

CURRICULUM MAP

	WEEKLY LITERACY CENTERS	MATH CENTERS	
Weekly	<ul style="list-style-type: none"> Dictionary Thesaurus Handwriting Word Shapes Spelling A-B-C Order Editing Book Report (i.e. filling out a story map and writing a summary) 	<u>Daily</u> <ul style="list-style-type: none"> Problem Solver Algebra Fast Facts 	<u>Weekly</u> (with mini-lessons for new content) <ul style="list-style-type: none"> Graph Measurement Pattern Estimate Map - Directions Time Money Fractions Geometry Probability

Month	Word – Sentence Level (Centers)	Paragraph Level & Reading Comprehension (Guided Reading & Writing)	Genre or Literature	Science and Social Studies		Math
Sept.		Main Idea – Detail (during Science/S.S. block) Problem – Solution (during Guided Reading & Writing groups)	Mystery (for problem-solution)	GEOGRAPHY <ul style="list-style-type: none"> Continents - Equator Compass Rose (maps), Hemispheres Landforms Bodies of Water Climate & Longitude/Latitude 		2A Place Value 2C Time 3-12 Identifying Money
Oct.		Main Idea – Detail (Country Reports) Continue Problem-Solution all year (eventually in Centers – use folktales from select countries?)	Non-Fiction (info on selected countries)	Country Reports (during Guided Reading groups) 4 or 5 selected countries depending on class size: Norway/Sweden (Scandinavia), Egypt, Peru, China, Australia (Australia is the extra.) (U.S. – NY used for modeling)	Science B-3 (p. 60) (climate, seasons, axis, rotate) See Science B-3 (p. 67, 34): First calendar & clock, Possible centers: first number systems (math connection), first written language (i.e. hieroglyphics) – focus on selected countries	2B Number Sense: <ul style="list-style-type: none"> Comparing Ordering Rounding Estimating 3C Money: counting up to make change
Nov.		Character Trait (most important trait)		Earth, Sun, Moon (Science B1, B2) Planets revolving around sun in different orbits		3A Addition Number Sense
Dec.		Character Trait (change over time)		Holiday Customs for Selected Countries – third grade food festival	Nutrition (Growing Healthy)	3B Adding with Regrouping

Month	Word – Sentence Level (Centers)	Paragraph Level & Reading Comprehension (Guided Reading & Writing)	Genre or Literature	Science and Social Studies		Math
Jan.		Problem – Solution (and/or continue Character Trait change over time?)	Independent biography (character analysis) of person from selected country?	Matter, Energy (Science C1, C2) (tie energy back to sun's energy & nutrition)		4 Subtraction with regrouping
Feb.		Cause - Effect	Use non-fiction with social studies and science	<div>Connect to Cause-Effect</div> <div> <div>How Communities Grow and Change</div> <div>Inventions (i.e. technology) & Discoveries (i.e. gold) in selected countries <ul style="list-style-type: none"> • Egypt – pyramids • China – Great Wall • Norway – Viking ships • U.S. – satellites </div> <div>Opinion: Space Junk</div> </div> <div> <div>Force (Science C3) – pyramids</div> <div>Machines (connect to body systems – Growing Healthy)</div> </div>		5 – 6 Multiplication and Story Problems
March		Cause – Effect	Begin animal stories later in month	<div>Roles of Living Things (Science E)</div> <ul style="list-style-type: none"> • Biomes for Selected Countries • Animal Adaptations • Animal Reports (Animals from Selected Countries) 		7 Division
April		Cause – Effect	Animal stories			9A, 9B Multiplying by 1-digit factors
May		Compare-Contrast	Report comparing selected country to New York (using two 4-squares)	<div>Where do Communities Develop?</div> <div>Past vs. Future</div> <ul style="list-style-type: none"> • PAST: For selected countries, look at archaeology & ancient civilizations (unexplained mysteries) to consider where communities developed in the past – and how we know about them. (For U.S. : Pioneer Days) • FUTURE: Re-visit Mars, Space Station – Write opinion or Sci-Fi about where communities might develop in the future. (What would a colony on Mars look like? Or What would life in a Space Station be like?) 		9C Dividing by 1-digit divisors
June		Compare- Contrast				10 Comparing fractions Equivalent fractions Adding fractions
						11 Decimals

POSSIBLE SCHEDULES

Lunch at 10:45

7:55 – 8:20	D.E.A.R.
8:20 – 9:45	Math: Centers and Small Groups 8:20 – 8:30 P.O.D. 8:30 – 8:40 Algebra of Day 8:40 – 9:40 3 groups plus centers
9:45 – 10:45	Science/Social Studies (main idea – detail, hands-on activities, experiments & projects, WWTBAM game)
10:45 – 11:30	Lunch/Recess
11:30 – 1:30	Guided Reading/Writing, Literacy Centers (incorporate Writing Workshop into Center time, or replace Centers with Writing Workshop on one or two days a week?) (on Fridays: put rubric on overhead to assess student writing w/ 6-traits?)
1:30 – 2:15	Special

Lunch at 12:45

7:55 – 8:20	D.E.A.R.
8:20 – 10:20	Guided Reading/Writing, Literacy Centers (incorporate Writing Workshop into Center time, or replace Centers with Writing Workshop on one or two days a week?) (on Fridays: put rubric on overhead to assess student writing w/ 6-traits?)
10:20 – 11:05	Special
11:05 – 12:45	Math: Centers and Small Groups 8:20 – 8:30 P.O.D. 8:30 – 8:40 Algebra of Day 8:40 – 9:40 3 groups plus centers
12:45 – 1:30	Lunch/Recess
1:30 – 2:15	Science/Social Studies (main idea – detail, hands-on activities, experiments & projects, WWTBAM game)

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEPTEMBER	Sept. 2 – Sept. 6 Problem-Solution Continents Equator Landforms		3 IN-SERVICE	4	5 <i>Continents and Oceans</i> wksht	6 <i>Label the Continents</i> wksht
	Sept. 9 – Sept. 13 Problem-Solution Finish Continents, Equator, Landforms Bodies of Water	9 S. S. book p. 90-91 Landforms Begin Landforms Graphic Organizer (small groups) Spelling: Continents, North Pole, South Pole, Equator	10 S. S. book p. 90-91 Landforms Finish Landforms Graphic Organizer (small groups)	11 Whole group: Brainstorm fresh water vs. salt water Centers: • Make flags for landforms • <i>Label the Earth's Oceans</i> • <i>Bodies of Water</i> graphic organizer – using landform dictionary	12 Make Landform Maps	13 Assessment: <i>Label the Continents</i> Wksht WWTBASP (questions on continents, landforms, bodies of water)
	Sept. 16 – Sept. 20 Problem-Solution Compass Rose Map Directions Hemispheres	16 Spelling: Landforms, Oceans Paint Landform Map (green and brown) Assessment: <i>Landforms</i> graphic organizer (fill in definition) Whole group: Compass Rose, Hemispheres (Prime Meridian)	17 Paint Landform Map (blue) Assessment: <i>Bodies of Water</i> graphic organizer Compass Rose, Map directions	18 Location of U.S., New York <i>Where in the World am I?</i> (location of Alaska)	19 Location of Scandinavia, Egypt, Mexico (which hemisphere, which location from U.S. using Compass Rose). Color maps with landforms, bodies of water, and Compass Rose.	20 Spelling Assessment: <i>Label the Earth's Oceans</i> <i>Landform</i> graphic organizer with definitions only WWTBASP (questions using Compass Rose, Hemispheres)
	Sept. 23 – Sept. 27 Problem-Solution Climate Latitude & Longitude	23 Spelling: climate, directions Longitude and Latitude	24 Practice longitude & latitude Tropics of Capricorn & Cancer, Arctic Circle, Antarctic Circle	25 Climate: Tropical, Temperate, Polar (color map & make key)	26 In what climate zone are the countries of the U.S., Egypt, Scandinavia, and Mexico? Small group note-taking on oceans & coral reef?	27 Spelling Assessment: Color climate map & make key, Make a Compass Rose WWTBASP (questions about climate, oceans, coral reef, longitude & latitude)

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OCTOBER	Sept. 30 – Oct. 4 Main Idea – Detail Country Paragraph 1 The Moon	30 Activity: Making Moon Craters (B8-B9)	1 A Place Without Air (B10-B13)	2 Learning About Space (B14-B17)	3 WWTBASP: The Moon	4 Activity: Lunar Olympics (B18-B19)
	Oct. 7 – Oct. 11 Main Idea – Detail Country Paragraph 2 The Sun	7 Activity: A Moon Outing (B20)	8 Spacesuits and Getting Around on the Moon (B21-B23)	9 Sun Power (B27-B28)	10 WWTBASP: Moon, Sun Assessment Chapter 1	11 IN-SERVICE
	Oct. 14 – Oct. 18 Main Idea – Detail Country Paragraph 3 The Earth	14 COLUMBUS DAY	15 The Rotating Earth (B38-B41)	16 Earth Moves Around the Sun (B46-B47)	17 Extension or Center: (B48-B49): Earth & Sun: Ideas Through Time	18 WWTBASP: Rotating around Axis, Revolving around Sun
	Oct. 21 – Oct. 25 Main Idea-Detail Seasons	21 Your Changing View of the Moon (B52-B56) <div>LANGUAGE ARTS ASSESSMENT THIS WEEK (main idea & detail → 1 paragraph)</div>	22 Finish B52-B56	23 Assessment Chapter 2	24 Activity: Lines of Sunlight (B60-B61)	25 The Reason for Seasons (B64-B66)
	Oct. 28 – Nov. 1 Main Idea – Detail First calendars & clocks Orbits	28 The First Calendar Makers (B67-B69)	29 Near the Equator, Near the Pole (B70-B71)	30 How an Eclipse Occurs (B74-B76)	31 WWTBASP: Seasons, Climate Assessment Chapter 3	1 Compare orbits and “years” of planets (walking around desk activity, orbits on chalkboard)

WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Nov. 4 – Nov. 8 Character Trait Begin Planets	4 Mercury	5 HALF – DAY Parent Conferences	6 Venus	7 HALF – DAY Parent Conferences	8 Mars + video
	Character Trait Planets	11 VETERANS DAY	12 Jupiter	13 Saturn	14 Uranus, Neptune	15 Pluto
	Character Trait Planets – research	18 HALF – DAY Parent Conferences	19 Planet X, Pioneer 10, Lockheed Video of Rocket launches	20 Video: life on a space station	21 Read <u>Postcards from Pluto</u> Begin independent research	22 Independent Research on planet (3 facts, 1 opinion)
	Nov. 25 – Nov. 29 Character Trait Planets – Postcard	25 Write Postcard from Pluto (rough draft)	26 Write Postcard from Pluto (final draft with stamp)	27	28 THANKSGIVING	29

LANGUAGE ARTS ASSESSMENT THIS WEEK (multiple choice)

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DECEMBER	Dec. 2 – Dec. 6 Character Trait Country Paragraph on Dec. Holiday ??	2	3	4	5	6
	Dec. 9 – Dec. 13 Nutrition, Plan for Ethnic Recipe	9 <div>LANGUAGE ARTS ASSESSMENT THIS WEEK (character trait → 1 paragraph)</div>	10	11	12	13
	Dec. 16 – Dec. 20 Character Trait Third Grade Holiday Food Festival	16	17	18	19	20
	Dec. 23 – Dec. 27 WINTER BREAK	23 WINTER BREAK BEGINS	24	25 CHRISTMAS	26	27

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JANUARY	Dec. 30 – Jan. 3 WINTER BREAK	30	31	1 NEW YEARS DAY	2	3
	Jan. 6 – Jan. 10 Problem-Solution Cinderella stories from Norway, Egypt, & Mexico Begin independent biography of person from select country? (Character Trait) Matter (Science C 6-15)	6 Activity: Grouping Things (C6- C7) Activity: Measuring Things (C8- C9)	7 What's the Matter (C10-C11)	8 Properties of Matter (C12-C15)	9 Water Molecule Games (Science Secrets)	10 Liquid Layers Density Necklaces
	Jan. 13 – Jan. 17 Problem-Solution Cinderella stories from Norway, Egypt, & Mexico Changing Matter (Science C 16-24)	13 The Nature of Matter (C19- C21) with Activities (if time) (Activity A: Triggers of Change Unit 1)	14 Changes in Matter (C22-C24) (centers: Milk Art in Secrets?) (Activity B, C Triggers of Change Unit 1)	15 Blobber I (Science Secrets) (Activity D: Triggers of Change Unit 1)	16 Blobber II (Science Secrets)	17 WWTBASP: Matter Assessment Chapter 1
	Jan. 20 – Jan. 24 Problem-Solution Folktales from select countries? Energy (Science C 28-39) Tie in to sun's energy, and to nutrition	20 MARTIN LUTHER KING DAY	21 Do You Have the Energy (C30- C33) Magic School Bus Video: Getting Energized	22 Forms of Energy (C32-C33) Volcanoes? (Science Secrets)	23 Report Cards Energy You Can See (C34- C35) – prism, ROYGBIV	24 Energy Changes Form (C37- C39) Activity: Cooking
	Jan. 27 – Jan. 31 Heat (Science C 40-51)	27 Activity (choose one C40-C43) Guided Reading: Introduce Cause/Effect in fiction (animal porquois stories). Modeling/Guided Questions to fill out graphic organizer, Model the paragraph	28 Heat Waves (C44-C46) – reminder of Blobber molecules (Activity E-1: Triggers of Change Unit 1)	29 Heat on the Move C47-C49 (conductor experiment metal vs. wood)	30 Keeping Warm (C50-C51)	31 WWTBASP: Energy, Heat
				LANGUAGE ARTS ASSESSMENT THIS WEEK (multiple choice)		

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FEBRUARY	Feb. 3 – Feb. 7 Cause – Effect (animal porquois story) Heat & Matter	3 Adding & Subtracting Heat (C54-C56) Guided Reading: Students read an animal porquois story and work on filling out their graphic organizers and writing their paragraphs while in small groups. (semi-independent) (L)	4 Ice Cream experiment (Science Secrets)	5 Finish C54-C56.	6 Assessment Chapter 2	7 BEGIN ONLINE CONFERENCE (9:15-10:45) Activity Roll On! (C60-61) (Activity E-2: Triggers of Change Unit 1) Video: Charlie Brown: The Great Inventors
	Feb. 10 – Feb. 14 Cause – Effect (how communities Egypt – Simple Machines (Science C 64-71)	10 Activity: Gravity Roll (Activity E-3: Triggers of Change Unit 1) Guided Reading Groups: (P) Social Studies Unit 3 Lesson 6 (p. 188-195) (K) Writers' Workshop: Take one of the animal stories just read, and have students create a new set up events (a new "cause" or "trigger of change"), and write new version of story. The "effect" may be same or different. Use "cause-effect" graphic organizer. Read-Aloud: Technology in the Time of the Maya	11 Force, Energy, Friction (C64-C65) Magic School Bus Video: Play Ball Read-Aloud: Technology in the Time of the Vikings	12 Activity: The Ups and Downs of a Seesaw (C68-C69) (Activity F) Guided Reading Groups: (Q) The Greatest Invention (C66-C67) Read-Aloud: Technology in the Time of the Egyptians	13 Activity: Ramps and Rocks (C70-C71) (Activity F) Video: Meet the Great Inventors	14 PRESIDENTS DAY WEEKEND
	Feb. 17 – Feb. 21 Cause – Effect (how communities grow and change) Pyramids, Force & Simple Machines (Science C 72-76)	17 PRESIDENTS DAY WEEKEND	18 Video: Pyramids (Show in two 25 minutes segments.) <div>LANGUAGE ARTS ASSESSMENT THIS WEEK (problem-solution → summary)</div> Continue Read-Alouds, Guided Reading, Independent and/or Group Research on technology in each of the 3 countries, and keep an ongoing list of the technology invented by these early civilizations of these countries.	19 Machines: Force Changers (C72-C73) and Activity G Activity: Make a sledge (supplemental books Activity H) – Use Writers' Workshop Time Video: Engineering the Impossible (part 1: 30 min.)	20 More About Machines (C74-C76) Video: Engineering the Impossible (part 2: 30 min.)	21 Video: Engineering the Impossible (part 3: 30 min.) Activity I
	Feb. 24 – Feb. 28 Cause – Effect (how communities grow and change) Machines (Science C 74-76) – tie to body systems (Growing Healthy)	24 Growing Healthy: tie skeletal system to simple machine (see p. C74-76) (Dr. Kerr visit for dissection sometime between 2/20 and 2/27?) Guided Reading this week: (R) Each guided reading group will be of the same country. Provide each group with information on one item of technology and how it caused a change in the people's lives. With guiding questions, students fill out the cause/effect graphic organizer and write a paragraph while meeting in their guided reading group.	25 WWTBASP: force, energy, friction, simple machines Video: Magic School Bus: Flexes its Muscles	26 Science time: Assessment Chapter 3	27	28

WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MARCH	Mar. 3 – Mar. 7 Cause – Effect (how communities grow and change)	3 10:05 – 10:45 Read-Aloud Social Studies Book p. 176 – 179) and hold a discussion. (This is activity S all week.) Guided Reading: Fill out Cause/Effect graphic organizer to show what caused the pollution. (V) Homework Mon. – Thurs.: Read few pages of “Just a Dream” and record lit circle roles in notebook Have Grand Conversations T-F before lunch	4 Guided Reading: Model writing paragraph from graphic organizer Lit Centers: Students write one paragraph from the graphic organizer. Use Writing Workshop time for conferencing.	5 Guided Reading: Fill out the Problem/Solution part of graphic organizer to show what the city has done to help solve the problem of technology. Use Writing Workshop time for conferencing.	6 Guided Reading: Model writing paragraph from graphic organizer Lit Centers: Students write one paragraph from the graphic organizer. Use Writing Workshop time for conferencing.	7 Students draw “before” and “after” pictures of a town square with and without pollution.
	Mar. 10 – Mar. 14 Cause – Effect (how communities grow and change)	10 Guided Reading and/or Writers’ Workshop: (Activity U all week) Students complete a cause/effect graphic organizer where the... BEFORE= Present-day Earth CAUSE= People produce more & more trash, & Earth runs out of room for landfills or dumps. Students must brainstorm ideas for the AFTER, the “effect”.	11 Guided Reading: Model writing paragraph from graphic organizer Lit Centers: Students write one paragraph from the graphic organizer.	12 Guided Reading: Students fill out a Problem/Solution graphic organizer where the PROBLEM = the EFFECT from the Cause/Effect graphic organizer they filled out earlier in the week. Students have to first envision what the solution to this problem might look like, and then come up with a sequence of events that will lead to this solution.(i.e. recycling) This paragraph will be an OPINION – no right or wrong.	13 Literacy Centers: Students write one paragraph from their problem/solution graphic organizer. Conferences throughout the day. If students need an extension, activity T may be an option (space junk).	14 IN-SERVICE
	Mar. 17 – Mar. 21 Cause – Effect (animal stories) Intro to Biomes – tie to community & climate	17 SCHOOL CLOSED	18	19	20	21
	Mar. 24 – Mar. 28 Cause – Effect (animal stories) Biome reports (main idea-detail)	24	25	26	27	28

LANGUAGE ARTS ASSESSMENT THIS WEEK (multiple choice)

WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Mar. 31 – Apr. 4 Cause – Effect (animal stories) Food Chains (Science E 14-29) – tie to energy	31 E10-E13 What animals need from their environment	1 E16-E19 Producers, Consumers, Carnivores, Herbivores, Omnivores	2 E26-E29 Food chain, Food Web, Predator, Prey	3 <div>HALF – DAY Parent Conferences</div>	4
	Apr. 7 – Apr. 11 Cause – Effect (animal stories) Animal Adaptations (Science E 40-53)	7 E40-E43 Adaptations (for catching prey) <div>LANGUAGE ARTS ASSESSMENT THIS WEEK (cause – effect → 1 paragraph)</div>	8 E48-E53 Adaptations (protection from predators)	9 E70-E73 Adaptations (to hot environment)	10 Report Cards E74-E76 Adaptations (to cold environment)	11
	Cause – Effect (animal stories) Animal Reports	14 <div>HALF – DAY Parent Conferences</div>	15	16	17 SPRING BREAK BEGINS	18
	Apr. 21 – Apr. 25 SPRING BREAK			23	24	25

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY	Apr. 28 – May 2 TERRA NOVA TESTING	28 TERRA NOVA TESTING	29 Begin a chapter book. i.e. Little House in the Prairie, Sarah Plain & Tall, Meet Kirsten, A Long Way to a New Land, or the Josefina Story Quilt (or a book from one of our 3 countries – preferably a book that refers to life in early communities with minimal technology) or several different books. For homework, have students read one chapter or so, and record assigned lilt circle roles (i.e. 4 of these 6: Discussion Director, Word Watcher, Artful Artist, Schema Connector, Main Idea, and A-ha's) in their notebook. Hold Grand Conversations through the week.	30	1	2 VIDEOS: Show videos during Terra Nova week, and this week, that demonstrate life with minimal technology, and life today with more technology.
	Compare – Contrast Begin unit on where communities develop: Compare past to present (artifacts from ancient civilizations of select countries, Pioneer Days)	5 S.S./Sci. block 10:05-10:45 (Activity A: Triggers of Change Unit 2) List what we need to survive. Begin Activity B (Triggers of Change Unit 2). Give students Double-T organizers with the categories already down the center column (categories that class brainstormed previous day). The students work in country groups to identify, for each category, what the people of their country used back in an early civilization vs. today. (Language Arts time)	6 Continue Activity B (complete Double T, Circle 3 categories)	7 Continue Activity B Language Arts, Whole Group: Model turning one of the categories on Double-T into a paragraph. Lit Centers (and one guided group): Students begin turning one category into one paragraph. (They do this for 3 categories – accept 2 from some students.)	8 Continue Activity B (complete comparison paragraphs) Conferences throughout day.	9 Country groups plan projects for presenting to class, and begin work on them (or they are given a block of time to work on their Kid Pix or HyperStudio projects.)
	May 12 – May 16 Compare – Contrast Work on Group Presentations	12 Country Groups work on their projects and presentations, and they teach other groups how to play the board game from their country (see Interfact Books w/CD-Rom).	13	14	15	16
	May 19 – May 23 Compare – Contrast Communities of Past Work on Group Presentations	19 (F) Guided Reading: Social Studies book p. 171-175 (lesson 3: The Aztec community of Tenochtitlan) Discuss why Aztecs chose this place for their city, and why they built canals & causeways (looking for “a-ha’s” about water.) Homework: Lit Circle Roles on this reading.	20 Grand Conversation about Social Studies reading, or discussion in small groups. (G) (Do weapons cause communities to change? Be problem-solvers for real-life.)	21 Activity H (whole group?) (How has technology changed our community from being more social to more solitary, and is that a problem or not. Be problem-solvers for real-life.	22 Activity I (whole group) What would a colony on Mars, or life in a Space Station, look like? How can a community survive with minimal technology? Would it be more like Pioneer times if electricity not available? Does Mars have an alternative source of energy other than oil? Begin Double-T if time	23 Activity I/J: Cooperative Groups: Plan projects or experiments to see what life on Mars might be like (Can a plant live with sunlight and water, but w/o oxygen?)
	May 26 – May 30 Sci-Fi Story, Mars Colony If time, add to this week either: • Making class quilt • Country Presentations, or • Modeling Cinderella comparison	26 MEMORIAL DAY	27 Activity J (cooperative groups, or whole group): Complete Double-T for how life in a colony on Mars might compare to life on Earth. Students work on Mars experiment or project throughout week (or class quilt, or on giving their country presentations). Watch videos on life on Mars or in a Space Station, and on alternative energy (Maac Schoolbus: Getting Energized)	28 v. Writers' Workshop: Students write a sci-fi story (Letter from the Future) about what life on a Mars colony might be like. Using a story map, pose a problem, events that help solve the problem, and a solution. Use Double-T (comparison of life on Mars to Earth) to help with the setting.	29	30

WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JUNE	Jun. 2 – Jun. 6 Compare – Contrast Producer, Consumer, Advertising	2 Begin learning about consumer, producer, and advertising (Social Studies unit 4: People Live & Work Together, Lesson 2-3)	3 With modeling, guided questions, and interactive writing, Compare and Contrast humorous versions of Cinderella (i.e. Prince Cinders!)	4	5 Guided Reading groups each work on a different compare/contrast of humorous fairy tales: Group 1: Cinderella (2 different versions) Group 2: The 3 Little Pigs Group 3: Little Red Riding Hood	6
		COUNTRY GROUP PRESENTATIONS (INCLUDING INDIVIDUAL MULTIMEDIA PRESENTATIONS) ALL WEEK				
		THIS WEEK IS TBD...DEPENDING ON PREVIOUS WEEK. If there was time to begin modeling the fairy tale comparison during previous week, then see if there is time to write a comparison of the Cinderella stories from Norway, Egypt, and Mexico (read in January). May also need to make class quilt this week.				
	Jun. 9 – Jun. 13 MINI-SOCIETY	9 Mini-Society Begins Name our Country Make a Flag Make Passports Open checking accounts. Set up the Bank. Set up the Post Office.	10 LANGUAGE ARTS ASSESSMENT THIS WEEK (compare - contrast) Plan and Create Products Advertise.	11 Work on products.	12 Mini-Society opens for business. (2 hour block)	13
	Jun. 16 – Jun. 20	16	17	18	19	20
	Jun. 23 – Jun. 27	23	24	25	26	27

YEAR-AT-A-GLANCE FOR MATH

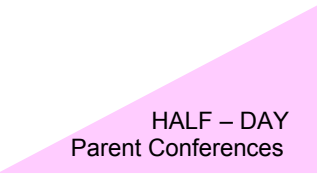
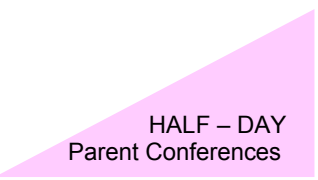
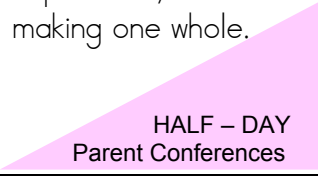
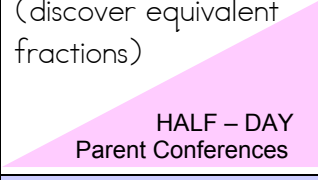
Miss Camp's Third Grade Class

MATH: WEEKLY PLAN 2002-2003						
	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEPTEMBER	Sept. 2 – Sept. 6		3 IN-SERVICE	4	5	6 Intro to Problem-Solving (p. 4-5)
	Sept. 9 – Sept. 13 Overview of Graphs Intro to Problem Solving	9 1-7 Exploring Organized Data	10 1-1, 1-8 Read & Make Pictograph	11 1-2, 1-9 Read & Make Bar Graph (show how to turn bar graph into line graph – see 1-3)	12 1-4 Problem Solving	13 1-10 Problem Solving: Collect & Analyze Data
	Sept. 16 – Sept. 20 Connecting Graphs to Real Life Looking for Patterns Having Fun with Math	16 1-11 Problem Solving: Look for a Pattern	17 p. 43 “Your Choice” All week Continue to introduce centers.	18	19 	20 Debbie's Attribute Game?
	Sept. 23 – Sept. 27 Telling Time Elapsed Time	23 2-10 Time to Nearest 5 minutes.	24 2-11 Time to Nearest minute	25 2-12 Time to half hour and quarter hour	26 2-13 Elapsed Time	27

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OCTOBER	Sept. 30 – Oct. 4 Reading a Calendar Make a Schedule	30 2–14 Ordinal Numbers and the Calendar	1 2–15 Problem–Solving: Make a Schedule	2	3	4 Debbie’s Coin Game
	Oct. 7 – Oct. 11 Intro to Money	7 3–12 Counting Coins	8 3–13 Using Dollars and Cents	9 3–14 Exploring Making Change	10	11 IN-SERVICE
	Oct. 14 – Oct. 18 Place Value	14 COLUMBUS DAY	15 2–1 Place Value through Hundreds	16 2–2 Exploring Place Value Relationships	17 Place Value Game	18 Place Value Game
	Oct. 21 – Oct. 25 Place Value (intro idea of a decimal) Problem Solving: Organized List	21 2–3 Place Value Through Thousands	22 2–4 Place Value Through Hundred Thousands (p.o.d. Number Juggler on p. 87)	23 Intro decimals: “What do you think happens when you go the other way?” – when looking at place value. Use money.	24 2–5 Problem–Solving: Make an Organized List	25
	Oct. 28 – Nov. 1 Number Sense	28 2–6 Comparing Numbers	29 2–7 Ordering Numbers	30 2–8 Rounding to Tens	31 2–9 Rounding to Hundreds	1

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Nov. 4 – Nov. 8 Probability (no math centers)	4 12-7 Exploring Likely & Unlikely	5  HALF – DAY Parent Conferences	6 12-8 Exploring Predictions	7  HALF – DAY Parent Conferences	8 Game
	Finish Probability Home-made Fractions (reference unit 10A for supplemental practice)	11 VETERANS DAY	12 12-9 Exploring Probability	13 12-10 Exploring Fair &Unfair	14 Make fractions (user rulers) Explore ways of making one whole.	15 Probability Game
	Continue Homemade Fractions	18 Continue making fractions (user rulers). Explore ways of making one whole.  HALF – DAY Parent Conferences	19	20 Explore ways of making a whole (discover equivalent fractions)  HALF – DAY Parent Conferences	21 Explore equivalent fractions.	22 Game
	Nov. 25 – Nov. 29 “Fraction Action” with Homemade Fractions	25 Explore Mixed Numbers	26 Game	27	28 THANKSGIVING	29

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DECEMBER	Dec. 2 – Dec. 6 Estimating Sums Addition with Regrouping	2 3–1 Exploring Addition Patterns	3 3–4 Estimating Sums	4 3–5 Exploring Adding with Regrouping. Show that $37+28 = (30+20) + (7 + 8)$	5 3–6 Adding 2–digit numbers (with re-grouping)	6
	Dec. 9 – Dec. 13 Addition with Regrouping	9 3–7 Adding 3–digit numbers (begin with expanded form if necessary).	10 3–8 Adding 4–digit numbers (estimate first)	11 3–9 Column Addition	12 3–10 Problem Solving: Guess and Check	13
	Dec. 16 – Dec. 20	16 3–15 Adding Money	17 3–16 Front End Estimation	18 3–17 Problem Solving: Exact Answer or Estimate?	19	20
	Dec. 23 – Dec. 27 WINTER BREAK	23 WINTER BREAK BEGINS	24	25 CHRISTMAS	26	27

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JANUARY	Dec. 30 – Jan. 3 WINTER BREAK	30	31	1 NEW YEARS DAY	2 4-1: Review Meaning of Subtraction	3
	Jan. 6 – Jan. 10 Subtraction Number Sense	6 4-2 Exploring Subtraction Patterns	7 4-3 Exploring Subtracting on a Hundred Chart	8 4-4 Estimating Differences	9 4-5 Exploring Regrouping	10
	Jan. 13 – Jan. 17 Subtracting with Re-grouping	13 4-6 Exploring Subtracting 2-Digit Numbers (set up the human actors)	14 4-7 Subtracting 2-Digit Numbers	15 4-8 Exploring Subtracting 3-Digit Numbers (set up the human actors)	16 4-9 Subtracting 3-Digit Numbers	17
	Jan. 20 – Jan. 24 Subtracting with Re-grouping	20 MARTIN LUTHER KING DAY	21 4-10 Subtracting with 2 Regroupings	22 4-11 Subtracting Across 0 (use human actors)	23 Report Cards p. 182 "What's the Difference?" Game	24 Magic Square on p. 198 (introduce, explore during centers next week.)
	Jan. 27 – Jan. 31 Subtracting with Re-grouping Problem-Solving: Use Objects	27 4-12 Subtracting 4-Digit Numbers (estimate first)	28 4-14 Mental Math	29 4-15 Subtracting Money	30 4-16 Problem-Solving: Use Objects	31 Cooperative Group Project on p. 202: Tale of a Pig


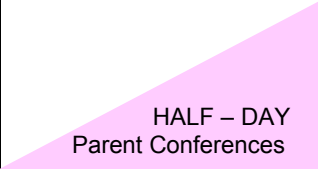
MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FEBRUARY	Feb. 3 – Feb. 7 Understanding Multiplication	3 (p.o.d. Top of p. 197) 5–1 Exploring Equal Groups	4 5–2 Writing Multiplication Sentences	5 5–3 Exploring Multiplication Stories	6 5–9 Problem Solving: Too much or Too little information	7
	Feb. 10 – Feb. 14 Playing with Multiplication and Problem-Solving	10 (p.o.d. Number Mania on p. 231)	11 Day 100 (p.o.d. Top of p. 227) 5–10 Problem Solving (use fruit loops to make necklaces)	12 (p.o.d. Double Trouble on p. 231) p. 260 “Product Cross Off” game	13 Kitchen Math (similar to one on page 269) but make it. (increase recipe by a multiple of 2, 3, 4, etc.) – make something for Valentine Party.	14 PRESIDENTS DAY WEEKEND
	Feb. 17 – Feb. 21 Problem Solving with Multiplication and Patterns	17 PRESIDENTS DAY WEEKEND	18 6–5 Problem-Solving: Planning Meals	19 6–7 Exploring Patterns on a Fact Table	20 6–9 Problem-Solving: Look for a Pattern and Draw a Picture	21 p. 270 Maya Math
	Feb. 24 – Feb. 28 Ancient Math (Maya and Egyptian) Exploring Division	24 p. 406 Ancient Egyptian Multiplication	25 7–1 Exploring Division as Sharing	26 7–2 Exploring Division as Repeated Subtraction	27 7–3 Exploring Division Stories	28

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MARCH	Mar. 3 – Mar. 7 Connecting Multiplication and Division Working with Division Facts	3 7–4 Connecting Multiplication and Division	4 7–5 Dividing by Two	5 7–6 Dividing by Five	6 7–7 Dividing by 3 and 4	7 p. 294 “The Secret Divisor Game”
	Mar. 10 – Mar. 14 Working with Division Facts Odd and Even Problem Solving: Organized List	10 7–10 Dividing by 6 and 7	11 7–11 Dividing by 8 and 9	12 7–12 Exploring Even and Odd Numbers	13 7–13 Problem Solving: Use Objects and Make an Organized List	14 IN-SERVICE
	Mar. 17 – Mar. 21 Division Games: Having fun with Division. Connect to real life.	17 SCHOOL CLOSED	<div> 18 19 20 21 </div> <div> Division Games all week. Games or activities may include: p. 305 (Fact Caterpillar), p. 313 (Guess the Fact, Stamp it Out), p. 316 (Poetry Syllables). Explore beats/measure in sheet music. Maybe have “Math Workshop” and let students create a project (i.e. a game). </div>			
	Mar. 24 – Mar. 28 Connect Multiplication and Division to Perimeter and Area.	24 8–8 Exploring Perimeter (use geoboards in centers)	25 Perimeter Activity	26 8–9 Exploring Area	27 8–10 Estimating Area	28 Area Activity

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Mar. 31 – Apr. 4 Volume Coordinate Grids	31 8–11 Exploring Volume	1 Volume Activity	2 8–12 Coordinate Grids	3  HALF – DAY Parent Conferences	4
	Apr. 7 – Apr. 11 Developing Multiplication Number Sense (preparing for multiplying two-digit numbers)	7 9–1 Exploring Multiplying Tens (symmetry center)	8 9–2 Exploring Multiplication Patterns $3 \times 5 = 15$ $3 \times 50 = 150$ $3 \times 500 = 1500$	9 9–3 Estimating Products	10 Report Cards	11
	Apr. 14 – Apr. 18	14  HALF – DAY Parent Conferences	15 <div>Review special topics (test prep)</div>	16	17 SPRING BREAK BEGINS	18
	Apr. 21 – Apr. 25 SPRING BREAK			23	24	25

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY	Apr. 28 – May 2 TERRA NOVA TESTING	28 TERRA NOVA TESTING	29	30	1	2
	May 5 – May 9 Multiplying 2 and 3 digit numbers	5 9–4 (review) Exploring Multiplication with Arrays	6 9–6 Multiplying 2-Digit Numbers	7	8 9–7 Multiplying 3-Digit Numbers	9
	May 12 – May 16 Practice Multiplication of 2 and 3 digit numbers, Multiply Money	12	13 9–8 Multiplying Money	14	15 9–9 Mental Math	16 p. 384 “Target Products” game
	May 19 – May 23 Long Multiplication (not in book). Spend up to two weeks.	19	20	21	22	23
	May 26 – May 30 Long Multiplication continued. (also work on quilt)	26 MEMORIAL DAY	27	28	29	30

Long Multiplication

Long Multiplication

MATH: WEEKLY PLAN 2002-2003

	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JUNE	Jun. 2 – Jun. 6 Dividing with 1-digit Divisors	2 9-11 Exploring Division Patterns	3 9-12 Estimating Quotients	4 9-13 Exploring Division with Remainders	5 9-14 Dividing (check with Multiplication)	6
	Jun. 9 – Jun. 13 <div>May work with some students on dividing 3 or 4 digit numbers by 1 digit.</div>	9	10 p. 94 Time Capsule (does not have to be here – anytime in June.)	11	12	13
		Work on preparations for Mini-Society				
	Jun. 16 – Jun. 20 Mini-Society this week.	16	17	18	19	20
	Jun. 23 – Jun. 27	23	24	25	26	27

SKILLS OF THE WEEK

...of the week	1	2	3	4	5
Fact Strategy	Just the Facts pages: 40-43: Part-Part-Whole Model	Just the Facts pages: 48-49: Order Property	Just the Facts pages: 50-51: Counting on to Add	Just the Facts pages: 86-87: Counting on 1, 2, 3 to Add	Just the Facts pages: 56-57: Using Doubles to Add
Fast Facts	+1, +1/+2, +3	+2/+3, +4, +4/+5	+6, +5/+6, +7	+6/+7, +8, +7/+8	+8/+9, +10, Answers 0-10
Spelling Words	Words 131 - 135 (place, well, such, here, take)	Words 136 - 140 (why, help, put, different, away)	Words 141 - 145 (again, off, went, old, number)	Words 146 - 150 (great, tell, men, say, small)	Words 151 - 155 (every, found, still, between, name)
Spelling Rule	Rules for Adding Ending to Words				Plurals
	Most words: Simply add the ending to most root words. Walk→walks, walked, walking	Words ending in e: When a word ends in silent e, drop the e when adding an ending that begins with a vowel (hope→hoping, hoped)	Words ending in y: Change the y to i when adding an ending unless the ending is "ing." (carry→carried, carrying)	Words ending in a single vowel and a consonant (CVC): Double the final consonant before adding an ending that begins with a vowel. (stop→stopping, stopped)	Add s to most words to form plural (car→cars) and to words ending in vowel + y (monkey→monkeys), and to words ending in silent e (name→names)
Prefix	hemi - ("half"), hemisphere	pre - ("before"), preview post - ("after") p.m., p.s.	re - ("again"): review	sol - ("sun") solar	lun - ("moon") lunar
Suffix	- ed (past tense)	- er ("someone who" or "more")	- ing (participle)	- est ("most")	-ward ("direction"): westward
Homonym	here - hear which - witch	there - their	road - rode - rowed	tail - tale	sun - son
Multiple Meaning	well	---	---	great	still
Grammar Rule	Ending punctuation for telling (declarative) sentences and asking (interrogative) questions.	Ending punctuation for exclamations and commands (imperative).	Identify Subject (who or what?) and Predicate (did what?) (intro sentence diagramming)	Who or What? Nouns (proper and common) - capitalization. Intro Gerunds (verbs turned into nouns: Swimming is...) Pronouns.	What kind? or Which one? Adjectives (add to sentence diagramming)
Word Analysis	- ch vs. -tch	wh-	Ways to make long o sound (old, boat, crow, home, though)	ways to make long a sound (great, neighbor, always, rain, same)	-ound - ending in ll

SKILLS OF THE WEEK

...of the week	6	7	8	9	10
Fact Strategy	Just the Facts pages: 94-95: Using Doubles to Add	Just the Facts pages: 106, 84: Strategy Review, & Adding 0	Just the Facts pages: 45, 85: Adding & Subtracting Zero		Just the Facts pages: 52-53, 88-89: Counting Back
Fast Facts	Answers 11-18, All the Facts I, II	Repeat tests from Week 6 for 2 nd try.	-1, -1/-0	-2	-1/-2, -3, -2/-3
Spelling Words	Words 156 - 160 (should, home, big, give, air)	Words 161 - 165 (line, set, own, under, read)	Words 166 - 170 (last, never, us, left, end)	Words 171 - 175 (along, while, might, next, sound)	Words 176 - 180 (below, saw, both, something, thought)
Spelling Rule	FORMING PLURALS continued				Contractions with are
	Add es to words that end with s, ss, or x	Add es to words that end with ch, sh	Change f to v: If word ends in f or fe, change to v and add es (leaf→leaves)	Change y to i: If word ends in y preceded by a consonant, change y to i and add es.	
Prefix	Astro ("space") astronaut, astronomy)	under - ("beneath") underground	over - ("too much") overflow, overuse	un - ("not" - unhappy) or ("reversal" - untie)	dis ("not" - disapprove) or ("reversal" - disinfect)
Suffix	- less ("without"): airless	-ful ("full of") hopeful, joyful	-ous ("full of") joyous, nervous	-y ("full of") sleepy	-ly ("in the manner of") slowly
Homonym	air - heir wood - would	read - reed read - red	our - hour	I - eye	there - their - they're your - you're
Multiple Meaning	give	line	last, left	might, sound	saw
Grammar Rule	--- commas in list, compound subject	Did What? Verbs (action and linking) (With sentence diagramming, separate verb from complement in predicate)	How? Adverbs (add to sentence diagramming)	When? Where? Prepositional Phrase (add to diagram)	Tuesday Centers: Sentence Expansion: From a simple subject and predicate, answer: What kind (of subject)? How? Where? When? Diagram it.
Word Analysis	-ould vs. -ood	two sounds of "ow" (own, how)	are vs. our	-ng along vs. a long	two sounds of "th" (there, three) - ought

SKILLS OF THE WEEK

...of the week	11	12	13	14	15
Fact Strategy	Just the Facts pages: 54-55, 91 Counting Up	Just the Facts pages: 98: Strategy Review	Just the Facts pages: 96, 58, 59, 2: Using Doubles to Subtract	Just the Facts pages: 97, 9, 99: Using Doubles to Subtract	Just the Facts pages: 102-104: Using 10 to subtract
Fast Facts	-4, -3/-4	-0through5, -5/-6, -7	-6/-7, -8, -7/-8	-9	-10, 0-10, 11-18
Spelling Words	Words 181 - 185 (few, those, always, show, large)	Words 186 - 190 (often, together, asked, house, don't)	Words 191 - 195 (world, going, want, school, important)	Words 196 - 200 (until, form, food, keep, children)	Words 201 - 205 (feet, land, side, boy(s), without)
Spelling Rule	Soft c or g is usually followed by i, y, or e	contractions with not	contractions with is	Begin irregular plurals: change spelling to make plural	ei or ie rule: Write i before e except after c or when sounds like a in neighbor (with c: ceiling, receive)
Prefix	---	non - ("not"): nonsense	in/im - ("not" - inconsiderate, impolite) or ("in, into" - import, inside)	ex - ("out") export	---
Suffix	---	-ish ("like"): reddish	-able/-ible ("worthy of, can be") lovable, laughable, edible, audible	-ic ("characterized by") angelic, comic	-ist (one who): artist, scientist
Homonym	sent - cent - scent	hole - whole	to - two - too its - it's whose - who's	ate - eight	feet - feat meet - meat piece - peace
Multiple Meaning	show			form	feet
Grammar Rule	Tuesday: Cooperative Group Sentence Expansion: 6 people per group, each person responsible for different part of speech (to answer: who? Did what? etc)	Conjugating verb tense: present, past, future	Conjugating verb tense for be/have & a few irregular verbs	Active and Passive Verbs	Quotations
Word Analysis	soft g and c	silent consonants (often, know, through, should, climb, answer, half)	two sounds of oo (school, wood)	ways to make long a sound (great, neighbor, always, rain, same)	ways to make long e sound (ie, ee, ea, e, e_e)

SKILLS OF THE WEEK

...of the week	16	17	18	19	20
Fact Strategy	Just the Facts pages: 107: Strategy Review	Two Times Table: Color multiples of 2	Three Times Table & Four Times Table: Color Multiples of 3 and 4	Five Times Table & Six Times Table: Color Multiples of 5 and 6	Seven Times Table: Color Multiples of 7
Fast Facts	All the Facts 1, 11	x2, x1/x2	x3, x2/x3, x4	x5, x4/x5, x6	x5/x6, x7
Spelling Words	Words 206 – 210 (once, animal, life, enough, took)	Words 211 – 215 (four, head, above, kind, began)	Words 216 – 220 (almost, live, page, got, earth)	Words 221 – 225 (need, far, hand, high, year)	Words 226 – 230 (mother, light, country, father, let)
Spelling Rule	Review spelling rule for words ending in f or fe. Continue irregular plurals.	UNDERSTANDING SYLLABLES			
		1) Words have parts you can hear. 2) Some words have just one part & others have more than one part. 3) You can clap and count the parts of words. 4) Every syllable has a vowel sound (may be y as a vowel).	5) Usually, prefixes and suffixes are separate syllables that have meaning. 6) When a word has two consonants in the middle, divide the syllables between the consonants (bet-ter)	7) When a word ends with le, the consonant preceding it usually joins the cluster to make a syllable (trou-ble)	8) Letter clusters such as th, ch, wh, sh, ck, nk, and ng usually stay together in a syllable.
Prefix	Inter (“between”): intermission	Review un – (“not”)	Tele (“distance”) television, telescope, telephone	Sub (“under”): submarine	Trans (“across”): transport
Suffix	–ant (“one who”): assistant, servant	–er/or/ar (“one who”): inventor, teacher, liar, actor	–ness (state or quality): kindness, unkindness	–ment (state or quality): enjoyment	–sion/–tion (“state or quality”): attraction, rotation
Homonym	side – sighed (review) right – write hi – high	four – for	guessed – guest	no – know new – knew not – knot	night – knight
Multiple Meaning		kind, head	live		light
Grammar Rule	Sentence combining (comma in compound sentence)	---	Placing a comma after a dependent clause or transitional word that starts a sentence.	Review: Complete sentence vs. a fragment	Different ways to start a sentence.
Word Analysis	long i sound (my, might, fine, kind)	two sounds of ea: head, read – both tenses, team	soft g (using gue to keep hard g)	Silent k	–ight

SKILLS OF THE WEEK

...of the week	21	22	23	24	25
Fact Strategy	Eight Times Table: Color Multiples of 8	Nine Times Table: Color Multiples of 9	Multiplication Round- Up		
Fast Facts	$\times 6/\times 7$, $\times 8$, $\times 7/\times 8$	$\times 9$, $\times 8/\times 9$, $\times 10$	All the Facts I, II, and $\times 11/\times 12$	$\div 2$, $\div 1/\div 2$	
Spelling Words	Words 231–235 (night, picture, being, study, second)	Words 236–240 (soon, story, since, white, ever)	Words 241–245 (paper, hard, near, sentence, better)	Words 246–250 (best, across, during, today, however)	Words 251–255 (sure, knew, it's, try, told)
Spelling Rule		Review plurals y to i: For words ending in y preceded by a consonant, change y to i and add es (story→stories)			<ul style="list-style-type: none"> Review contractions with is. Review: Change y to i when adding an ending unless the ending is ing.
Prefix	mono, bi, tri, quad or quart – one, two, three, four	Multi, Poly (“many”) multicolored, polygon	Centi – (“hundred”): cent, centipede, century	Milli – (“thousand”) millennium, milliliter, million)	Herb – (“plants”) herbivore, Carn – (“meat”) carnivore
Suffix	Review – ly (“in the manner of”) biannually	–ure (state or quality): failure	–ance/–ence (“state or quality”) annoyance	–ship (“state, art, or skill”): friendship, seamanship	–ify (“to make”) simplify, specify
Homonym	to – too – two	prince – prints	hear – here	see – sea plain – plane	knew – new it's – its
Multiple Meaning	second	story	hard		
Grammar Rule	---	Different Ways to start a sentence.	Review: Sentence Combining & Sentence Expansion	Review: rules for commas & quotes	---
Word Analysis	Confusing pairs: (picture/pitcher, are/our, than/then)	soft c	–ear (2 sounds: near, pear)	compound words (seaplane, airplane)	ways to make sh sound, silent k

SKILLS OF THE WEEK

...of the week	26	27	28	29	30
Fact Strategy					
	$\div 3, \div 2/\div 3$	$\div 4, \div 3/\div 4$	$\div 5, \div 4/\div 5$	$\div 6, \div 5/\div 6$	$\div 7, \div 6/\div 7$
Spelling Words	Words 256–260 (young, sun, thing, whole, hear)	See homonyms below.	See homonyms below.	See homonyms below.	See homonyms below.
Spelling Rule					
Prefix	Omni – (“all”) omnivore	–equal/–equi (“equal, same”): equator, equivalent		micro – (“small”): microscope	
Suffix	–ling (“young”): duckling, seedling	–al/–ial (“action, process”): arrival, denial	–ary/ory (“person, place”): secretary, laboratory	–ic (“characterized by”) microscopic	
Homonym	some – sum whole – hole here – hear (review)	bear – bare pear – pair	berry – bury stairs – stares	due – do – dew blue – blew	threw –through choose – chews
Multiple Meaning		tear		blue	
Grammar Rule	Review: Diagram Sentences	Review: Irregular verbs: conjugate	Review: Antonyms & Synonyms		
Word Analysis	ways to make short u (young, fun, some), 4 sounds of “ou” (you, found, young, bought)	Review two sounds of ear (tear – noun and verb, hear, bear)	ways to make “air” sound (care, hair, bear, berry, bury)	Ways to make long oo sound (long u?): blew, blue, too	Continue ways to make long oo sound.

SKILLS OF THE WEEK

...of the week	31	32	33	34	35
Fact Strategy					
	$\div 8, \div 7/\div 8$	$\div 9, \div 8/\div 9, \div 10$	All the Facts I, II, $\div 11/\div 12$ (optional)		
Spelling Words	See homonyms below.	See homonyms below.	See homonyms below.	See homonyms below.	See homonyms below.
Spelling Rule					
Prefix					
Homonym	clause – claws pause – paws	days – daze brake – break pail – pale weigh – way	groan – grown	genes – jeans	one – won
Multiple Meaning	saw				

Word Analysis	Ways to make short o sound (pause, saw, bought, hot)	Review ways to make long a sound	Review ways to make long o sound	Review ways to make long e sound	

WRITING WORKSHOP BY THE WEEK

...of the week		1	2	3	4	5
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)	Introduce and have fun with rubrics. Cooperative Groups make funny rubrics.	Introduce Writing Process: Pre-Writing Step all week: Four Square Purple: Lesson 1 (Categorization)	Writing Process Step 2: Rough Draft Using completed 4-square, write 4 paragraphs.	Writing Process Step 4: Proofreading & Editing Model using checklist.	<p>Writing Process all week. Students work on using 4-square to write an expository essay.</p> <p>Teacher assists as needed – either in individual conferencing, or in small group lessons.</p> <p>Students must check with teacher after each step – before moving on to next step.</p> <p>Focus thus far is on the traits of: Content/Ideas and Organization</p>
TUESDAY		Cooperative Groups share rubrics.	Four Square Purple: Lesson 3 (Introductory or Topic Sentence)	Writing Process Step 3: Peer Conference & Revision. Have student help model a peer conference.	Writing Process Step 5: Editors' Table. Explain Editors' Table. Set up simulation.	
WEDNESDAY		Introduce behavior rubric.	Four Square Purple: Lesson 6 – 7 (Concluding Sentence, Begin adding supporting details)	Revision: Fix the Beginning. Add an introductory paragraph (lesson 8 of Four Square Purple).	Writing Process Step 6: Teacher Conference. Use student actor to model teacher conference.	
THURSDAY	↓	<div style="border: 1px solid black; padding: 5px;"> <p>NOTE: The next 3 weeks will be the teacher modeling the writing process (using 4-square to write expository essay). Students may choose to try their own in parallel, or to just watch.</p> </div>	Four Square Purple: Lesson 7 – 8 (Finish adding details, add transitional words)	Revision continued. Improve the final paragraph (lesson 9). Type the revision using computer projector.	Writing Process Step 7: Final Copy: Fix editing errors using computer. Print out. Step 8: Model self-assessment using rubric.	

WRITING WORKSHOP BY THE WEEK

...of the week		6	7	8	9	10
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)		Students aim to finish Writing Process for expository essay this week. Have fun challenges available for students who are finished.	CONTENT/IDEAS: Explanation, Supporting Details, Elaboration (4 Square Green, p. 80)	WORD CHOICE: Sensory Words to describe settings. (Jumbo Book, p. 31) Journal: Mixing-Up the Adjectives (4 Square Green, p. 70)	
TUESDAY	Journal Prompt	Writing Process all week: Students continue to work on expository essay. Have fun challenges available for students who are finished.		↓		WORD CHOICE: The Adjective Game (4 Square Green, p. 71)
WEDNESDAY	Mini-lesson, practice, or game focusing on one trait		WORD CHOICE: Sensory Words to describe objects. (Jumbo Book, p. 23)	WORD CHOICE: Sensory Words to describe people/animals. (Jumbo Book, p. 25-29)	WORD CHOICE: Game Show: Give Me MORE! (4 Square Green, p. 59)	WORD CHOICE: Journal: No Adjectives (4 Square Green, p. 39) Mini-Lesson on Similes and Metaphors
THURSDAY	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)	ORGANIZATION: Rubric on Organization (one good, one not-so-good)	WORD CHOICE: Game Show: Change that Word! (4 Square Green, p. 50)	CONTENT/IDEAS: Rubric on Content/Ideas (one good, one not-so-good)		WORD CHOICE: Emotion Charades & Metaphors (Jumbo Book, p. 33-37)

WRITING WORKSHOP BY THE WEEK

...of the week		11	12	13	14	15
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)		Show, Don't Tell (4 Square Green, p. 73)	Model Writing Process for a Fiction Story. Step 1: Pre-Writing (5 W's, Story Map or 4-Square)	Highlight transitional words (sequencing) in recipes. Or, rewrite recipe using transitional words.	(Centers: Jumbo p.140) Cooperative Group: Write Quotations (Jumbo Book, p. 141) – make it more fun.
TUESDAY	Journal Prompt	Cinquain (Jumbo Book, Writer's Notebook., p. 68)	WORD CHOICE: Sensory Words to describe food. (Jumbo Book, p. 19-20)	Continue Pre-Writing (Writing Plan). Talk about Voice and Audience.	Prepare decorations for food festival.	Journal: Write a conversation between... (Jumbo Book, p. 145)
WEDNESDAY	Mini-lesson, practice, or game focusing on one trait		Cooperative Groups: Strong Verb and a Number (share after each one) (Jumbo Book, p. 37)	Step 2: Sloppy Copy using graphic organizers. Have class using Interactive Writing	Prepare recipes for food festival..	Cooperative Group: Using Synonyms (Jumbo Book, p. 55-56)
THURSDAY	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)	Journal: Emotion Paragraph (Jumbo Book, p. 38)	WORD CHOICE: Rubric on Word Choice. (one good, one not-so-good)	Steps 3 – 7: Revision & Editing. Show editing with computer projector. Step 8: Rubrics	HOLIDAY PARTY	Synonym Replacement (Jumbo Book, p. 57) Read Aloud story, and have students jot down the word replacements in their notebook (or in teams).

WRITING WORKSHOP BY THE WEEK

...of the week		16	17	18	19	20
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)	Fairy Tale Synonyms and Fairy Tale Antonyms (Jumbo Book, p. 58, 72) Cooperative Groups. Reporter shares with others.		Writing Hyperbole (Jumbo Book, p. 100-1) cooperative groups, share	Haiku (Jumbo Writer's Notebook, p. 69)	Special Project for Integrated Unit (alter the cause of an effect in a porquois story). Take through Writing Process. (two weeks)
TUESDAY	Journal Prompt	Simile as Word Picture (Jumbo Book, p. 74-75) or: Simile Poetry p. 78 (student choice)	Idiom Meanings (Jumbo Book, p. 85-86) whole class or cooperative groups	Journal: Fish Story (Jumbo Book, p. 104)	Tanka (Jumbo Writer's Notebook, p. 70)	
WEDNESDAY	Mini-lesson, practice, or game focusing on one trait	Writing &/or Using Similes (Jumbo Book, p. 76-77) Cooperative Groups. Reporter shares with others.	Using Idioms (Jumbo Book, p. 87-88) cooperative groups, reporter shares	Using Personification (Jumbo Book, p. 104) cooperative groups, share	Limerick (Jumbo Writer's Notebook, p. 72)	
THURSDAY	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)	Metaphoric Poetry (Jumbo Book, p. 80-83) Cooperative Groups - assign roles, share	Using Alliteration (Jumbo Book, p. 97-98) cooperative groups, share	Journal Prompt: Personification (Jumbo Book, p. 105-8)	Get ready for Online Conference. Demonstrate using Computer Projector. Talk about Audience.	

WRITING WORKSHOP BY THE WEEK

...of the week		21	22	23	24	25
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)		SENTENCE FLUENCY: Triangle Sentences (Sentence Expansion) (4 Square Green, p. 65)		Special Project for Integrated Unit (combined with Guided Reading – using cause/effect and problem/solution graphic organizers. Take through Writing Process. Two weeks.	
TUESDAY	Journal Prompt		SENTENCE FLUENCY: Multiple Ways to Start a Sentence: (4 Square Green, p. 66-67) and/or (Jumbo Book, p. 124)			
WEDNESDAY	Mini-lesson, practice, or game focusing on one trait		SENTENCE FLUENCY: Ways to Begin a Sentence (Jumbo Book, p. 125-130) Cooperative Groups, share.			
THURSDAY	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)		SENTENCE FLUENCY: Game: No Repeat! Sentence Fluency and Word Choice (4 Square Green, p. 32)	SENTENCE FLUENCY: Game: Shrink It! Sentence Combining (unless it can be during Week 16) (4 Square Green, p. 64)		

WRITING WORKSHOP BY THE WEEK

...of the week		26	27	28	29	30
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)	<p>Persuasive Writing Project (3 weeks) (topic: humorous, environmental, or write a commercial – an ad.)</p>		<p>Intro “hooks” that can be used in narrative writing. See p. 82 in 4-Square Purple. Model using a 4-Square to plan out a story from one of story quotes on p. 146 of Jumbo Book. For students who are finished with Persuasive Writing, have them write a story beginning with one of these quotes.</p>	<p>Work on Country Projects and Presentations (use HyperStudio) – 3 weeks</p>	
TUESDAY	Journal Prompt	<p>(Jumbo Book, p. 51–53) and/or (4 Square Purple, p. 83, 89–90)</p> <p>Model on Monday–Tuesday. On Wednesday, class assesses using:</p>				
WEDNESDAY	Mini-lesson, practice, or game focusing on one trait	<p>Rubric: Content/Ideas Rubric: Organization Rubric: Word Choice Rubric: Sentence Fluency.</p> <p>During these 3 weeks, students are in the online conference.</p>		<p>If time before Week 29 (which is 2 weeks away), students may:</p> <ul style="list-style-type: none"> • Write a different ending for a Fairy Tale. • Write a new version of Cinderella. • Use a different “hook” – such as the Hyperbole or the Question. 		
THURSDAY	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)	<p>Students begin working on Pre-Writing.</p>	X			

WRITING WORKSHOP BY THE WEEK

...of the week		31	32	33	34	35	
MONDAY	Writing Process Lessons or Projects (i.e. Pre-Writing graphic organizers for different types of writing)	Read my Letter from the Future		This week during Guided Reading groups (if time): Cooperative Groups compare Cinderella stories or Fractured Fairy Tales, and share.	Mini-Society this week. Create an Advertisement Poster for product (persuasive writing)		
TUESDAY	Journal Prompt	Cooperative groups fill out graphic organizer about what life may be like (technology) on Mars in future.		This week during Guided Reading groups (if time): Model (interactively) comparison of Cinderella tales – either humorous versions, or country versions of Egypt, Norway, Mexico. This week during Writing Workshop: Letter from the Future: Pre-Writing: <ul style="list-style-type: none">• 5 W's• Story Map• Writing Plan Begin Sloppy Copy. Allow time on Friday.	All week during W.W.: Complete Writing Process for Letter from Future.		
	Mini-lesson, practice, or game focusing on one trait	Cooperative Groups fill out graphic organizer about how any current problems have been solved, or how any new problems may arise in future on Mars.					
	6-Trait Rubric: Class Assessment of Finished Writing (focusing on one trait)	(These 2 graphic organizers will be used to help plan and write the Letter from the Future.)					

WEEKLY SCHEDULE FOR MISS CAMP'S THIRD GRADE, 2002 – 2003

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55 – 8:20 Morning Jobs (attendance, homework, assignment logs, p.o.d., d.o.l.)				
8:20 – 9:20 MATH Math Centers & Groups (go over p.o.d., mini-lesson for centers, fast fact strategy, model algebra)	8:20 – 9:50 LANGUAGE ARTS 8:20 – 8:40 Read – Aloud 8:40 – 8:50 Mini-Lesson 8:50 – 9:50 Lit Centers & Circles	8:20 – 8:35 *	8:20 – 9:50 LANGUAGE ARTS 8:20 – 8:40 Read – Aloud 8:40 – 8:50 Mini-Lesson 8:50 – 9:50 Lit Centers & Circles	8:20 – 8:35 Spelling Test
		8:35 – 9:15 GYM		8:35 – 9:15 GYM
9:20 – 10:05 ART		9:15 – 10:35 MATH 9:15 – 9:30 Algebra & Fact Games 9:30 Fast Facts begin 9:35 Math Centers begin 9:35 – 10:35 Math Groups		9:15 – 10:15 MATH Assessment and Games
10:05 – 10:45 SCIENCE +	9:50 – 10:15 MUSIC		9:50 – 10:15 MUSIC	
	10:15 – 10:40 **		10:15 – 10:40 **	10:15 – 10:45***
10:45 – 11:30 LUNCH/RECESS				
11:30 – 1:00 LANGUAGE ARTS 11:30 – 11:50 Read – Aloud 11:50 – 12:00 Mini-Lesson 12:00 – 1:00 Lit Centers & Circles	11:30 – 1:00 MATH 11:30 – 11:45 Algebra and Fact Games 11:45 Fast Facts begin 11:50 Math Centers begin 12 – 1:00 Math Groups	11:30 – 1:00 LANGUAGE ARTS 11:30 – 11:50 Read – Aloud 11:50 – 12:00 Mini-Lesson 12:00 – 1:00 Lit Centers & Circles	11:30 – 1:00 MATH 11:30 – 11:45 Algebra and Fact Games 11:45 Fast Facts begin 11:50 Math Centers begin 12 – 1:00 Math Groups	11:30 – 1:00 LANGUAGE ARTS and SOCIAL STUDIES 11:30 – 11:50 Non-fiction Read-Aloud (re: one country) 11:50 – 12:10 Country Groups meet 12:10 – 1:00 Independent & Cooperative Research & Projects re: countries
1:00 – 2:10 WRITING Writing Mini-lesson, Workshop, and Conferences	1:05 – 1:35 LIBRARY	1:00 – 1:35 WRITING Writing Workshop and Conferences	1:00 – 1:35 WRITING Writing Workshop and Conferences	1:00 – 1:35 Weekly Cleaning Jobs, Sharing Time
	1:35 – 2:10 SCIENCE +	1:35 – 2:10 SCIENCE +	1:35 – 2:10 SCIENCE +	1:35 – 2:10 SCI./S.S. GAME (WWTBASP)
2:10 Clean – Up, Pass out Papers, Check Homework Logs, Dismiss at 2:20				

* Grand Conversation (or Mini-Lesson on Handwriting or Word Work or D.O.L.. or P.O.D.) (Sept. continue Lit Centers if needed)

** Grand Conversation (or Social Studies/Science Video) (Sept. continue Lit Centers if needed)

***Grand Conversation (or Social Studies/Science Video) (Sept.: get Math and Lit Centers ready to take-home – if need the time) – or WWTBASP if Reader Buddies in p.m.

+ (September: Social Studies, Sharing, Video, or work on Lilt Roles & Grand Conversations)