Understand the Meanings, Uses, and Representations of Numbers
3.7 Solve problems about fractional parts of a region or set.

Compute Accurately
3.17 Solve problems involving addition and subtraction of multi-digit whole numbers using varied strategies and methods. (SOL 3.8)

3.21 Create and solve number stories involving multiplication using a variety of strategies. (SOL 3.10)

Units of Systems Measurement
3.36 Describe relationships among inches, feet, and yards; describe relationships between minutes in an hour, hours in a day, days in a week.

Algebraic Notation and Solving Number Sentences
3.49 Read, write, and explain number sentences using the symbols +, -, x, =, <, >, solve number sentences; write expressions and number sentences to model number stories.

Additional Subject Area Objectives:
Science
SOL 3.4 The student will understand and investigate the basic needs and life processes or organisms, their physical characteristics, orderly changes in life cycles, adaptations and survival of the species.
3.3.6 Compare the physical characteristics of animals and explain how animals are adapted to a certain environment. (SOL 3.4)
3.3.8 Differentiate between instinct (genetically passed on to the next generation) and learned behavior (behavior that must be taught). This relates to methods of gathering food and raising young.

Language Arts
3.1 Use a variety of reading comprehension strategies to gain meaning from print.

3.1.11 Read texts with fluency (rate, accuracy, phrasing, and expression) (SOL 3.4)

3.3.8 Support conclusions and inferences with information from text (SOL 3.6)

Essential Terms:
Flamingo
Chick
Pair
Hour
Day
½ hour
Rotation
Hatch
Habitat
Material/Equipment:
- Textbook
- TV/VCR/DVD
- Coloring Items
- Video
- Scissors/Glue
- Transparencies
- Handouts
- Overhead/Pens
- Calculators
- Music
- Other
- White boards

Other:
Music IPOD Playlist: Rockin’ Robin (Michael Jackson) / Eagle and the Hawk (John Denver)/ Your Love Keeps Lifting Me Higher (Jackie Wilson) / Why Do Fools Fall in Love (Chuck Berry)/ Tweedle Dee ( It’s Only Rock and Roll Vol. 2) / Groovin’ (The Rascals)/ Hey Baby (Bruce Channel) / Harbor Lights (The Platters)/ Circle of Life (Elton John)

Brain Break IPOD Music: Rockin’ Rock
Reading Selection copies: Flamingos by Gerry Bishop from Ranger Rick February 2009 pages 6 -12
Flamingo Math worksheet
Flamingos by the Numbers activity sheet
Index card
Scrap paper

References:
- Textbook
- Curriculum Guide
- Newspaper
- Other

Warm-up Activity:
Look at the picture on the overhead projector. What kind of bird do you think it is? Why do you think its legs are so long? What type of habitat do you think this bird lives in?

Procedures:
1. Go over the warm-up activity.
2. The teacher will read aloud Flamingos by Gary Bishop from Ranger Rick February 2009 on page 6.
3. The students will select a partner for paired reading.
4. The student partners will read Flamingos by Gary Bishop on pages 7 – 12.
5. The students will complete the Flamingo Math worksheet.
6. Go over the students’ answers to the Flamingo Math worksheet.
7. Discuss the process that flamingo parents go through to hatch and raise a chick.
8. Brain Break (dance): Rockin’ Robin
9. Mix Freeze Group (walk to music and group up after the music stops): The students will form groups of three or four. Each student will get the following Flamingos by the Numbers activity sheet, index card, calculator, and scrap paper.
10. On a blank index card each student will create a number story about flamingos using the Flamingoes by the Numbers fact sheet or flamingo stories from the student’s imagination. On the back of the index card the students will show how the problem is solved. The student will check the answers with a calculator. Students will trade index cards with your group members, on work on solving each others numbers stories then check the work with a calculator.
11. Exit Ticket or Think Pair Share: Based on the article that you read, do you think flamingos are good parents? Why or why not?

Homework Assignment:
None
### Cooperative Strategies:

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Blind Sequence</td>
<td>Mind-mapping</td>
<td>Sages Share</td>
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<td>Boss/Secretary</td>
<td>Numbered Heads Tog</td>
<td>Simultaneous Round Table</td>
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<td>Carousel Feedback</td>
<td>One Stray</td>
<td>Showdown</td>
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<td>Fan-n-pick</td>
<td>Pairs Compare/check</td>
<td>Spend-a-buck</td>
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<td>Find the Fiction</td>
<td>Poems for 2 voices</td>
<td>Talking Chips</td>
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<td>Find Someone Who</td>
<td>Popcorn</td>
<td>Team Stand-n-Share</td>
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<tr>
<td>Inside-outside</td>
<td>Quiz, Quiz, Trade</td>
<td>Timed Pr Share</td>
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<tr>
<td>Jot Thoughts</td>
<td>Rally Coach</td>
<td>Transparency SS</td>
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<td>Line ups</td>
<td>Rally Robin</td>
<td>Window Panes</td>
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<tr>
<td>Match Mine</td>
<td>Rally Table</td>
<td>Note Taking</td>
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<tr>
<td>Mix-Freeze-Group</td>
<td>Reading Boards</td>
<td>Overhead with student models</td>
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<tr>
<td>Mix Pair Share</td>
<td>Round Robin</td>
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<td>Mix-n-Match</td>
<td>Round Table</td>
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### Teaching Strategies:

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<thead>
<tr>
<th>Task</th>
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<tr>
<td>Exit Ticket</td>
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<td>Graphic Organizer</td>
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<td>Guided Reading Question Cards</td>
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<td>Insert</td>
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<td>It Says, I say, And So</td>
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<td>MAB/E</td>
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<td>Penny for your thoughts</td>
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<td>RAFT Activity</td>
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<td>Reading Toolkit</td>
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<td>Say Something</td>
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<td>Sombody Wanted</td>
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<td>Think-Pair-Share</td>
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<td>TP-CASTT</td>
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<td>Walkabout</td>
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<td>Writer's Toolkit</td>
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**Student Evaluation:**
- [ ] Test
- [ ] Quiz
- [ ] Student self-evaluation
- [x] Teacher observation
- [ ] Homework Check
- [✓] Oral Review
- [✓] Group Production
- [ ] Other

**Lesson Evaluation:**
- [ ] Great
- [ ] Changes needed
- [ ] Other
- Other:

**Literacy Center Ideas:**
Research Flamingos in the computer lab
Read books about flamingos or other types of birds on their independent reading level
Draw and a descriptive paragraph about the bird they researched

**Differentiation:**
Students work with peer buddies to the Ranger Rick article.
Students design their own math problems which will be commensurate with their ability and interest
All tasks are respectful to the students understanding, age, and level of performance.