

A First Grade Families, Bears, and 100th Day of School Thematic Unit

One Hundred Is A Family by Pam Munoz Ryan

We're Going On a Bear Hunt by Michael Rosen

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Unit available at www.meadowsnet.com

Invitation:

Young children look forward to the 100th Day of School each year. Many schools involve the families in the presentation of a project and activities on the 100th day. This unit will combine the excitement of the 100th Day and related math skills with learning about families both human and bear. Bears are familiar and well loved animals for first graders. We will explore the bear in his environment and compare the bear family traits to human family traits. To conclude the unit, we will celebrate the 100th Day of School with fun, learning, and a teddy bear picnic.

Unit Details:

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Subjects: Language Arts, Math, Social Studies, Science, Art, Music, Physical Education, and Technology

Learning Level: First Grade, Primary

Standards:

First Grade:

Math:

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

2.4 Count by 2s, 5s and 10s to 100

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:

3.1 Make reasonable estimates when comparing larger or smaller numbers

Social Studies:

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

3.0 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1.0 Recognize the ways in which they are all part of the same community, sharing

principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

3.0 Californian and American culture: Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

Science:

Life Science

2. Plants and animals meet their needs in different ways.

1. Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
2. Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
3. How to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

Language Arts:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

- 2.2 Respond to who, what, when, where, and how questions.
- 2.3 Follow one-step written instructions.
- 2.7 Retell the central ideas of simple expository or narrative passages.

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing
- 1.3 Print legibly and space letters, words, and sentences appropriately

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

2.3 Relate an important life event or personal experience in a simple sequence.

Art:

Creative Expression

Use texture in two-dimensional and three-dimensional works of art.

Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in art work.

Create artwork based on observations of actual objects and everyday scenes.

Describe how and why they made a selected work of art, focusing on the media and technique.

Music:

Creative Expression

Sing with accuracy in a developmentally appropriate range.

Sing age-appropriate songs from memory.

Improvise simple rhythmic accompaniments, using body percussion.

Use developmentally appropriate movements in responding to music from various genre.

Physical Education:

Movement Skills and Movement Knowledge

Travel and change direction quickly in response to a signal.

Travel in relationship to objects: over, under, behind, and through.

Engage in sustained physical activity that causes an increased heart rate and heavy breathing.

Engage in time sustained physical activity such as large group games

Show interest in trying new movement activities and skills.

Work in a group setting without interfering with others.

Take turns using equipment.

Technology:

Basic Operations and Concepts

Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.

Use a variety of media and technology resources for directed and independent learning activities.

Use developmentally appropriate multimedia resources (e.g., interactive books,

educational software, elementary multimedia encyclopedias) to support learning.

Social, Ethical and Human Issues

Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.

Technology Productivity Tools

Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.

Situation:

This unit is planned for a class of first grade children to complete during a ten day period from the 90th Day of School to the 100th Day of School. Activities are flexible and should be ordered as the teacher sees fit for their class. It is assumed that the teacher will assist the children in class with their research and development of their written and oral reports; this should not be considered homework. It is suggested that a group of parent volunteers be recruited to help as well.

Additional writing prompts for the 100th Day of School could be used. The created books could be separated at the end of the year and put into individual student books, or the class books could be “auctioned off” if a teacher uses a points/token reward system. If the books are auctioned, make sure there are enough books made during the year for each child to take something home as a memory of the school year.

Previous Knowledge:

Students should have been counting the number of days of school for the entire year. About the 80th day of school the teacher should begin to discuss with students their collection of 100 things for the 100th Day of School. Students should be doing activities on each tenth day of school to help build excitement for these activities. Students should know how to use a computer and the Internet with adult help.

Tasks and Materials:

The teacher should prepare the following for the unit:

1. Read through the entire unit before beginning.
2. At least one computer and Internet connection.
3. Software: Kidspiration or Inspiration, encyclopedia, Kid Pix, PowerPoint®, and a word processor.
4. Books and software from materials list.
5. Bookmark web sites.
6. Train parent helpers in word processing and the use of PowerPoint®.
7. Train parents to assist with research using the Internet, software, and books.
8. If possible find a person who is 100 (or near) years old to visit the class. Help the children write questions to ask the guest.
9. Art supplies: paint, clay, paper, crayons, pencils
10. Writing paper and pencils for writing.
11. Math: Math Their Way manipulatives, rulers and a yardstick.

12. Food labels that show calorie content. Have at least one for each student and have the calorie content lower than or as close to 100 as possible.
13. Make a bulletin board size world map and cut outs of the various species of bears, i.e. Brown Bear, American Black Bear, Asiatic Black Bear, Malayan Sun Bear, Polar Bear, Sloth Bear, and Spectacled Bear.
14. Locate the album, *Animal Walks* and the song “We Are Family” to use for physical education.
15. Learn the songs and fingerplays at the end of the unit in preparation for teaching them.

Day One:

Language Arts:

Reading lesson: The teacher will read the books to the class. The children will break into two literature circles to discuss the books. The teacher will have prepared a list of discussion questions for each group. After discussion, the children will tell the other group about their questions and answers. Guided by the teacher, the students will compare the two books.

Phonics lesson: Discuss the “B” and “F” sounds for bears and family and outline the letter “B” in beans or gummi bears and the letter “F” with Swedish fish or little goldfish crackers.

Spelling words for the week: one, two, three, four, five, six, seven, eight, nine, ten, hundred

Math:

Today is the 90th day of school. The students and teacher will discuss the plans for the 100th day. Students will use unifix cubes, pattern blocks, and other objects in the classroom to make sets of 5 and count to 100 by 5's. They will repeat this activity using different objects for sets of 2 and 10.

Physical Education:

Jog every day to the music, “We Are Family”. A juggling assembly will take place in each classroom during the physical education class today. The students will practice juggling during physical education during the unit. At the end of the unit, parents will be invited to school for an evening assembly to teach the parents how to juggle too. The event can take place during the school day or evening at the school’s discretion.

Science:

After physical education this day, discuss with the children what our bodies need to have to have enough energy to be healthy and active. Introduce the words exercise and calories. Talk about the foods needed to make the energy we need to be healthy. Talk about food labels and show a label to the class. Identify the calorie content. Distribute the food labels to the children and have them try to find a classmate who has a label that helps them equal 100 calories.

Homework:

Bring a photograph of your family. If you do not have a photograph, please draw a picture of your family (for art mural).

Make final preparations for your 100th Day of School collection.

Day Two:

Language Arts/Social Studies:

Reread “One Hundred is a Family” by Pam Munoz Ryan. Discuss families, what they are, what they do, likes and differences in families, and family’s needs. The teacher will discuss with the students the definition of a family, make charts of family responsibilities, descriptions of families, and what a family’s needs are. Students will assist with the creation of the charts (these will be used as word/phrase banks for paragraph writing). The class with teacher direction will write a paragraph about the teacher’s family. This paragraph will be used as the sample for the student paragraphs. Students will write their paragraphs using the writing method. Related teacher reference sites: http://www.eduplace.com/rdg/gen_act/family/helps.html

Math:

Work with a buddy and trace each other’s feet. Each of the children color and decorate one foot, and then get together with the children in other classes. Tape the footprints down the hall and mark off every 10 feet until you reach 100, so the children can see the distance 100 footprints travel. Have the children write a class story about the 100 footprints.

Music:

Begin teaching 100th Day of School songs. Review frequently in preparation for assembly on the 100th Day of School.

Physical Education:

Practice juggling, 100 exercises.

Art:

Using Kid Pix software make a family quilt. The children may draw or use the stamps to create a quilt that shows special things to the child’s family. It may include the following:

Favorite Foods	Favorite Sports
Favorite Colors	Favorite Family Fun Things To Do

Day Three:

Language Arts:

Students will continue working on their family paragraph. Time will be set aside for peer and teacher conferences, as well as for writing.

Review spelling words by writing sentences, making a word search, or in teacher’s selected way.

Math/Social Studies:

Children will create a bar graph to represent the number of people in their family. A printable graph can be created at <http://nces.ed.gov/NCESKIDS/Graphing/> Related teacher reference site: http://www.eduplace.com/rdg/gen_act/family/picture.html

Social Studies:

Have a class discussion about families. Talk about the differences and the similarities in their

holiday celebrations, stories, games, and types of dress. For homework, ask your parents where your family came from (a country other than the United States). In school (or ask a family member to help): find five facts about that country; using the Internet, find a map of the country and print it and draw a picture to show your favorite thing about the country. Possible facts are: types of foods eaten, crops grown, languages spoken, clothing, weather, geographical features, products, continent, games, music, art, and sports. Be ready to share these facts and your picture with the class in an oral presentation. Allow 4-6 days of in class work to complete this assignment. Maps may be found at

<http://www.nationalgeographic.com/xpeditions/atlas/index.html>

Good books to read: *Families* by Ann Morris, *All Families are Different* by Sol Gordon, *All Kinds of Families* by Norma Simon, *Families* by Gail Saunders-Smith.

Related teacher reference site: http://www.eduplace.com/rdg/gen_act/family/where.html

Physical Education:

What can you do in 100 seconds? How many times can you jump rope, how far can you run, how many jumping jacks, and can you balance for 100 seconds?

Practice juggling.

Music:

Teach “My Aunt Came Back” (song words and music available):

<http://members.iinet.net.au/~oneilg/scouts/songs/aunt.html>

Day Four:

Language Arts:

Students will complete final drafts of their family paragraphs and complete an illustration.

Review spelling words.

Math:

Have children fill in a hundreds chart. The chart can be downloaded from

http://atozteacherstuff.com/printables/cat_100.shtml

Social Studies:

Students will be assisted in class to find information for their oral report about their family histories. The teacher should locate Internet sites about the countries of origin and help the children read the information and take notes. Parent volunteers would be helpful here. Software encyclopedias as well as children’s print encyclopedias and trade books from the library are also necessary.

Physical Education/Math/Social Studies:

Walk 100 miles. In physical education class, the physical education teacher will chart the number of laps and convert to miles that the students walk or jog. The classroom teacher and physical education teacher will select a place or city 100 miles away from the school. The children estimate how many days it will take to “walk” to this place. The physical education teacher will chart on a graph the number of miles walked on a daily basis. The classroom teacher will find a map of the area and make an enlargement. Each day the children will mark

off the miles traveled to their destination.

Music:

Learn family fingerplays. See Tools/Resources.

Art:

Make a Family Tree

Materials: small branch, construction paper, leaf cutout, cup, and ball of clay per child.

Direction: <http://www.enchantedlearning.com/crafts/familytree/tree/>

Additional teacher information: <http://education.boisestate.edu/interchange/lessons/1999/familytrees.htm>

Day Five:

Language Arts/Science:

Reread “Going on A Bear Hunt”. Discuss bears and types of bears. Using parent volunteers have the children explore Gary Coulbourne and Phil Pollard’s site <http://www.bears.org/>. The children will select a favorite bear and find five facts about the bear (additional sites, software, and trade books will be used as well). The children will write a factual paragraph about their selected bear. Possible reference: The Little Dictionary at <http://enchantedlearning.com/dictionary.html>

Math:

Estimating jars for 100. Put together three baby food jars of un-popped popcorn. In one jar put 100 pieces of corn, less in another and more in the other. Have children estimate which jar has 100 pieces of corn. Record their estimations on a bar graph. Count the corn in the jars to find which is which.

Social Studies: (continuation of day 4)

Students will be assisted in class to find information for their oral report about their family histories. The teacher should locate Internet sites about the countries of origin and help the children read the information and take notes. Parent volunteers would be helpful here. Software encyclopedias as well as children’s print encyclopedias and trade books from the library are also necessary.

Physical Education/Music:

Act out the parts of “We’re Going On a Bear Hunt”. Continue walking “100 Miles”.

Assessment:

Spelling test

Day Six:

Language Arts:

Students will continue their research on bears and write their notes.

Students will begin giving their family/country oral report. Students will be encouraged to bring a prop from home if possible.

Math:

On-line addition and subtraction practice at <http://www.aplusmath.com/Games/index.html>. Have children write as many different ways as possible to add or subtract to a sum or difference of 100. Have children write to 100 by 2's 5's, and 10's

Science:

Continue the discussion of bears and their characteristics and habitat. Compare bear families to human families. Make a Venn diagram on the board to describe these comparisons. Have students copy the information onto their copy of a Venn diagram. If possible, use Kidspiration or Inspiration software to make the chart.

Physical Education:

Bear and the Honey Pot:

Have the children sit in a circle on the floor. One person is nominated to be the bear and to sit blindfolded on a chair in the center of the circle. The bear is given a rolled up newspaper. A set of keys (the honey pot) is placed under the bear's chair. The bear's objective is to guard the honey pot and without leaving their chair prevent the honey pot from being stolen. One by one the children from the circle are chosen to steal the honey pot and take it to the edge of the circle. If they are hit by the bears newspaper, they return to their places. If they succeed in getting the keys, they become the bear. (*Note: This game requires all children to be very quiet so that the bear can listen for the "thief". Although this game sounds a little violent, you should have no problems with it as long as you supervise closely.*) Continue walking "100 Miles".

Art:

Create a class mural of 100 people (family members) either pictures to be scanned by the teacher or pictures drawn by the students. Put this on a bulletin board with student created sentences about each family represented.

Music:

Teach a bear song.

Homework:

Bring your favorite teddy bear to school tomorrow.

Day Seven:

Language Arts:

Students will continue their research on bears and begin to write their factual paragraph.

Complete family oral reports.

Students will work on prepositions learned in the book *Going On A Bear Hunt*. Worksheet available at <http://www.teachingideas.thenexus.co.uk/prepositions/prepositionsws3.htm>

Science/Math:

Real Bears versus Teddy Bears lesson from: <http://www.teachers.net/lessons/posts/2198.html>

In this lesson, children will compare the real black bear to stuffed bears and measure the stuffed bears in the classroom. Students are asked to measure their bears with a ruler and compare the

height of the teddy bear to a real black bear. Web sites needed:

<http://www.grinandbearit.com/tbhistory.htm> http://www.bearhollow.net/teddy_roosevelt.htm

Physical Education:

Bear Bounce:

Students will use the big parachute and use one or more teddy bears on top of the parachute. Students will use ripples and waves and see how high they can bounce the bears, and if they can even bounce them off, make them move around the parachute, make them disappear through the hole, etc. Continue walking “100 Miles”.

Music:

Learn the Three Bears Rap. Use body percussion to keep the beat of the rap.

Day Eight:

Language Arts:

Students will complete their bear paragraphs and work on the illustration for the report. Complete oral reports as necessary.

Math:

Bear Count:

Materials: 20 bear counters of each color (red, yellow, blue, green), 4 number cubes (red, yellow, blue, green), four trays. Activity: Put 20 bears on each tray. The players take turns rolling their color cube. The numbers on the cubes represent the number of bears the player may take out of their tray. The first player to take all of their bears out of the tray wins.

Science/Social Studies:

Mapping skills:

Make cut-outs of the Brown Bear, American Black Bear, Asiatic Black Bear, Malayan Sun Bear, Polar Bear, Sloth Bear, and Spectacled Bear. Identify where these bears live (habitat). Have the students color the cut-outs in groups and place them on the map in the animals natural habitat.

This is a good study to learn the continents. Label them on a map. Cutouts available:

<http://www.allaboutnature.com/subjects/mammals/bear/> or <http://www.ncrtec.org/picture.htm>

Physical Education:

Jump roping with Rhymes:

Students will do long jump roping and use the rhyme, “Teddy bear, teddy bear turn around, teddy bear, teddy bear touch the ground, teddy bear, teddy bear turn out the lights, teddy bear, teddy bear say goodnight”.

Art:

Students will learn to draw a bear with the help of this web site. The teacher will copy the instructions. http://www.janbrett.com/learn_to_draw_a_bear.htm

Day Nine:

Language Arts:

If I had \$100, I would _____. Complete sentence and add to make a paragraph to tell what would happen and why. Illustrate and put together in a PowerPoint book for the class and parents. E-mail book to friends and family.

Math:

Laminate individual hundreds counting charts, with the numbers, for a small group. Chart is available at: http://atozteacherstuff.com/printables/cat_100.shtml Using a commercial die, each child takes turns throwing the die and coloring their chart the same number as is shown on the die for their turn e.g. roll 5, color the first 5 squares, next turn, roll 3, color next 3 squares etc. The first child to get to 100, filling the entire grid is the winner. A faster version is for all to have their own die and the child to get 100 first wins. No prizes, but applause from the group.

Science/Art:

Introduce the history of the Teddy Bear. Teacher resources for the story are:

Web sites:

History : <http://www.arts.unimelb.edu.au/amu/ucr/student/1997/chiba/tbh.htm>

<http://teddybearandfriends.com/history.html>

<http://americanhistory.si.edu/notkid/t.htm>

Photograph: http://www.bearhollow.net/teddy_roosevelt.htm

Book: *Teddy Bears* (a history) by Arlene Erlbach

Discuss the teddy bear and talk about the children's favorite teddy bears. Have the children design their own teddy bear using clay and paint.

Music:

Review 100th Day of School songs for tomorrow's assembly.

Physical Education:

Students will perform various movements to the album *Animal Walks* acting out how different animals move. We will focus mainly on the bear walk.

Nutrition/Cooking:

Make biscuit bears. Each child needs two refrigerator biscuits. Leave one as is. That is the head. Cut the other biscuit in half and make a snout. Cut the half of biscuit in half again and make two ears. Cut a maraschino cherry in half and put half in each ear. Use raisins for the eyes and nose. Sprinkle with cinnamon sugar and bake according to biscuit directions until brown.

Day Ten:

THE 100th DAY OF SCHOOL CELEBRATION

Language Arts:

If I've told you once, I've told you a 100 times _____. Complete the sentence and add two others. Put this together as a class book.

Math:

Have an assembly for all participating classes to display and share the individual collections. Sing the 100th day songs and do some of the physical education exercises/activities as space

allows.

Students are asked to bring foods for trail mix. The student counts out 10 pieces of 10 different ingredients to make their trail mix. Enjoy this as the morning snack.

Physical Education:

Individual classes 100th day activities/exercises

Lunch:

Teddy bear picnic to wrap up the unit. Everyone brings their favorite bear (or stuffed animal) to school for a picnic with the class. Parents send in honey cakes. Recipes available:

<http://www.honey.com/recipes/kidsrecp/hgransq.html>

<http://www.honey.com/recipes/kidsrecp/muffins.html>

<http://www.recipecottage.com/cookies/honey-cakes.html>

Music:

Sing bear songs at the picnic.

Assessments:

Name: _____ Date: _____

BEAR REPORT

4 Exemplary

- I completed everything in the Proficient category.
- I completed advanced work. For example, the details and examples were extra good.

3 Proficient

Content

- My paper is the right length.
- My sentences are in my own words and not copied.

Organization

- My paragraph has a topic sentence.

Language/Word Choice

- My descriptions have details.

Sentence Structure

- I have complete sentences.
- My sentences begin in different ways.

Mechanics

- I do not have spelling mistakes in my final copy.
- I do not have punctuation or capitalization mistakes in my final copy.

The Writing Process

- I followed the writing process as directed by my teacher.
- I used at least one book and one web site to find information.

Technology

- I used the computer correctly.
- I was able, with help, to find information about my bear.
- I was able to work cooperatively with my teacher, parents and classmates.

Science

- I was able to find five different facts about my bear.

Art

- I was able to draw my picture about my bear.
-

2 Progressing

- I met ten of the Proficient criteria.
 - I will revise and edit because I am almost there.
-

1 Not meeting the standards

- I met less than ten of the Proficient criteria.
- I will ask questions and try again.

Teacher's signature and date: _____

Name: _____ Date: _____

FAMILY REPORT

4 Exemplary

- I completed everything in the Proficient category.
 - I completed advanced work. For example, the details and examples were extra good.
-

3 Proficient

Content

- My paper is the right length.
- My sentences are in my own words and not copied.

Organization

- My paragraph has a topic sentence.
- I have a clear beginning, middle, and end.

Language/Word Choice

- My descriptions have details.
- I thought about my audience and used words they could understand.

Sentence Structure

- I have complete sentences.
- My sentences begin in different ways.
- I have different kinds of sentences.

Mechanics

- I have used handwriting that all can read.
- I do not have spelling, punctuation, or capitalization mistakes in my final copy.

The Writing Process

- I followed the writing process as directed by my teacher.
- I had at least one classmate read my paragraph.

Technology

- I used the computer correctly.

Social Studies

- I was able to describe my family, their needs, and their responsibilities.

Art

- I was able to draw my picture about my family.
-

2 Progressing

- I met ten of the Proficient criteria.
 - I will revise and edit because I am almost there.
-

1 Not meeting the standards

- I met less than ten of the Proficient criteria.
- I will ask questions and try again.

Teacher's signature and date: _____

Name: _____ Date: _____

FAMILY ORAL PRESENTATION

4 Exemplary

- I completed everything in the Proficient category.
 - I completed advanced work. For example, the details and examples were extra good.
-

3 Proficient

Presentation

- My speech is organized.
- My voice is clear and appropriately loud.

Word Choice

- My descriptions have details.

Sentence Structure

- I speak in complete sentences.
- My sentences begin in different ways.

Social Studies

- I was able to show my map of the country.
- I was able to tell five things about my family's country of origin.

Technology

- I used the computer correctly.
- I was able, with help, to find information about my country.
- I used at least one book and one web site.
- I was able to work cooperatively with my teacher, parents and classmates.

Art

- I was able to draw a picture showing my favorite thing about the country.
-

2 Progressing

- I met five of the Proficient criteria.
 - I will practice and give my report to my teacher again because I am almost there.
-

1 Not meeting the standards

- I met less than five of the Proficient criteria.
- I will ask questions and try again.

Teacher's signature and date: _____

Tools/Resources:

Software:

Encarta Encyclopedia (or any available encyclopedia)
Kidspiration or Inspiration software, Kid Pix software
PowerPoint software, word processing software

Additional Web Sites:

100th Day of School:

<http://www.minnetonka.k12.mn.us/science/lessons/1/hundred.html>

<http://mathcentral.uregina.ca/RR/database/RR.09.95/danylczuk1.html>

<http://users.aol.com/a100thday/ideas.html>

<http://www.siec.k12.in.us/%7Ewest/proj/100th/act.htm>

<http://www.aplusmath.com/Games/index.html>

Families:

<http://www.atozteacherstuff.com/themes/family.shtml>

<http://nces.ed.gov/NCESKIDS/Graphing/>

<http://www.pammunozryan.com/>

http://www.eduplace.com/rdg/gen_act/family/f_crest.html

<http://www.canteach.ca/elementary/songspoems3.html> Poems

Bears:

<http://www.ameritech.net/users/macler/bears.html>

<http://www.bearden.org/>

<http://www.excite.sfu.ca/projects/exwork/best/bearden/cubden.htm>

<http://www.berenstainbears.com>

<http://www.grinandbearit.com/tbhistory.htm>

http://www.bearhollow.net/teddy_roosevelt.htm

<http://www.teachers.net/lessons/posts/2198.html>

<http://www.schools.ash.org.au/hillview/threeb.htm>

<http://www.nvo.com/ecnewsletter/teddys100thbirthdaycelebration1/> Excellent resource for additional activities

Books:

100th Day of School

100 Hungry Ants by Elinor J. Pinczes

100th Day Worries by Margery Cuyler

100 Days of School by Trudy Harris

Emily's First 100 Days of School by Rosemary Wells

One Hundred is a Family by Pam Munoz Ryan

The Wolf's Chicken Stew by Keiko Kasza

The 100th Day of School by Angela Shelf Medearis illustrated by Joan Holub

Miss Bindergarten Celebrates the 100th Day of Kindergarten

From One To One Hundred by Teri Sloat

Up to Ten and Down Again by Lisa Campbell Ernst

Ten Apple up on Top! By Dr. Seuss
Anno's Counting Book
Ten Black Dots

Families

Truman's Aunt Farm by Jama Rattigan
Weird Parents by Audrey Wood
Papa get the Moon for Me by Eric Carl
The Relatives Came by Cynthia Rylant
Bigmama's by Donald Crews
A Chair for My Mother by Vera B. Williams
Alexander and the Terrible, Horrible, Very Bad Day by Judith Viorst
Alexander Who Used to Be Rich Last Sunday by Judith Viorst
ABC A Family Alphabet Book by Bobbie Combs
123 A Family Counting Book by Bobbie Combs
In My Family/ En Mi Familia by Carmen Lomas Garza
Cudaros de familia/ Family Pictures by Carmen Lomas Garza
When Mama Gets Home by Marisabina Russo
Families by Ann Morris
All Families are Different by Sol Gordon
All Kinds of Families by Norma Simon
Families by Gail Saunders-Smith

Bears

Jamberry by Bruce Degen
Hairy Bear by Joy Cowley
Bears by Ruth Krauss
Polar Bear, Polar Bear by Bill Martin, Jr.
Brown Bear, Brown Bear by Bill Martin Jr.
Little Polar Bear by Haans De Beers
How to Hide A Polar Bear by Ruth Heller
Little Polar Bear by Hans deBeer
Teddy Bear's Picnic Cookbook by Abigail Darling
Where Do Bears Sleep by Mary Morgan
Do Bears Sleep All Winter? Questions and Answers About Bears by Melvin Berger, et al.
Bears series by Marcia S. Freeman (Brown, Black)
Polar Bears by Gail Gibbons
Bears Odd, Bears Even by Harriet Ziefert
Teddy Bears (a history) by Arlene Erlbach Teacher Resource
Bears: Polar Bears, Black Bears and Grizzly Bears by Deborah Hodge

Song Resources:

Counting To 100

"Sung to the tune of "Yankee Doodle Dandy" Lyrics by Lindy S. Isley:

Verse 1:

I can count up to 100,
It's so easy if you try.
I can't believe that since we started school
100 days have gone by.
Now let's all count up to 100
Come on try it once with me
We'll finish up with 99,
And last we'll say 100
Let's start out with 1, 2, 3.
(then count as a group to 100 by 1's)

Verse 2:

I can count up to 100,
It's so easy if you try.
But this time instead of using 1's,
I'll try to count it by 5's.
Counting this way is much faster
So it doesn't take as long.
First say 5 and then say 10,
And end up with 100,
Come on and join in my song.
(count as a group by 5's)

Verse 3:

I can count up to 100,
Now I'll try it once again.
But this time instead of 1's or 5's,
I'll try to count it by 10's.
Counting this way is the fastest,
It is also lots of fun.
First say 10 and then say 20,
End up with 100,
Our song is almost done!
(count to 100 by 10's)

100th Day of School

“to the tune of "Ta-ra-ra boom de ay" “ by Margo Ennis

It's the 100th day.
So shout hip-hip hooray!
We'll count and eat and play,
On the 100th day!
See all we've collected.
100's on display.
Join in the fun and say,
Hooray for the 100th Day!

We've Been Working in our Classroom

"to the tune of "I've Been Working on the Railroad""

We've been working in our classroom. For 100 days!
We've been working in our classroom. Here in (fill in grade) grade!
Rising early in the morning. Bringing our books and pencils, too!
Every day at (name of school). We learn something new!
100 day is here, 100 day is here. Come on and give a cheer!
100 day is here, 100 day is here. Come on and give a cheer!
Hurray!

Bear is Sleeping

"to the tune of "Frere Jacques""

Bear is sleeping. Bear is sleeping,
Let it snow! Let it snow!
Sleeping all the winter, sleeping all the winter,
Snug and warm, snug and warm.

The Bear Went Over the Mountain

music available: <http://www.geocities.com/EnchantedForest/Glade/7438/#Favorite>

The bear went over the mountain, The bear went over the mountain, The bear went over the mountain,
To see what he could see To see what he could see, To see what he could see.
The other side of the mountain, The other side of the mountain, The other side of the mountain,
Was all that he could see Was all that he could see, Was all that he could see, The other side of the mountain,
Was all that he could see!

My Aunt Came Back

Word and music available: <http://members.iinet.net.au/~oneilg/scouts/songs/aunt.html>

The Bear

Words and music available: <http://members.iinet.net.au/~oneilg/scouts/songs/bear.html>

Big Grizzly Bear

Words and music available: <http://www.kididdles.com/mouseum/b078.html>

THE THREE BEARS RAP

by Cherrol McGhee <http://www.schools.ash.org.au/hillview/threeb.htm>

Once upon a **time** in a **nursery rhyme** there were **three** bears. (click, click, click)

A **Papa** bear, a **Mama** bear and a **wee** bear. (click, click, click)

One day, they **went** out **walking** and **a-talking** in the woods.(click, click, click)

Along came a **girl** with **long, curly hair**. (click, click, click)

"**Someone's** been **sitting** in **my** chair," said the **Papa** bear.

"**Someone's** been **sitting** in **my** chair,"said the **Mama** bear.

"**Hey**, **Mama Three** Bear," **said** the little **wee** bear,

"Someone has broken my chair."

YEAH!!

"Someone's been **tasting my porridge**," said the **Papa** bear.

"Someone's been **tasting my porridge**," said the **Mama** bear.

"**Hey, Mama Three Bear**," **said** the little **wee** bear,

"Someone has eaten my porridge."

YEAH !!

"Someone's been **sitting on my bed**," said the **Papa** bear.

"Someone's been **sitting on my bed**," said the **Mama** bear.

"**Hey, Mama Three Bear**," **said** the little **wee** bear,

"Someone is here in my bed."

YEAH!!

Goldilocks woke up and broke up the party. (click, click, click)

"Bye, bye, bye, bye, bye, bye, bye," said the Papa bear. (wave hand)

"Bye, bye, bye, bye, bye, bye, bye," said the Mama bear. (wave other hand)

"Hey, Mama Three Bear," said the little wee bear, "Bye, bye, bye, bye, bye, bye, bye."

(wave both hands)

YEAH!!

(Slap knees on bold type, clap intervening beat, click fingers on word 'click' or say "Ch", and arms wide on **YEAH!!**)

FINGERPLAYS:

Mother's Knives and Forks

from *Wee Sing Children's Songs and Fingerplays*

These are Mother's knives and forks.

(Fingers interlaced, tips up)

This is Mother's table.

(Flatten hands and arms)

This is Mother's looking glass,

(palms toward face)

And this is baby's cradle.

(Palms up, rock arms)

Grandma's Glasses

from *Wee Sing Children's Songs and Fingerplays*

Here are Grandma's glasses,

(fingers around eyes)

Here is Grandma's hat,

(hands on head)

This is the way she folds her hands,

(fold hands)

And lays them in her lap.

(Fold hands in lap)

Here are Grandpa's glasses

(larger glasses)

Here is Grandpa's hat,

(larger Hat)

This is the way he folds his arms,

(fold arms across chest)

Just like that.

(with emphasis)