

Energy is All Around Us Expedition CALENDAR 2013

Week 1: How does energy travel? Where does energy come from? Where is it stored? What uses up energy?

Learning target strands: Cause and Effect, Main idea and details

	English	Spanish
M o n d a y	<p>Silent Reading: Reading Club for Rainbow/Orange</p> <p>Kick off: Investigation 1, Flashlight Observation page</p> <p>Greeting: using our hands to make wind energy or 2-hand snapping to make heat energy</p> <p>Message: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p>Poem: The Energy Transfer Song</p> <p>Reader's to Writer's Workshop: What makes a character change: <u>Bullying</u></p> <p>Students begin with whiteboards and partner writing, then move to AD and independent writing</p> <p>Comprehension focus: Cause and Effect with Drawing conclusions</p>	<p><u>Morning Meeting</u></p> <p>-Greeting: Mi meta para la semana es ____</p> <p>-Message</p> <p>-Poem: La energía hace muchas cosas</p> <p><u>Science</u></p> <p>Kick off: Investigation 1, Stations 2 and 4: tone generator and candle and hand rubbing</p> <ul style="list-style-type: none"> ● Puedo seguir las instrucciones de las estaciones de ciencia. ● Puedo observar cuidadosamente y escribir y dibujar mis observaciones. ● Puedo escuchar cuidadosamente y compartir mis observaciones y opiniones respetuosamente. <p><i>prep materials</i></p> <p><i>Science talk poster</i></p> <p><i>copy observation page (paragraph template) and instruction page</i></p> <p><i>write targets</i></p> <p>Each student does one station, records observations, then science talk</p> <p>Yo observé_____</p> <p>GLAD poster: diferentes tipos de energía</p> <p>Accion, fuente, tipo de energía, almacenada</p> <p>Sort pictures</p> <p><u>Math: Adding Numbers performance task</u></p> <p><i>make targets</i></p>

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<p>T u e s d a y</p>	<p>8:30 - 9:20 MUSIC PREP</p> <p>Silent Reading Book Club for Green/Blue tables</p> <p><u>Greeting</u>: using our hands to make wind energy or 2-hand snapping to make heat energy</p> <p><u>Message</u>: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p><u>Poem</u>: The Energy Transfer Song</p> <ul style="list-style-type: none"> ● I can identify cause and effect relationships in a text. ● I can explain cause and effect relationships in my own words. ● I can share my ideas patiently with my group as I write. <p>Sentence Frames:</p> <ul style="list-style-type: none"> ● When _____, the effect is _____. ● _____ causes the _____ to _____. ● The _____ needs _____, therefore _____. ● If you _____, it causes the _____ to _____. ● The effect of _____ is _____. <p>Reader's Workshop: FOSS p. 3-6 Main idea and details</p> <ul style="list-style-type: none"> ● Use graphic organizer ● Students will discuss and write down their collective understanding of the main idea of each section of text, note important vocabulary, and write a short summary <p>Experiment: Motors and rubber bands(page 58)</p> <ul style="list-style-type: none"> ● Half the class does each experiment; ● Use Cause and Effect Frames ● Use FOSS recording sheet with additional space for short summary and guided illustration 	<p><u>Investigation</u> Second station, then write/draw observations, science talk, then corresponding worksheet: observacion de la vela o observacion del generador del tono</p> <p>Science Talk</p> <ul style="list-style-type: none"> ● Puedo seguir las instrucciones de las estaciones de ciencia. ● Puedo observar cuidadosamente y escribir y dibujar mis observaciones. ● Puedo escuchar cuidadosamente y compartir mis observaciones y opiniones respetuosamente. <p><u>Math:Adding 3 and 4 digit numbers Envision 3.6</u></p> <ul style="list-style-type: none"> ● Puedo sumar numeros de 3 y 4 digitos y reagrupar cuando es necesario. <p>Yo necesito reagrupar porque _____.</p> <p>Yo pienso que la respuesta es ____ porque____.</p> <p>Primero, yo____. Despues, yo____. Entonces, _____. Al final, _____.</p> <p><i>make poster</i></p>
<p>W e d n e s d a</p>	<p>Silent Reading: Reading Club for Purple/Red</p> <p><u>Greeting</u>: using our hands to make wind energy or 2-hand snapping to make heat energy</p> <p><u>Message</u>: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p><u>Poem</u>: The Energy Transfer Song</p> <p>Partner writing to Partner Editing:</p>	<p><u>Investigation</u> Gallery Walk No.4 Science Notebook: Energy Conversion matching page <i>prepare gallery walk</i></p> <p><u>Math: Subtraction Meanings 4.1</u></p> <ul style="list-style-type: none"> ● Puedo restar para quitar o para comparar cantidades. ● Puedo leer un cuento de matematicas y explicar porque

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y	<ul style="list-style-type: none"> ● Cause and Effect Learning Targets <p>Sentence Frames:</p> <ul style="list-style-type: none"> ● When _____, the effect is _____. ● _____ causes the _____ to _____. ● The _____ needs _____, therefore _____. ● If you _____, it causes the _____ to _____. ● The effect of _____ is _____. 	<p>necesito restar para encontrar la respuesta.</p> <p>Yo necesito reagrupar porque _____.</p> <p>Yo pienso que la respuesta es ____ porque____.</p> <p>Primero, yo____. Despues, yo____. Entonces, _____. Al final, _____.</p> <p><i>make poster</i></p>
T h u r s d a y	<p>Silent Reading: Reading Intervention</p> <p><u>Greeting</u>: Hand rubbing for friction or pulling for muscle energy</p> <p><u>Message</u>: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p><u>Poem</u>: The Energy Transfer Song</p> <p>Independent Writing:</p> <ul style="list-style-type: none"> ● Cause and Effect Learning Targets <p>Sentence Frames:</p> <ul style="list-style-type: none"> ● When _____, the effect is _____. ● _____ causes the _____ to _____. ● The _____ needs _____, therefore _____. ● If you _____, it causes the _____ to _____. ● The effect of _____ is _____. <p>Conversation Cafe: Cause and Effect and Energy Conversion and waves</p> <p>Investigation 1, Part 2: Converting Energy</p>	<p>Readers' Workshop: Complex text ¿Que es la energia? adapted from http://www.need.org/needpdf/spanish/PrimaryFlipbookSpanish.pdf</p> <ul style="list-style-type: none"> ● Puedo encontrar las palabras y frases importantes en el texto. ● Puedo escribir un sintesis del texto. <p><u>Math: Subtracting 3 digit numbers 4.7</u></p> <ul style="list-style-type: none"> ● Puedo restar numeros de 3 digitos y reagrupar cuando es necesario. <p>Yo necesito reagrupar porque _____.</p> <p>Yo pienso que la respuesta es ____ porque____.</p> <p>Primero, yo____. Despues, yo____. Entonces, _____. Al final, _____.</p> <p><i>make poster</i></p>
F r i d a y	<p>Silent Reading: Reading Club for Purple/Red</p> <p><u>Greeting</u>: Hands rubbing and pulling for muscle energy</p> <p><u>Message</u>: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p><u>Poem</u>: The Energy Transfer Song</p> <p>Cause and Effect Learning Targets</p> <p>Sentence Frames:</p> <ul style="list-style-type: none"> ● When _____, the effect is _____. ● _____ causes the _____ to _____. ● The _____ needs _____, therefore _____. 	<p><u>Writers' Workshop</u>:</p> <p>Carteles: diferentes tipos de energia, como los usamos, y de donde vienen</p> <p><u>Math: Subtracting Greater Numbers 4.8</u></p> <ul style="list-style-type: none"> ● puedo restar numeros de 4 digitos y reagrupar cuando es necesario. <p>Yo necesito reagrupar porque _____.</p> <p>Yo pienso que la respuesta es ____ porque____.</p> <p>Primero, yo____. Despues, yo____. Entonces, _____. Al final, _____.</p> <p><i>make poster</i></p>

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<ul style="list-style-type: none"> ● If you _____, it causes the _____ to _____. ● The effect of _____ is _____. <p>Energy Scavenger Hunt</p>	
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Week 2: How does energy move? How is energy converted? What is energy converted into? Where is energy stored?

Learning target strands: cause and effect, main idea and detail, synthesis, questioning, summarizing

	English	Spanish
M o n d a y	<p>Silent Reading: Book Clubs Blue/Red</p> <p><u>Greeting:</u> Energy Stick</p> <p><u>Message:</u> Prefixes (re, un, mis, pre)</p> <p><u>Poem:</u> Where, Oh Where?</p> <p>Questioning</p> <ul style="list-style-type: none"> ● highlight important phrases ● use lucky sticks to generate questions ● model using part of the question to create the answer ● text code questions to the side of each stanza. <p>Reader's Workshop: FOSS p. 7-9 Main idea and details</p> <ul style="list-style-type: none"> ● Students will begin with an initial read, note important words and phrases, and then discuss with the main idea of each section of text; ● Continue working on the recording sheet from the previous week. <p><u>Investigation 1, Part 3:</u> Station 2, basketball and tennis ball, slingshot using rubber bands and pom poms</p> <ul style="list-style-type: none"> ● modify FOSS recording sheet. 2 tables at a time will do the experiments. ● students will only do the recording sheet for the last experiment. <p>Grammar: Prefixes (re, pre, mis, un)</p>	<p><u>Morning Meeting:</u></p> <p>Poem: ¿Para qué sirve la energía?</p> <p>Poem Activity</p> <ul style="list-style-type: none"> ● Puedo describir como se convierte la energía almacenada en movimiento o calor. ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. ● Puedo compartir mis ideas y ejemplos con un compañero. <p>Primero _____, entonces _____.</p> <p>Yo pienso que _____ debido a _____</p> <p>Despues de _____, el/la _____.</p> <p>El/la _____ por eso _____.</p> <p>Ejemplos faciles para practicar como formar la oracion:</p> <p>tenia hambre, se comio algo</p> <p>tenia frio, se puso una chaqueta</p> <p>algo resbaloso, se cayo</p> <p><u>Math:</u> Subtracting across zeros</p> <ul style="list-style-type: none"> ● Puedo restar numeros grandes y reagrupar con ceros. ● Puedo compartir con mi companero como saque mi respuesta. ● Puedo escuchar cuidadosamente y expresar mis pensamientos y opiniones respetuosamente. <p>Academic Discussion with Bobo: Bobo shares answer, then they use academic discussion format to respond to his answer</p> <p><u>Readers' Workshop:</u></p>

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		<p>Reading FOSS p. 10-12.5 Energy Conversion Cause and effect recording sheet; read then stop and share with partner, then write</p> <ul style="list-style-type: none"> ● Puedo describir la conversion de energia. ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. ● Puedo compartir mis ideas y ejemplos con un compañero antes de escribir.
<p>T u e s a d y</p>	<p>8:30 - 9:20 MUSIC PREP</p> <p>Silent Reading, begin guided reading groups</p> <p><u>Greeting</u>: using our hands to make wind energy or 2-hand snapping to make heat energy</p> <p><u>Message</u>: Spelling mistakes with blue card sounds, Direct and Indirect quotations</p> <p><u>Poem</u>: Where, Oh Where</p> <ul style="list-style-type: none"> ● Students generate questions for each stanza, and then use Academic Discussion protocol to answer and discuss the questions. <p>Reader's Workshop: FOSS p. 7-9 2nd read: Questioning</p> <ul style="list-style-type: none"> ● Students will reread several sections of text ● Students will use whiteboards to generate questions, and then scribe the answers of the students sitting across from them 	<p><u>Poem</u>: Para que sirve la energia almacenada</p> <ul style="list-style-type: none"> ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. <p>Use cause and effect sentence frames to make cause and effect sentences from the poem: worksheet Then sentence race</p> <p><u>Math</u>: Subtracting across zeros</p> <ul style="list-style-type: none"> ● Puedo restar números grandes y reagrupar con ceros. ● Puedo compartir con mi compañero como saque mi respuesta. ● Puedo escuchar cuidadosamente y expresar mis pensamientos y opiniones respetuosamente. <p>Academic Discussion with Bobo: Bobo shares answer, then they use academic discussion format to respond to his answer</p> <p><u>Readers' Workshop</u>: Reading FOSS p. 12.5-15 Energy Conversion Frontload, read, sentences.</p> <ul style="list-style-type: none"> ● Puedo describir la conversion de energia. ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. ● Puedo compartir mis ideas y ejemplos con un compañero.
<p>W e d n</p>	<p>Silent Reading, continue guided reading groups Start new book clubs with DRA leveled readers</p> <p><u>Greeting</u>: Energy Stick</p>	<p><u>Poem</u>: Para que sirve la energia almacenada Sentence race</p> <ul style="list-style-type: none"> ● Puedo decir oraciones de causa y efecto con ejemplos del texto.

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e s d a y	<p><u>Message:</u> Prefixes have definitions in the text, students must make a word with a prefix</p> <p><u>Poem:</u> Where, Oh Where</p> <ul style="list-style-type: none"> ● Use Conversation Cafe pix and text to generate additional HOW and WHY questions <p>Reader's Workshop: FOSS 16-19</p> <ul style="list-style-type: none"> ● I can share share HOW and WHY questions with a partner. ● I can work with a partner to find examples from the text to answer our questions. ● I can take turns writing complete sentences to answer the questions. <p>FOSS Video: All about the transfer of energy</p> <ul style="list-style-type: none"> ● I can share share HOW and WHY questions with a partner. ● I can work with a partner to find examples from the text to answer our questions. ● I can take turns writing complete sentences to answer the questions. <p>Cause and Effect Icons worksheet: stored energy</p>	<p><u>Math:</u> Adding and Subtracting Money</p> <ul style="list-style-type: none"> ● Puedo sumar y restar dinero. ● Puedo compartir con mi compañero como saque mi respuesta. <p><u>Readers' Workshop:</u> Reading FOSS p. 12.5-15 Energy Conversion Finish sentences, then do sentence race.</p> <ul style="list-style-type: none"> ● Puedo describir la conversion de energia. ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. ● Puedo compartir mis ideas y ejemplos con un compañero.
T h u r s d a y	<p>Silent Reading, continue guided reading groups 2 more groups start reading clubs with DRA leveled readers</p> <p><u>Greeting:</u> Energy Stick</p> <p><u>Message:</u> Incorrect prefixes: students must use context clues to make corrections</p> <p><u>Poem:</u> Where, Oh Where</p> <p>FOSS Investigation: Wave p. 72 + rubber band car Cause and Effect</p> <p>Complex text: Converting Energy to Motion Reader's to Writer's Workshop</p> <ul style="list-style-type: none"> ● I can identify the main idea and supporting details in a text. ● I can use examples from the text to explain how energy is 	<p><u>Poem:</u> ¿Para que sirve la energía almacenada?</p> <p>Activity: cause and effect sentences without scaffolding, students use frames to connect cause and effects in poem (written)</p> <ul style="list-style-type: none"> ● Puedo escribir oraciones de causa y efecto con ejemplos del texto. <p><u>Math:</u> Word problems with addition and subtraction</p> <ul style="list-style-type: none"> ● Puedo leer cuentos de matematicas cuidadosamente, buscar palabras importantes y decidir si necesito sumar o restar. ● Puedo explicar porque necesito sumar o restar. ● Puedo compartir mis ideas con un companero. <p><u>Investigation 1, Part 3:</u> Stations 1, 2,4 + ball with circle draw circles on whiteboard, kids stand on edge of rug, and ball has to bounce and then hit target on whiteboard (use tennis balls, each kid gets 4)</p>

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	<p>converted into motion.</p> <ul style="list-style-type: none"> ● I can listen carefully to what my partner says and scribe what I've learned from my partner. 	<ul style="list-style-type: none"> ● Puedo observar cuidadosamente y describir la conversion de energia. ● Puedo usar oraciones de causa y efecto con ejemplos del experimento. ● Puedo compartir los materiales y seguir las instrucciones con mi grupo.
<p>F r i d a y</p>	<p>Silent Reading, continue guided reading groups 2 more groups start reading clubs with DRA leveled readers</p> <p><u>Greeting</u>: Energy Stick <u>Message</u>: Incorrect prefixes: students must use context clues to make corrections <u>Poem</u>: Where, Oh Where</p> <p>Complex text: 2nd read: Converting Energy to Motion Reader to Writers' Workshop:</p> <ul style="list-style-type: none"> ● I can write a summary of what I've learned for each section of text. ● I can use examples from the text to show cause and effect. ● I can share what I've learned with a partner while I write. 	<p><u>Poem</u>: Para que sirve la energia almacenada cause and effect sentences frames and pictures, unscaffolded</p> <p><u>Math</u>: MARS task Pens and Pencils (adding and subtracting money)</p> <ul style="list-style-type: none"> ● Puedo sumar y restar dinero. ● Puedo explicar como saque mi respuesta y enseñar mi trabajo. <p><u>Investigation 1, Part 3</u>: Stations 1, 2,4 + ball with circle draw circles on whiteboard, kids stand on edge of rug, and ball has to bounce and then hit target on whiteboard (use tennis balls, each kid gets 4)</p> <ul style="list-style-type: none"> ● Puedo observar cuidadosamente y describir la conversion de energia. ● Puedo usar oraciones de causa y efecto con ejemplos del experimento. ● Puedo compartir los materiales y seguir las instrucciones con mi grupo. <p>La energia almacenda en ___ se convirtió en _____.</p>

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Week 3: How is light reflected? How does light change when it travels?

Learning target strands: steps in a process, summarizing, synthesis, author's purpose, compare and contrast

	English	Spanish
M o n d a y	<p>Silent Reading, continue guided reading clubs with AD begin using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Prefix/Suffix cards: Passing around in a circle: 1 gives 2 a word and asks for a definition; 2 gives definition and makes a sentence; 2 takes card and repeats with the other 1 to the right</p> <p><u>Message:</u> Reading comp for directions; identify and define words with prefix/suffix; add commas, and end marks</p> <p><u>Poem:</u> Where does the energy come from?</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can describe the sequence of events as energy is transferred. ● I can use examples from the text in my description. ● I can explain why these examples support my thinking. <p>One example of this is _____, and this example shows _____.</p> <p>The energy from _____ is transferred to _____.</p> <p>The energy to _____ comes from _____.</p> <p>Steps to Answer a Text-based Question:</p> <ol style="list-style-type: none"> 1. Read the question and underline the important words. 2. Read the text to find the answer. 3. Reread the text to find examples that support your answer. 4. Restate the question in your answer. 5. Use examples from the text to explain your answer. 	<p><u>Poem:</u> Los experimentos</p> <p>Activity: model, then partner write how to write synthesis sentence using post-it strategy</p> <ul style="list-style-type: none"> ● Puedo buscar palabras y frases importantes en un texto. ● Puedo usar las palabras y frases importantes para escribir un síntesis. ● Puedo compartir mis ideas y oraciones con un compañero. <p>Carta: presentar onomatopeya</p> <p><u>Math:</u> Review for Unit 2 test</p> <ul style="list-style-type: none"> ● Puedo compartir mis respuestas con mi compañero. ● Puedo sumar y restar números grandes y reagrupar cuando es necesario. ● Puedo leer cuentos de matemáticas cuidadosamente, buscar palabras importantes y decidir si necesito sumar o restar. <p><u>Readers' Workshop:</u> FOSS Reading 20-24 Energy Summary</p> <p>Synthesis with post-its: write important words/phrases on post its then move post-its around to make synthesis sentences</p> <ul style="list-style-type: none"> ● Puedo buscar palabras y frases importantes en un texto. ● Puedo usar las palabras y frases importantes para escribir un síntesis. ● Puedo compartir mis ideas y oraciones con un compañero. <p><i>get more post-its</i></p> <p><i>frontload</i></p>

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<p>T u e s d a y</p>	<p>Silent Reading, continue guided reading clubs with AD using Reading A-Z Energy leveled readers</p> <p>Greeting: Prefix/Suffix cards: Passing around in a circle: 1 gives 2 a word and asks for a definition; 2 gives definition and makes a sentence; 2 takes card and repeats with the other 1 to the right</p> <p>Message: Reading comp for directions; identify and define words with prefix/suffix; add commas, and end marks</p> <p>Poem: Where does the energy come from?</p> <p>Practice Reader's Workshop Targets below using the poem, Teacher scribes responses (lucky sticks)</p> <p>FOSS Reading 26-30</p> <p>Reader's Workshop: 1st read: Summarizing and Author's Purpose</p> <ul style="list-style-type: none"> ● I can explain what I've learned from the text in my own words. ● I can make inferences about the author's purpose for writing the text. ● I can listen carefully to what my partner says, and respectfully offer my opinion and suggestions. 	<p>Poem: Los experimentos</p> <p>Activity: add onomatopeya to the poem</p> <ul style="list-style-type: none"> ● Puedo añadir palabras de onomatopeya al poema. ● Puedo compartir mis palabras con un compañero. <p>Math: Unit 2 Test</p> <ul style="list-style-type: none"> ● Puedo concentrarme y echarle ganas durante el examen incluso si hay partes que son difíciles para mí. ● Puedo leer las preguntas y escoger la respuesta correcta cuidadosamente. ● Puedo estar calladito y mirar solamente a mi propia hoja. <p>Readers' Workshop: FOSS Reading 20-24</p> <p>Synthesis with post-its: write important words/phrases on post its then move post-its around to make synthesis sentences</p> <ul style="list-style-type: none"> ● Puedo buscar palabras y frases importantes en un texto. ● Puedo usar las palabras y frases importantes para escribir un síntesis.
<p>W e d n e s d a y</p>	<p>Silent Reading, continue guided reading clubs with AD using Reading A-Z Energy leveled readers</p> <p>Greeting: Prefix/Suffix cards: Passing around in a circle: 1 gives 2 a word and asks for a definition; 2 gives definition and makes a sentence; 2 takes card and repeats with the other 1 to the right</p> <p>Message: Reading comp for directions; identify and define words with prefix/suffix; add commas, and end marks</p> <p>Poem: Where does the energy come from?</p> <p>FOSS Reading 26-30</p> <p>Reader's Workshop: 2nd read: Summarizing and Author's Purpose: Partner Writing</p> <ul style="list-style-type: none"> ● I can explain what I've learned from the text in my own words. ● I can make inferences about the author's purpose for writing the text. 	<p>Poem: Los experimentos</p> <p>Activity: write steps in a process</p> <ul style="list-style-type: none"> ● Puedo describir los pasos del experimento en orden. ● Puedo usar palabras de secuencia para describir los pasos del experimento. ● Puedo usar onomatopeya para mejorar la calidad y originalidad de mi escritura. ● Puedo compartir mis ideas con mi grupo mientras escribo. <p><i>print and copy steps in a process worksheet</i></p> <p>Readers' Workshop: FOSS Reading 20-24</p> <p>Synthesis with post-its: write important words/phrases on post its then move post-its around to make synthesis sentences</p> <ul style="list-style-type: none"> ● Puedo buscar palabras y frases importantes en un texto. ● Puedo usar las palabras y frases importantes para escribir un

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	<ul style="list-style-type: none"> ● I can listen attentively to what my partner says, and respectfully offer my opinion and suggestions. <p>FOSS Investigation 2.1 p. 94 Reflected Light Use Cloze recording sheet: Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can describe the steps we took to complete the experiment in sequence. ● I can use time and order language to describe the steps in sequence. ● I can use onomatopoeia to make my writing interesting and unique. ● I can share my ideas with my group as I write. <p>Compare and contrast: Candle light vs. flashlight vs. sunshine</p>	<p>síntesis.</p> <p><u>Math:</u> Multiplication as Repeated Addition</p> <ul style="list-style-type: none"> ● Puedo dibujar, contar o usar suma repetida para multiplicar. ● Puedo escribir oraciones que explican como saque mi respuesta. ● Puedo explicar como saque mi respuesta a un companero. <p><i>copy worksheet</i> <i>make poster</i> During centers: pull students who failed test</p>
<p>T h u r s d a y</p>	<p>Silent Reading, continue guided reading clubs with AD using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Greet your partner, and share 2 types of energy you use every day (kinetic, electrical, solar, wind,chemical: batteries in a toothbrush)</p> <p><u>Message:</u> Reading comp for directions; identify and define words with prefix/suffix; add commas, and end marks</p> <p><u>Poem:</u> Where does the energy come from?</p> <p>Academic Discussion using the poem on the rug: Students highlight the most important information in the 1st stanza, and then practice with the frames.</p> <ul style="list-style-type: none"> ● I'd like you to know that ____. ● I believe the author ____ because ____. ● When I read ____, it made me think ____. ● One example of how ____ is ____. ● In my opinion, we should ____ so that ____. ● One way we could ____ would be to ____. <p>Lesson Plan 1 English Close Reading Pack: Reading A-Z Wind Power, Water Wheels, Solar Power, Pedal Power</p> <p>Reader's Workshop:</p>	<p><u>Math:</u> MARS Staircase</p> <ul style="list-style-type: none"> ● Puedo escribir para explicar como saque mi respuesta. ● Puedo leer un cuento de matematicas y escoger la mejor manera para resolver el problema. <p><u>FOSS Investigation 2:</u> Colored Light Readers' Workshop to investigation:</p> <ul style="list-style-type: none"> ● Puedo usar palabras de secuencia para describir los pasos del experimento. ● Puedo usar onomatopeya para mejorar la calidad y originalidad de mi escritura. ● Puedo compartir mis ideas con mi grupo mientras escribo. <p><i>prep materials</i></p> <p><u>FOSS Investigation 2:</u> Colored light Writer's Workshop:</p> <ul style="list-style-type: none"> ● Puedo describir los pasos del experimento en orden. ● Puedo palabras de secuencia para describir los pasos del experimento. ● Puedo usar onomatopeya para mejorar la calidad y originalidad de mi escritura. ● Puedo compartir mis ideas con mi grupo mientras escribo. <p><i>copy steps in a process worksheet</i></p>

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	<ul style="list-style-type: none"> ● I can highlight one important thing I learned from the text. ● I can share the information I learned with others. ● I can listen carefully, and then join the discussion. <p>The 4 readings are on each table. They are numbered 1-4. Students begin in their seats with the 1st text. They read until the teacher plays the tambourine, then they read the first target, highlight, read the second target, and start talking. They put one dot on the frame they use. Teacher asks students with texts 1 & 2 to move to another table. They can reread the same text, or read the other one. Everyone reads, highlights, teacher plays tambourine, and they all read the 3rd target before they share information. 3 & 4 now move.</p> <p>Debrief: Fishbowl: Use Alphabetical Order for Energy Words. Students use vocab cards and numbers to put 8 words at a time in order. The other students observe and share strategies for ordering the words. They move to tables and work with a partner to order, then glue the words. They return to the rug. Teacher and students model using a vocab card and a frame from the discussion to create a sentence about energy. Students and Teacher brainstorm a topic sentence to begin their paragraph summarizing what they learned about energy from the readings.</p>	
F r i d a y	TEACHER PREP DAY	TEACHER PREP DAY

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Week 4: What are the advantages and disadvantages of specific energy sources (wind, solar, chemical, non-renewable)?

Learning target strands: steps in a process, summarizing, synthesis, author's purpose, compare and contrast, opinion writing

Projects: Energy riddles (ENG); How to books (SP)

	English	Spanish
M o n d a y	<p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Make up animal riddles using 3 clues.</p> <p><u>Message:</u></p> <p><u>Poem:</u> What kind of energy am I?</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can use clues from the text to answer questions. ● I can share my examples from the text with others. ● I can listen carefully to others and then join the discussion. <p>Use the Reader's Workshop targets with the poem so that they can brainstorm the clues and answer to the first riddle.</p> <p>Then use AD frames to take notes about the 1st stanza of the poem.</p> <p>Academic Discussion using the poem on the rug:</p> <p>Students highlight the most important information in the 1st stanza, and then practice with the frames.</p> <ul style="list-style-type: none"> ● I'd like you to know that ____. ● I believe the author ____ because ____. ● When I read ____, it made me think ____. ● One example of how ____ is ____. ● In my opinion, we should ____ so that ____. ● One way we could ____ would be to ____. <p>Lesson Plan 2 English</p> <p>Common Text to Opinion Writing: Reading A-Z "Batteries"</p> <p>Have students use discussion board to take notes on at least 3 frames.</p> <p>Post the following 2 questions as the students read the text:</p> <ul style="list-style-type: none"> ● When do we use batteries for energy? ● Why are batteries dangerous? 	<p><u>Poem:</u> ¿Cómo conservamos la energía?</p> <ul style="list-style-type: none"> ● Puedo describir diferentes maneras de conservar la energía. ● Puedo escribir un párrafo con una oracion principal, tres oraciones de detalle y una oracion de conclusion. ● Puedo tomar turnos compartiendo ideas y escribiendo con mi compañero. ● Puedo leer el párrafo de otro compañero y darle cumplidos y sugerencias. <p><u>Math:</u> Arrays and multiplication</p> <ul style="list-style-type: none"> ● Puedo contar, usar la suma repetida y hacer un matriz para multiplicar. ● Puedo escribir para explicar cómo saque mi respuesta. ● Puedo compartir mi respuesta con mi compañero, escuchar a mi compañero y decir si estoy de acuerdo o no. <p>Readers' Workshop: Complex text ¿Porque conservamos la energia?</p> <ul style="list-style-type: none"> ● Puedo describir porque es importante conservar la energia. ● Puedo encontrar informacion en el texto para contestar preguntas. ● Puedo escribir un párrafo con una oracion principal, tres oraciones de detalle y una oracion de conclusion. ● Puedo tomar turnos compartiendo ideas y escribiendo con mi compañero. ● Puedo leer el párrafo de otro compañero y darle cumplidos y sugerencias. <p><u>Steps to Answer a Text-based Question:</u></p> <p>6. Read the question and underline the important words.</p>

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	<p>Debrief in the afternoon: Have students use graphic organizer to begin writing advantages and disadvantages of using batteries for energy.</p>	<ol style="list-style-type: none"> 7. Read the text to find the answer. 8. Reread the text to find examples that support your answer. 9. Restate the question in your answer. 10. Use examples from the text to explain your answer.
<p>T u e s d a y</p>	<p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Make up animal riddles using 3 clues.</p> <p><u>Activity:</u> Alphabetical order with machines that use battery energy</p> <p><u>Poem:</u> What kind of energy am I? Use targets below to solve the next stanza</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can use clues from the text to answer questions. ● I can share my examples from the text with others. ● I can listen carefully to others and then join the discussion. <p>With whiteboards: Write the clues you used to solve the riddle. Students use a reading silently protocol to revise the writing of a partner.</p> <p>Writer's Workshop: Revising Copy targets from the board</p> <p>Lesson Plan 5 English</p> <p>Reader's Workshop: Answering Questions: Recycling for KidsComplex Text (google doc)</p> <ul style="list-style-type: none"> ● I can locate answers to questions in the text. ● I can use examples from the text to support my answers. ● I can share information with others as I write. <p>Make Recycling Posters (see lesson plan 5 for details)</p>	<p><u>Poem:</u> ¿Como conservamos la energia? Use whiteboards, partner write each sentence.</p> <ul style="list-style-type: none"> ● Puedo escribir un párrafo con una oración principal, 3 oraciones de detalle y una oración de conclusión. <p>http://www.10action.com/uploads/documentos/documentos_Energ_y_booklet_ES_ff7f4c94.pdf</p> <p><u>Math:</u> Multiplication with 0, 1, 2, 5 and 10 Teach 2 and 5 song</p> <p><u>Readers' Workshop:</u> Porque conservamos la energia Write paragraph, then switch and read other people's paragraphs and leave comments</p> <ul style="list-style-type: none"> ● Puedo escribir un parrafo con una oracion principal, 3 oraciones de detalle y una oracion de conclusion. ● Puedo describir porque es importante conservar la energia. ● Puedo leer los parrafos de mis companeros y darles cumplidos y sugerencias. <p><u>Intervention:</u> Independent reading: administer SEBT Spanish Phonics Test to A: Moises, Sage, Tamiya, Edgar, Izel, Damaria, Inca B: Alejandro, Akram, Kali, Zoey, Joanne, Adil centers: pull to correct math tests A: Tamiya, Joshua, Ashley, Sage, Catari, Moises B: Akram, Adil, Mohammad, Jorge, Zoey</p>

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<p>W e d n e s d a y</p>	<p>CELDT TESTING</p> <p>Write energy riddles What heavy black sphere goes zip as it zooms across the slick wooden track?</p> <p>Continue Revising writing about batteries.</p>	<p><u>Poem:</u> Otras maneras de conservar la energía: Each group brainstorms on a poster how to conserve more energy, then switches with another group and gives them more ideas</p> <ul style="list-style-type: none"> ● Puedo escribir ideas para conservar mas energia. ● Puedo compartir mis ideas con mi grupo. ● Puedo leer lo que escribió otro grupo y añadir más ideas. <p><u>Math:</u> 3, 4, 6 times tables Teach 3, 4, 6 songs</p> <p>Readers' Workshop: reading on how to do lighthouse http://spoonful.com/crafts/lighthouse-bottle Lighthouse out of recycled bottle</p> <ul style="list-style-type: none"> ● Puedo describir y seguir las etapas del experimento en orden.
<p>T h u r s d a y</p>	<p>CELDT TESTING</p> <p>Write Energy Riddles</p> <p>Reader's Workshop: Continue with Recycled materials complex text. Recycled plastic bottle bird feeder Steps in a Process (google doc)</p>	<p><u>CELDT Testing:</u> non CELDT group: Reunion de la manana 8:30-9 9-9:20 Multiplicacion 9:20-9:50 La lectura Estaciones 9:50-10:30</p> <p>10:30-11:10 Math</p> <p>11:10-12 Prep 12:00-12:20 reading/science lampara de calaveras 1:00-1:35 Finish lampara de calaveras, writers' workshop</p> <p>1:50-2:45 Lampara de calaveras <u>Math: 7,8, 9</u></p> <p><u>Readers' Workshop:</u> Finish making lampara de calaveras <u>Writers' Workshop:</u> Cut and paste, put steps back in order</p> <ul style="list-style-type: none"> ● Puedo ordenar las etapas del experimento.

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		<ul style="list-style-type: none">● Puedo compartir mis ideas con un compañero, escucharle y decir si estoy de acuerdo o desacuerdo.
F r i d a y	Make birdfeeder: Steps in a Process http://www.favecrafts.com/Green-Crafting/Plastic-Bottle-Birdfeeder	<u>CELDT Testing</u> <u>Math: multiply 3 numbers</u>

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Week 5: What is matter? How can matter change?

Learning target strands: Cause and Effect, Main idea and details

	English	Spanish
M o n d a y	<p>Silent Reading, continue guided reading clubs with AD using Reading A-Z Energy leveled readers</p> <p><u>Greeting: Feely boxes</u> Students sit in groups of 6-8. Each group has a feely box with 2 solids inside (stuffed animal and plastic toy, pipecleaner and metal grappling hook, wiffle ball and water ball).</p> <ul style="list-style-type: none"> ● I can use my senses to examine the matter in the feely box. ● I can share my descriptions with my group. ● I can keep my guess to myself. <p><u>Message:</u> Commas in a series about matter.</p> <p><u>Poem:</u> All About Matter Students identify the adjectives and verbs we can use to describe LIQUIDS.</p> <p><u>Writer's Workshop:</u> Making the Bird Feeder</p> <ul style="list-style-type: none"> ● I can use my senses to describe how we made the bird feeders. ● I can share my descriptions with my group. ● I can add details to my writing to make it more interesting (adjectives and adverbs) <p><u>Materials (Nouns):</u> -dry leaves -long thin twigs -empty plastic bottles -plumber's caulking -brown yarn</p> <p><u>Verbs:</u> chose, collected, gathered, positioned, repositioned, glued, camouflaged, held, put, tied</p> <p><u>Adjectives:</u> (added around the nouns) soft, breakable, pointy/rough, bumpy/hard, transparent/sticky, thick/soft</p>	<p><u>Poem:</u> La Materia</p> <p><u>Kick off: Matter investigation:</u> smelling gases perfume, syrup, vinegar--on paper towel in baggy</p> <ul style="list-style-type: none"> ● Puedo observar cuidadosamente para determinar el estado de la materia. ● Puedo escribir y dibujar mis observaciones y descripciones. <p>Vocabulario: dulce, amargo, agrio Then introduce state of matter: gas</p> <p><u>Writers' Workshop:</u> Write How-To on energy experiment: How to work a flashlight, how to use a tone generator, how to get the flag to spin on a motor</p> <ul style="list-style-type: none"> ● Puedo describir las etapas de un experimento en orden. ● Puedo usar palabras de secuencia y onomatopeya para mejorar la calidad de mi escritura. ● Puedo leer la escritura de mi compañero y ofrecer cumplidos y sugerencias. <p><u>Math:</u> 2 digit by 1 digit multiplication with no regrouping</p> <ul style="list-style-type: none"> ● Puedo multiplicar numeros de dos digitos. ● Puedo compartir mi respuesta con mi companero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. ● Puedo escribir oraciones para explicar como saque mi respuesta. <ol style="list-style-type: none"> 1. Circula el numero "visitante" que vas a usar para multiplicar. 2. Visita a las unidades y multiplica. 3. Visita a las decenas y multiplica. <p><i>make poster</i></p>

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	<p><u>Adverbs:</u> (added around the verbs) carefully, slowly, sometimes, often, well, patiently, together, gently, roughly, tightly, perfectly, somewhere, tightly</p> <p>Grammar: Adverbs, adjectives, commas in a series</p>	
<p>T u e s d a y</p>	<p>8:30 - 9:20 Music Prep Silent Reading, continue guided reading clubs with AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> liquids: lemon juice, pancake syrup, safeway water, jello <u>Message:</u> Context clues <u>Poem:</u> All About Matter Students identify the adjectives, adverbs, and verbs we can use to describe GASES. Students use whiteboards to write descriptive sentences using their senses. Students then write riddles about specific matter: <i>You should pour me carefully, so that I don't spill. When you drink me, my gas bubbles tickle your nose. I'm so sweet because I'm full of sugar. What am I?</i></p> <p>Complete Step 4 (hanging the bird feeders outside), then return to class and write. Writer's Workshop: Making the Bird Feeder</p> <ul style="list-style-type: none"> ● I can use my senses to describe how we made the bird feeders. ● I can share my descriptions with my group. ● I can add details to my writing to make it more interesting (adjectives and adverbs) <p>SRI Testing Afternoon: Investigation 1 with Liquids, Solids, and Gases</p> <p>Grammar and Comprehension worksheet: Context Clues, adverbs, and adjectives</p>	<p><u>Poem:</u> La Materia</p> <ul style="list-style-type: none"> ● Puedo buscar la idea grande y los detalles. ● Puedo compartir mis ideas con mi compañero y escuchar cuidadosamente. <p>Solidos senses activity: arroz, plastico de burbujas y esponja</p> <p><u>Readers' Workshop:</u> FOSS Reading 41-44 Estados de la materia</p> <ul style="list-style-type: none"> ● Puedo encontrar palabras importantes y frases importantes en el texto.. ● Puedo usar las palabras importantes y frases importantes para escribir una oración principal y dos oraciones de detalle. <p><u>Math:</u> 2 digit by 1 digit multiplication with regrouping *Observation*</p> <ul style="list-style-type: none"> ● Puedo multiplicar numeros de dos digitos y reagrupar cuando es necesario. ● Puedo compartir mi respuesta con mi compañero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. ● Puedo escribir oraciones para explicar como saque mi respuesta. <ol style="list-style-type: none"> 1. Circula el Número Visitor que vas a usar para multiplicar. 2. Visita a las unidades y multiplica. Si hiciste una decena, regrupa y pon + en frente del numero. 3. Visita a las decenas y multiplica. Si regrupaste, suma el numero.

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W e d n e s d a y	<p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Use pictures for Matter Riddles. Have students hold a picture, and give clues until the partner guesses the liquid, solid, or gas.</p> <p><u>Message:</u> Adjectives and adverbs</p> <p><u>Poem:</u> All About Matter</p> <p>SRI Testing</p> <p>Grammar and Comprehension worksheet: context clues, adverbs, and adjectives</p>	<p><u>Poem:</u> La Materia liquido: ubleck</p> <p><u>Readers' Workshop to Writers' Workshop:</u> FOSS Reading 41-44 Estados de la materia</p> <ul style="list-style-type: none"> ● Puedo encontrar palabras importantes y frases importantes en el texto.. ● Puedo usar las palabras importantes y frases importantes para escribir una oración principal y dos oraciones de detalle. <p><u>Math:</u> 3 digit by 1 digit multiplication with regrouping</p> <ul style="list-style-type: none"> ● Puedo multiplicar numeros de tres digitos y reagrupar cuando es necesario. ● Puedo compartir mi respuesta con mi compañero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. ● Puedo escribir oraciones para explicar como saque mi respuesta.
T h u r s d a y	<p><i>11:10 - 12:00 Music Prep</i> <i>Anne at EL National Conference</i></p> <p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Make up matter riddles using 3 clues.</p> <p><u>Message:</u></p> <p><u>Poem:</u> All About Matter</p>	<p><u>Readers' Workshop to Writers' Workshop:</u> FOSS Reading 41-44 Estados de la materia</p> <ul style="list-style-type: none"> ● Puedo encontrar palabras importantes y frases importantes en el texto.. ● Puedo usar las palabras importantes y frases importantes para escribir una oración principal y dos oraciones de detalle. <p>Math: 3 x 1 digit multiplication <i>make worksheet</i></p>
F r i d a y	<p>Anne at EL National Conference</p> <p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Greeting:</u> Make up matter riddles using 3 clues.</p> <p><u>Message:</u></p> <p><u>Poem:</u> All About Matter</p>	<p>ASSEMBLY</p> <p><u>Readers' Workshop to Academic Discussion:</u> Opinion and Evidence from FOSS p 45-48</p> <p>Read, then students write opinion w/ 2 pieces of evidence, then academic discussion</p> <ul style="list-style-type: none"> ● Puedo expresar mi opinión y apoyarla con evidencia. ● Puedo compartir mi opinion and evidencia, escuchar cuidadosamente y responder respetuosamente a las

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		<p>opiniones de mis compañeros.</p> <p>Math: Multiplying 4 digit numbers</p> <p>FIRE DRILL</p>
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Week 6: What is matter? How do you know what kind of matter something is? How can matter change?

Learning target strands: Cause and Effect, Main idea and details, Questioning

	English	Spanish
Monday	<p>Silent Reading</p> <p><u>Poem</u>: How does matter change? Students identify the adjectives and verbs we can use to describe LIQUIDS.</p> <p>Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can use my senses to describe _____ ● I can share my descriptions with my group. ● I can add details to my writing to make it more interesting (adjectives and adverbs) <p>FOSS Investigation 4, Part 1 Measuring temperature MAKE RECORDING SHEET Grammar: Adverbs, adjectives, commas in a series</p>	<p><u>Poem</u>: Estoy cambiando y no se porque Cover up last line of each stanza where it says what it changes into and have students say what they think it changes into and why using evidence from the poem.</p> <ul style="list-style-type: none"> ● Puedo usar evidencia para apoyar mi opinión. ● Puedo compartir mi opinión y evidencia con un compañero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. <p>En mi opinion, _____. Mi evidencia es _____. Mi otra evidencia es _____. <i>More copies of evidence and opinion worksheet.</i></p> <p><u>FOSS Investigation 3 part 2 sponge (amended)</u> How many grams of water can a dry sponge, wet sponge, towel, and paper towel soak up? First part of experiment: prediction and weighting dry items</p> <ul style="list-style-type: none"> ● Puedo observar y escribir los resultados cuidadosamente en una tabla de resultados. ● Puedo predecir los resultados de un experimento. ● Puedo expresar mi opinión y apoyarla con evidencia del experimento. ● Puedo compartir los materiales con y tomar turnos pesando los diferentes materiales. <p><i>materials: bring towels</i></p>

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		<p><u>Math:</u> multiply 3 numbers</p> <ul style="list-style-type: none"> ● Puedo multiplicar 3 numeros a la vez. ● Puedo compartir mi respuesta con mi companero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. <p><i>make worksheet</i></p>
<p>T u e s d a y</p>	<p>8:30 - 9:20 Music Prep Silent Reading</p> <p><u>Poem:</u> How does Matter Change?</p> <p>Academic Discussions: ADD LTs</p> <p>Whole Class interactive with chart on the board to start. Then groups have 2 boards (Clarifying/Elaboration and Info from the text), and each side uses one to discuss with the other side. When all the pieces get on the board, the markers come off, and they trade boards. Teacher observes and chooses 6 experts for a Fishbowl. Students sit around the expert group, watch, and listen to the dynamics and content of the discussion. They rate the group on the first 2 targets, then reflect on the 3rd target.</p> <p>The 6 experts go to different tables, students who are displaced find a new seat, and discussions begin again on a different verse of the song. New experts are then chosen, they do a shorter Fishbowl, and then the whole class reflects on the dynamics of the discussion, and the content that was shared.</p> <p>SRI Testing</p> <p>Grammar and Comprehension worksheet: Context Clues, adverbs, and adjectives</p>	<p><u>Poem:</u> Estoy cambiando y no se porque</p> <p>Cause and effect sentences and pictures: partner writing</p> <ul style="list-style-type: none"> ● Puedo escribir oraciones de causa y efecto para describir el cambio de estado. ● Puedo dibujar los cambios de estado. ● Puedo tomar turnos compartiendo mis ideas y escribiendo con un compañero. <p>Primero _____, entonces _____.</p> <p>Yo pienso que _____ debido a _____</p> <p>Despues de _____, el/la _____.</p> <p>El/la _____ por eso _____.</p> <p><i>copy cause and effect worksheet</i></p> <p><u>FOSS Investigation 3 part 2 sponge (amended)</u></p> <p>How many grams of water can a dry sponge, wet sponge, towel, and paper towel soak up? Second part of experiment: weigh wet items and calculate date</p> <ul style="list-style-type: none"> ● Puedo observar y escribir los resultados cuidadosamente en una tabla de resultados. ● Puedo predecir los resultados de un experimento. ● Puedo expresar mi opinión y apoyarla con evidencia del experimento. ● Puedo compartir los materiales con y tomar turnos pesando los diferentes materiales. <p><u>Math:</u> multiplication with 3 numbers</p> <p><u>Intervention:</u> -Independent Reading: j/h Sage Inca Moises Damaria</p>

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		<p>Adil Kali AKram Alejandro <i>copy decodable</i></p> <p>-Centers: Multi-digit multiplication on whiteboards Moises Edgar Javier Tamiya Akram Adil Jorge Raul</p>
<p>W e d n e s d a y</p>	<p>Silent Reading</p> <p><u>Greeting</u>: Describe a liquid you come into contact with everyday? <u>Poem</u>: How does Matter Change?</p> <p>Academic Discussions: Whole Class Discussion</p> <p>Why Does Matter Matter? (Super Teacher)</p> <ul style="list-style-type: none"> ● Topic Sentence and Details with page 1 ● Discussion with page 2 ● Cloze worksheet to wrap it up <p>FOSS Reading: Change of State, 56-58 Reader's Workshop: Cause and Effect</p> <p>Reader's to Writer's Workshop: <u>In the Haunted House</u> by Eve Bunting</p> <ul style="list-style-type: none"> ● I can use information from the text to discover the setting of a story. ● I can use my 5 senses to imagine the details of the setting. ● I can use adjectives and adverbs to describe the setting of a story. <p>Teacher charts Adjectives, Nouns, Verbs, Adverbs that students pull from the read-aloud</p>	<p><u>Poem</u>: Estoy cambiando y no se porque Experiment: Stretching the surface of water cup, eye drop, water fill cups of water to the top, then have students eye drop more water. The water will hold together without spilling.</p> <ul style="list-style-type: none"> ● Puedo predecir los resultados de un experimento. ● Puedo observar cuidadosamente y escribir mis observaciones. ● Puedo comparar mis predicciones con mis observaciones. <p>Yo predije _____ sin embargo _____ Mi predicción fue correcta porque yo pense ____ y despues observe _____</p> <p>http://tlc.howstuffworks.com/family/science-projects-for-kids-states-of-matter8.htm make worksheet <i>prepare materials</i></p> <p><u>Academic Discussion to Writer's Workshop</u>: Escribe un párrafo explicando cual cosa sirve mejor para absorber agua. Usa evidencia del experimento para apoyar tu opinión.</p> <ul style="list-style-type: none"> ● Puedo usar evidencia para apoyar mi opinión. ● Puedo compartir mi opinion and evidencia, escuchar cuidadosamente y responder respetuosamente a las opiniones de mis compañeros. ● Puedo escribir un parrafo con una oracion principal, 3 oraciones de detalle y una oracion de conclusion. <p><i>copy paragraph template</i></p> <p><u>Math</u>: Writing simple multiplication stories</p> <ul style="list-style-type: none"> ● Puedo usar las frases importantes en mi cuento de

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		<p>multiplication.</p> <ul style="list-style-type: none"> ● puedo hacer un dibujo para enseñar lo que está pasando en mi cuento de multiplicación. ● puedo leer el cuento de mi compañero y encontrar la respuesta. <p><u>Intervention:</u> -Independent Reading: n Sage Inca Moises Damaría Tamiya Adil Kali AKram Alejandro <i>copy decodable</i></p> <p>-Centers: Multi-digit multiplication on whiteboards Moises Edgar Javier Tamiya Akram Adil Jorge Adam Raul</p>
<p>T h u r s d a y</p>	<p>11:10 - 12:00 Music Prep</p> <p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p>FOSS Reading: Change of State, 56-58</p> <p>Reader's to Writer's Workshop: Poem: Limereeks Story mapping to analyze setting, problems, and solutions</p> <p>Close Read: Halloween poems (2 witches and 2 ghosts) Students use the 2 AD boards to discuss the settings, characters, problems, and solutions in the poems. (use AD learning targets) Teacher observes discussions, chooses expert group, and then holds a fishbowl to gather information from the text. Students on the outside of the fishbowl write their reflections, and then share those with the group in the fishbowl.</p> <p>Writer's Workshop: Creating a Halloween Story Puppet (Ghost or Witch)</p> <ul style="list-style-type: none"> ● I can use my five senses to write a short paragraph about the setting (3-4 sentences). 	<p>8:30 <u>Poem</u>: Estoy cambiando y no se porque water experiment</p> <p>9:40/12:00 <u>FOSS Investigation 4, Part 2</u>: Melting and evaporation <i>bring chocolate chips and butter</i></p> <ul style="list-style-type: none"> ● Puedo predecir los resultados de un experimento. ● Puedo observar cuidadosamente el cambio de estado. ● Puedo comparar mis predicciones con mis observaciones. <p>9:00/10:30 <u>Math</u>: Writing multi digit multiplication stories</p> <ul style="list-style-type: none"> ● Puedo usar las frases importantes en mi cuento de multiplicación. ● Puedo multiplicar números de varios dígitos y reagrupar cuando es necesario. ● puedo leer el cuento de mi compañero y encontrar la respuesta. <p><i>Copy worksheet</i></p> <p>LIBRARY 11:10-12:00</p> <p>Halloween Parade 1:45-2:45 coloring worksheets</p>

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	<ul style="list-style-type: none"> ● I can use adjectives and adverbs to write a paragraph about the problem (3-4 sentences). ● I can think of a solution, and then write a paragraph to describe how the problem is solved (3-4 sentences) <p>Students write a rough draft after brainstorming the elements of the setting. Teacher scribes a list of adjectives, nouns, verbs, and adverbs to be used for the Halloween story.</p> <p>Halloween Parade: 1:45 - 2:45</p>	
<p style="text-align: center;">F r i d a y</p>	<p>Silent Reading, continue guided reading clubs with New AD boards using Reading A-Z Energy leveled readers</p> <p><u>Poem</u>: Limereeks</p> <p>Students briefly analyze the possible solutions for each character and his or her problems in the stanzas of Limereeks.</p> <p>Close Read: Common text: The Lazy Witch Pairs share a copy of the common text, and use the AD boards to discuss the setting, problem, and possible solutions.</p> <p>Fishbowl with experts to reflect on our learning.</p> <p>Writer's Workshop: Writing the final draft for the Halloween Story Puppet (Ghost or Witch)</p> <ul style="list-style-type: none"> ● I can use my five senses to write a short paragraph about the setting (3-4 sentences). ● I can use adjectives and adverbs to write a paragraph about the problem (3-4 sentences). ● I can think of a solution, and then write a paragraph to describe how the problem is solved (3-4 sentences) <p>Students revise their rough drafts after brainstorming possible solutions together. Teacher adds to the lists of adjectives, nouns, verbs, and adverbs to be used for the Halloween story.</p> <p>Students copy their final drafts onto the Halloween puppets.</p> <p>FOSS Reading: Change of State, 56-58 Cause and Effect</p>	<p><u>Poem</u>: No se porque estoy cambiando Sentence race Porque la masa se convirtio en un panqueque? Porque el hielo se convirtio en rio? Porque el jugo se convirtio en gelatina?</p> <p><u>FOSS Investigation 4, Part 2</u>: Melting and evaporation cause and effect</p> <ul style="list-style-type: none"> ● Puedo escribir oraciones de causa y efecto para describir el cambio de estado. ● Puedo dibujar los cambios de estado. ● Puedo explicar porque algunos objetos cambian y porque otros no. <p>Primero _____, entonces _____.</p> <p>Yo pienso que _____ debido a _____</p> <p>Despues de _____, el/la _____.</p> <p>El/la _____ por eso _____.</p> <p><i>copy cause and effect worksheet</i></p> <p><u>Art Project</u>: painting plates</p> <p><u>Math</u>: Patio plants <i>make poster</i></p> <p><u>Book clubs</u> ¿</p>

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Week 7: What is matter? How do you know what kind of matter something is? How can matter change?

Learning target strands: Cause and Effect, Main idea and details, Questioning, Character Motivation

	English	Spanish
M o n d a y	<p>Silent Reading, New AD Text and Clarification boards using Reading A-Z Fiction (Landon's Pumpkins & The 3 R Plan)</p> <p>Greeting: Poem: Chemical Change Use the cause and effect examples from the poem with Sentence Frames:</p> <ul style="list-style-type: none"> ● When _____, the effect is _____. ● _____ causes the _____ to _____. ● The _____ needs _____, therefore _____. ● If you _____, it causes the _____ to _____. ● The effect of _____ is _____. <p>Lesson Plan 3 English: Reader's Workshop: Cause and Effect and Academic Discussion with Movie: <u>Scott's Energy Adventure</u></p> <ul style="list-style-type: none"> ● I can describe the causes and effects I find in the text. ● I can listen carefully to others, and then share my ideas. ● I can make sure my writing has examples from the text to explain my thinking. <p>Use Movie Cause and Effect recording sheet</p> <p>Centers: Use Drawing Conclusions, Cause and Effect Boardgames, Pocket chart center with 3 states of matter Cause and effect strips center with transition words</p>	<p>Poem: Yo se porque estoy cambiando Jigsaw changes in state then Academic Discussion (template 2) to share information</p> <ul style="list-style-type: none"> ● Puedo identificar la temperatura y el movimiento de los atomos para los cambios de estado. ● Puedo buscar informacion en el texto sobre los cambios de estado. ● Puedo colaborar y tomar turnos con mi grupo para encontrar respuestas y completar la hoja. ● Puedo compartir mis ideas con mis companeros, escuchar cuidadosamente y responder respuestuosamente. <p>Math: Solving multiplication word problems</p> <p>Readers' Workshop: FOSS Atoms 59-64 Main idea and detail to Academic Discussion (template 2)</p> <ul style="list-style-type: none"> ● Puedo encontrar palabras importantes y frases importantes en el texto.. ● Puedo usar las palabras importantes y frases importantes para escribir una oración principal y dos oraciones de detalle. ● Puedo compartir mis ideas sobre el texto con mis companero.

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T u e s d a y	<p>Silent Reading, New AD Text and Clarification boards using Reading A-Z Fiction (Landon's Pumpkins & The 3 R Plan)</p> <p><u>Greeting:</u> <u>Poem:</u> Chemical Reactions</p> <p>FOSS Reading p. 65-67</p> <p>Reader's to Writer's Workshop: Cause and Effect</p> <ul style="list-style-type: none"> ● I can identify cause and effect relationships in a text. ● I can explain cause and effect relationships in my own words. ● I can share my ideas patiently with my group as I write. <p>Movie: Bill Nye: Phases of Matter on Teachertube</p> <p>Reader's to Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can use information from the text (movie) to identify cause and effect relationships. ● I can share what I learned as I write. ● I can listen attentively to others, and revise (correct, improve) my writing. <p>Use Movie Cause and Effect recording sheet.</p>	<p><u>Poem:</u> Yo se porque estoy cambiando Changes in state</p> <ul style="list-style-type: none"> ● Puedo identificar la temperatura y el movimiento de los atomos para los cambios de estado. ● Puedo buscar informacion en el texto sobre los cambios de estado. ● Puedo compartir mis ideas con mis companeros, escuchar cuidadosamente y responder respuestuosamente. <p><u>Math:</u> Comparing addition and multiplication word problems</p> <p><u>Readers' Workshop: FOSS Atoms 59-6</u> Make a solid, liquid and gas atom book. Draw on the front a solid, liquid or gas of your choice. Staple lined paper behind it, and cut out both in the shape of the item. Describe how the atoms move and draw what it looks like.</p> <ul style="list-style-type: none"> ● Puedo describir y dibujar el movimiento de los atomos en liquidos, solidos y gases. ● Puedo usar las palabras de vocabulario para mejorar la calidad de mi escritura. <p>Palabras de vocabulario: se mantienen juntos, forma definida, vibran, agitarse, apretados, se tocan, empujarse, fluyen, vuelan libres, chocan, rebotan, vuelan en todas las direcciones, Sort words to describe the movement of atoms.</p>
W e d n e s d a y	<p>Silent Reading, New AD Text and Clarification boards using Reading A-Z Fiction (Landon's Pumpkins & The 3 R Plan)</p> <p><u>Greeting:</u> Describe a chemical reaction you have seen while cooking <u>Poem:</u> Chemical Reactions</p> <p>Chemical Reactions Experiments</p> <p>Baking soda plus water, alcohol, hydrogen peroxide, vinegar</p> <p>Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can make predictions about the chemical reactions based on 	<p><u>Poem:</u> Yo se porque estoy cambiando Academic Discussion (template 2)</p> <p><u>Math:</u> Find the missing number</p> <ul style="list-style-type: none"> ● Puedo usar las reglas de multiplicación para encontrar el número misterioso. ● Puedo compartir mis ideas con mi compañero, escuchar cuidadosamente y decir si estoy de acuerdo o desacuerdo. <p><i>copy and print</i></p> <p><u>Readers' Workshop: FOSS Atoms 59-6</u> Make a solid, liquid and gas atom book. Draw on the front a</p>

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	<p>what I know about liquids, solids, and gases.</p> <ul style="list-style-type: none"> ● I can discuss what I learned from the experiments with others. ● I can write about the causes and effects I observed during the experiments. <p>Use 4-picture recording sheet: Students write a prediction for each experiment, and then use cause and effect frames to describe what actually happened. When they have completed all the experiments, they write 2 paragraphs (one about 2 experiments, and one about the other 2)</p>	<p>solid, liquid or gas of your choice. Staple lined paper behind it, and cut out both in the shape of the item. Describe how the atoms move and draw what it looks like.</p> <ul style="list-style-type: none"> ● Puedo describir y dibujar el movimiento de los atomos en liquidos, solidos y gases. ● Puedo usar las palabras de vocabulario para mejorar la calidad de mi escritura. <p>Palabras de vocabulario: se mantienen juntos, forma definida, vibran, agitarse, apretados, se tocan, empujarse, fluyen, vuelan libres, chocan, rebotan, vuelan en todas las direcciones, Sort words to describe the movement of atoms.</p>
T h u r s d a y	<p>Silent Reading, New AD Text and Clarification boards using Reading A-Z Fiction (Landon's Pumpkins & The 3 R Plan)</p> <p>Continue Movie (Bill Nye: Phases of Matter)</p> <p>Lesson Plan 4 English</p> <p>Complex Text: Daedalus and Icarus Reader's to Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can use information from the text to draw conclusions about the characters (How? Why?) ● I can use my senses to imagine and describe the settings and events in the story. ● I can text code quietly while I read, and then share my understandings with others. <p>Music Prep: 11:10 - 12</p>	<p><u>Poem</u>: Yo se porque estoy cambiando</p> <p><u>Math</u>: Review for Unit 3 test <i>make review</i> <i>make poster</i></p> <p>Readers' Workshop: Do gallery walk with books. Underline important words, read other student's books and give feedback on post-its.</p>
F r i d a y	<p>Silent Reading, New AD Text and Clarification boards using Reading A-Z Fiction (Landon's Pumpkins & The 3 R Plan)</p> <p>Complete Daedalus and Icarus Complex text</p> <ul style="list-style-type: none"> ● I can use information from the text to draw conclusions about the characters (How? Why?) ● I can use my senses to imagine and describe the settings and events in the story. ● I can text code quietly while I read, and then share my 	<p><u>Poem</u>: Yo se porque estoy cambiando</p> <p><u>Math</u>: Unit 3 math test</p> <p><u>FOSS</u>: Sorting states of matter</p> <ul style="list-style-type: none"> ● Puedo clasificar los objetos en sus estados de materia. ● Puedo explicar porque un objeto es un sólido, líquido o gas. <p>Yo pienso que ___ es un liquido/solido/gas porque ____ Yo observe que ___ entonces yo pienso que _____.</p>

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	<p>understandings with others.</p> <ul style="list-style-type: none"> I can use my text coding to write a summary of the story. <p>Cause and Effect Centers</p>	<p><i>targets</i></p> <p><u>Writers' Workshop</u>: 5 paragraph essay on the states of matter Examples and non-examples of introduction paragraphs (use academic discussion)</p> <ul style="list-style-type: none"> Puedo escribir un ensayo con un parrafo de introduccion, tres parrafos de cuerpo y un parrafo de conclusion. Puedo usar detalles en mi ensayo que vienen del texto y de los experimentos. Puedo usar adjetivos y adverbios para mejorar la calidad de mi escritura. <p><i>research writing 5 paragraph essay</i></p>
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Week 8: Thanksgiving/SWT How does solar energy work?

Learning target strands: Evidence-based Writing, Cause and Effect, Character Motivation

	English	Spanish
M o n d a y	VETERAN'S DAY	VETERAN'S DAY
T u e s d a y	<p>Poem: How to Observe Thanksgiving</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> I can identify the antonyms in the text. I can think of synonyms for words in the text. I can quietly share my synonyms and antonyms with others as we discuss the text. <p>Reader's Workshop: Veteran's Day</p> <ul style="list-style-type: none"> I can use clues from the text to answer questions. I can share my examples from the text with others. I can listen carefully to others and then join the discussion. <p>Steps to Answer a Text-based Question:</p>	<p>Poem: Como hacer un horno solar</p> <p>Mind map three big concepts: aislamiento, absorcion y reorientacion with information from poem</p> <p><i>make poster</i></p> <ul style="list-style-type: none"> Puedo buscar información en el texto. Puedo tomar turnos compartiendo mis ideas con compañero y escribiendo. <p>Inside Outside Circle: share ideas that you wrote in your mind map</p> <p>Qué</p> <p>Math: review for benchmark: place value</p> <p><i>print and copy practice exam</i></p>

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	<p>11. Read the question and underline the important words. 12. Read the text to find the answer. 13. Reread the text to find examples that support your answer. 14. Restate the question in your answer. 15. Use examples from the text to explain your answer.</p>	<p>Math: start timed tests: 3s week <i>get one minute tests</i></p> <p>SWT: Introduce test, look at model persuasive essay (academic discussion template 1)</p> <ul style="list-style-type: none"> ● Puedo usar una rúbrica para evaluar un ensayo. ● Puedo buscar ejemplos específicos para apoyar mi opinion. ● Puedo compartir mis ideas con mis compañeros, escuchar cuidadosamente y responder respetuosamente. <p>Use rubric to look at persuasive essay Yo pienso que merece un __ en __ porque ____. <i>copy rubric</i> <i>get highlighters</i></p> <p>Meet with Akram's sister 2:45</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">W e d n e s d a y</p>	<p>Poem: How to Observe Thanksgiving Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can think of synonyms and antonyms for words in the text. ● I can quietly share my synonyms and antonyms with others as we discuss the text. <p>Reader's to Writer's Workshop: Thanksgiving Box (Super Teacher)</p> <ul style="list-style-type: none"> ● I can use information from the text to make inferences about the characters (How? Why?) ● I can use my senses to imagine and describe the setting and action in the story. ● I can text code quietly while I read, and then show others what I wrote. 	<p>Poem: como hacer un horno solar Academic Discussion (template 2)</p> <p>Math: review for benchmark: addition and subtraction</p> <p>SWT: Watch videos</p> <ul style="list-style-type: none"> ● Puedo anotar informacion del video sobre como hacer el mejor horno solar. ● Puedo escuchar las anotaciones con un companero y anadir mis anotaciones.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T h u r s d a y</p>	<p>Poem: Pardoning the Thanksgiving Turkey Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can think of synonyms and antonyms for words in the text. ● I can quietly share my synonyms and antonyms with others as we discuss the text. <p>Reader's to Writer's Workshop: Wild Turkey (Super Teacher)</p> <ul style="list-style-type: none"> ● I can use information from the text to make inferences about 	<p>Math: review for benchmark: word problems with all operations</p> <p>SWT: finish video, start article <i>vocab for article</i> <i>copy main idea and detail worksheet</i> <i>write targets</i></p> <ul style="list-style-type: none"> ● Puedo buscar detalles importantes en el texto.

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	<p>the characters. (How? Why?)</p> <ul style="list-style-type: none"> ● I can use my senses to imagine and describe the setting and action in the story. ● I can text code quietly while I read, and then show others what I wrote. (character, problem, solution, setting) 	<ul style="list-style-type: none"> ● Puedo explicar que es la pérdida de calor, la ganancia de calor, el aislamiento, absorción y la reorientación de la luz del sol. ● Puedo compartir mis detalles con un compañero y escuchar cuidadosamente a sus detalles.
F r i d a y	<p>Poem: Pardoning the Thanksgiving Turkey</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can think of synonyms and antonyms for words in the text. ● I can quietly share my synonyms and antonyms with others as we discuss the text. <p>Reader's to Writer's Workshop: Squanto</p> <ul style="list-style-type: none"> ● I can use information from the text to make inferences about the characters. (How? Why?) ● I can use my senses to imagine and describe the setting and action in the story. ● I can text code quietly while I read, and then show others what I wrote. (character, problem, solution, setting) 	<p><u>Poem</u>: como hacer un horno solar Academic Discussion (template 2)</p> <p>Math: review for benchmark: multiplication and performance task <i>copy worksheet</i> <i>performance task</i></p> <p>SWT: artículo 1: ciencia del horno solar</p> <ul style="list-style-type: none"> ● Puedo buscar detalles importantes en el texto. ● Puedo hacer una diagrama la pérdida de calor, la ganancia de calor, el aislamiento, absorción y la reorientación de la luz del sol. ● Puedo compartir mis detalles con un compañero y escuchar cuidadosamente a sus detalles.

Week 9: Thanksgiving/SWT Spanish How does solar energy work? (Insulation, heat absorption, heat loss and heat gain, reflecting light) SWT English Which alternative fuel car would you choose (cost, distance you can drive it, maintenance, environmental impact)

Learning target strands: Evidence-based Writing, Cause and Effect, Character Motivation

	English	Spanish
M o n d a y	<p>Introduce Exemplar Essay:</p> <p>Analyze for transition words, word choice (interesting vocab), evidence and examples in the text.</p> <p>Determine the introduction, conclusion, and the 3 factors:in the body : cooperation, cost, international events.</p>	<p><u>Poem</u>: Como hacer un horno solar</p> <p>Add drawing and diagrams into poem to describe each line</p> <ul style="list-style-type: none"> ● Puedo hacer dibujos y diagramas para describir el aislamiento, absorción y reorientación de la luz del sol. ● Puedo tomar turnos compartiendo mis ideas y dibujando con mi compañero.

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	<p>Alternative Fuel Movie 1: electric car</p> <p>http://www.teachertube.com/viewVideo.php?video_id=2692</p> <p>Movie Recording sheet Advantages/Disadvantages</p> <p>Reader's to Writer's Workshop</p> <ul style="list-style-type: none"> ● I can gather information from the text (movie), and write down the most important things I learned. ● I can share information with others, and then add more details to my notes. ● I can make sure my writing has examples from the text (movie) to explain my thinking. <p>Students will use the movie recording sheet to take down important information about the advantages/disadvantages of the electric car.</p>	<p><u>SWT</u>: present prompt and different solar ovens then text code + and - for advantages and disadvantages, complete advantages and disadvantages graphic organizer, then do academic discussion <i>translate plans</i></p> <p>Finish reading</p> <p>Academic Discussion board for advantages and disadvantages</p> <ul style="list-style-type: none"> ● Puedo comparar el color, los materiales, el coste, los reflectores y la durabilidad para escoger el mejor horno solar. ● Puedo escribir las ventajas y desventajas de cada plan. ● Puedo apoyar mi opinión con evidencia de los planes y evidencia del texto. ● Puedo compartir mi opinión con mis compañeros, escuchar cuidadosamente y responder respetuosamente. <p><u>Math</u>: administer Benchmark 1</p> <p><u>Mad minute</u>: 4s week</p> <p><u>Intervention</u>: Spanish Phonics: Math:</p>
T u e s d a y	<p>Alternative Fuel Article: First Read</p> <p>Reader's to Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can identify the main idea and supporting details in a text. ● I can text code as I read to identify the advantages (+) and disadvantages (-) of each kind of car. ● I can use examples from the text to explain the advantages and disadvantages of electric and hybrid cars. ● I can listen carefully to what my partner says and scribe what I learned from my partner. <p>Partners write on newsprint. They move to a new table after each</p>	<p><u>Poem</u>: Como hacer un horno solar Make videos describing aislamiento, absorción y reorientación de la luz del sol. Students choose which group they want to be in (groups of 3) and write script.</p> <ul style="list-style-type: none"> ● Puedo colaborar con mi grupo para escribir un guión sobre el aislamiento, absorción o reorientación. ● Puedo usar información en el poema y el texto en el guión. <p><u>SWT</u>: outline and plan Model outlining</p> <ul style="list-style-type: none"> ● Puedo escribir un plan para cada párrafo de mi ensayo.

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	<p>section of text, and switch partners. The newsprint stays on the tables.</p> <p>Squanto Close Read texts from http://www.scholastic.com video about the Wampanoag from http://www.scholastic.com/scholastic_thanksgiving/webcast.htm Discussion with fishbowl protocol using text information and clarifying/elaboration boards/ http://www.scholastic.com/scholastic_thanksgiving/webcast.htm (Scholastic materials)</p> <p>Writer's Workshop: Thank You, Squanto (from scholastic.com)</p> <ul style="list-style-type: none"> ● I can use information from the texts, discussions, and the movie to imagine what life was like for Pilgrims and Indians. ● I can use the word bank to make my writing more detailed. ● I can reread and revise my work to make sure the spelling and punctuation are correct. 	<ul style="list-style-type: none"> ● Puedo usar palabras de vocabulario, ejemplos de los planes y evidencia del texto en mi plan. <p><i>make outline template</i></p> <p><u>Math</u>: administer Benchmark 1 part 2</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p>	<p>Alternative Fuel Movie 1: hybrid gasoline/electric http://www.teachertube.com/viewVideo.php?video_id=69628 Movie Recording sheet</p> <p>Reader's to Writer's Workshop</p> <ul style="list-style-type: none"> ● I can gather information from the text (movie), and write down the most important things I learned. ● I can share information with others, and then add more details to my notes. ● I can make sure my writing has examples from the text (movie) to explain my thinking. <p>Students will use the movie recording sheet to take down important information about the advantages/disadvantages of the electric car.</p> <p>Wild Turkey Close Read/ Discussion/</p>	<p><u>Poem</u>: Como hacer un horno solar Make videos describing aislamiento, absorción y reorientación de la luz del sol. Today students practice and perform.</p> <ul style="list-style-type: none"> ● Puedo practicar mis líneas para preparar para grabación de video. ● Puedo mirar respetuosamente el rendimiento de otro grupo. <p><u>SWT</u>: Finish academic discussion, then do outline</p> <ul style="list-style-type: none"> ● Puedo escribir un plan para cada párrafo de mi ensayo. ● Puedo usar palabras de vocabulario, ejemplos de los planes y evidencia del texto en mi plan. <p><u>Math</u>: Analysis of benchmark exam. Pass back tests, have students identify strengths and challenges and set goal for next math test and how they will reach that goal.</p> <ul style="list-style-type: none"> ● Puedo corregir mis errores en el examen de matemáticas. ● Puedo pensar en lo que fue difícil y lo que fue facil en matemáticas.

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		<ul style="list-style-type: none"> ● Puedo hacer una meta para matemáticas y describir las etapas que necesito tomar para llegar a la meta. <p><i>goal setting worksheet</i></p>
<p style="text-align: center;">T h u r s d a y</p>	<p>Alternative Fuel Article: Close Read: Advantages and Disadvantages Reader's to Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can identify the main idea and supporting details in a text. ● I can text code as I read to identify the advantages (+) and disadvantages (-) of each kind of car. ● I can use examples from the text to explain the advantages and disadvantages of electric and hybrid cars. ● I can listen carefully to what my partner says and scribe what I learned from my partner. <p>Academic Discussion using Opinion Writing Board</p> <p>Students begin taking notes on the Advantages/Disadvantages recording sheet.</p> <p>Fishbowl Protocol (Teacher scribes notes on giant Advantages/Disadvantages chart based on discussion and reflections)</p> <p>Students return to seats, continue discussions with experts now at each table.</p> <p>Fishbowl Protocol (Teacher adds to chart)</p>	<p><u>Poem</u>: Como hacer un horno solar Make videos describing aislamiento, absorción y reorientación de la luz del sol. Today students watch videos from other class and complete gallery walk recording sheet about each one.</p> <ul style="list-style-type: none"> ● <p><u>Math</u>: Division as sharing</p>
<p style="text-align: center;">F r i d a y</p>	<p>Alternative Fuel Article: Close Read Reader's to Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can identify the main idea and supporting details in a text. ● I can text code as I read to identify the advantages (+) and disadvantages (-) of each kind of car. ● I can use examples from the text to explain the advantages and disadvantages of electric and hybrid cars. ● I can listen carefully to what my partner says and scribe what I learned from my partner. <p>Academic Discussion using Opinion Writing Board</p>	<p>ASSEMBLY</p> <p><u>SWT</u>: write intro</p> <ul style="list-style-type: none"> ● Puedo usar palabras de vocabulario, ejemplos de los planes y evidencia del texto en mi plan. ● Puedo referir a mi plan mientras estoy escribiendo mi ensayo. ● Puedo escribir un párrafo de introducción que cuente mi opinión y de que se va a tratar el resto del ensayo. ● Puedo usar palabras de transición y palabras interesantes y variadas para mejorar la calidad de mi escritura.

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<p>Students begin taking notes on the Advantages/Disadvantages recording sheet.</p> <p>Fishbowl Protocol (Teacher scribes notes on giant Advantages/Disadvantages chart based on discussion and reflections)</p> <p>Students return to seats, continue discussions with experts now at each table.</p> <p>Fishbowl Protocol (Teacher adds to chart)</p>	<p><u>Math</u>: division fact families with 2,3,4,5 <i>make worksheet</i></p>
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Week 9: Thanksgiving/SWT How does solar energy work?

Learning target strands: Evidence-based Writing, Cause and Effect, Character Motivation

	English	Spanish
<p>M o n d a y</p>	<p>Poem: Hybrids or Electric Cars?</p> <p>Students highlight important information in the song that they might want to use in their essay.</p> <p>Students brainstorm elements for a Venn diagram chart about the 2 car types. Teacher scribes.</p> <p>Group write of an opinion essay Plan out introduction (state your opinion), 3 factors, and conclusion:</p> <p>Sample topic sentence frames:</p> <ul style="list-style-type: none"> ● In my opinion, _____ are the best choice. ● I believe that _____ will give you all you need. ● You should choose a _____ for your next car. <p>Frames for providing evidence:</p> <ul style="list-style-type: none"> ● I read that _____ cars _____, so that's why I _____. ● Since _____ cars _____, I prefer them. ● If you want _____, you should choose _____. ● _____ is important to me, so I would buy _____. ● I like _____ better because _____. 	<p>Poem: Como hacer un horno solar</p> <p><u>SWT</u>: write body paragraphs</p> <ul style="list-style-type: none"> ● Puedo usar palabras de vocabulario, ejemplos de los planes y evidencia del texto en mi ensayo. ● Puedo referir a mi plan mientras estoy escribiendo mi ensayo. ● Puedo usar palabras de transición y palabras interesantes y variadas para mejorar la calidad de mi escritura. ● Puedo escribir párrafos de cuerpo que apoyan mi opinión con evidencia del texto y del plan. <p>Math: fact families with 6,7,8,9 <i>make worksheet</i></p>

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	<p>Students write their introduction.</p>	
<p>T u e s d a y</p>	<p>Poem: Hybrids or Electric Cars?</p> <p>Students use information from the poem to add to the Venn Diagram. Students sort information that they would want to include in their body paragraphs.</p> <p>ELA Benchmark</p> <p>Group write of paragraph 2. Students refer to articles to locate evidence for the essay.</p>	<p>SWT: write conclusion</p> <ul style="list-style-type: none"> ● Puedo escribir un párrafo de conclusión que resume mi opinión y evidencia. ● Puedo usar palabras de vocabulario, ejemplos de los planes y evidencia del texto en mi ensayo. ● Puedo referir a mi plan mientras estoy escribiendo mi ensayo. ● Puedo usar palabras de transición y palabras interesantes y variadas para mejorar la calidad de mi escritura. <p>Math: MARS task Goldfish Bowls</p> <p>Readers' Workshop: El pequeno abeto</p> <ul style="list-style-type: none"> ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para visualizar el escenario y las acciones. ● Puedo hacer un mapa del texto mientras leo y después compartir lo que escribí con un compañero. (personaje, escenario, problema y solución)
<p>W e d n e s d a y</p>	<p>Group write of paragraphs 3 & 4</p> <p>Introduce the concept of using comparative language about</p> <p>ELA Benchmark</p>	<p>Readers' Workshop: El pequeno abeto</p> <ul style="list-style-type: none"> ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para imaginar el escenario y las acciones. ● Puedo hacer un mapa del texto mientras leo y despues compartir lo que escribi con un companero. (personaje, escenario, problema y solucion)

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<p>T h u r s d a y</p>	<p>Revise First 3 paragraphs</p> <p>Write Body paragraphs 4 and 5</p> <p>Rubric your own essay</p>	<p>Readers' Workshop: El pequeno abeto</p> <ul style="list-style-type: none"> ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para imaginar el escenario y las acciones. ● Puedo hacer un mapa del texto mientras leo y despues compartir lo que escribi con un companero. (personaje, escenario, problema y solucion) <p>Math: Dividing 2 digit numbers no remainder</p> <ol style="list-style-type: none"> 1. Divide las decenas por el visitor. Escribe el cociente arriba. 2. Chequealo! Multiplica el cociente por el visitor. 3. Trae la unidad abajo. 4. Divide las unidades por el visitor. Escribe el cociente arriba. 5. Chequealo! Multiplica el cociente por el visitor. <p><i>math poster</i></p>
<p>F r i d a y</p>	<p>Rubric 2 other students' essays</p>	<p>Writers' Workshop: Write a story from the perspective of a holiday toy, food, ornament etc.</p> <p>Outline than write</p> <ul style="list-style-type: none"> ● Puedo escoger un dia feriado, personaje, escenario, problema y solucion para mi cuento. ● Puedo describir el dia feriado, el personaje, el escenario, el problema y la solución con adjetivos, adverbios y onomatopeya. ● Puedo escribir un cuento de la perspectiva de un objeto de un día feriado. <p><i>copy outline</i> <i>copy write and draw</i></p> <p>Math: Dividing 2 digit numbers no remainder (independent practice)</p>

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Week 10: Half Days and Conferences

Learning target strands: Evidence-based Writing, Cause and Effect, Character Motivation

	English	Spanish
M o n d a y	<p>Poem: Hybrids or Electric Cars?</p> <p>Complete final copies of essays. Students rubric each other's work. Focus on making sure essays have paragraphs that stay on topic.</p>	<p>Fish Bowl Conferences -students select book to read to parents -writing sample -practice</p> <p><u>Poem</u>: Look for holiday poem</p> <p><u>Math</u>: 2 digit division with remainder</p> <p>Mad minute: 6 multiplication</p> <p>Readers' Workshop: Read a partner's holiday story and text code it.</p> <ul style="list-style-type: none"> ● Puedo leer el cuento de mi compañero y hacer un mapa del texto. ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para imaginar el escenario y las acciones. <p><i>copy text coding template</i></p>
T u e s d a y	<p>Hanukkah reading: <u>Dreidel, Dreidel</u></p> <p><u>Reader's Workshop</u>:</p> <ul style="list-style-type: none"> ● I can look for information in a text to help me answer questions. ● I can text code as I read. ● I can share information with others while I write. <p>Students read and reflect on the history of the dreidel and the candle story of the Menorah.</p>	<p><u>Math</u>: 2 digit division with remainder</p> <p>Readers' Workshop: Viento del noreste AZ Text coding</p> <ul style="list-style-type: none"> ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para imaginar el escenario y las acciones. <p><i>copy text coding template</i> <i>copy book</i></p>

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	Make connections between the stories we read about the Pilgrims and Wampanoag.	
Wednesday	<p>Hanukkah Read-aloud</p> <p>Writer's Workshop:</p> <ul style="list-style-type: none"> ● I can make inferences about the characters and how they feel. ● I can make predictions based on information in the text. ● I can text code quietly as I read. ● I can share my inferences with others as I write. <p>Teacher circulates as she reads aloud. Students text code on a recording sheet as they listen to the story.</p> <p>Teacher stops so that students can discuss their inferences and make predictions based on information in the text.</p>	<p><u>Math:</u> 3 digit division</p> <p>Readers' Workshop: Viento del noreste AZ Text coding</p> <ul style="list-style-type: none"> ● Puedo usar información en el texto para hacer inferencias sobre los personajes y el escenario. Como? Porque? ● Puedo usar los sentidos para imaginar el escenario y las acciones.
Thursday	<p>Kwaanza Poems</p> <p>4 Principles of Kwaanza</p> <p>Students begin reading and talking about the 7 Kwanzaa principles.</p> <p>Complex text: <u>Kwanzaa</u> (from Scholastic website)</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● I can highlight important information in the text. ● I can text code quietly as I read. ● I can share information with others as I text code. <p>Students use information from the text to discuss the first 4 principles of Kwanzaa, and how these principles help us improve our community.</p>	<p><u>Math:</u> 4 digit division</p> <p><i>math worksheet</i></p> <p>Writer's Workshop: Write a story about a winter storm</p> <ul style="list-style-type: none"> ● Puedo usar adjetivos, adverbios y onomatopeya para mejorar la calidad de mi escritura. ● Puedo escribir un cuento con personaje, escenario, problema solucion y mensaje del autor. <p><i>copy writing template</i></p> <p><i>make rubric</i></p>
Friday	<p>Kwaanza Poems</p> <p>3 Principles of Kwaanza</p> <p>History of Kwanzaa movie (Scholastic to History Channel)</p> <p><u>Writer's Workshop:</u></p> <ul style="list-style-type: none"> ● I can recognize cause and effect relationships. 	<p><u>Math:</u> division word problems</p> <p><i>math worksheet</i></p> <p>Writer's Workshop: Text code other student's stories</p>

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Week 11: Half Days and Conferences

Learning target strands: Evidence-based Writing, Cause and Effect, Character Motivation

	English	Spanish
M o n d a y		<p>Poem: Holiday poem</p> <p><i>find poem</i></p> <p>Readers' Workshop: Festividades alrededor del mundo Main Idea and Detail <i>frontload vocab</i> <i>graphic organizer</i></p>
T u e s d a y		<p>Readers' Workshop: Festividades alrededor del mundo</p>
W e d n e s d a y		<p>Outline and Academic Discussion: Which holiday would you like to celebrate the most and why?</p> <p>Math Unit Test</p>
T h u r s d a y		<p>Mad minute</p> <p>Read about Chinese New Year (guided), Holi (independent) complete graphic organizer, venn diagram, academic discussion</p> <p>Math: writing division story problems</p>

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F r i d a y		Writer's Workshop: Write an essay saying which is better and why
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