

ATTACK OF THE CHICKEN NUGGET MAN

Lesson Plan
by Melissa
Green, NBCT

Chapter 4 Measurements

Activity 1

Materials:

- Index cards with scenarios written on them (see below)

Whole Group Activity:

Begin by sharing the following data with the class. Have them round the decimal to the nearest hundredth and say sentences that compare a mile to a kilometer. (Ex: A mile is sixty two one hundredths of a kilometer; A mile is 62% of a kilometer. A mile is a little more than half of a kilometer.)

1 Kilometer = 0.621371192 Miles

Refer students to the first paragraph of chapter 4. Divide students into groups and give each group a scenario as follows (you may want to ability group and choose who gets which scenario as some are more advanced than others):

1. Chris rode the bus 2.3 kilometers to and from school. How many kilometers per day does he ride? About how many miles is that? (**7.40 miles**)
2. Chris's bus driver drove 25 miles per hour. About how long did it take him to get from Chris's house if he made no stops and needed to travel 2.3 kilometers to Chris's school. (**less than one minute**)
3. Chris got on the bus at 7:43 am and got off at school at 8:03 am. The bus stopped twice, each time for 30 seconds. How many minutes did Chris spend on the bus? (**19 minutes**)
4. Chris's cousin also rides the bus to school. He travels 8.5 kilometers on the bus every day. Chris travels 7.3 miles. Who travels the most distance? (**Chris**)
5. Chris's bus driver drives a total of 26 miles for his bus route and he does the route twice a day. How many kilometers does he drive every day? (**83.69 km**)

Have students work together to solve their scenario, using appropriate math language and showing their steps. The following link reviews the processes and proficiencies that math students should show when problem solving. <http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/>

Assessment:

Standards Addressed:

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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Assessment can occur informally as you circulate the room and listen to conversations of the groups. Keep in mind the proficiencies listed in the above link.

Differentiation:

Remediation	Enrichment
<p>Students who struggle in this lesson often struggle with the algorithms necessary to convert from one decimal to the other. If this seems to be the case, spend time reviewing those algorithms.</p> <p>Otherwise, the students more than likely need to build an understanding of a kilometer and a mile. Help them research the number of feet in each one. Use tape measures and/or rulers, measure the distance of the classroom and help them visualize how many classrooms walls it would take to make a km or a mile. Or, use an online mapping/gps website to find a well known landmark that is one mile/km from your school. Provide them with scenarios such as to travel 4 km would be like traveling to the park that is 1 km from our school 4 times.</p>	<p>Have students develop other related distance problems that involve km and miles. Their understanding of the concept of distance must be strong in order to develop strong word problems.</p>

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Chapter 4 Writing

Activity 2

Materials:

- Computers with internet access

Whole Group Activity:

Chapter 4 tells us a little about the Chicken Nugget Man, but we still don't know where he came from and how the "adults" discovered him.

- The students should write a newspaper article about the first time anyone encountered the Chicken Nugget Man. The article should use the details provided so far in the book, but the students can imagine the other details in their writing. This writing should focus on the first bullet in standard W.5.3: "Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally."
- Use a sequencing organizer such as <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf> in the prewriting process to help students organize their ideas.
- Help the students focus on the who, what, when, where, and why of their newspaper article. The article should be written in third person.
- Once their stories are ready for publishing, use <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-printing-press-30036.html> to show students how to create the article in a newspaper format.

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Standards Addressed: W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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Chapter 4 Writing

Assessment:

Assess the students' writing using the criteria described in the standard. Use <http://rubistar.4teachers.org/> to create a rubric

Differentiation:

Remediation	Enrichment
Some students may need more assistance in the structure of this story. Help the focus on the 5 W's and writing just one or two elaboration sentences for each. Keep in clean and simple so they don't get lost in the details. Allow those who are frustrated with handwriting to use a computer to create their rough drafts or have them tell their story to a tape recorder and then copy the words as the tape is played back.	These students can add to the newspaper by creating additional articles, editorials, comics, etc. that all pertain to the story they have written.

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