

Frances Brandt
 Two-Week Takeover Timeline
 2/3/13

Citizenship: Week 1

TIME	MONDAY 3/11	TUESDAY 3/12	WEDNESDAY 3/13	THURSDAY 3/14	FRIDAY 3/15
8:30-8:45	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK
8:45-9:00	Memory Journal	Math: Number Talk	Math: Number of the Day	Math: Number Talk	Memory Journals
9:00-9:30	<p>Read-Aloud Mini-Lesson: Characters' wants and troubles Skills: -Determine main character and what he/she wants -Track actions of character as he/she works through the problem -Problem and solution</p> <p><u>King of the Playground</u> by Phyllis Reynolds Naylor</p>	<p>Read-Aloud Mini-Lesson: Characters' wants and troubles Skills: -Determine main character and what he/she wants -Track actions of character as he/she works through the problem -Problem and solution</p> <p><u>Chrysanthemum</u> by Kevin Henkes</p>	<p>Read-Aloud Mini-Lesson: Characters' motivation Skills: -Track character's actions/decisions early on to be able to make predictions -Inference -Use information gained from illustrations and words</p> <p><u>Ruby the Copycat</u> by Peggy Rathmann</p>	<p>Read-Aloud Mini-Lesson: Characters' change over time Skills: -Sequence/re-tell story -Identify time elapsed</p> <p><u>Recess Queen</u> by Alexis O'Neill</p>	<p>Read-Aloud Mini-Lesson: Characters' change over time Skills: -Sequence/re-tell story -Identify time elapsed</p> <p><u>Wanted: Best Friend</u> by A.M. Monson</p>

9:30-10:15	Gym	Independent Reading In Reading Response Packet: Determine who the main character is, what his/her wants and troubles are, and what he/she does about it	Independent Reading In Reading Response Packet: Cause and effect chart? OR Fill-in-the-blank thought bubble for Ruby OR Open response: Why do you think Ruby was being a copycat?	Independent Reading In Reading Response Packet: Sequencing activity; character at beginning, middle, and end of story	Science
10:15-10:30	RECESS	RECESS	RECESS	RECESS	RECESS
10:30-11:00	Word Study: Spelling Introduction	Word Study: Phonics	Word Study: Grammar	Word Study: Reinforce spelling/grammar/phonics	Word Study: Spelling Test
11:00-11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:40-12:30	Writing Mini-Lesson: Intro to letter writing conventions	Writing Mini-Lesson:	Writing Mini-Lesson:	Writing Mini-Lesson:	Writing Mini-Lesson:
12:30-1:15	Math	Music	Math	Math	Math
1:15-2:00	Math	Art	Social Studies What are my	Science	Math

			<p>responsibilities as a citizen of my community?</p> <p>Read-Aloud: <u>If Everybody Did</u> by Jo Ann Stover</p> <p>Shared Reading: "What does a good citizen do?" from <u>Social Studies Alive! My Community</u> Students fill in charts individually for responsibilities at school, home, neighborhood <i>(Should this just focus on list of responsibilities at school?)</i></p>		
2:00-2:45	<p>Social Studies What is community?</p> <p>Idea webs in table groups about "Community"</p>	Math	Technology	Math	<p>Social Studies What are my rights as a citizen of my community?</p> <p>Picture Sort: Discuss difference between needs and wants by</p>

	<p>Shared Reading: "What Is a Community?" from <u>Social Studies Alive!</u> <u>My Community</u></p> <p>If time: Read-Aloud: <u>It Takes a Village</u> by Jane Cowen-Fletcher</p>				<p>showing students various images (eg. A house, Play Station)</p> <p>What do we need as citizens of Room 119 in order to be able to learn? Brainstorm list on chart paper.</p> <p>In pairs, read a page out of <u>For Every Child: The rights of the child in words and pictures</u> by Unicef</p> <p>Each pair shares with whole class at end.</p>
2:45-3:09	PACK UP/DISSMISSAL	PACK UP/DISSMISSAL	PACK UP/DISSMISSAL	PACK UP/DISSMISSAL	PACK UP/DISSMISSAL

Citizenship: Week 2

TIME	MONDAY 3/18	TUESDAY 3/19	WEDNESDAY 3/20	THURSDAY 3/21	FRIDAY 3/22
8:30-8:45	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK	ARRIVE/UNPACK
8:45-9:00	Memory Journal	Math: Number Talk	Math: Number of the Day	Math: Number Talk	Memory Journals
8:45-9:30	<p>Read Aloud Mini Lesson: Characters and their traits Skills: -Identify character traits throughout (stay the same) -Identify character's feelings (change throughout)</p> <p><u>Stand Tall, Molly Lou Melon</u> by Patty Lovell</p>	<p>Read Aloud Mini-Lesson: Character traits vs. feelings Skills: -Identify character traits throughout (stay the same) -Identify character's feelings (change throughout)</p> <hr/>	<p>Read Aloud Mini-Lesson: Characters and their traits/feelings Skills: -Identify character traits throughout (stay the same) -Identify character's feelings (change throughout) -5W and 1H questions when reading non-fiction</p> <p><u>Biography of JFK</u></p>	<p>Read Aloud Mini-Lesson: Finding Deeper Meaning Skills: -using text as evidence for ideas/thinking -find meaningful passages in which important ideas expressed -look for places where character has big feeling/feeling changes -examine passages where character acts out of character</p> <p><u>The Boy Who Cried Wolf (?)</u></p>	<p>Read Aloud Mini-Lesson: Finding Deeper Meaning Skills: -using text as evidence for ideas/thinking -find meaningful passages in which important ideas expressed -look for places where character has big feeling/feeling changes -examine passages where character acts out of character</p> <hr/>
9:30-	Gym	Independent	Independent	Independent	Science

10:15		Reading In Reading Response Packet: Character Map AND/OR Venn Diagram comparing character traits of two different characters	Reading In Reading Response Packet: Character map	Reading In Reading Response Packet:	
10:15-10:30	RECESS	RECESS	RECESS	RECESS	RECESS
10:30-11:00	Word Study: Spelling Introduction	Word Study: Phonics	Word Study: Grammar	Word Study: Reinforce spelling/grammar/ phonics	Word Study: Spelling Test
11:00-11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:40-12:30	Writing Mini-Lesson:	Writing Mini-Lesson:	Writing Mini-Lesson:	Writing Mini-Lesson:	Writing Mini-Lesson:
12:30-1:15	Math	Music	Math	Math	Math
1:15-2:00	Math	Art	Social Studies: Being a good citizen means giving back to your community Video of JFK's "Ask not what your country can do for you, ask what you	Science	Math

			<p>can do for your country.”</p> <p>What did JFK mean by this?</p> <p>What does this mean for us as citizens of Room 119? Brainstorm list of actions they might take in response to JFK’s call. What can we do to help our classroom?</p> <p>Students start their own Personal Citizenship Pledge: “What Can I Do For My Classroom?”</p> <p>As an extension, “What Can I Do For My Country?”</p>		
2:00-2:45	Social Studies: What are my rights and responsibilities as a citizen of Room	Math	Technology	Math	Social Studies: Citizenship Swearing-In Ceremony

<p>2:00-2:45</p>	<p>Social Studies: What are my rights and responsibilities as a citizen of Room 119?</p> <p>Create "Room 119's Bill of Rights" by choosing 5 most important things from "Needs of Citizens of Room 119" list</p> <p>Shared Reading: List of responsibilities in school that students generated the day before individually</p> <p>After reading, students will pick one of the responsibilities to use to create their quilt squares</p>	<p>Math</p>	<p>Technology</p>	<p>Math</p>	<p>Social Studies: Citizenship Swearing-In Ceremony</p> <p>What does it mean to be sworn in?</p> <p>Students finish their Personal Citizenship Pledges, read them, and are formally sworn in as citizens of Room 119</p>
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