual Aids- select photos from www.911memorial.org, <http://www.tolerance.org/blog/bringing-911-classroom-10-years-later>, <http://timeline.911memorial.org/#Timeline/2>

Content: Music / Art	Grade/Course: 5th	Timeline: 45 minutes
Standard(s): 5.NBT.4 Use place value understanding to round decimals to any place. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.2.1 Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1: Math/Music

- Show video (https://www.youtube.com/watch?v=5_kt0ecu_jk) of “We Will Round You!” as part (or as an anticipatory set) of the Math lesson in rounding of decimals.

Day 2: ELA/Music

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.

Day 3: Social Studies/Art

- Illustrate examples of the early civilizations of America as part of the lesson.

Day 4: Science/Art

- Draw and give examples of Vertebrates and Invertebrates.

Day 5: Music/Art

- Continue memorizing and practicing the song “God Bless America” in preparation for the “United Nations” assembly.
- Finish the 9/11 posters and projects

Guided Practice:

- Students will complete worksheets individually and whole group.

Formative Assessments:

Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

- https://www.youtube.com/watch?v=JcEV_3009gM
- https://www.youtube.com/watch?v=5_kt0ecu_jk

Content: Music / Art	Grade/Course: 5th	Timeline: 60 – 120 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.NBT.4 Use place value understanding to round decimals to any place. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.2.1 Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1: Math/Music

- Review the lyrics (https://www.youtube.com/watch?v=5_kt0ecu_jk or <https://www.youtube.com/watch?v=41QZvFIC8mk>) of “We Will Round You!” as part (or as an anticipatory set) of the Math lesson in rounding of decimals.
- Teacher will refer to these lyrics while showing examples on the board to help the students remember the steps in rounding.

Find the place
 Look next door
 Five or more you raise the score!
 Four or less you let it rest
 Look to the right, put zeroes in sight

Or

Find your place
 Look next door
 Five or greater
 Add one more
 All digits in the front, stay the same
 All digits behind, zero is your name!

Day 2: ELA/Music/Art

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.
- With teacher’s guidance, have students create their own similes and metaphors with the use of graphic organizers

Day 3-5: Social Studies/Art

- Illustrate examples of the early civilizations of America as part of the lesson. The teacher can assign this as part of a group or individual project using butcher or construction paper.

Day 4-5: Art/Health

- Red Ribbon Week and Drawing Contest
- Introduce the history of the Red Ribbon Campaign.

The Red Ribbon Campaign started after drug traffickers in Mexico city murdered DEA agent Enrique “Kiki” Camarena in 1985. Friends and neighbors wore Red badges of satin signifying his honor and to show that they will continue to fight the crimes against illegal drugs. Since then, there has been a continuing tradition of wearing and displaying Red Ribbons as a symbol of intolerance towards the use of illegal drugs.

The main purpose of the Red Ribbon Campaign is to present a unified and visible commitment toward the creation of a DRUG-FREE AMERICA. The Red Ribbon Campaign is now the oldest and largest drug prevention program in the nation reaching millions of young people.

Drawing contest: deadline to submit registration forms – **Wednesday, September 30, 2015**

- Drawings must be created on 8 ½” x 11” piece of primary paper with art space on top
- A short written description should be written on the bottom of the paper, length should be reasonable based on grade level
- Any art supplies or materials can be used
- Must be appropriate for elementary school display
- Entries should reflect the overall theme **“Respect yourself and be Drug Free”**
- Drawings will be chosen and judged based on three categories: **informative, Creative and Adherence to this year’s theme**

Please be sure to indicate the following information on the **back** of the drawing:

Name
School
Teacher
Grade

Formative Assessments:
Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

- https://www.youtube.com/watch?v=JcEV_3009gM
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Content: Music / Art	Grade/Course: 5th	Timeline: 60 minutes
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Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1-2: ELA/Music/Art

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.
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- Illustrate examples of the early civilizations of America as part of the lesson. The teacher can assign this as part of a group or individual project using butcher or construction paper.

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- Red Ribbon Week and Drawing Contest
- Introduce the history of the Red Ribbon Campaign.

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Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

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Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

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Q&A, Individual work

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Resources (Textbook and Supplemental): See attached worksheets

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Content: Music / Art	Grade/Course: 5th	Timeline: 60 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1-3: Science/Art

- Show PowerPoint for Guam Water Kids discussing the importance of Guam's water.
- Discuss the water cycle and complete and color the water cycle and its four stages.
- Read and have each student sign and complete the Guam Water Kids pledge.
- Review the water cycle through music videos:
<https://www.youtube.com/watch?v=yjWUHL8yU0Q>
<https://www.youtube.com/watch?v=JFasFIIdZ704>
<https://www.youtube.com/watch?v=evH2r5dOq5Q>

Day 4-5: Art/Health

- Red Ribbon Week Continuation
- Review the history of the Red Ribbon Campaign.

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- Put students' handprints on red construction paper that has the pledge on it; display it in your classrooms or on the quad bulletin boards.

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Content: Music/Art	Grade/Course: 5th	Timeline: 45-90 minutes
Standard(s): 5.3.1 Describe the social functions of a variety of musical forms from various cultures and time periods.		
Lesson Overview: This lesson focuses on the creation of the “Star-Spangled Banner” in September 1814. Students will analyze a historical document and draw conclusions about what this document was for, who created it, and why. Students will study the lyrics of the song and analyze the words and phrases for meaning and thematic elements.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Learn the meaning of the national anthem and its significance to our country. • Examine a document as a primary source • Analyze and explain the meaning of the document • Describe the significance of the document 	
Vocabulary: anthem, history, gleam, perilous, rampart	Focus Question(s): What emotions or ideals did the author intend to convey?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Teacher asks “What does the American flag mean to you?” “What do the words mean in the Star-Spangled Banner?”

Then the teacher gives a brief background of the history of the national anthem.

On September 13, 1814, British troops bombarded Fort McHenry in Baltimore, Maryland. Francis Scott Key was being held aboard one of the British ships and heard the bombs all night. He was so surprised to see the flag still flying over the fort the next morning that it inspired him to write the “Star-Spangled Banner.” It was officially made the national anthem by Congress in 1931.

Day 1/2

Ask the following questions:

What is a document? (A record of information)

What are examples of common documents (letter, diploma, passport, driver’s license)

Explain that in this lesson, students will take a close look at an important historical document. Distribute copies (or project a copy) and engage students with the “Original Manuscript of the Star-Spangled Banner.”

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Ask students to examine the document. Possible questions include:

- Where does your eye go first?
- How would you describe what you’re seeing?
- Which words or phrases can you read?
- Are there any indications (names, dates) of ownership or time period?

Now distribute copies of the printed song sheet (or project a copy).

<http://www.loc.gov/resource/amss.as113170.0>

Encourage students to guess about the document, its creator, and its meaning. Possible questions include:

- What do you think this document is about?
- What about language, tone and style? Writing style?
- What might have been the author’s purpose in writing this? (PIE – Persuade, Inform or Entertain)
- What do you want to know about this document?

Ask students to identify the phrases that made the strongest impression, or their favorite words or phrases from the song.

Day 2/3

Play a version of the anthem.

<https://www.youtube.com/watch?v=vPKp29Luryc>

Have students create artwork that includes stars, stripes and the colors red, white and blue.

As a final reflection, have students write about an event where they have seen or heard the national anthem performed. Discuss why the anthem is played at these types of events.

Guided Practice:

Teacher will ask students oral questions pertaining to the national anthem. Students will work in pairs/groups to analyze the documents.

Formative Assessment:

Cues and Questions

KWL Chart

Check for Understanding (Thumbs Up, Middle, or Down)

Accommodations/Modifications: Cooperative learning environment

Visual aids

Resources (Textbook and Supplemental): <https://www.youtube.com/watch?v=vPKp29Luryc>

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Content: Music	Grade/Course: 5th	Timeline: 45-90 minutes
Standard(s): 5.3.1 Describe the social functions of a variety of musical forms from various cultures and time periods.		
Lesson Overview: This lesson focuses on the creation of the “Star-Spangled Banner” in September 1814. Students will analyze a historical document and draw conclusions about what this document was for, who created it, and why. Students will study the lyrics of the song and analyze the words and phrases for meaning and thematic elements.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Learn the meaning of the national anthem and its significance to our country. • Examine a document as a primary source • Analyze and explain the meaning of the document • Describe the significance of the document 	
Vocabulary: anthem, history, gleam, perilous, rampart	Focus Question(s): What emotions or ideals did the author intend to convey?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Teacher asks “What does the American flag mean to you?” “What do the words mean in the Star-Spangled Banner?”

Then the teacher gives a brief background of the history of the national anthem.

On September 13, 1814, British troops bombarded Fort McHenry in Baltimore, Maryland. Francis Scott Key was being held aboard one of the British ships and heard the bombs all night. He was so surprised to see the flag still flying over the fort the next morning that it inspired him to write the “Star-Spangled Banner.” It was officially made the national anthem by Congress in 1931.

Day 1/2

Ask the following questions:

What is a document? (A record of information)

What are examples of common documents (letter, diploma, passport, driver’s license)

Explain that in this lesson, students will take a close look at an important historical document. Distribute copies (or project a copy) and engage students with the “Original Manuscript of the Star-Spangled Banner.”

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Now distribute copies of the printed song sheet (or project a copy).

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- What might have been the author’s purpose in writing this? (PIE – Persuade, Inform or Entertain)
- What do you want to know about this document?

Ask students to identify the phrases that made the strongest impression, or their favorite words or phrases from the song.

Day 2/3

Play a version of the anthem.

<https://www.youtube.com/watch?v=vPKp29Luryc>

Have students create artwork that includes stars, stripes and the colors red, white and blue.

As a final reflection, have students write about an event where they have seen or heard the national anthem performed. Discuss why the anthem is played at these types of events.

Guided Practice:

Teacher will ask students oral questions pertaining to the national anthem. Students will work in pairs/groups to analyze the documents.

Formative Assessment:

Cues and Questions

KWL Chart

Check for Understanding (Thumbs Up, Middle, or Down)

Accommodations/Modifications: Cooperative learning environment

Visual aids

Resources (Textbook and Supplemental): <https://www.youtube.com/watch?v=vPKp29Luryc>

<http://cdn.loc.gov/service/pnp/hec/04300/04309v.jpg>

Content: Art / Music	Grade/Course: 5th	Timeline: 45 minutes
Standard(s): 5.1.6 Develop and use specific criteria as individuals and in groups to assess works of art. 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 reading standards to informational texts.		
Lesson Overview: <ul style="list-style-type: none"> Students will create narratives surrounding photographs and a music video pertaining to 9/11. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Analyze photographs and identify the emotions evoked by them. Recognize that photographs possess both historical and artistic value. 	
Vocabulary: Commemorate, Memorial, Sacrifice, Honor	Focus Question(s): <ul style="list-style-type: none"> How can photographs tell a story? What gives a photograph meaning and/or impact? How do photographs affect our emotions? What stories do 9/11 photographs tell? 	

Description of Lesson (Including Instructional Strategies):

Materials:

- Copy Paper
- Marker
- Loose Leaf Paper
- Pencils
- Black Construction Paper, 12" x 18" [optional - for presentation purposes] • Copies of photographs for each student [optional - for display purposes]

Anticipatory Set:

Show kid-friendly version of 9/11 <https://www.youtube.com/watch?v=MTJGB5XEUKA> and music video of "God Bless the USA" <https://www.youtube.com/watch?v=tNqUORIFV4I>

Instruction and Strategies:

Photographs are visual narratives that capture moments in time. Select images from 9/11 will be analyzed in terms of subject matter, composition, lighting, mood and purpose. Students will write passages that frame the evolution of the photograph- the circumstances preceding the photo and the events that follow it creating a small but reflective piece of historical fiction.

Information on the history of the World Trade Center and 9/11 <http://www.911memorial.org>

Procedures:

Day 1-2:

1. Ask students to define a photograph. Explain why photographs are important. Possible responses include: they provide information; document history, or narrative.
2. Ask students to describe the utility of photographs. Possible responses include: evoke emotions; memory of an event; artistic expression; advertising and marketing tool.
3. Lead a discussion to compare/contrast photographs with realistic paintings. Teacher explains that one critical difference is that a

photograph captures an exact moment in time.

4. Display photograph and facilitate a class discussion of its subject matter, composition, artist's purpose, mood, and what story it might tell. Ask students: *How does this photograph make you feel?*

Day 3-4:

1. Have a chart tablet sheet prepared with three columns. Column 1 is labeled pre- photo, Column 2 is labeled photo, Column 3 is labeled post-photo.

2. Tell students to think of this photograph as the middle of a story, perhaps the turning point. Ask: *What may have happened immediately before this was taken? Cite clues in the photograph that helped you make this inference.* Chart student answers in Column 1.

3. Ask: *What may happen after this photo was taken? Cite clues in the photograph that led to you make this prediction.* Chart student responses in Column 3. Teacher will encourage students not to duplicate answers, challenging them to create varying scenarios surrounding the circumstances of the photo.

4. Instruct students to focus on the photograph. Ask students to think of a caption, phrase or title that would somehow reflect the message of the photograph. Encourage students to put themselves in the photograph. *What might they be thinking?* Chart student's responses in Column 2 of the chart. Teacher reviews the chart and explains that as a class they have created possible narratives to accompany the photograph.

5. Divide students into groups, each group receiving a photograph from the 9/11 website. As a group, they will conference and analyze the photograph. Distribute paper and instruct students to write an inference about pre-photo circumstances, a prediction of post-photo events, and a caption or phrase fitting to the subject matter of the photograph. Peer and teacher conferences follow to revise and edit student's writing.

6. For presentation purposes, students glue their photo in the center section of their final draft writing paper. Their pre-photo passage is written on top, their post- photo passage is written on the bottom, and their caption sits directly beneath the photograph. The writing paper is mounted on black construction paper framing the completed piece for display.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this week's writing prompt.

Formative Assessments:

Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): Worksheets

- Visual Aids- select photos from www.911memorial.org, <http://www.tolerance.org/blog/bringing-911-classroom-10-years-later>, <http://timeline.911memorial.org/#Timeline/2>

Content: Music / Art	Grade/Course: 5th	Timeline: 45 minutes
Standard(s): 5.NBT.4 Use place value understanding to round decimals to any place. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.2.1 Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):
Instruction and Strategies:
Day 1: Math/Music

- Show video (https://www.youtube.com/watch?v=5_kt0ecu_jk) of “We Will Round You!” as part (or as an anticipatory set) of the Math lesson in rounding of decimals.

Day 2: ELA/Music

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.

Day 3: Social Studies/Art

- Illustrate examples of the early civilizations of America as part of the lesson.

Day 4: Science/Art

- Draw and give examples of Vertebrates and Invertebrates.

Day 5: Music/Art

- Continue memorizing and practicing the song “God Bless America” in preparation for the “United Nations” assembly.
- Finish the 9/11 posters and projects

Guided Practice:

- Students will complete worksheets individually and whole group.

Formative Assessments:

Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

- https://www.youtube.com/watch?v=JcEV_3009gM
- https://www.youtube.com/watch?v=5_kt0ecu_jk

Content: Music / Art	Grade/Course: 5th	Timeline: 60 – 120 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.NBT.4 Use place value understanding to round decimals to any place. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.2.1 Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1: Math/Music

- Review the lyrics (https://www.youtube.com/watch?v=5_kt0ecu_jk or <https://www.youtube.com/watch?v=41QZvFIC8mk>) of “We Will Round You!” as part (or as an anticipatory set) of the Math lesson in rounding of decimals.
- Teacher will refer to these lyrics while showing examples on the board to help the students remember the steps in rounding.

Find the place
 Look next door
 Five or more you raise the score!
 Four or less you let it rest
 Look to the right, put zeroes in sight

Or

Find your place
 Look next door
 Five or greater
 Add one more
 All digits in the front, stay the same
 All digits behind, zero is your name!

Day 2: ELA/Music/Art

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.
- With teacher’s guidance, have students create their own similes and metaphors with the use of graphic organizers

Day 3-5: Social Studies/Art

- Illustrate examples of the early civilizations of America as part of the lesson. The teacher can assign this as part of a group or individual project using butcher or construction paper.

Day 4-5: Art/Health

- Red Ribbon Week and Drawing Contest
- Introduce the history of the Red Ribbon Campaign.

The Red Ribbon Campaign started after drug traffickers in Mexico city murdered DEA agent Enrique “Kiki” Camarena in 1985. Friends and neighbors wore Red badges of satin signifying his honor and to show that they will continue to fight the crimes against illegal drugs. Since then, there has been a continuing tradition of wearing and displaying Red Ribbons as a symbol of intolerance towards the use of illegal drugs.

The main purpose of the Red Ribbon Campaign is to present a unified and visible commitment toward the creation of a DRUG-FREE AMERICA. The Red Ribbon Campaign is now the oldest and largest drug prevention program in the nation reaching millions of young people.

Drawing contest: deadline to submit registration forms – **Wednesday, September 30, 2015**

- Drawings must be created on 8 ½” x 11” piece of primary paper with art space on top
- A short written description should be written on the bottom of the paper, length should be reasonable based on grade level
- Any art supplies or materials can be used
- Must be appropriate for elementary school display
- Entries should reflect the overall theme **“Respect yourself and be Drug Free”**
- Drawings will be chosen and judged based on three categories: **informative, Creative and Adherence to this year’s theme**

Please be sure to indicate the following information on the **back** of the drawing:

Name
School
Teacher
Grade

Formative Assessments:
Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

- https://www.youtube.com/watch?v=JcEV_3009gM
- https://www.youtube.com/watch?v=5_kt0ecu_jk
- <https://www.youtube.com/watch?v=41QZvFIC8mk>

Content: Music / Art	Grade/Course: 5th	Timeline: 60 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.NBT.4 Use place value understanding to round decimals to any place. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1-2: ELA/Music/Art

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.
- With teacher’s guidance, have students create their own similes and metaphors with the use of graphic organizers

Day 3-5: Social Studies/Art

- Illustrate examples of the early civilizations of America as part of the lesson. The teacher can assign this as part of a group or individual project using butcher or construction paper.

Day 4-5: Art/Health

- Red Ribbon Week and Drawing Contest
- Introduce the history of the Red Ribbon Campaign.

The Red Ribbon Campaign started after drug traffickers in Mexico city murdered DEA agent Enrique “Kiki” Camarena in 1985. Friends and neighbors wore Red badges of satin signifying his honor and to show that they will continue to fight the crimes against illegal drugs. Since then, there has been a continuing tradition of wearing and displaying Red Ribbons as a symbol of intolerance towards the use of illegal drugs.

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Please be sure to indicate the following information on the **back** of the drawing:

Name
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 Teacher
 Grade

Formative Assessments:

Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

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Content: Music / Art	Grade/Course: 5th	Timeline: 60 minutes
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Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1-2: ELA/Music/Art

- Show video (https://www.youtube.com/watch?v=JcEV_3009gM) of “Similes and Metaphors” in songs as part (or as an anticipatory set) of the Language Arts lesson in similes and metaphors.
- Use parts of a song from the video (or any music video chosen by the teacher) and interpret the meaning of it while identifying the types of figures of speech.
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- Illustrate examples of the early civilizations of America as part of the lesson. The teacher can assign this as part of a group or individual project using butcher or construction paper.

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 School
 Teacher
 Grade

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Q&A, Individual work

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions

Resources (Textbook and Supplemental): See attached worksheets

- https://www.youtube.com/watch?v=JcEV_3009gM

Content: Music / Art	Grade/Course: 5th	Timeline: 60 minutes
Standard(s): 5.1.7 Assess their own works of art using specific criteria and describe what changes they would make for improvement. 5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.		
Lesson Overview: <ul style="list-style-type: none"> The focus of this lesson is to use music and art as a means to help students learn about different subjects. 	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value understanding to round decimals. Determine the meaning of words and phrases such as similes and metaphors. 	
Vocabulary:	Focus Question(s): <ul style="list-style-type: none"> 	

Description of Lesson (Including Instructional Strategies):

Instruction and Strategies:

Day 1-3: Science/Art

- Show PowerPoint for Guam Water Kids discussing the importance of Guam's water.
- Discuss the water cycle and complete and color the water cycle and its four stages.
- Read and have each student sign and complete the Guam Water Kids pledge.
- Review the water cycle through music videos:
<https://www.youtube.com/watch?v=yjWUHL8yU0Q>
<https://www.youtube.com/watch?v=JFasFIIdZ704>
<https://www.youtube.com/watch?v=evH2r5dOq5Q>

Day 4-5: Art/Health

- Red Ribbon Week Continuation
- Review the history of the Red Ribbon Campaign.

The Red Ribbon Campaign started after drug traffickers in Mexico city murdered DEA agent Enrique "Kiki" Camarena in 1985. Friends and neighbors wore Red badges of satin signifying his honor and to show that they will continue to fight the crimes against illegal drugs. Since then, there has been a continuing tradition of wearing and displaying Red Ribbons as a symbol of intolerance towards the use of illegal drugs.

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- Put students' handprints on red construction paper that has the pledge on it; display it in your classrooms or on the quad bulletin boards.

Accommodations/Modifications: Peer Tutoring, One-to-one, Simplified Directions