

|                      |                       |                      |                       |                     |                        |                           |                         |
|----------------------|-----------------------|----------------------|-----------------------|---------------------|------------------------|---------------------------|-------------------------|
| Writing<br>8:30-9:20 | Reading<br>9:30-10:30 | Lunch<br>10:40-11:15 | Recess<br>11:15-11:45 | Math<br>11:45-12:45 | Specials<br>12:45-1:30 | Silent Read/<br>1:30-2:00 | S> Science<br>2:00-3:00 |
|----------------------|-----------------------|----------------------|-----------------------|---------------------|------------------------|---------------------------|-------------------------|

Monday: 3/9/09

Computer

Story: *Across the Wide Dark Sea*

3.01: Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: making inferences and drawing conclusions about characters and events.

| Subject and Goals  | Activity   | HW Assignment      |
|--|--|--------------------|
| <p>Writing: 4.04: Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p>4.06 Support and Elaboration: Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p>                             | <p>Raising the Quality... – Session 11:<br/>           “Bringing Forth the Story Arc” pp. 127-137.<br/>           Peter’s Chair by Ezra Jack Keats<br/>           Shortcut by Donald Crews<br/>           Sunsets of Miss Olivia Wiggins Laminack<br/>           Vocab. story arc, planning, revision, problem resolution<br/>           Students will plan and draft a story!</p> |                    |
| <p>Reading Goal 2.02: Interact with the text before, during, and after reading, listening, or viewing by: previewing the text.</p> <p>2.03: variety of texts, including fiction</p> <p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> | <p>Begin Small Groups:</p> <ol style="list-style-type: none"> <li>1. Pedro’s Journal on Ipod</li> <li>2. Cut out Spelling and create sentences on Ipod</li> <li>3. Guided Reading Group (Assistant)</li> <li>4. Vocabulary Reader Ipod and edu place</li> <li>5. Story/ Comprehension PB p. 87</li> <li>6. Making Inferences as groups: Read pb p. 88 and 89</li> </ol>            | HW: PB p. 239      |
| <p>Math: 1.05 Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.</p>   | <p>Review Fractions by having students draw: Make a design that is 3/8yellow, 3/8blue, 1/8red, and 1/8green: Discuss Parts of a whole. And move to equivalent fractions</p>  | Practice Book page |
| <p>S. Science 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.</p> <ul style="list-style-type: none"> <li>* Growth.</li> <li>* Survival.</li> <li>* Reproduction.</li> </ul>   | <p>Dissect a Seed and discover parts:<br/>           Cardilydon, plumule, radical, embryo</p> <p>Begin detective work for Great Plant Escape:<br/> <a href="http://urbanext.illinois.edu/gpe/">http://urbanext.illinois.edu/gpe/</a></p>   |                    |

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|----------------------|-----------------------|----------------------|-----------------------|---------------------|------------------------|---------------------------|-------------------------|

Tuesday: 3/10/09

Music

Story: *Across the Wide Dark Sea*

3.01: Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: making inferences and drawing conclusions about characters and events.

| Subject and Goals   | Activity  | HW Assignment   |
|---|---|---|
| <p>Writing: 4.02: written language to present information in a sequenced, logical manner.</p> <p>4.08 Focus reflection and revision (with assistance) on target elements by: * clarifying ideas.</p> <ul style="list-style-type: none"> <li>* adding descriptive words and phrases.</li> <li>* sequencing events and ideas.</li> <li>* combining short, related sentences.</li> <li>* strengthening word choice.</li> </ul> | <p>Literature Links: “Reinforcing the Features of Effective Writing” pp. 55-56.<br/><a href="http://www.rss.k12.nc.us/eled/handouts.html">www.rss.k12.nc.us/eled/handouts.html</a></p> <p>The Storm Book by Charlotte Zolotow</p> <p>Students complete their writing from draft</p>   |   |
| <p>Reading Goal 2.02: Interact with the text before, during, and after reading, listening, or viewing by: previewing the text.</p> <p>2.03: variety of texts, including fiction</p> <p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p>  | <p>Begin Small Groups:</p> <ol style="list-style-type: none"> <li>1. Pedro’s Journal on Ipod</li> <li>2. Cut out Spelling and create sentences on Ipod</li> <li>3. Guided Reading Group (Assistant)</li> <li>4. Vocabulary Reader Ipod and edu place</li> <li>5. Story/ Comprehension PB p. 87</li> <li>6. Making Inferences as groups: Read pb p. 88 and 89</li> </ol> | <p>Spelling Activity of Choice:<br/>Gaggle words OR Pyramid OR 3 Times each</p> |
| <p>Math: 1.05 Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.</p>  | <p>Use rulers and measuring cups.<br/>Students will plot fractions on a line:<br/>SEE FLIP CHART: Fractions</p>   | <p>EOG Book page</p>  |
| <p>S. Science 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.</p> <ul style="list-style-type: none"> <li>* Growth.</li> <li>* Survival.</li> <li>* Reproduction.</li> </ul>  | <p>Chart KWL - Plant Parts: Needed for Growth, Survival and Reproduction</p> <p>Begin detective work for Great Plant Escape:<br/><a href="http://urbanext.illinois.edu/gpe/">http://urbanext.illinois.edu/gpe/</a></p>  |   |

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Wednesday 3/11/09

Art

| Subject and Goals   | Activity   | HW Assignment  |
|---|--|--|
| Writing: 4.06, 4.08, 4.09, 5.04   | Complete story and look at Organization<br>Share and discuss   |  |
| Reading Goal 2.02: Interact with the text before, during, and after reading, listening, or viewing by: previewing the text.<br>2.03: variety of texts, including fiction<br>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings). | Begin Small Groups: COMPLETE<br>1. Pedro's Journal on Ipod<br>2. Cut out Spelling and create sentences on Ipod<br>3. Guided Reading Group (Assistant)<br>4. Vocabulary Reader Ipod and edu place<br>5. Story/ Comprehension PB p. 87<br>6. Making Inferences as groups: Read pb p. 88 and 89 | Spelling Activity of Choice:<br>Practice Spelling Test |
| Math: 1.05 * Understand and use mixed numbers and their equivalent fraction forms.  | Ways to Success- Computer  | Practice multiplication sheet                          |
| S. Science 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.<br><br>* Growth.<br>* Survival.<br>* Reproduction.  | Plant game: make flash cards of plant parts<br><br>Read Guided Science books to complete KWL   |  |

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Thursday 3/12/09

PE

| Subject and Goals  | Activity   | HW Assignment |
|--|--|---------------|
| County Writing Test  | Writing Test - Students receive no assistance  |               |
|  |  |               |
| Math: 1.05 Goal 1 Review   | Fraction word problems and review  |               |
| S. Science 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.<br><br>* Growth.<br>* Survival.<br>* Reproduction. | Read Science Text and discuss how plants spread<br><br>Dissect Daffodils, draw and label parts |               |

Friday's Plans will be based on what is completed throughout the week. Friday's Plans will be posted by Thursday.