No Troll Left Behind

Shaylee Baker
Interdisciplinary Thematic Unit
Second Grade
Unit Title:

*No Troll Left Behind*

Subject Areas:

The subject areas that will be covered in this unit include all core subjects such as English Language Arts (ELA), Math, Physical Education, Social Studies, Science, Art, Health, Music, Computers, Writing, Vocabulary and Culture.

Grade Level:

*Second Grade*

Unit Rationale:

This interdisciplinary thematic unit has a Trolls theme. With a trolls themed unit, the students will gain a deeper insight about these mythical creatures. Students will acquire knowledge and an understanding of several cultures, such as the Anishinabe, Norse, and Irish. They will develop knowledge regarding the history, culture, and the habitats in which they live in. This unit will have all subjects incorporated into their daily lesson plans. All students will remain interactive with the use of technology, and hands-on science and art experiments. All learning styles will be taken into consideration throughout the entire unit to reach the goal of differentiated instruction.

Goals:

- Gain insight about how mythical creatures vary from around the world.
- To use the Seven Teachings throughout the unit.
- Acquire a deep understanding about the cultures of Irish, Norse, and Anishinabe.
- Enhance kinesthetic skills through the use of technology, and science experiments.

Specific Instructional Objectives/Benchmarks:

**English Language Arts:**

RL.1-A ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.

RL.3-Describe settings and how characters in a story, respond to major events and challenges.

RL.4-Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RI.9-Compare and contrast the most important points presents by two texts on the same topic.

RF.3-Know and apply grade-level phonics and word analysis skills in decoding words

RF.4-Read with sufficient accuracy and fluency to support comprehension.

W.1-Write opinion pieces

W.3-Write narratives

W.5-Write with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.
W.8- Recall information from experiences or gather information from provided sources to answer a question.

SL.1- Participate in collaborative conversations with diverse partners about *Trolls* with peers and adults in small and larger groups

SL.2- Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media.

SL.3- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.1- Within the context of authentic English writing and speaking:
  - Correctly use common homophones
  - Produce complete sentences in shared language activities

L.2- Use commas in greetings and closings of letters.

L.4- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

L.5- Demonstrate understanding of word relationships and nuances in word meanings.

**Math:**

1.NBT.2- Demonstrate understanding that the two digits of a two-digit number represent amounts of tens and ones

1.NBT.3- Compare two-digit numbers based on meanings of the tens and one’s digits, recording the results of comparisons with the symbols, >, =, <

1.NBT.4- Demonstrate understanding of place value when adding two-digit numbers with 100.
  A. Add a two-digit number and a one-digit number

2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.

2.MD.1- Select and use appropriate tools to measure the length on an object.

2.MD.2- Measure the length of an object using two different standard units of measurement.

2.MD.3- Estimate the lengths using units of inches, feet, centimeters, and meters.

**Social Studies:**

2.1.3- Use a resource (e.g., books, pictures, graph, chart, video, internet, guest speaker, TV) to gather information.

2.5.1- Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe

2.6.2- Identify the basic elements (e.g., language, food, dress) that make up a culture

2.6.3- Identify ways (e.g., stories, journals, scrapbooks, folklore, myths, pictures) traditions are passed between generations.
Music:
4.1.2- Sing expressively
4.1.5-Sing in groups
4.5.1- Read simple rhythms in basic meters
4.6.1-Know simple music forms when presented aurally.’
4.6.4-Know the sounds of a variety of instruments and voices from various cultures
4.6.2-Know a variety of styles representing diverse cultures
4.2.2-Perform expressively.

Art:
4.1.5-Know the different visual art media, techniques, and processes are used to communicate ideas, experience and stories.
4.1.6- Use visual art materials and tools in a safe and responsible manner
4.2.3-Use visual art structures and functions of works of art to communicate ideas.
4.5.1-Know various purposes for creating works of art.
4.2.3-Use visual art structures and functions of works of art to communicate ideas.
4.3.1-Communicate ideas using movement

Health:
2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)
2.4.2-Identify positive ways to get along with others. (e.g., follow classroom and playground rules)
2.4.3-Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures)
1.4.1- Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad/mad)

Science:
1.1.2-Identify objects (e.g., toys vehicles, dolls, human body, plants) that are made of parts
1.8.1-Identify ways (e.g., create things, ask questions, make observations, figure things out) that everybody can do science.
2.2.1-Ask questions and seek answers about the world
2.7.2. Describe some things (e.g., UV Rays, secondhand smoke, pollution) from our environment that are harmful to people.
2.3.1. Identify ways (e.g., mixing, heating, cooling,
cutting) to make changes in matter

**Physical Education:**

S1. E5.2-Performs teacher selected and/or student-designed rhythmic activity with correct response to simple rhythms.

S1. E13.2-Throws underhand using a mature pattern.

S2. E2.2-Combines shapes, levels and pathways into simple travel, rhythmic movement and gymnastics sequence.

S1. E3.2-Jumping & landing, horizontal Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.

S1. E2.2a- Runs with a mature pattern.

S1. E18.2-Dribbles with the feet in general space with control of ball and body.

S1. E16.2- Catches a self-tossed or well thrown large ball with hands

S1. E17.2a&b- Dribbles using the dominant hand while walking in general space.

S1. E26.5- Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).

S2. E3.2-Combines shapes, levels and pathways into simple travel, rhythmic movement and gymnastic sequences.

S1. E24- Strikes an object upward with a short-handed implement using consecutive hits.

**Technology**

K-5.IAI.4-Use basic search strategies to locate resources

K-5IAI.8-Apply new knowledge to curricular areas or real world situations

K-5IAI.10-Collaborate with others to exchange ideas.

K-5.MTL.1- Define and use grade appropriate media and technology terminology in context.

K-5.MTL.2-Select, with guidance, the appropriate technology to accomplish a goal.

**Instructional Procedures:**

All instructional procedures will be listed throughout the unit plan.
List of Materials (general):

Day 1: Digital alarm clock, Trolls writing activity, iPads, misc. Trolls books, Trolls homophone game, braille clocks, clock handout, YouTube music video, KWL chart, Promethean board, pencils, Word Wall sheet, YouTube videos, misc., Trolls Calendar, anecdotal records, math exit slips, observation checklist

- [https://www.youtube.com/watch?v=oWgTqLCLE8k](https://www.youtube.com/watch?v=oWgTqLCLE8k)
- [https://prod.classflow.com/classflow/#!/product/itemId=6ee7488808e4838996791c451602dc4](https://prod.classflow.com/classflow/#!/product/itemId=6ee7488808e4838996791c451602dc4)


- [https://classflow.com/classflow/#!/drive/drivetrees=89906af506034753a92982fa41290274,19ab2214c6b44c29a7cf4a7c9da51d71/rs-provider=89906af506034753a92982fa41290274/resource-list-s=b197930a2b014e439385196012863d06](https://classflow.com/classflow/#!/drive/drivetrees=89906af506034753a92982fa41290274,19ab2214c6b44c29a7cf4a7c9da51d71/rs-provider=89906af506034753a92982fa41290274/resource-list-s=b197930a2b014e439385196012863d06)
- [https://www.youtube.com/watch?v=vrqaK0fRZY8](https://www.youtube.com/watch?v=vrqaK0fRZY8)

Day 3: Trolls Calendar, Word Wall List, paint, paint brushes, crayons, colored pencils, construction paper Trouble with Trolls, Trolls Analog Clock, mini analog clocks, Active Inspire, iPads, Misc. Trolls books, Trolls Math Handout, White Boards, 1 soccer ball, 1 jump rope, 3 basketballs, timer, whistle, KWL chart (day 1), Observation checklist, Word Wall

Day 4: Trolls calendar, pencils, Poppy's Part, friendship cards, Kahoot questions, journals, Trolls analog clock, Clock handout, Can't Stop the Feeling lyrics, anecdotal notes, iPad, Tizzy, web organizer, seven continents map, colored tulle, headbands, observation checklist

Day 5: Trolls Calendar, Word Wall list, Straws, Photos of smoking, observation checklist, Native American flute music, chrome books, flipchart, trolls with numbers for group clock, red yarn, blue yarn, chrome books, rainbow scratch art, The Trickster and the Troll, Trolls Vocabulary Swat, flyswatter, Lyrics for Can't Stop the Feeling, Troll clock numbers, Word wall-tobacco

Day 6: Trolls Calendar; Best Counting Book Ever, Active Inspire, Trolls math exit slips, place value handouts, base ten blocks, Jimmie Boogie Learns about Smoking, Trolls health exit slip, construction paper, colored pencils, markers, scissors, crayons, Trolls slogans, Trolls senses material in link, Troll-Be-Told, 5 mysterious boxes, Trolls sequential writing, student journals, misc. trolls books, [https://www.teacher.org/lesson-plan/learning-about-the-five-senses](https://www.teacher.org/lesson-plan/learning-about-the-five-senses)

Day 7: Trolls Calendar, misc. troll books, Unifex Cubes, flip chart, place value memory game, Word Wall-second hand smoking, tar, computers, ring a troll, Trolls Chair, misc. trolls' books, The Trickster and the Troll, hula hoops, 1-quart dark molasses, dirty motor oil, dark dirt, health exit slip [https://prod.classflow.com/classflow/#!/planner/4fc04112ca3e452aa9d490af537a52c7](https://prod.classflow.com/classflow/#!/planner/4fc04112ca3e452aa9d490af537a52c7)

Day 8: Pencils, Trolls calendar, word wall-smokeless tobacco, YouTube Videos, chalk, Active Inspire, handout math, health exit slips, unifex cubes, Leprechauns Big Pot of Gold, Troll invitations, misc. troll books, Troll-Be-Told

Day 9: No materials will be needed. The classroom will be in Minot North Dakota for a field trip to the Host Fest., Assorted construction paper

Day 10: PowerPoint Presentations, Trolls Binders with student's materials
Accommodations:

All IEP’s and 504 plans will be taken into consideration using an accommodations and modifications wheel. Accommodations will be made for students on 504’s and IEPs. The teacher will be available to re-teach any misunderstood concept after each day is complete. The teacher will organize each lesson accordingly to meet the needs of all students. For students who are physically disabled in the classroom, the teacher will adjust the lesson plan in red ink for different activities the student can complete. The classroom will be very inclusive to all students. The teacher will make appropriate changes based on the students’ needs and learning styles.

Incorporation of Local Culture

Throughout this unit, the students will be using the Seven Teachings as a part of their everyday lives. The students will first learn what each of the teaching mean, and will then incorporate them into their own personal lives at school and at home. The students will also be learning about new cultures such as the Norse, and Irish. Every student will also learn how to skip count by 5’s using our Anishinabe Language.

Use of Technology:

The use of technology will be incorporated into this unit. With guidance, the students will research and report back to the classroom what they find about their group’s specific culture. The teacher will have Kahoot activities, which includes the use of formative assessments. Every student will participate in the flipchart games the teacher has created as a means of being interactive.

Enrichment Activities:

For students that achieve the goals and objectives sooner than others will be required to expand and deepen their knowledge. This can be done through the use of technology and interactive games. The students can use File Folder games, and work on their writing skills. These students will have the option of learning centers to attend to. These learning centers will consist of the Daily 5 components, which are: Word Work, read to Self, Work on Writing, read to Someone, and Listen to Reading.

Supporting Documents:

*Attach all required supporting documents to carry out this unit plan.*

Daily Plans Duration:

*The daily plans must cover approximately 6 hours and this included lunch time.*

Unit Plan Template:

*The template block areas will increase when you add content. Do not remove unit plan blocks.*
Day One
Focus: What are trolls?
Timeframe: 6 hours     Subjects/Disciplines: Vary

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
<td>The classroom will have a <em>Trolls</em> movie based theme. The bulletin board will be decorated with students’ pictures in a Troll head and posted on the bulletin board. The bulletin board will have a large heading that states <em>No Troll Left Behind</em>. Each student will have a Trolls index card on their desks, and will remain there for the remainder of the unit. The door will be decorated and will state <em>All Trolls Are Welcome!</em> From the ceiling, there will be pictures of Leprechauns, and trolls from the Norse culture. This will get the students to ask questions about what is going on. Each day, a new student will be the <em>Troll of the Day</em>. The <em>Troll of the Day</em> will lead the math meeting and help with the <em>Trolls Calendar</em> and will be the teacher’s helper for handouts and activities. The teacher will also be dressed as a colorful troll. In the classroom, there will be poster boards of leprechauns, Norse trolls, a bulletin board of the movie based Trolls, and a Native American poster board. With these boards, the teacher’s goal is to keep students inquisitive regarding their unit for the next two weeks.</td>
<td></td>
<td>The teacher will observe the students as the students begin to develop questions regarding the Trolls themed room.</td>
</tr>
<tr>
<td>Trolls Calendar (15 minutes)</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. During this time, the students will also be informed about the Seven Teachings. Each day, they will learn a new teaching and will eventually be able to apply all teachings to their daily lives. Today we are learning the word Respect. To have respect means to treat others the same way you want to be treated. We will be respecting one another today!</td>
<td></td>
<td><strong>Objective:</strong> The students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar.</td>
</tr>
</tbody>
</table>

8
### Trolls Thematic Unit Introduction (1 hour 15 minutes)

- The teacher will have binders for each of the students' handouts, art work, and paperwork set up on the wall. The students can access their own binder and keep things organized throughout the unit.
- The teacher will then ask questions to access their prior knowledge and encourage all students to brainstorm and think to their highest ability.
- The teacher will ask “What do you think a thematic unit is?”
- The teacher will then ask the students to talk with their peers at their tables to brainstorm together and discuss what a thematic unit may be.
- The students will be asked to conduct one statement from each table.
- All groups will regather, once the teacher uses her rain stick as a form of nonverbal communication.
- Once everyone has their attention on the teacher, the teacher will discuss what a thematic unit is.
- Our thematic unit is about Trolls. What do you students know about trolls?
- How would you as 2nd graders describe why we would have a trolls' theme for our classroom?
- What are Trolls? Troll-a mythical, cave-dwelling being depicted in folklore as either a giant or a dwarf, typically having a very ugly appearance.
- The teacher will ask the students to take out a piece of paper. The teacher will give directions on how to fold their piece of paper for the KWL Chart.
- The teacher will then tell the students to label the first column “What you know”. The second column will be “What you want to know” and the third column will be “What you learned” These KWL charts will remain in their desks because they will use them as each day goes by.

### Language Arts: W.8-

The students be able to relate information from past learning experiences and input the information into their KWL chart.

### Science: 2.2.1-

The students will develop an understanding through the use of questioning within groups.

### Student KWL Chart

Teacher and Student led discussion.
### Introduction to Troll-istic learning centers. (45 minutes)

- The students will work in groups.
- The teacher will introduce the students to the Daily 5 Learning Centers. The students are familiar with process of the learning centers.
- The centers include: word work, read to self, read to someone, listen to reading, and work on writing.
- The students will use these centers Mondays, Tuesdays, Wednesdays and Thursdays. The students will each have 15 minutes at the learning center.
- Each student will have to have attended three learning centers in one day, and will attend the next two on the following day.
- The teacher will keep record of the centers the students choose, through an IPad.
- Read to Self: The students will choose one of the Trolls Books and read it silently.
- Read to Someone: Two groups will choose a Trolls book and read to each other.
- Word Work: The students will work on homophones using the Trolls File Folder Game
- Listen to Reading: The students will listen to a reading on the IPads.
- Work on Writing: The students will brainstorm about their upcoming writing projects.

### Trolling Through Time (1 hour)

- The Troll of the Day will pass out the mini clocks to all students.
- The teacher will use a Trolls analog clock, and an alarm clock set up to demonstrate both analog and digital.
- The students will skip count up to 60.
- The teacher will explain that there are 60 seconds in one minute, and 60 minutes in one hour.
- The teacher will show the hour hand and the minute hand using the Trolls analog clock.

### Language Arts:

- RF.3-
- RF.4-
- RL.3-
- SL.1-
- W.5-

### Social Studies:

- 2.1.3-

### Math

- 2.MD.7 –
- 2.NBT.2-

### The students will be able to participate in all Daily 5 learning centers.

### The students will be able to construct meaning from Trolls books.

### The students will complete Exit Slips

### The teacher will observe the students as they work.

### The teacher will keep anecdotal records.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troll Inquiry (20 minutes)</td>
<td>Using the Active Inspire white board, the teacher will write a time in digital format, and the students will use their mini clocks to demonstrate the time shown. The students will then complete the flipchart on digital time. This is listed in the top portion of materials. The Troll of the day will pass out the handouts. Students who are visually impaired will have analog clocks in Braille.</td>
<td>The students will discuss with one another at their tables about where they think trolls come from? Where do trolls originate? The students will predict with one another about the history of trolls. The students will make predictions and inferences about where trolls come from. The students will come up with a series of questions on a troll handout. On the troll writing activity, the students at each table will be asked to develop two questions about trolls. The students will then regroup and one student from each group will ask one of their questions with the class.</td>
</tr>
<tr>
<td>Lunch (30 minutes)</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>La-La-La-La Trolls (35 minutes)</td>
<td></td>
<td>The students will watch a singing video on the new movie Trolls. Within these two weeks, students will learn to sing this song and perform at the end of the two weeks to their parents.</td>
</tr>
</tbody>
</table>
### Writing Trolls (1 hour)

- The students will begin writing their own story about trolls.
- The students will begin the first step in the writing process.
- The students will continue to work on their Troll story over the course of the unit.
- As for the first part of the unit, the students will begin to brainstorm.
- The students will take out their writing journals and brainstorm ideas.
- The students can make up their own name for their troll and decide what they would like the audience to know about the troll.
- The students can draw out what they want their troll to look like, the habitat in which they live in, the cultures, and attributes.
- The teacher can play traditional Ojibwa music while they brainstorm their ideas.

**The student whom is hard hearing, will have headphones to listen to the music.**

### Culture-istic Trolls (20 minutes)

- The teacher will read a story about trolls.
- This book is called *Trolls by Mary Man-Kong*.
- The students will be asked questions to assess comprehension.
- What did their homes look like?
- This leads up to the culture of trolls.
- The teacher will present pictures of Leprechauns, and Trolls from the Norse culture.
- The teacher will define what culture is.
- The teacher will ask what makes up our culture? What do we do as a community to practice our culture?
- What types of food do we eat? Do we have a language? What about ceremonies?
- What do you think the story is about?
- What is happening in the story? What will happen next?
- What happened? What was the setting? the climax?

### Language Arts:

- **W.3-** The students will be able to organize their narratives through the use of the writing process.

### Social Studies

- **2.6.2-** The students will be able to describe the attributes that make up their own culture.

### Science

- **2.2.1-** Acquire new knowledge through the use of questioning and responding in classroom discussions.

The students will write their narratives in the journals and the teacher will check progress throughout the unit.

The teacher will lead a classroom discussion.
<table>
<thead>
<tr>
<th>Voc-Troll-ulary (20 minutes)</th>
<th>Trolls Clean-up (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The students will complete in the preview and predict process.</td>
<td>• The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.</td>
</tr>
<tr>
<td>• The students will learn a few new vocabulary words and will use their writing journals to store these for their own personal records.</td>
<td>• The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.</td>
</tr>
<tr>
<td>• The new vocabulary words are: Mythical, Culture, and Troll.</td>
<td>• The teacher will inform the students about the focus for the next day which is “Where do trolls come from?”</td>
</tr>
<tr>
<td>• As the unit goes on, the students will add new vocabulary words to their list and onto the word wall.</td>
<td>• The students will count to 10 in the Ojibwe language.</td>
</tr>
<tr>
<td>• The students will then dance to a music the teacher chooses to get their wiggles out.</td>
<td>• The students are aware of the numbers in Ojibwe.</td>
</tr>
</tbody>
</table>

**Language Arts**

**RF.3-**
Acquire new vocabulary words and apply them to their narratives.

**Art (Dance)-4.3.1-**
Students will be able to get their wiggles out.

The teacher will observe the students as they write down their new vocabulary words.
**Day Two**

**Focus:** Where do trolls come from?

**Time Frame:** 6 hours

**Subject Areas:** Vary.

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>Trolls Calendar</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about honesty. When you are honest, you always tell the truth. You don’t lie.</td>
<td><em>Objective:</em> The students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar.</td>
<td>Teacher Observation The teacher will draw a large <em>Venn Diagram</em> Graphic Organizer and the students will fill in the blanks.</td>
</tr>
</tbody>
</table>
| Opinionated Trolls.            | - The teacher will read another book about Trolls.  
- This book is called *Snicker Doodle* by Stephen Cosgrove.  
- The teacher will ask questions before, during and after the story to further assess their understanding.  
- The students will complete the troll writing activity.  
- During this activity, the students will begin to learn to write opinion pieces.  
- The students will write what they liked or did not like about the story.  
- The teacher will check for prior knowledge about other cultures they know about.  
- The students will gather their thoughts and will quickly review the culture of the book *Trolls* and compare and contrast it to the book *Snickerdoodle* | *Language Arts:* W.1- The students will be able to represent their opinions by stating what they liked/disliked about the book. |                                                                                               |
| Trolling New Vocabulary        | - The teacher will inform the students about Leprechauns in Ireland.  
- The teacher will give the definition of a Leprechaun, Compare, and Contrast.  
- Where do Leprechauns come from?  
- The teacher will use a map to show where Ireland is located. | *Science* 2.2.1- The students will be able to construct their answers sought from the read aloud to complete the Venn Diagram. |                                                                                               |
|                               |                                                                                                                                                                                                                             | *Social Studies* 2.6.2 The students will be able to elaborate the history, culture, and habitats of the Leprechauns in Ireland. |                                                                                               |
| Lunch (30 minutes) | • The teacher will review the two vocabulary words they learned yesterday and will add it to their list.  
• The students will take out their binders because they have their list in there.  
• Yesterday they learned Troll, Culture, and Mythical.  
• Today they will add Leprechaun, compare, contrast to their **word wall**.  
| | • Lunch  
| Trolls Learning Centers (45 minutes) | • The students will work in groups.  
• The centers include: word work, read to self, read to someone, listen to reading, and work on writing.  
• The students will use these centers Mondays, Tuesdays, Wednesdays and Thursdays. The students will each have 15 minutes at the learning center.  
• The teacher will keep record of the centers the students choose, through an iPad.  
• Read to Self: The students will read one of the **Trolls books** to themselves.  
• Read to Someone: Two groups of students will choose a Trolls book and read to each other.  
• Word Work: The students will work on homophones using the **Trolls File Folder Game** - For those who did not get to work on it the day before.  
• Listen to Reading: The students will listen to a reading on the **IPads**.  
• The students are leading each of these activities. They are well aware of Daily 5 from the beginning of the school year.  
| | The students will be able to point to Ireland on the map.  
**Speaking/Listening**  
SL.3- The students will be able to comprehend and build on vocabulary skills during the classroom discussion.  

**Language Arts:**  
RF.3-  
RF.4-  
RL.3-  
SL.1-  
W.5-  

**Social Studies:**  
2.1.3- The students will be able to participate in all Daily 5 learning centers.  
The students will be able to construct meaning from **Trolls** books.  

The teacher will observe the students as they work.  
The teacher will keep anecdotal records.
<table>
<thead>
<tr>
<th>Trolling Through Time (1 hour)</th>
<th>Technological Literate Trolls (1 hour)</th>
<th>Math</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The students will review what they learned yesterday. The students will now learn the concept of a.m. and p.m.</td>
<td>• The students will use the chrome books in the room to research what they can, depending on their readability level about leprechauns.</td>
<td>2.MD.7- Identify the difference between a.m. and p.m. 2.NBT.2- The students will be able to present the correct answers using the Class Flow Flipchart.</td>
<td>K-IAI.4- Use basic search strategies to locate resources</td>
</tr>
<tr>
<td>• Students will learn the concept of 30 minutes before and after the hour.</td>
<td>• The students will be divided into three groups to make learning more intriguing.</td>
<td></td>
<td>K-5.IAI.10- The students will be able to explain thoughts and ideas to the classroom by sharing what they found on the internet.</td>
</tr>
<tr>
<td>• The students will use the Class Flow flip chart on the Promethean board. This link is the material section for day 2.</td>
<td>• The students will find pictures of leprechauns, and google information regarding Ireland.</td>
<td>Language Arts W.1- Students will be able to construct a poster through the use of writing creativity.</td>
<td></td>
</tr>
<tr>
<td>• Troll of the Day will pass out the handout. Analog clocks in Braille will be available</td>
<td>• The students will make a large Tri-Fold presentation board regarding the photos they have found. This can be used as a graphic organizer to show full student participation.</td>
<td></td>
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<tr>
<td></td>
<td>• They will then create the create a poster called “Leprechaun Wanted”</td>
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<td></td>
<td>• On their poster, each group will label their poster Leprechaun Wanted</td>
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<tr>
<td></td>
<td>• The students will print a picture of themselves, and label each category:</td>
<td></td>
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<tr>
<td></td>
<td>• Eye color, hair color, gender, and crime committed.</td>
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<tr>
<td></td>
<td>• The students will each gain insight regarding the leprechauns.</td>
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<td></td>
<td>• The students will hang these posters up around the classroom.</td>
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<td></td>
<td></td>
<td>The students will use their tri-fold presentation board as a class and will be put onto the wall. The students will use this as a form of assessment. This will be their form of a graphic organizer to look back to when having a discussion about leprechauns.</td>
<td></td>
</tr>
<tr>
<td>Trolls Pod Homes (45 minutes)</td>
<td>Engaging all Trolls (55 minutes)</td>
<td>Trolls Cleanup (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| • The students will complete this experiment  
  • Do not run with materials.  
  • Do not play with materials.  
  • Keep hands and feet to oneself.  
  • The recipe and directions can be found through this website.  
  • The students will use the letter of the alphabet for the English word and will find a corresponding Ojibwe word to complete the alphabet book.  | • The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.  
  • The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.  
  • The teacher will inform the students about the focus for the next day which is “Where do trolls come from?”  
  • The students will count to 10 in the Ojibwe language.  |

**Science:**  
2.3.1- The students will be able to

**Math**  
2.MD.1- With guidance, the students will select appropriate materials for the trolls Pod homes.

**Technology**  
K-5.IAI.8-  
Students will be able to implement ideas and construct them into an Ojibwe Alphabet book.

**Language Arts:**  
W.8-  
Students will be able to reflect upon new knowledge.

The teacher will go around the classroom to observe and guide students.  

Students will write and reflect in their journals.
### Day 3

**Focus:** What are the Norse Trolls?

**Timeframe:** 6 hours  
**Subjects/Disciplines:** Vary.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Trolls Calendar (15 minutes)  | The *Troll of the Day* (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today's date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about Love. To love means to be kind and caring to one another. | **Objective:**  
The students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar |               |
| Trolly, Trolly, Trolls (30 minutes) | - The students will learn one new vocabulary word. The word is Norse.  
- The students will add their new word to their list in their binders.  
- Norse is the Norwegian Language, especially in its medieval form. This will be added to the word wall. The students will play *Sparkle*  
- The students will gather in a line and spell out each letter.  
- The students must use their listening skills to correctly play the game.  
- After the game is completed, the students will listen to a read aloud. The story is called *The Trouble with Trolls*. If the student misses a letter, they are to do a crazy dance all the way to the back of the line. | **Language Arts L.4-**  
The students will be able to determine the history, culture, and habitats of the Norse culture.  
**Art (Dance)-4.3.1-**  
The students will show basic movements through dancing. | *Sparkle* will be used as assessment.  
Directions for sparkle are listed in hyperlink. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Making Your Own Troll Homes (1 Hour)         | The students will continue to work on the Trolls Pod Homes. This link is listed in day 3 materials. They will be in the second step, which is decorating and designing the homes anyway they want. The teacher will then discuss the instructions for proper care of paints, brushes, crayons, colored pencils, stencils, markers, etc. The students will work at their tables and are allowed to visit one another.                                                                 | - Science: 2.3.1- The students will be able to produce their own Troll Pod Homes.  
- Math 2.MD.1- The students will be able to select the proper materials for measuring.  
- Math 2.MD.7- The students will be able to distinguish the difference between quarter after and quarter to.  
- Art: 4.2.3- The students will be able to demonstrate knowledge through the use of making the correct time.  
- Language Arts: RL.1-  
  - RL.3  
  - L.4-  
- Social Studies: 2.1.3- The students will be able to correlate the meanings from the Trolls books to themselves.                                                                                                                                                                                   |
| Time Trolling (1 hour)                       | The students will learn the concept of quarter to, and quarter after. The students will take out their mini clocks given and will ask the students to demonstrate their understanding of the new quarter after and quarter to concept. The students will use the Active Inspire to draw a large analog clock. The students will draw certain times the teacher gives to assess understanding. The Troll of the Day will pass out the handout.                                                                 | The teacher will create an observation checklist.                                                                                                                                                                                                                                                                                                              |
| Trolls Learning Centers (45 minutes)         | The students will work in groups. The centers include: word work, read to self, read to someone, listen to reading, and work on writing. The students will use these centers Mondays, Tuesdays, Wednesdays and Thursdays. The students will each have 15 minutes at the learning center. The teacher will keep record of the centers the students choose, through an iPAD. The students will read one of the Trolls books to themselves.                                                                 | The teacher will conduct one on one meetings with students who are silently reading.                                                                                                                                                                                                                                                                               |
Lunch (30 minutes)

Troll Stroll (35 minutes)

- Two groups will choose a Trolls book and read to each other.
- The students will use their binders to take out their vocabulary words and will work in one group to assess one another for knowledge about these words. The students will go through all of their new vocabulary words and use white boards and markers as a form of a visual aid.
- The students will listen to a reading on the IPads and use the accelerated reader to listen to Trolls stories.

- Lunch

- The students will participate in the Troll Relay Race.
- Stations will be set up for the relay race. Each station will have a picture of a troll.
- The students will gather into pairs and complete the relay race.
- Warm-up (arm stretching, leg stretching)
- Any student who is in a wheel chair can actively participate in arm stretching.
- The teacher will show/model the relay race.
- The student with a wheelchair will dribble a basketball down to the first endpoint. Then student #2 will complete the second endpoint.
- With the next station, rather than passing with feet, the students will pass with hands.
- The student without the wheelchair will complete the jump rope activity.
- The next station is another one that requires both players.
- The student with the wheel chair will assist student #2 in walking on their hands. Student #2 will walk on their hands, while student in a wheel chair will hold their feet up.

- Different trolls related texts.
- The students will be able to assess one another’s vocabulary words using white boards and markers.

**Physical Education**

Students will be able to demonstrate all locomotive skills in a game based setting.

S1. E2.2a-
S1. E16.2-
S1. E17.2a&b-
S2. E3.2-

**Music:**

4.6.1-

Students will be able to recognize the beats being played on the stereo.

The teacher will use an Observation Checklist
<table>
<thead>
<tr>
<th>Norse Guest Speaker (1 hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s make a Troll (45 minutes)</td>
</tr>
</tbody>
</table>

- Then player #2 will complete the crabwalk.
- Once the crab walk is complete, both students will be able to complete making a basket.
- The first team will begin the race.
- Player one will begin by skipping to the ending point.
- Once player one reaches the ending point, player two will begin jogging
- Then player one and two will continue to pass and receive with feet to the jumping rope station.
- Once the crab walk is completed, both players will complete running and dribbling to the hoop where they are to both make a basket. Music will be played during the relay race.
- The students will then add to their KWL charts that are in their binders what they have learned so far about Trolls.
- They will add the culture, background, languages to their “what they learned” section. The students will add any questions to their “what I want to know” section. The teacher will then go into detail about the Norse Trolls Culture, and will have a guest speaker come in.
- The guest speaker is Kathy Henry, and she will come in and discuss her background knowledge about the Norse culture.
- The students will write in their KWL charts what they learned from this experience.
- The students will use this time to work on their writing papers from their learning centers.
- The students will then begin to complete their rough draft and use graphic organizers to gather ideas.

**Language Arts**

- SL.3- The students will be able to develop questions while listening to the guest speaker.

**Social Studies**

- 2.6.2- Students will be able to identify the attributes that make up a culture.

**Language Arts**

- W.8- The students will be able to

**Teacher observation**
Day Four

Timeframe: 6 hours Subjects/Disciplines: Vary.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trolls Calendar (15 minutes)</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about Humility. Humility is to know that you are a sacred part of creation. (Resource-Elder)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Making Troll Friends (45 minutes)
- The students will understand the concept of making friends and the importance of friendships.
- A friendship poster board will also be in the room.
- The teacher and students will have a large classroom discussion about the importance of making friends.
- The teacher will read the story *Poppy's Party*.
- The teacher will hand out the *Trolls* friendship cards.
- With these friendship cards, the students will each give one to a student.
- The teacher will use sticks to draw their names.
- The students will write in their journals about things that interest them.
- The students will be paired up to respond to one another's journal writing.
- [https://create.kahoot.it/l/#user/333bdb97-6083-4e3a-b4e7-1bcc9bacdad7/kahoots/created](https://create.kahoot.it/l/#user/333bdb97-6083-4e3a-b4e7-1bcc9bacdad7/kahoots/created)
- Once the students have participated in writing in one another's journals, the students will then write a letter to their assigned partners. The students will use readwritethink.org to develop their letter writing skills. Once, they have written the letter, the students will conduct a meeting with the teacher to determine whether or not the writer is ready to send their letters.

### Trolling through Time (1 hour)
- The students will learn 20 minutes to and after, and 25 minutes to and after.
- The “5” on the clock represents 25 minutes past the current hour. The “7” on the clock represents 25 minutes until the next hour.
- The students will be asked to show a specific time on the large trolls analog clock, and the remaining students will be asked to demonstrate it on their mini analog clocks.

### Health
#### 2.4.2-
- The students will be able to recognize the importance of friendship.
### Language Arts
#### L.2-
- The students will be able to exhibit proper use of comma placement in their letters.

### Math
#### 2.MD.7-
- The students will be able to tell time 20 minutes to and after the hour.

The teacher will observe the students.

Kahoot Questions

The teacher will use the handout as assessment.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing Trolls (30 minutes)</td>
<td>- The students will take out their lyrics from the last music class to rehearse their Trolls song they will be presenting on the last day to their parents. - The teacher will rehearse one section with the students repeatedly until that section is memorized and the rhythm is understood.</td>
</tr>
<tr>
<td>Revising Trolls (45 minutes)</td>
<td>- The students will take out their Trolls Writing paper and will begin to revise. - The teacher will gather students into groups and discuss their Troll and the progress on their writing pieces. - The students will make changes make changes to reflect the comments of classmates and the teacher. - The students will make substantive rather than only minor changes between the first and final drafts.</td>
</tr>
<tr>
<td>Trolls Learning Centers (45 minutes)</td>
<td>- The students will work in groups. - The centers include: word work, read to self, read to someone, listen to reading, and work on writing. - The students will use these centers Mondays, Tuesdays, Wednesdays and Thursdays. The students will each have 15 minutes at the learning center. - The teacher will keep record of the centers the students choose, through an iPad. - The students will read one of the Trolls books to themselves. - Two groups will choose a Trolls book and read to each other.</td>
</tr>
<tr>
<td>Music: 4.5.1-</td>
<td>The students will be able to memorize the lyrics for their Trolls song.</td>
</tr>
<tr>
<td>Language Arts RF.1-</td>
<td>The students will be able to integrate lyrics into language arts by understanding the beat.</td>
</tr>
<tr>
<td>Language Arts W.3-</td>
<td>The students will develop writing knowledge as they revise their papers.</td>
</tr>
<tr>
<td>Language Arts RF.3-</td>
<td></td>
</tr>
<tr>
<td>Language Arts W.8-</td>
<td></td>
</tr>
<tr>
<td>Social Studies: 2.1.3-</td>
<td>The students will be able to correlate the meanings from different trolls related texts.</td>
</tr>
</tbody>
</table>

The teacher will use the Observation checklist. The teacher will keep anecdotal records. The teacher will keep anecdotal records.
<table>
<thead>
<tr>
<th>Troll-licious Reading (20 minutes)</th>
<th>The students will use their binders to take out their vocabulary words and will work in one group to assess one another for knowledge about these word. The students will go through all of their new vocabulary words and use white boards and markers as a form of a visual aid. The students will listen to a reading on the IPads and use the accelerated reader to listen to Trolls stories. This will be their last day for the learning centers until day 6.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will be able to assess one another’s vocabulary words using white boards and markers.</td>
</tr>
<tr>
<td>Continental Trolls (30 minutes)</td>
<td>The students will learn about the seven continents. They will be able to label the seven continents on a map and will be able to apply this knowledge throughout the remainder of the unit.</td>
</tr>
<tr>
<td></td>
<td>The students will create a web graphic organizer. The teacher will ask questions to the students.</td>
</tr>
<tr>
<td><strong>Language Arts:</strong> RI.9- Demonstrate knowledge with the use of a web organizer.</td>
<td><strong>Social Studies:</strong> 2.1.3- The students will be able to explain the graphic organizer to the classroom for a more thorough understanding.</td>
</tr>
<tr>
<td>Let’s Be Trolls (40 minutes)</td>
<td>The students will then use the remainder of their time to draw a detailed map of their bedroom, or favorite room in the house.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• The students will create their own troll hair using multi colored Tulle</td>
<td>The students will be able to label the seven continents.</td>
</tr>
<tr>
<td>• The students will use black headbands, and with guidance, use hot glue guns to gather their tulle into troll looking hair.</td>
<td><strong>Art:</strong></td>
</tr>
<tr>
<td>• The students will then gather all the tulle they used on their headband and glue it at the top so it has a cone-shaped top.</td>
<td>4.2.3-</td>
</tr>
<tr>
<td>• The students will then put on their troll hats, and the teacher will take a class picture of her beautiful and handsome trolls.</td>
<td>Communicate ideas through photos of a visual for students’ bedroom.</td>
</tr>
<tr>
<td>Brain Breaking Trolls (20 minutes)</td>
<td><strong>Art</strong> 4.1.6-</td>
</tr>
<tr>
<td></td>
<td>Demonstrate proper use of materials in the classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>Language Arts:</strong></td>
</tr>
<tr>
<td></td>
<td>W.1- The students will be able to reflect upon their experiences upon making their hat.</td>
</tr>
<tr>
<td></td>
<td><strong>Language Arts:</strong></td>
</tr>
<tr>
<td></td>
<td>RF.4- Students will be able to read fluently read and comprehend materials being read.</td>
</tr>
<tr>
<td></td>
<td><strong>Music:</strong></td>
</tr>
<tr>
<td></td>
<td>4.6.4- Students will be able to listen and understand the Native American culture.</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher observation</strong></td>
</tr>
<tr>
<td></td>
<td>No assessment needed for brain breaks</td>
</tr>
</tbody>
</table>
Trolls Cleanup (10 minutes)  
- The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.  
- The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.  
- The students will count to 10 in the Ojibwe language.  
- The students are aware of the numbers in Ojibwe.

### Day Five

**Focus:**

| Timeframe: 6 Hours | Subjects/Disciplines: Vary. |

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Trolls Calendar (15 minutes) | The *Troll of the Day* (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today's date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about wisdom. To cherish knowledge is to know wisdom. (Resource-Elder) | Health 2.2.1-  
The students will be able to generate questions regarding why smoking affects our health  
Physical Education: S.1E5.2-  
The students will be able to |  
| Smoke-Free Trolls (40 minutes) | The teacher will begin by checking for prior knowledge.  
What is tobacco? What is smoking?  
Tobacco is- the prepared leaves, as used in cigarettes, cigars, and pipes.  
Smoke- the visible vapor and gases given off by a burning or smoldering substance. -Word Wall list  
The students will be informed about tobacco and the effects of it.  
It can cause many diseases and cancers.  
Smoking causes you to have shortness of breath. |  

The teacher will use the Observation Checklist
| Clock-Working Trolls (1 hour) | • The students will participate in the next activity.  
  • This activity is called *Breathless*  
  • The students will breathe through a straw a couple of times  
  • They will then remove the straws, and do a couple of physical activities.  
  • *Activities: jumping trolls or trolls running in place.*  
  • *Have students do about 5 reps.*  
  • Once the students have completed their 5 reps, have them breathe through their straws again.  
  • Explain the smoking damages your lungs.  
  • When you smoke, it feels like breathing through a straw after a minimal amount of physical activity.  
  • The students will learn the last concept with is 5 minutes to the next hour, and 5 minutes after the current hour.  
  • On their *Troll paper,* they will have a number. 1-12. The teacher will draw students’ names using sticks to give them their assigned number to write it on their construction paper. In a class with 22 students, the teacher will need to perform this activity twice to get all students involved. You will need 13 students each time. Four students from the first group will need to participate with the next group. The teacher will draw names to choose these four students. These four students will keep their same number.  
  • The first group of students will form into a large circle. One student will go into the middle holding two different colored pieces of yard. The first piece of yarn is the longer yarn. (BLUE YARN-Minute hand). The second piece of yarn is the shorter yarn. (RED YARN-Hour hand).  
  • The teacher will give a specific time and the students will then make that time using the numbers they have and perform jumping jacks for the breathless activity. | Math 2.MD.7- The students will participate in the making of a student clock.  
Physical Education S2. E2.2- The students will be able to demonstrate proper locomotor skills. | Teacher will observe for full participation |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Relaxed Trolls (20 minutes)                  | Students will stand up and stretch their arms, legs, neck, and back out. They will be using basic yoga skills to stretch out their wiggles. The teacher will play soft Native American flute music. | **Language Arts:** RF.4 Students will be able to comprehend content from silent reading.  
**Music:** 4.6.4 Students will be able to interpret the Native American music and understand the beauty of the music. | No assessment needed |
| Lunch (30 minutes)                           | Students will use the classroom Chrome Books to find accelerated reader topics regarding Trolls. They will silently read their books they find for 20 minutes, and use the remainder of their time to find academic readiness programs. The students will find any gaming website that is academic related such as coolmathgames.com, funbrain.com, abcyta.com, etc. | **Technology** K-5MLT.2 The students will be able to demonstrate use of selected technology through academic readiness programs.  
**Standards may vary depending on subjects’ student choose.** | Teacher observation |
<p>| Extended Learning Trolls (30 minutes)        | Students will participate in Trolls Yoga. They will stand up and stretch their arms, legs, neck, and back out. They will be using basic yoga skills to stretch out their wiggles. The teacher will play soft Native American flute music. |                                                                                               |                      |</p>
<table>
<thead>
<tr>
<th>Activity</th>
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<th>Language Arts</th>
<th>Social Studies</th>
</tr>
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</table>
| Trolls That Edit (45 minutes)  | • The students will take out their Trolls writing papers and begin the next step in the writing process. The students will primarily focus on editing. The students will be just about finished with their papers.  
  • During the editing phase, the students will proofread compositions to locate errors, and correct mechanical errors.  
  • The students should spend a significant amount of time looking for mechanical errors and make any necessary changes.  
  • The teacher will also play their Trolls song from music for students to rehearse in their head, or out loud.                                                                                     |               |                |
| Artsy Trolls (45 minutes)     | • The students will use Rainbow Scratch art to sketch out a troll of their choice.  
  • The students can use any troll of their choice, whether it be the movie based Troll, Norse Trolls, Leprechauns, etc.  
  • The students will write in their journals reflecting on the lesson.                                                                                                                                   | W.3-          | 2.6.3-         |
| The Troll and the Trickster (35 minutes) | • The students will then learn about the “Little People” of the Anishinabe culture.  
  • Who are the “Little People”  
  • The teacher will read a chapter from the book “The Trickster and the Troll”. The students will gain insight that the Little People tend to hide things from us, occasionally move things when we are not looking, play tricks, etc. |               |                |
| Troll Swat (30 minutes)       | • Our vocabulary words from the week will be posted on the board with a picture of a troll on it.  
  • The students will be sit in a circle while the teacher calls one student up. The teacher will not give the actual                                                                                     |               |                |

The teacher will keep anecdotal records

The students will reflect in their journals.

The teacher will lead a classroom discussion.

The students will show their knowledge on vocabulary words.
| Rhythmic Trolls (30 minutes) | word out to the student, but instead, the teacher will give out a synonym, antonym, definition, etc. of the word.  
- From this the students will guess the words based on the word the teacher gives and once the student has the word, they will use a flyswatter and “swat” the word they think it is.  
- The students will each have a couple of turns with a variety of antonyms, synonyms, etc.  
- The only words that will not be on the word swat wall is tobacco and smoking, because they have just learned these words.  
- The students will continue to practice their lyrics for their Trolls song. *Don’t Stop the Feeling.* The students will rehearse their lyrics by reading each section over again. The students will then rehearse the first section of their song to get the tune and rhythm down.  
- The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.  
- The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.  
- The students will count to 10 in the Ojibwe language.  
- The students are aware of the numbers in Ojibwe.  

| Trolls Cleanup (10 minutes) | of vocabulary words.  
**Physical Education:**  
S1. E24-  
Students will be able to integrate a swatting motion to choose the correct vocabulary word  

**Music:**  
4.1.2-  
The students will be able to perform the first section of the song and understand tune and rhythm.  
**Language Arts**  
RL.4-  
The students will be able to synthesize the meaning of the song.  

|  | The teacher will use the Observational Checklist |
Timeframe: 6 Hours  
Subjects/Disciplines: Vary

## Day Six

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troll Calendar (15 minutes)</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about Bravery. This is our sixth teaching, and we should be applying these to our lives at school and at home. When you are brave, you have courage. You face any obstacle that may come your way. (Resource-Elder)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Place Value Trolls (1 hour) | - The teacher will begin by reading a book, [*Best Counting Book Ever*](#).  
- The students will come up and practice learning their place value.  
- Once on the Active Inspire, the teacher will write a single digit explaining that it goes in the ones place.  
- Any single digit 0-9 can be placed in the ones place.  
- The students will use base ten blocks  
- The students will demonstrate this by using 2 tens and 5 ones from the base ten blocks.  
- *Place Value Handout* will be given by the Troll of the Day |           |                                                                                                                                                                                                      |

**Math:**  
1.NBT.2- The students will be able to demonstrate knowledge of the ones place value  

**Reading:**  
RL.1- The students will be able to interpret concepts through the read aloud and using the Active Inspire.  

The teacher will give the students a *Trolls exit slip* with four questions they must answer. The exit slip will consist of the base ten blocks and the students will have to write the number as the number of tens and the number of ones.  

---

*Best Counting Book Ever*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Trolls</td>
<td>- The students will listen to the read aloud.</td>
</tr>
<tr>
<td></td>
<td>- <em>Jimmie Boogie Learns About Smoking</em></td>
</tr>
<tr>
<td></td>
<td>- The students will be required to answer questions during the read aloud.</td>
</tr>
<tr>
<td></td>
<td>- The students will grab construction paper.</td>
</tr>
<tr>
<td></td>
<td>- The students can write on their paper, asking one of their loved ones to keep their heart healthy by not smoking.</td>
</tr>
<tr>
<td></td>
<td>- The students will cut out a heart, and write their sentence onto it.</td>
</tr>
<tr>
<td>Trolls Sequential Writing</td>
<td>- The students will begin their sequential writing piece. There will be a picture of a troll and writing sheets for each student.</td>
</tr>
<tr>
<td></td>
<td>- The students will write about the steps on “How to carve a pumpkin” the students will get their writing pieces and once it is all completed, the students will staple their trolls cover sheet and their sequential writing</td>
</tr>
<tr>
<td>Health:</td>
<td>2.2.1 The students will be able to describe how individuals can promote and protect their health.</td>
</tr>
<tr>
<td></td>
<td>- Art:</td>
</tr>
<tr>
<td></td>
<td>- 4.1.5-4.5.1 The students will be able to explain and express ideas and thoughts through the healthy heart project.</td>
</tr>
<tr>
<td></td>
<td>- Reading: RL.1-Recall basic information from the story <em>Jimmie Boogie Learns About Smoking.</em></td>
</tr>
<tr>
<td></td>
<td>- Language Arts: W.2-The students will be able to write in sequential writing</td>
</tr>
<tr>
<td></td>
<td>- Math-2.MD.2-Students will be able to measure the length of an object depending on their pumpkin carving process.</td>
</tr>
<tr>
<td>Exit slip</td>
<td>The students will complete a <em>Trolls Exit slip</em></td>
</tr>
<tr>
<td></td>
<td>The teacher will walk around the classroom observing each student as they put together their sequential writing piece.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Trolls Senses (35 minutes)    | • Students will be able to state the five senses, what body part is used and how each sense is used.  
  • This lesson plan will be used from science.org  
  • Students will write in their journals. | **Health:**  
  1.4.1- Identify ways through the use of senses to share thoughts.  
  **Language Arts:**  
  W.2- Students will explain what they learned. | The students will write in their journals. |
| Troll-Be-Told (30 minutes)    | • The students will complete the Troll-Be-Told an All About Me book.  
  • The students will be putting their writing piece the previous day into their All About Me book. This will be the last page.  
  • In the all about me book, the students will take a picture of themselves and this will be their cover page. The students will then complete their first page. | **Language Arts**  
  W.2- The students will be able to write informative pieces based on their own likes and dislikes.  
  **Math**  
  2.MD.2- The students will be able to measure each sheet to find the right fit. | Teacher Observation |
| Lunch (30 minutes)            | • Lunch                                                                                         |                                                                          |                              |
| Trolls Learning Centers       | • The students will gather into their learning centers. Read to Self, read to someone, Word Work, Work on writing, listen to reading. The students will stay at read to someone and listen to reading for the whole amount of time. This is to encourage the students who are listening, and reading to someone to enrich their minds. This same lesson will be used throughout the week to ensure students get time at each section. The only students who will switch are work on writing, read to self, and word | **Language Arts:**  
  RL.1- The students will be able to clarify meaning of texts by asking questions related to the content. | Teacher observation and anecdotal records. |
|                              |                                                                                               |                                                                          |                              |
**Wiggle Out Trolls (20 minutes)**

- The students will get their brain break!
- The students will stretch their arms, legs, and dance to get their wiggles out. The teacher will play a Brain Break from gonoodle.com and will complete the activity.
- Hurray for vocabulary! Along with last week’s vocabulary, we’re learning more words!
- The students will take out their binders and add their new words to their lists.
- The teacher will read *Ten Lucky Leprechauns*. The students will gather into a circle as the teacher reads the book. The students will then count to ten, but using the Ojibwa numbers.

**RL.3**

The students will be able to describe major events that can change a character’s presence.

**L.4**

The students will be able to determine the spelling of their vocabulary words they have previously learned.

**Social Studies:**

2.1.3-
The students will be able to acquire meanings from texts that are read.

**Art:**

(Dance)-4.3.1

Students will be able to participate in the wiggle out brain break.

**Culture:**

2.6.2-

Students will be able to count to 10 in Ojibwa.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Quilting Trolls (45 minutes)                  | The students will already know their Ojibwa numbers!  
- The teacher will let the students pick two books for a read aloud. Among the selection, the students will choose one book about leprechauns, and one of the books about the Norse trolls.  
- The students will create a story quilt. The students will get a small square to draw, color, and write two sentences about the drawing.  
- The students will create and draw their trolls, along with their habitat in which they live in. The students will be creative. The students will state which place their troll lives at. Along with drawing out their trolls and their habitat for the quilt, the students will use another sheet of construction paper to create a flag. This flag is their own, and creativity will be encouraged. Students can have a made up place in which their troll lives. Thus, you get the creativity of the flag.  
- During the time the students are working, the teacher will play music. The teacher will begin by playing their song from the *Trolls* movie. Once that song is finished, the teacher will then play Native American Flute music. Students will be encouraged to visit and brainstorm with one another.  
- Once both projects are completed the students will then present their quilt piece and their flag, informing us the name of their troll, the place in which they in and what their habitat is like.  
- The students will now use their senses to determine the “secret object” is.  
- The teacher will have 5 mysterious boxes set up in the classroom. Each with a different item in the box. The boxes will be covered with a blanket as the students enter the classroom.  
- Two students at a time will come up behind the boxes as the teacher  
  
| What's in the box? (30 minutes)               | Social Studies: 2.6.2-  
- The students will be able to create their own troll and habitat and construct it into a homemade quilt.  
Math: 2.MD.3  
- Students will be able to correctly measure their designs for the flags.  
Science: 1.1.2-  
- Students will be able to identify the items in a box using their senses.  
Language Arts: W.2-  
- The teacher will hand out the Student Survey for the students to complete.  
  
Social Studies: 2.6.2-  
- The students will be able to create their own troll and habitat and construct it into a homemade quilt.  
Math: 2.MD.3  
- Students will be able to correctly measure their designs for the flags.  
Science: 1.1.2-  
- Students will be able to identify the items in a box using their senses.  
Language Arts: W.2-  
- The teacher will hand out the Student Survey for the students to complete.  
  
Teacher observation and presentations           |
| Troll Clean up  (10 minutes) | removes the blankets. The students are not able to see because the box is blacked out. The students will each have a moment to feel what is inside. The students will also be encouraged to smell what is inside the box. The students will have 5 sheets of paper to draw what they think the object may be. Once the whole class has had the chance to feel what's in the box, the teacher will go around the classroom to ask what they thought was in there. The teacher will then reveal what is inside the box.  
- Once the students have seen what is in the boxes, the students will complete a survey.  
- The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.  
- The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.  
- The students will count to 20 in the Ojibwe language.  
- The students are aware of the numbers in Ojibwe. | Students will be able to assess themselves through survey |
### Timeframe: Subjects/Disciplines

**Day Seven**

**Focus:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trolls Calendar</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then teach the students their new teaching. Today we will be learning about is Truth. This is our final teaching. Truth is to know all of these things.</td>
<td></td>
<td>Teacher observation and anecdotal records.</td>
</tr>
<tr>
<td>Enrichment Centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read to Self</td>
<td>The students will gather into their learning centers. Read to Self, read to someone, Word Work, Work on writing, listen to reading. The students will stay at read to someone and listen to reading for the whole amount of time. This is to encourage the students who are listening, and reading to someone to enrich their minds. This same lesson will be used throughout the week to ensure students get time at each section. The only students who will switch are work on writing, read to self, and word work. These students will continue to switch every minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read to someone</td>
<td>The students will have new activities for their learning centers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word work</td>
<td>The students will read any <em>misc. trolls book</em> available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on writing</td>
<td>The students will be going to a first grade classroom to read to a student. The first grade teacher is aware that students are coming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to reading</td>
<td>The students will go to a 3rd grade classroom and will be read to. The third grade teacher is aware that students are coming.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language Arts:**

**RL.1**

The students will be able to clarify meaning of texts by asking questions related to the content.

**RL.3**

The students will be able to describe major events that can change a character’s presence.

**L.4**

The students will be able to determine the spelling of their
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valuable Trolls</strong> (1 hour)</td>
<td>- The students will use poster paper to play Pictionary outside of the classroom using our vocabulary words from last week. The students will also be learning a set of new vocabulary words throughout the week.</td>
</tr>
</tbody>
</table>
| **Lunch** (30 minutes)                       | - The students will use unifix cubes for the flipchart activity.  
  - Each student will have a chance to come up to the board and use the flipchart.  
  - The students will then use the Active Inspire for any clarification needed that the teacher can model.  
  - The students will then place the **Place Value Memory Game**  
  - Lunch                                                                                                                                                                                                                                                                  |
| **Second hand smoke** (40 minutes)           | - The teacher will begin by explaining what second hand smoking is.  
  - Second hand smoke-inhaled involuntarily from tobacco being smoked by others.(Add to word wall)  
  - Tobacco contains tar.  
  - Tar is toxic and damages the smoker’s lungs over time.  
  - It not only damages the smoker’s lungs, but it damages the lungs of everyone who breathes it in.                                                                                                                                                             |

**Social Studies:**

2.1.3- The students will be able to acquire meanings from texts that are read.

**Math:**

1.NBT.2- The students will be able to categorize the tens place and the ones place

**Technology:**

K-5.MLT.2- Select the appropriate answer using Flipchart technology.

**Health:**

2.2.1- Student Exit slips

**Science:**

2.7.2.

**Science:**

2.3.1.
<table>
<thead>
<tr>
<th>Troll-o-phone (35 minutes)</th>
<th>Students will be able to explain the effects of second hand smoking. Students will be able to recall the definitions of tar and second hand smoking.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The next thing we will be doing, is making a tar jar, so you can visually see what a smoker puts into his or her lungs and what they put into the non-smokers lungs.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The students will come up to the front of the room to participate in the <em>Tar Jar</em> activity.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The students will pour the 1 quart of molasses and dirty oil into a jar.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Each student will each pour a sprinkling of black dirt into the jar. The students will mix up the ingredients for the students to see what tar looks like.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The students will get a visual representation of what it looks like when someone smokes a cigarette.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The teacher will introduce the telephone game to students.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>With the telephone game, the teacher will whisper a statement into the student’s ear. Then once that has been done, the student will whisper into their partner’s ear exactly as the teacher stated, or however it was heard. This focuses solely on their listening skills. Once the whispered statement reaches the last student in the room, the student will yell out what is said. If the statement is correct from the very beginning, an incentive will be given.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>If the statement is incorrect, the teacher will come up with a new statement and redo the entire process.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>This shows children how quickly words can be changed when sharing it with one another. This shows that we should not start gossip, because untrue facts may arise and hurt the other person. This game will be completed until the statement is clear.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health:</strong> 2.4.3- The students will be able to identify ways in which words can be changed.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts:</strong> L.3- Students will be able to demonstrate the use of listening skills and communication skills.</td>
<td></td>
</tr>
<tr>
<td><strong>The teacher will observe for student participation.</strong></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feeding Trolls (30 minutes)</td>
<td>The students will now use their computers to use the website Freerice.com Within this website, the students are allowed to pick a subject, and enhance their skills. The students will be able to choose a variety of subjects. For example: vocabulary. <a href="http://freerice.com/#/english-vocabulary/1533">http://freerice.com/#/english-vocabulary/1533</a></td>
</tr>
<tr>
<td>Native American Story Time (30 minutes)</td>
<td>The teacher will now read another story from <em>The Trickster and the Troll</em>. From this reading, the students will be intrigued to learn more regarding the Native American Little people. The students will then sit in the Trolls (author's) chair and share stories on things they may have encountered with the Little People (missing socks, toys, etc.)</td>
</tr>
<tr>
<td>Ring a Troll (30 minutes)</td>
<td>The students will play ring a troll! With this, the students will hula hoops and try to ring the troll. The students will have 5 chances to ring the troll. The students will then be asked to create their own games using the hula hoops. Music will be played during this time The students are now in their publishing stage of the writing process.</td>
</tr>
<tr>
<td>Topic</td>
<td>Procedures (Daily Activities)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Trolls Chair</td>
<td>- The students will sit in the Trolls (author’s) chair to read us their stories. The students will each have time to sit in the Trolls chair for 10-15 minutes.</td>
</tr>
<tr>
<td>(1 hour and 5 minutes)</td>
<td></td>
</tr>
<tr>
<td>Trolls Clean Up</td>
<td>- The students will then clean up their areas, wipe down their desks and chairs to prepare for learning the next day.</td>
</tr>
<tr>
<td>(10 minutes)</td>
<td>- The students will gather into a circle in the front of the room and the students will each have a chance to discussed what they learned, what they liked best, and what are some things they would like to know.</td>
</tr>
<tr>
<td></td>
<td>- The students will count to 20 in the Ojibwe language.</td>
</tr>
<tr>
<td></td>
<td>- The students are aware of the numbers in Ojibwe.</td>
</tr>
</tbody>
</table>

Timeframe: Subjects/Discipline

Day Eight

Focus:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trolls Calendar</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then let the students know we have finished learning about the teaching.</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>(15 minutes)</td>
<td></td>
<td>Arts: W.7-</td>
<td></td>
</tr>
</tbody>
</table>


Now we will apply all of these teachings into our daily lives.

**Smokeless Tobacco**  
(1 hour and 15 minutes)
- The students will learn new vocabulary words.
- Allow time for discussion and add to **word wall**.
- Smokeless tobacco-sticky substance that you chew, kind of like gum, this is also known as chewing tobacco.
- The students will then participate in the next activity.
- The students will do the activity **My Top Five**.
- With this activity, have the students trace their hands and cut them out.
- Include on each finger a reason why you’re tobacco free.
- The students will complete this activity with their peers.
- The students will then line up for the Chalk activity outside.
- The teacher will hand out the chalk to the students.
- With the chalk, the students will chalk the sidewalks around the school with anti-tobacco messages.
- The students will learn the concept of greater than, less than, and equal to.
- The teacher will explain that 12 is greater than > 5.
- Once completed, the students can hand in their **handout**.

**Place Value Fun**  
(1 hour and 30 minutes)
- The students will use the active inspire to draw out base ten blocks.
- The students will draw out two different numbers. The students will draw the base ten blocks for each of the numbers leaving enough space in the middle to draw the correct symbol.
- The students will learn the concept of greater than, less than, and equal to.
- The teacher will explain that 12 is greater than > 5.
- Once completed, the students can hand in their **handout**.

**Health**
- 2.2.1- The students will be able to acquire knowledge about smokeless tobacco.

**Science:**
- 2.7.2- Students will be able to discuss what is harmful to ourselves and the environment.

**Math:**
- 1.NBT.3- The students will be able to apply the greater than, less than, and equal to symbols to a set of problems.

**Writing:**
- W.2-
<table>
<thead>
<tr>
<th>Lunch (30 minutes)</th>
<th>The students will begin by creating their own problems using their unifex cubes and writing how they solved that problem on a sheet of paper. The students can work with their partners at their table to ask questions among one another. The students at the table can also figure out how to solve one another's problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>The students will be able to construct an explanatory piece of writing in their math journals.</td>
</tr>
<tr>
<td>Sharing Leprechauns (30 minutes)</td>
<td>The teacher will read <em>The Leprechauns Big Pot of Gold</em>. The students will be asked to come sit in a literature circle and ask questions after the reading. Why were the leprechauns on the loose? Who was the main character? Did the leprechauns share their gold?</td>
</tr>
<tr>
<td></td>
<td>Math: 1.NBT.4- Solve addition problems with a two-digit number and a one-digit number.</td>
</tr>
<tr>
<td>Troll-Invited! (45 minutes)</td>
<td>The students will create their own invitations to give to their parents when they go home. The students will make one-two depending on the time given. The students will be able to fill out the where portion and the when portion. The students will find an appropriate picture to go along with our unit.</td>
</tr>
<tr>
<td></td>
<td>Science: 1.8.1- Identify ways to solve a problem</td>
</tr>
<tr>
<td></td>
<td>Language Arts: RL.1-</td>
</tr>
<tr>
<td></td>
<td>Health-2.4.2 The students will be able to identify the importance of sharing through the use of literature.</td>
</tr>
<tr>
<td></td>
<td>Art.-4.5.1 Writing-W.2 Students will be able to develop an invitation for parents coming.</td>
</tr>
<tr>
<td></td>
<td>Classroom Discussion</td>
</tr>
<tr>
<td></td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td>Teacher observation The teacher will keep anecdotal records</td>
</tr>
</tbody>
</table>
| Troll Learning Centers (45 minutes) | • The students will gather into their learning centers. Read to Self, read to someone, Word Work, Work on writing, listen to reading. The students will stay at read to someone and listen to reading for the whole amount of time. This is to encourage the students who are listening, and reading to someone to enrich their minds. This same lesson will be used throughout the week to ensure students get time at each section. The only students who will switch are work on writing, read to self, and word work. These students will continue to switch every minutes.  
• The students will have new activities for their learning centers.  
• The students will read any misc. trolls book available.  
• The students will be going to a first grade classroom to read to a student. The first grade teacher is aware that students are coming.  
• The students will go to a 3rd grade classroom and will be read to. The third grade teacher is aware that students are coming up.  
• The students will use poster paper to play Pictionary outside of the classroom using our vocabulary words from last week. The students will also be learning a set of new vocabulary words throughout the week.  
• The students will finish up their editing on their troll’s papers and meet with the teacher for publishing dates. | **Language Arts:**  
**RL.1**- The students will be able to clarify meaning of texts by asking questions related to the content.  
**RL.3**  
The students will be able to describe major events that can change a character’s presence.  
**L.4**- The students will be able to determine the spelling of their vocabulary words they have previously learned.  
**Social Studies:**  
**2.1.3**- The students will be able to acquire meanings from texts that are read. |  
| Troll-Be-Told Cont. (30 minutes) | **Language Arts**  
**W.2**- The students will be able to write informative pieces based on their own likes and dislikes.  
**Math**  
**2.MD.2**- Student completion of Troll-Be-Told books |
Day Nine

Focus: Tour of Norse Host Fest

The students will complete their finished products and add any touch ups to their products and will add them into their binders to show when parents come in.

The students will clean up their areas, wipe down desks and have them prepared for the next learning experience after our field trip day. The students will count to 20 in the Ojibwe Language.

Students will be able to measure each sheet to find the right fit.

Troll Clean up (10 minutes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Procedures (Daily Activities)</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Norse Host Fest Field Trip | The students will be going on a field trip to the Norse Host Fest in Minot, North Dakota. Here the students will gain insight regarding the Norse Trolls and will be asked to try one new food. All students have their permission slips in and over the course of the year we have fundraised enough money for the cost of the student’s meal money and admission. We also have extra funding for two chaperones who would like to attend the Norse Host Fest field trip. An itinerary is attached in the Day 9 materials. All parents are able to pick up their children from school at 4:00 p.m. | Social Studies: 2.6.2 2.6.3 | Students will be able to identify the elements that make up the Norse culture.  
Art: 4.5.1- 4.5.2-  
Students will be able to know the purpose of the trolls and the Norse artwork.  
Science: 2.2.1 2.2.2 | Students will be able to communicate with the Norse speakers and peers about the |
### Day Ten

**Focus:**

<table>
<thead>
<tr>
<th>Topic</th>
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<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trolls Calendar (15 minutes)</td>
<td>The <em>Troll of the Day</em> (with guidance) will conduct the math meeting. In the math meeting, the students will be able to identify the days of the week, months of the year, and today’s date using the Trolls Calendar. The teacher will then teach the students their new teaching. We are continuing to use each of the Seven Grandfather teachings. The students are now able to recall each of the Seven Teachings: Respect, Love, Bravery, Humility, Wisdom, Honesty, Truth.</td>
<td>Standards can vary from all subjects, due to the constructivist theory, the teacher is letting the students decide what to show to parents.</td>
<td></td>
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</tbody>
</table>
| Rehearsal for performance (1 and 1/2 hours) | - The teacher and students have invited all parents to come into the classroom to have cake and ice cream during the students’ performance of *Can’t Stop the Feeling*  
- The students are rehearsing their Trolls Song *Can’t Stop the Feeling*. The students are rehearsing their lines in groups, by themselves, and as a whole classroom. The students sound great and are confident for their performance for their parents. |  |  |
<p>| PowerPoint Presentation on what students have learned. (2 hours) | - The students will create a PowerPoint Presentation on anything they have learned about trolls. The students may include something in math, leprechaun related, Norse related, Little People related, social studies, anything we have learned over the course of the two week | Technology: K-5.MTL.2- Students will be able to construct a PowerPoint presentation. |  |</p>
<table>
<thead>
<tr>
<th>Lunch (30 minutes)</th>
<th>• Lunch</th>
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</thead>
<tbody>
<tr>
<td>Welcoming Parents (30 minutes)</td>
<td>• Welcome parents in with a Trolls Cake, and juice. The students will be preparing for their performance and showing their parents their finished Troll homes, Troll stories, and Troll quilts/flags, and the class Ojibwe Alphabet Book.</td>
</tr>
<tr>
<td>Musical Trolls (30 minutes)</td>
<td>• Students will begin to dress as trolls and perform for their parents.</td>
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<td>• The students will first begin by performing their song.</td>
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<td></td>
<td>• The students will present their PowerPoint Presentations to their family members.</td>
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<tr>
<td></td>
<td>• The students will clean up their areas and let the students know we have finished our unit on trolls!</td>
</tr>
<tr>
<td></td>
<td>• The students will take home their binders and show their parents what they worked on throughout the week.</td>
</tr>
</tbody>
</table>

Music-4.2.2-
Students will be able to perform expressively.

Technology-K-5.MTL.2-
Students will present their PowerPoints to parents.

Supporting Documents need to be attached after the unit plan: This includes student handouts; for example, graphic organizers, teacher PowerPoints or Flip Charts, readings, etc. If you use web resources, you need to make available those sources too by creating hyperlinks wherever electronic resources are included.
Works Cited

https://www.google.com/search?q=Trolls+pictures&rlz=1C1GGRV_enUS752US752&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjGxczxxwvXAHULxYMKHDHCYQ_AUICigB&biw=2048&bih=1012#imgrc=y_LLc0MzWVMb4M:

https://www.google.com/search?q=analog+worksheets+to+the+quarter+hour&chips=q:analog+worksheets+to+the+quarter+hour,online_chips:quarter+past&sa=X&ved=0ahUKEwj9r7mSxavXAhxqz4MKHmdPA8wQ4YIKSDg&biw=1024&bih=986&dpr=0.94#imgrc=MBG9HAnYp_giLM:

https://www.walmart.com/ip/Dreamwork-Trolls-Wood-Pencils-Birthday-Party-Favors-Bag-Fillers-24-Pcs/466651374?wmlspartner=wlpa&selectedSellerId=2795&adid=22222222227057159938&wmlspartner=wmtlabs&wl0=&wl1=g&wl2=c&wl3=188320561635&wl4=pla-292741239050&wl5=9020826&wl6=&wl7=&wl8=&wl9=pla&wl10=114442121&wl11=online&wl12=466651374&wl13=&veh=sem

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