

Monday, March 11, 2013	Tuesday, March 12, 2013	Wednesday, March 13, 2013	Thursday, March 13, 2013	Friday, March 14, 2013
<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i> *Change bag of books</p> <p>Read: 8:35 – 8:55 Write: 8:55 – 9:10</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Read: 8:35 – 8:50 Write: 8:55 – 9:05</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Read: 8:35 – 8:50 Write: 8:55 – 9:05</p> <p>Test Site Words</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Read: 8:35 – 8:55 Write: 8:55 – 9:05</p> <p>Test Site Words</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Read: 8:35 – 8:55 Write: 8:55 – 9:05</p>
<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>OPINIONS – in prep for Persuasive Writing</p> <p>What is an opinion? Anchor Chart</p> <p>Goal of Lesson: Every student has 1 topic they are going to write about.</p> <p>Anchor chart:</p> <p>A FACT is a thing that can be proven. Facts are certain and cannot be argued. An OPINION expresses a personal belief, judgment, feeling, or idea. An opinion tells how someone feels or thinks.</p> <p>Skittles are a type of candy. Skittles come in different colors.</p> <p>Skittles are my favorite candy. Red skittles taste the best.</p> <p>Remember to ask yourself: Can this information be proven? What words provide evidence of a fact or an opinion?</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>GRADE GROUP</p> <p>FACTS?</p> <p>IRA: Informative Text</p> <p>Go through and organize fact and opinions.</p> <p>FACT OPINION CHART Give out sticky – have students come up and place sticky in correct column.</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p><u>Introduce Persuasive Writing</u> What is Persuasive Writing? A new type of writing.</p> <p>IRA: Click, Clack, Moo, Cows WOW WORD: convince?</p> <p>Debrief: Focus and audience</p> <p>Anchor Chart: <i>Purpose:</i> Persuasive writing tells your opinion. It tries to make people feel the same way you do about the topic.</p> <p><i>Format:</i></p> <ol style="list-style-type: none"> 1. It has a topic sentence that states your opinion. 2. It gives facts and examples to support your opinion. 3. Persuasive writing as a conclusion that restates your opinion. 	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>IRA: I Wanna Iguana</p> <p>Debrief/Throughout: What is the focus? Who is the audience?</p> <p>Role play: If you wanted a later bedtime, what would you write?</p> <p>Choose student that would like to negotiate his bed time. Someone be the parent and let one persuade the other about having a later bedtime. Identify the <u>focus</u> (a later bedtime) and the <u>audience</u> (parent)</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>IRA: <i>Dear Mr. Blueberry</i> or <i>Dear Mrs. LaRue</i></p> <p>Now that we know how to pick a topic and how to think about our audience or who we are going to write to, we need to think about the reasons we are going to use to convince someone. The power in a persuasive piece is in the reasons. Use a personal example of something that you want and the reasons that you want it.</p> <p>Let's think about wanting a dog. Suppose you didn't have a dog but you really wanted one. "Turn and talk" about some of the reasons you would give mom or dad for wanting a dog. Discuss.</p> <p>Share my persuasive paper I wrote for my parents in 5th grade.</p>

<p>9:20 - 9:45 Writing Workshop</p> <p>Graphic Organizer – Organizing My Opinion See attached.</p> <p>I think mint chocolate chip ice cream is the best. It is the best because it has chocolate chips. I like it because it is crunchy in my mouth. I think it is very soft and sweet. (Opinion and Reasons.)</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>IRA: Max’s Words. Descriptive writing.</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Class discussion (homework, dinner choices, bedtime, vacations) Turn & Talk</p> <p>Graphic Organizer: What do you want to change?</p> <p>I want to change: How I am going to change it:</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Writers: Pick your topic from yesterday’s chart.</p> <p>What your <u>focus</u> will be – what do you want to change? Who will you be writing to – who is your <u>audience</u>?</p> <p>Graphic organizer: Focus (what do you want to change?): Audience (Who will you be writing to?):</p> <p>Begin writing pieces.</p> <p>STUDENTS SHARE! Other students, identify focus and audience.</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Writers: think again about what your focus will be – what do you want to change? Who will you be writing to – who is your audience? Then think about the <u>reasons</u> that the person should give you what you want. Convince them!</p> <p>SHARE: Others identify focus, audience, and reasons</p>
<p>9:45 - 10:30 SPECIAL</p>	<p>9:45 - 10:30 SPECIAL</p>	<p>9:45 - 10:30 SPECIAL</p>	<p>9:45 - 10:30 SPECIAL</p>	<p>9:45 - 10:30 SPECIAL</p>
<p>10:30 - 10:45 Morning Recess</p>	<p>10:30 - 10:45 Morning Recess</p>	<p>10:30 - 10:45 Morning Recess</p>	<p>10:30 - 10:45 Morning Recess</p>	<p>10:30 - 10:45 Morning Recess</p>
<p>10:45 - 11:15 MTP</p> <p>I think that penguins are the best animals at the zoo. Penguins are so cute and cuddly. Penguins need to be in cold temperatures. Penguins are great!</p> <p>Objective: separating fact and opinion</p>	<p>10:45 - 11:15 MTP</p> <p>Visualization, adjectives</p> <p>Objective: Adjectives</p>	<p>10:45 - 11:15 MTP</p> <p>*Example of persuasive paragraph.</p> <p>Objective: Adjectives</p>	<p>10:45 - 11:15 MTP</p> <p>Long i. Quotes.</p> <p>Objective: Visualization</p>	<p>10:45 - 11:15 MTP</p> <p style="text-align: center;">ART CLASS</p>
<p>11:15 - 11:50 Shared Reading</p> <p>We need to add words on the word wall: because, most, picture, why, cook, front, listen, young ^game/interactive to get to know these?</p> <p><i>Big Book: Hattie and the Fox?</i></p> <p>Or</p> <p>Give out text of “Tell Me a Story” of first four</p>	<p>11:15 - 11:40 Shared Reading</p> <p>Read the rest of “Tell me a story” - Read about the author Focus/Challenge: Create mental images as a strategy to help keep track of events and better understand the story</p> <p>- Back in the day when there were no computers or any kind of recorders, people only told stories by mouth or</p>	<p>11:15 - 11:40 Shared Reading</p> <p>IRA: Aunt Flossie’s Hats WOW Words:</p> <p>Compare then and now as class. What do we have now, that our grandparents did not have?</p> <p>VENN DIAGRAM</p> <p>Mention the descriptive words used. Words</p>	<p>11:15 - 11:40 Shared Reading</p> <p>Reread entire story. “Tell Me a Story”</p> <p>Focus: draw conclusions. What the author does not tell us, we have to figure out on our own.</p> <p>“Camila likes listening to gma’s stories because she asks to hear them...”</p>	<p>11:15 - 11:40 Shared Reading</p> <p>Review and prepare for assessment.</p>

<p>pages with no pictures. Read aloud. Have students sketch./draw what they think or are imagining</p> <p>Read those four pages after everyone is finished. <i>*strategy: visualization</i> IRA</p>	<p>writing them down. - Create mental images of what is was like for Abuelita growing up</p>	<p>are powerful.</p>		
<p>11:50 - 12:15 Groups</p> <p>Visualization chart? What does it mean to visualize? Paint a picture in your mind using the words you read or hear.</p> <p>GR: 2 → Jackie; 3 → Amy Group 1: Computer Groups 4, 5, 6: Learning activity practicing with chapter books and no pictures will be present. Vowel picture sorts (long i, short i)</p>	<p>11:40 - 12:15 Groups</p> <p>GR: 2 → Jackie; 3 → Amy Group 1: Ms. Lisa Groups 4, 5, 6: Give out magazine pictures and have students write captions. Is it written correctly? Does it make sense?</p>	<p>11:40 - 12:15 Groups</p> <p>GR: 2 → Jackie; 3 → Amy SWITCH ABC order group → Jackie Venn Diagram → Amy</p> <p>Independent Word: Graphic organizer, then and now.</p>	<p>11:40 - 12:15 Groups</p> <p>GR: 2 → Jackie; 3 → Amy Group 1: Computer</p> <p>Independent Word: Drawing conclusions and word work (adjectives).</p> <p>5 senses and words that pertain to the 5 senses.</p>	<p>11:40 - 12:15 Groups</p> <p>Assessment</p> <p>Silently read if finished early.</p>
<p>12:15 - 1:00 Lunch</p>	<p>12:15 - 1:00 Lunch</p>	<p>12:15 - 1:00 Lunch</p>	<p>12:15 - 1:00 Lunch</p>	<p>12:15 - 1:00 Lunch</p>
<p>1:00 – 2:15 Math Everyday Math lesson</p> <p>6.5: Using the Facts Tables for Subtraction</p> <p>Objective: To provide experience revisiting the relationship between addition and subtraction.</p>	<p>1:00 – 2:15 Math Everyday Math lesson</p> <p>6.6: The Centimeter</p> <p>Objective: To introduce the centimeter as a unit of measure in the metric system; and to provide experience measuring and drawing line segments to the nearest centimeter.</p>	<p>1:00 – 2:15 Math Everyday Math lesson</p> <p>6.7: (Explorations) Exploring Pattern Blocks, Addition Facts, and Triangles</p> <p>Objectives: To develop readiness for fractions; to provide practice with addition facts; and to provide for the exploration of various shapes of triangles.</p>	<p>1:00 – 2:15 Math Everyday Math lesson</p> <p>6.8: Addition Facts Practice with “What’s My Rule?”</p> <p>Objective: To provide an extension for the “What’s My Rule?” routine which includes finding missing input numbers.</p>	<p>1:00 – 2:15 Math</p> <p>MATH ASSESMENT</p> <p>Everyday Math lesson</p> <p>6.9: Quarters</p> <p>Objectives: To provide experience finding the value of collections of quarters, dimes, nickels, and pennies; and showing money amounts with coins.</p>
<p>2:15 - 3:00 Science/SS Give out jobs. Explanation of each job. - Job description - Sign if its something you can do.</p>	<p>2:15 - 3:00 Science/SS Character traits of a citizen: Trail Mix - Scenarios - Rights and Responsibilities</p>	<p>2:15 - 3:00 Science/SS Roles in the classroom, schools, and community - VIDEO on Smartboard (everyone in 102 says their new job, school personale say</p>	<p>2:15 - 3:00 Science/SS Leaders: What makes a leader? Examples on PowerPoint of various leaders, past and present.</p>	<p>2:15 - 3:00 Science/SS Review different leaders. Quiz show on what we learned this week: PowerPoint.</p>

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Monday, March 18	Tuesday, March 19	Wednesday, March 20: *first day of spring	Thursday, March 21	Friday, March 22
<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Retest Site Words</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p> <p>Retest Site Words</p>	<p>8:30-9:05 Bag of Books</p> <p><i>Work in Interactive Journal</i></p>
<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>* Reminder to constantly edit: Peer edit?</p> <p>✓ Capitalize first letters in names, towns, states.</p> <p>✓ Capitalize the first letter in a sentence.</p> <p>✓ Add ending punctuation.</p> <p>✓ Stretch words out that you don't know how to spell.</p> <p>✓ Use the word wall to help with spelling words.</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>This week, we will write letters. You will write these letters in order to persuade people to do things you believe need to be done.</p> <p>Writers do not usually sit at their desks and think, "What persuasive letter might I write today?" Instead we pay attention to what we see and think, "How could this be even better?" When good writers get an idea for a letter they jot their thoughts down.</p> <p>Channel students to look for certain things as they walk the halls and sidewalks.</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>Should be able to speed up letter process, because we just went through these steps when writing our last piece.</p> <p><i>Changing out world.</i></p> <p>Good IRA?: <u>The Librarian of Bosra</u> by Jeanette Winter</p> <p><i>We will ask ourselves questions writers ask: "What do I care about?" "What do I notice?" "Whom can I help?"</i></p> <p>Pick topic. Graphic organizer. Outline: Focus: Audience: Reasons.</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>"Making Your Letters Powerful" ***"Write what you want, then write reasons why this is important."</p> <p>Model my own persuasive letter, use please (pleasant tone):</p> <p>Dear _____, Can you please _____. This is important because _____. It is also important because _____.</p>	<p>9:05 - 9:20 IRA/Writing Lesson</p> <p>Options: <u>With Love, Little Red Hen</u> by Alma Flor Ada <u>Mr. Lincoln's Whiskers</u> by Karen Winnick <u>Dear Annie</u> by Judith Caseley <u>Dear Peter Rabbit</u> by Alma Flor Ada <u>Our Tree Named Steve</u> by Allen Zweibel <u>Should We Have Pets?</u> by Sylvia Lollis</p>
<p>9:20 - 9:45 Writing Workshop</p> <p>Peer edit?</p> <p>Final draft on good paper.</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Brain storm: (Same graphic organizer as before)</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Writers, remember when walking around to think..."How can I use writing to make the world a better place?"</p> <p>Draft #1:</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Continue editing. Write final draft when ready on good paper.</p> <p>Address envelope,</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Continue editing. Write final draft when ready on good paper.</p> <p>Address envelope,</p>
<p>9:20 - 9:45 Writing Workshop</p> <p>Peer edit?</p> <p>Final draft on good paper.</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Brain storm: (Same graphic organizer as before)</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Writers, remember when walking around to think..."How can I use writing to make the world a better place?"</p> <p>Draft #1: Dear _____, I think that _____. From,</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Continue editing. Write final draft when ready on good paper.</p> <p>Address envelope,</p>	<p>9:20 - 9:45 Writing Workshop</p> <p>Continue editing. Write final draft when ready on good paper.</p> <p>Address envelope,</p>

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10:30 - 10:45 Morning Recess	10:30 - 10:45 Morning Recess	10:30 - 10:45 Morning Recess	10:30 - 10:45 Morning Recess	10:30 - 10:45 Morning Recess
10:45 - 11:15 MTP Persuasive Letter of my own Dear _____, _____	10:45 - 11:15 MTP LIBRARY	10:45 - 11:15 MTP <i>Today is the first day of spring. In the spring, flowers will grow and the weather will get warmer, but it may rain often.</i>	10:45 - 11:15 MTP The Statue of Liberty was a gift from France.	10:45 - 11:15 MTP ART CLASS
11:15 - 11:30 Shared Reading Introduce New Words: Read "Robot" Strategy: Mental Pictures	11:15 - 11:50 Shared Reading MTP: Choosing a career can be a hard decision. It is important to do something you like and enjoy. You can be anything if you work hard.	11:15 - 11:30 Shared Reading IRA: TBD Something with careers	11:15 - 11:30 Shared Reading Reread "Robot" Pull main idea and supporting ideas.	11:15 - 11:30 Shared Reading Prepare/Review for assessment.
11:30 - 12:15 Groups Guided Reading: Jackie → 2 Amy → 3 Site Word support: Group 1 (Ms. Lisa) Groups 4, 5, 6 → Graphic organizer.	11:50 - 12:15 Groups Guided Reading: Jackie → 2 Amy → 3 Group 1 → Computers Groups 4, 5, 6 → Authors' names in alphabetical order	11:30 - 12:15 Groups Practice Interview questions as a class. What is an interview – review biography writing.	11:30 - 12:15 Groups Guided Reading: Jackie → 2 Amy → 3 Group 1 → Computers Independent work: Look at pictures. What is the main idea?	11:30 - 12:15 Groups Assessment. ----- Mail persuasive letters.

12:15 - 1:00 Lunch	12:15 - 1:00 Lunch	12:15 - 1:00 Lunch	12:15 - 1:00 Lunch	12:15 - 1:00 Lunch
1:00 – 2:15 Math Everyday Math 6.10? Digital Clocks	1:00 – 2:15 Math Everyday Math 6.11?: Introducing <i>My Reference Book</i>	1:00 – 2:00 Math Everyday Math 6.12?: Data Landmarks	1:00 – 2:15 Math Everyday Math: Review Unit 6	1:00 – 2:15 Math Math Assessment Everyday Math: Math Game
2:15 - 3:00 Science/SS Geography: Smartboard Zoom in/zoom out Philadelphia → PA → USA Different types of maps IRA: “All Kinds of Children” by Norma Simon or <i>Whoever You Are</i> by Mem Fox	2:15 - 3:00 Science/SS Jobs/Careers: Interview What is college? What do you want to be when you grow up? What do you have to do to accomplish that?	2:00 - 3:00 Science/SS CAREER DAY WITH PARENTS!	2:15 - 3:00 Science/SS Wants vs. Needs ----- National Symbols: bell, flag, eagle, Statue of Liberty	2:15 - 3:00 Science/SS Writer’s Celebration? Joshua Birthday Party
3:00 – 3:10 Community Building Activity Keep and throw	3:00 – 3:10 Community Building Activity Keep and throw	CAREER DAY WITH PARENTS!	3:00 – 3:10 Community Building Activity Unit Assessment	3:00 – 3:10 Community Building Activity Joshua Birthday Party

*Light Green= Library class

*Light Pink = Grade Group meeting – teachers are not in classroom, students have additional block of music or gym.

Focus skill: Alphabetize