A student orientated third grade curriculum

Paulette M. Konieczka

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NORTHERN ILLINOIS UNIVERSITY
A Student Orientated Third Grade Curriculum
A Thesis Submitted to the
University Honors Program
In Partial Fulfillment of the
Requirements of the Baccalaureate Degree
With University Honors
Department of
Curriculum and Instruction
by
Paulette M. Konieczka
DeKalb, Illinois
May 1995
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   - Separators by week
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   - Detailed daily schedule
   - Detailed plans for learning centers
student name: ~P-a-u-l-e-t-t-e-M._A-K-o-n-i-e-c-z-k-a~

Approved by: ___Linda Felchlin_____

Department of: ___Curriculum and Instruction_____

Date: ___February 11, 1995___
This project took a typical third grade curriculum that would usually be taught by using basal readers and other types of textbooks and evolved it into a curriculum that is more student orientated where the students can learn through meaningful activities that are orientated to a hands-on approach. This project took the best parts of the basal readers and used them in association with trade books, creative assignments, creative writing assignments, and hands on activities to help enlarge the students perspective and opportunities for learning. The project used the State of Illinois objectives for a third grade classroom to ensure that all subject and content areas were met.
Bibliography

Daily Schedule

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Monthly Planner

March 1997

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2

Inventions

9

Inventions

16

Inventions

23

Plants

21

28

31

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Graphing Birthdays

concept: People are born at different times of the year.

Learning Goals: To gather data from the children in the class and graph it.

Materials:
- Class list
- Classroom of children
- Graph paper
- Markers

Activity Card
Walk around the room gathering the following information from your classmates.
- What is your name?
- What month is your birthday?
After gathering your information, compile it and make a bar graph.
You must talk to everyone!!!!!

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- Was everyone born in the same month?
- What was the most popular month?
- What was the least popular month?
- Do all of our graphs match? Why or why not?

Challenging Children Beyond Their Observations
- What else can the graph tell us?
- What other things can we graph?
- Why do we use graphs?
- Have you seen other types of graphs?
Back to School--Tuesday

Morning Procedures
Daily helper
Feed Fish
Pledge
Morning exercises
Question
This is a morning writing assignment for journals. The question is to get them started. They can write anything they want in their journals. After writing, they are invited to share their writing with the class. The question is on the board when the children arrive. "What I did this summer?"

Play
Blocks
Housekeeping
Marble run
painting at easels
Play dough

Reading
Spelling
Pretest Ch.1
Phonics

Creative Assignments
Write a play about summer vacation.
Do a puppet show about camp
Make a song about the first day of school

Individual meetings
Start at the beginning of the alphabet and get to know the child. These meeting times are to go over weaknesses, talk about problems, or discuss on going projects or reading.

Storytime
Storytime is when I read a chapter book outloud to the students. The book may have to do with a recent topic or special event or it may just be a story.

Music

Math
Reviewing the calendar

Physical Education

social Studies
Where do you live? (See attached activity.)

Afternoon Procedure
Straighten up room
Pass out paper and letters
Where Do You Live?

concept: People live in different parts of town

Learning Goals: To promote the understanding that the people we go to school with come from all over town and that some of them may live very close to us.

Materials:
A very large map of town (3 ft by 3 ft)
Some way for the children to mark where they live (name tags or pictures)

Activity Card
Looking at the map place your picture at the spot where you live. After everyone has located where they lived take a good look at the map.
• Are there many children in the class that live near you?
• Are there many children in the class that live far away from you?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• Are there a lot of children that live near your house?
• Are there a lot of children that live far away from your house?
• Who lives near you?
• Is there anyone who does not live close to someone else?

Challenging Children Beyond Their Observations
• Who do you think can walk to school?
• Who do you think can ride their bike to the library or store?
• How long do you think it takes to get to school?
Back to School--Wednesday

Morning Procedure
Daily helper
Feed Fish
Pledge
Morning exercises
Question
"I get to school by..."

Play
Blocks
Housekeeping
Marble run
Painting at easels
Play dough

Reading
Spelling
Pgs.3-4
creative Assignments
write a play about summer vacation.
Do a puppet show about camp
Make a song about the first day of school
Individual meetings
Storytime

computers

Math
Reviewing Time Concepts

Physical Education

Science
Graphing Ice Cream Flavors (See attached).

Afternoon Procedure
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Graphing Ice Cream

concept: people like different types of ice cream.

Learning Goals: To gather data from the children in the class and graph it.

Materials:
Class list
Classroom of children
Graph paper
Markers

Activity Card
Walk around the room gathering the following information from your classmates.
· What is your name?
· What is your favorite flavor of ice cream?
After gathering your information, compile it and make a bar graph.
You must talk to everyone!!!!!

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· Does everyone like the same flavor?
  · Why or why not?
· What was the most popular flavor?
  · What was the least popular flavor?
  · Can you think of any flavors that were not mentioned?

Challenging Children Beyond Their Observations
· What else can the graph tell us?
· What other things can we graph?
  · Why do we use graphs?
  · Have you seen other types of graphs?
Back To School--Thursday

Morning Procedure
   Daily helper
   Feed Fish
   Pledge
   Morning exercises
   Question
      "What I liked and dislikes in second grade?"

Play
   Blocks
   Housekeeping
   Marble run
   Painting at easels
   Play dough

Reading
   Spelling Pgs.5-6
   Turn in 3-6 at the end of reading
   Creative Assignments Cont.
      write a play about summer vacation.
      Do a puppet show about camp
      Make a song about the first day of school
   Individual meetings
   Discuss or share with the class your creative assignment

Music

Math
   Reviewing Time Concepts

Social Studies
   The meaning of your name

Afternoon Procedures
   Straighten up room
   Pass out papers and notes
   Gather up belongings
   Go home
The Meaning of Your Name

class: To learn about a person's name

Learning Goal: To promote understanding that people's names give them an identity and that it means something very special to them.

Materials:
- Three or four books about names
- Writing paper

Activity Card
Write down your name on a piece of paper. Then go and look it up in one of the name books and write down what it says.
- Where does your name come from?
- What does your name mean?
- What are some related names?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about your names?
- Does anyone think that the meaning fits the person?
- Were all of your names in the books? Why or why not?

Challenging Children Beyond Their Observations
- Why do you think we have names?
- How do you think names were originally made up?
- Do you think that all cultures have the same types of names?
- How do you think your parents came up with your name?
Back to School--Friday

Morning Procedure
Daily helper
Feed Fish
Pledge
Morning exercises
Question
"When I grow up I want to be a... ?"

Play
Blocks
Housekeeping
Marble run
Painting at easels
Play dough

Reading
Spelling
Test Ch.1
Creative Writing
Write about what you want this year in school to be like.
Set one goal for yourself to achieve in it.
Discuss creative writings
In this time, I want the children to share part or all
that they have written. It will help their writing,
reading, and speaking skills.

Storytime

computers

Math
Number place

Physical Education

Art
Salt Jars
Using baby food containers. Take salt on a paper plate
and using large pieces of colored chalk color the salt
crystals. Place them in the jar. Choose another color
and more salt and repeat the activity. Layer the colors
in the jar until full. Seal the lid of the jar with glue
and screw on the lid. Fill the jar to the very top so
that the salt does not have a lot of room to shift and
the layers will remain separated.

Afternoon Procedures
Straighten up room
Pass out papers and notes
Gather belongings
Go home
MULTICULTURAL
Multicultural Books


Mexican-Americans


African Americans


Asian Americans


Multicultural--Monday

Labor Day Holiday
Multicultural--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Why are there different calendars?

Play
  Blocks
  House
  Picture drawings
  Goo
  Puzzles

Reading
  Spelling
    Pretest Ch.2
  Phonics
    Consonant diagraphs WB 1 & 7
  Creative assignments
    Make different puppets representing different cultures
    Make a sound tape with music from different cultures
    Write a song about traveling to another culture
  Individual meetings
  Storytime

Music

Math
  Number place

Physical Education

Social Studies
  Compare different calendars (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Comparing Calendars

concept: People mark time in different ways.

Learning Goals: To understand that people are not all the same, to enhance cultural awareness, and to give better understanding of marking time.

Materials:
Chinese calendar
Hebrew calendar
Gregorian calendar

Activity Card
Using the calendars, answer the following questions.
- Can you find what year you were born according to the Chinese calendar?
- What about the Gregorian calendar?
- What about the Hebrew calendar?
- Are there similarities between the calendars?
- What about differences?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find about by looking at the different calendars?
- Why do people use different calendars?
- Which do you think is used the most around the world?
- Which do you think is used the least?
- Do you think there are more calendars out there?

Challenging Children Beyond Their Observations
- How do people communicate with so many different calendars?
- What would happen if we started to use a new calendar system?
- What is leap year?
- Why do we have it?
Multicultural--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
why are there different forms of money in the world?

Play
Blocks
House
Picture drawings
Goo
Puzzles

Reading
Spelling
Pgs. 7-8
creative assignments
Make different puppets representing different cultures
Make a sound tape with music from different cultures
Write a song about traveling to another culture
Individual meetings
Storytime

computers

Math
Number order

Physical Education

Science
Discovering how skin color evolved (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Skin Color Evolution

concept: Color is only skin deep.

Learning Goals: To understand that skin color has evolved, to promote greater cultural understanding, and to learn how it evolved.

Materials:
Books on skin
Pictures of different races

Activity Card
Looking at the pictures, think about these questions.
·What is skin color?
·Does your skin change colors? Why?
·Are different colored people, a bad thing?
·Why do we have different skin colors?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
·What are different skin colors?
·Are there different shades of skin color?
·Why do we have different skin colors?

Challenging Children Beyond Their Observations
·Does skin color reflect the person inside?
·Does skin color have to do with friendships and relationships?
·What does evolve mean?
·What is pigment?
Multicultural--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   How do people get put on stamps?

Play
Blocks
House
Picture drawings
Goo
Puzzles

Reading
Spelling
   Pgs. 9-10
   Turn in 7-10
Discuss creative assignments
Storytime

Music

Math
   Number order

Physical Education

Social Studies
   Compare money from around the world (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Comparing Money From Around the World

concept: Countries use different type of money.

Learning Goals: To bring a better understanding of other cultures, more sensitivity to other, and a greater understand that different is not bad or good just different

Materials:
Money from other countries
Packet of rice or bean or some thing could be traded with
Scale
Chart comparing how much it is in U.S. dollars

Activity Card
In front of you, you see money and trading materials from other counties and a chart comparing them all to U.S. dollars. I want you to examine the money, compare it to U.S. money, weight it, feel it, look at the pictures, look at the colors, and think about why people have different types of money.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What did you notice about the color of the money?
• What did you notice about the pictures on the money?
• What did you learn when you compared it to U.S. money?
• Why do other counties have different types of money?

Challenging Children Beyond Their Observations
• Do you think that all these different types of money makes things confusing?
• What would you do if you went some place and only had U.S. money?
• Could you buy anything? Where could you go?
• What would happen if you used a credit card in another country?
Multicultural--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Can you be more than one nationality?

Play
Blocks
House
Picture drawings
Goo
Puzzles

Reading
Spelling
Test Ch.2
Creative writing
write a story about traveling to another culture
Discuss creative writing
Story time

Computers

Math
Number patterns

Physical Education

Art
Molas (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Molas

Age Range: 1-3 grade (girl)

Background: This design is based on the layered fabric panels of the Cuna Indians, who originally incorporated the panels into clothing. Use this activity as part of a topic of indians.

Time: approximately 30 minuets

Materials:
- construction paper
- scissors
- pencils
- glue

Procedure:
1. Gather seven or eight different colored pieces of construction paper.
2. Choose one color (white) to be your base.
3. Choose another color (green) for your top sheet. On this piece draw three large patterns covering most of the page.
4. On another piece (pink) draw another three patterns going the opposite direction as the first page.
5. On the next color (red) draw four circles.
6. On the next page (yellow) draw five circles.
7. On the next page (orange) draw six circles.
8. On the last page (blue) punch holes allover the paper until covered.
9. Lay them all on top of your base and glue them on top of one another.

This project can be used as a decoration or it could be laminated to make a placemat out of it. Let your imagination expand and think of new ways to use this design.

**The colors are just suggestions to make the directions easier to follow**
Multicultural 1--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   What was a slave?

Play
Blocks
House
Puzzles
String painting
Play dough

Reading
Books
   Introduce vocabulary for the story pg. 61 in teacher manual
   Read title and author and discuss what the story might be about
   Read  The Patchwork Quilt  pgs. 52-64 in student reader
   Discuss story and earlier ideas
   Storytime

Library

Math
   Number patterns

Physical Education

Science
   Weaving Project  (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
weaving A Belt

corcept: Some arts originated in other cultures

Learning Goals: To see that many of the arts that are popular and common place now have the roots in other cultures in this case African American, and that traditions are passed from parents to child and beyond.

Materials:
10 popsicle sticks
White glue
various colors of skeins of yarn

Activity card
Look at the weaving project on the table and the different types of looms and think about these questions.
· What is the purpose of the loom?
· Where did the loom originate?
· What culture is remembered for weaving?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What did you observe about the loom?
· What did you observe about the belt?
· Did you tryout the materials?
· Was it easy or hard?

Challenging children Beyond Their Observations
· Why do you think weaving came about?
· Do you think that there are still places where they weave by hand?
· Why is weaving associated with the African American culture?
· How is weaving done in today's society?
Multicultural 1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
  Where did slaves come from?

Play
Blocks
House
Puzzles
String painting
Play dough

Reading
Spelling
  Pretest Ch.3
Phonics
  Pluralizing nouns using +s method
creative Assignments
  Make up an dance to African music
  Make puppets to show African clothes
  write a poem about traveling
Individual meetings
story time

Music

Math
  Ordinal numbers

Physical Education

Social Science
  Famous African Americans (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Famous African Americans

Concept: There are some famous African Americans.

Learning Goals: To become more aware and knowledgeable about some famous African Americans like Martin Luther King, Rosa Parks, George Washington Carver, Harriet Tubman.

Materials:
- Picture books on the people
- Pictures of them
- Time line of their life
- Paper
- Pens

Activity Card
Looking at the famous people in the center, pick one and look at their life and why they are famous.
- When were they born?
- What are they remembered for?
- What was going on in the world?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- Who did you pick?
- What did he or she do during their life?
- What did you find out about his or her life?

Challenging Children Beyond Their Observations
- Why was this person important?
- What events around this person enabled him or her to be famous?
- What made them famous?
Multicultural.1--Wednesday

Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercises
- Question
  Who is Martin Luther King?

Play
- Blocks
- House
- Puzzles
- String painting
- Play dough

Reading
- Spelling
  Pgs. 11-12
- creative Assignments
  Make up an dance to African music
  Make puppets to show African clothes
  write a poem about traveling

Individual meetings
Storytime

computers

Math
- Ordinal numbers

Physical Education

Science
- Weaving Project (See Monday's attached)

Afternoon Procedures
- Straighten up room
- Pass out papers and letters
- Gather belongings
- Go home
Multicultural.1--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What was the civil rights movement?

Play
Blocks
House
Puzzles
String painting
Play dough

Reading
Spelling
Pgs. 13-14
Turn in 11-14
Phonics
Pluralizing nouns using +s
Discuss creative assignments
Storytime

Music

Math
Even and odd numbers

Physical Education

Social Science
Famous African Americans (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Multicultural 1--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Are all people the same?

Play
  Blocks
  House
  Puzzles
  string painting
  Play dough

Reading
  Spelling
    Test Ch.3
  creative Writing
    write a story about two friends one Caucasian and one African American
  Discuss writing
  Storytime

Computers

Math
  Even and odd numbers

Physical Education

Art
  Make a God's eye (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
God's Eye

Materials:
yarn in different colors and textures
two sticks
scissors

Procedure:
1. Gather two sticks from the trees around you.
2. Hold them up together and take a piece of yarn and tie them together in the middle.
3. Twist the sticks opposite ways, so that they make a cross.
4. Take your yarn and go over and under the stick and then go diagonal towards another stick and repeat the process.
5. To change colors of the yarn just tie the ends together and continue wrapping the sticks.
6. You can stop wrapping whenever you reach the size you want.
MULTICULTURAL
Multicultural.2--Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Where is Asia?

Play
  Blocks
  House
  Puzzles
  Rice Picture
  Goo

Reading
  Books
    Introduce vocabulary for the story pg. 11 in teacher manual
    Read title and author and discuss what the story might be about
    Read *Sails in the Sky* pgs. 16-19 in student reader
    Discuss story and earlier ideas
  Storytime

Library

Math
  Addition basics

Physical Education

Science
  Getting to Asia (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Getting to Asia

class: People came to the United States from Asia

Learning Goals: To understand how people got from Asia to the United States.

Materials:
- Map of the world
- Paper and pencils

Activity Card
Take a good long look at the map. Locate where Asia is and where the United States is, think about the different ways to get from one place to the other.
- What are some ways to get from one place to the other?
- How did people come over to the United States?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you notice about the distance between Asia and the United States?
- How do you think people got from Asia to the United States?
- Do you think it was a long trip?

Challenging Children Beyond Their Observations
- Why do you think the Asians came to the United States?
- What kind of boats do you think they came in?
- When they got here, where do you think they landed?
Multicultural.2--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Why do Asians eat with chopsticks?

Play
  Blocks
  House
  Puzzles
  Rice Picture
  Goo

Reading
  spelling
  Pretest Ch. 4
  Phonics
    Pluralizing nouns using +es
  creative assignments
    using some Chinese letters make a picture around them to
describe them
    Draw some Asian dress
    write a letter to start a Asian pen pal relationship
  Individual meetings
  storytime

Music

Math
  Addition basics

Physical Education

Social Studies
  Eating with chopsticks  (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
using Chopsticks

color: Other cultures use different utensils to eat with.

Learning Goals: To gain an understanding of other cultures, to learn to respect other cultures and their traditions, and to promote cultural awareness.

Materials:
several pairs of chopsticks
Some items from oriental food
Some objects to try and pick up using the chopsticks

Activity card
In the center and many pairs of chopsticks, I want you to experiment with them by trying to pick up the food and other objects around you. Think about these questions while you do it.
• Why do they use chopsticks?
• Where do chopsticks come from?
• What cultures use them?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What did you pick up with the chopsticks?
• Was it easy or hard?
• Were some things easier than others?
• Why do you think that chopsticks are used?
• Did they hurt or bother your hands?

Challenging Children Beyond Their Observations
• What do you think they cook in, in Asia?
• What is the proper way to hold the chopsticks?
• What else do you know about Oriental homes?
• What about families in the Orient?
Multicultural.2-Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Was it easy to eat with chopsticks?

Play
Blocks
House
Puzzles
Rice Picture
Goo

Reading
Spelling
Pgs. 15-16
Creative assignments
Using some Chinese letters make a picture around them to describe them
Draw some Asian dress
Write a letter to start a Asian pen pal relationship
Individual meetings
Story time

Computers

Math
Addition basics

Physical Education

Science
What makes a firecracker pop? (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
What Makes Firecrackers Pop

concept: Many things are used in celebration

Learning Goals: To learn that the Chinese invented firecrackers, to learn that we have received many inventions from other countries, and that firecrackers pop because of gunpowder.

Materials:
- Used or deactivate firecrackers
- Magnifying glass
- Scale
- Pictures of fireworks

Activity Card
In front of you, you can see different types of firecrackers. I want you to think about where they came from originally, how they are made, what purpose they serve in today's society, and in past societies.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you notice about the firecrackers?
- How are firecrackers started?
- What do you think makes them explode?
- Do you think that the substance makes other things explode?

Challenging Children Beyond Their Observations
- Where did firecrackers come from originally?
- How do you think we got the idea?
- Why do you use fireworks on the Fourth of July?
- Can you think of other inventions that we received from the Chinese?
- How about other inventions from other countries?
- What have we invented that is used in other countries?
Multicultural.2--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What do you think school is like in Asia?

Play
  Blocks
  House
  Puzzles
  Rice Picture
  Goo

Reading
  Spelling
    Pgs. 17-18
    Turn in 15-18
  Phonics
    Pluralizing nouns using +es
  Discuss creative assignments
  Storytime

Music

Math
  Addition basics

Physical Education

social Studies
  Schools in Japan

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Schools in Japan

concept: Children in Asia also go to school

Learning Goals: To understand the similarities and differences between going to school in the U.S. and in Japan.

Materials:
A daily schedule of a Japanese school
A daily schedule of a U.S. school
Pictures of the classrooms and students in each country

Activity Card
Use the schedules and the pictures to make some observations about the schools.
· What is similar?
· What is different?
· Do you think that it is better than your school day?
· Do you think that they play sports?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What are some similarities between the two schools?
· What are some differences between the two schools?
· Do you think that one school would be harder than the other? Why or why not?

Challenging Children Beyond Their Observations
· Do you think you would like to go to school in Japan?
· Do you think they would do activities like we do?
· Would you like to wear a uniform everyday?
· Why don't we learn Japanese like they learn English?
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
  What do you think school is like in Asia compared to the U.S.?

Play
  Blocks
  House
  Puzzles
  Rice Picture
  Goo

Reading
  Spelling
    Test Ch.4
  Creative Writing
    Describe your life as an Asian child. Talk about your food, schooling, and home life
  Discuss writing
  Storytime

Computers

Math
  Addition basics

Physical Education

Art
  Chinese Dragons
    Each child has a brown paper bag for the head. They decorate it as they like. They can then make trailers out of crete paper or construction paper. They can use markers, glitter, paint, and addition.

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Multicultural.3--Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    What does hispanic mean?

Play
  Blocks
  Housekeeping
  Bean Pictures
  Play dough
  Puzzles

Library

Reading
  Individualized reading
  Individual or small group meetings
  Storytime

Math
  Subtraction basics

Physical Education

  Science
    Coming to the u.s. (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Coming From Mexico to the united states

Concept: How people got from Mexico to the u.s.

Learning Goals: To promote an understanding of how people came from Mexico to the u.s.

Materials:
- Map of Mexico and the u.s.
- Paper
- Pens

Activity Card
Look at the map. We know that people of Hispanic heritage came from Mexico and other countries to the south of the united states. We want to see how they traveled here.
- What other countries to Hispanics come from?
- How did they travel here?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- How did Hispanics travel to the U.S.?
- How long do you think it takes?
- What modes of transportation do they have to use?

Challenging Children Beyond Their Observations
- Why do you think they come here?
- What language do they speak?
- Where do most of them live?
Multicultural.3--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why did the Hispanics come to America?

Play
Blocks
Housekeeping
Bean Pictures
Play dough
Puzzles

Reading
Spelling
Pretest Ch.5
Phonics
Pluralizing irregular nouns
creative assignments
Learn some Spanish words and use them during a puppet show
write about living in Mexico
write about coming to the u.S.

Individual Meetings
Storytime

Music

Math
Subtraction basics

Physical Education

Social Studies
Life in Mexico (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Life in Mexico and other Countries

Concept: Life is different in Hispanic countries

Learning Goals: To understand what life is like in Hispanic countries and why people came to the U.S.

Materials:
- Map of U.S. and Hispanic countries
- Picture books on life in Mexico
- Pictures of houses, market places, gardens, etc.

Activity Card
Looking at all the information in the center, write down some ideas about why people want to come to the U.S. and think about these questions.
- How is life different?
- Is life in these countries easy or hard?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What are the houses in Mexico like?
- Do you think they have air conditioning?
- What is the weather like?
- What are some jobs that people do?

Challenging Children Beyond Their Observations
- Do you think life is easy or hard?
- Would you like to visit there? Why or why not?
- Would you like to live there? Why or why not?
- Do you think that these people are rich or poor?
Multicultural 3--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
How did the Hispanics come to the U.S.?

Play
Blocks
Housekeeping
Bean Pictures
Play dough
Puzzles

Reading
Spelling
Pgs. 19-20
Creative assignments
Learn some Spanish words and use them during a puppet show
Write about living in Mexico
Write about coming to the U.S.

Individual Meetings
Storytime

Computers

Math
Subtract basics

Physical Education

Science
Coming to the U.S. (See Monday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Multicultural.3--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Do you know any spanish words?

Play
Blocks
Housekeeping
Bean Pictures
Play dough
Puzzles

Reading
Spelling
Pgs. 21-22
Turn in 19-22
Phonics
Pluralizing irregular nouns
Discuss creative assignments
Storytime

Music

Math
Subtraction basics

Physical Education

Social Studies
Life in Mexico (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
  What is a pinata?

Play
  Blocks
  Housekeeping
  Bean Pictures
  Play dough
  Puzzles

Reading
  Spelling
    Test Ch.5
  creative writing
    write a story about a child attending a Spanish birthday party.
  Discuss writings
  Storytime

computers

Math
  Subtraction basics

Physical Education

Art
  Make a pinata

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Human Body Books

Skeleton And Muscles


Brain and Nervous System


Heart and Lungs


Digestion


Human Body--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   Why do we have so many muscles?

Play
Blocks
Housekeeping--Doctor's office
Sewing cards
Goo
Making get well cards

Reading
Read
   Introduce vocabulary for the story pg. 29 in teacher manual
   Discuss title and author. Talk about what they think the story is about.
   Read out loud **Muscles at work.** Pgs. 30-36 in the students edition.
   Discuss the story and earlier ideas.

Storytelling

Library

Math
   Rounding to the 10th

Physical Education

Science
   Joints (See attached)

Afternoon Procedure
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Joints

**Concept:** Joints and muscles allow us to move.

**Learning Goals:** To understand how joints and muscles help us move, what happens when they have a disease and what keeps them healthy.

**Materials:**
None

**Activity Card**
with a partner, do the following activities and observe the results.
- Have you and your partner bend your knees and elbows, fingers, and toes. Note what is going on.
- Now one of you pretend not to be able to bend your elbow and try to pick up an item.
- Do the same thing with your fingers, and your knees.
Think about what it would feel like to not have joints

**Sample Debriefing Questions**

**Asking Children to Reflect on Their Observations**
- Was it easy to move and not be able to bend?
- What it be like if it hurt to bend something?
- Would you do something that hurt?

**Challenging Children Beyond Their Observations**
- What is arthritis?
- What do you think allows joints to move?
- What happens if this protection is damaged?
- How do muscles play a role in being able to move?
Human Body--Tuesday

Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
      What is your favorite body part and why?

Play
   Blocks
   Housekeeping-Doctor's office
   Sewing cards
   Goo
   Making get well cards

Reading
   Spelling
      Pretest Ch.6
   Phonics
   creative assignments
      Make a model of the skeleton out of paper
      Perform a play about a doctor's office
      write a poem about bones
   Individual meetings
   Storytime

Music

Math
   Rounding to the 10th

Physical Education

Social Studies
   What doctors do? (See attached)

Afternoon Procedure
   straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Doctors Keep Us Healthy

concept: Doctors help to keep us healthy.

Learning Goals: To understand why we go to the doctor, how doctors help us, why we get shots, and that there are many different kinds of doctors.

Materials:
Stethoscope
Thermometer
Needleless syringe
Picture of doctors
Health chart

Activity card
In front of you, you see many things that are found in a doctor's office. I want you to examine the objects think about how they work, and if it's ever been used on you. Then I want you to think about why we have doctors, why we go to doctors, what kind of doctors we go to and why?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What did you think about all the doctor materials?
• Have they ever been used on you?
• What kind of doctors are out there?
• Do you and your parents go to the same doctor?
• What kind of things do doctors do?

Challenging Children Beyond Their Observations
• What is a pediatrician?
• Do you go to the same doctor to get glasses as you would to get a shot?
• Why are there so many kinds of doctors?
• What do doctors really do?
• Are doctors important?
• What are some other ways that we keep healthy?
Human Body--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What physical activity do you like to do best?

Play
  Blocks
  Housekeeping-Doctor's office
  Sewing cards
  Goo
  Making get well cards

Reading
  Spelling
    Pgs.23-24
  creative assignments
    Make a model of the skeleton out of paper
    Perform a play about a doctor's office
    write a poem about bones
  Individual meetings
  Storytime

computers

Math
  Rounding to the 10th

Physical Education

Science
  Investigating bones (See attached)

Afternoon Procedure
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Investigating Bones

concept: Humans have many bones in their body.

Learning Goals: To promote understanding of the way the people are supported and to increase observational skills

Materials:
Skeleton
Assortment of human bones
Posters and chart of the skeleton
Books on bones

Activity Card
Explore the bones for a long time and think about these questions.
· What observations can you make?
· Are you find your bone in the skeleton?
· What do you think it does?
· What can you tell me about how we are supported?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What did you observe about the bones?
· Why do your bones support you?
· How many bones to you think we have?
· Why are some bones long and others short?

Challenging Children Beyond Their Observations
· How do bones break?
· How do they heal?
· Why doesn't your skeleton fall apart?
· What can you do to make your bones strong?
· Why do we have so many bones?
Human Body--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What do your muscles do?

Play
Blocks
Housekeeping-Doctor's office
Sewing cards
Goo
Making get well cards

Reading
Spelling
Pgs.25-26
Turn in 23-26
Discuss creative assignments
Storytime

Music

Math
Rounding to the 10th

Physical Education

Social Studies
What doctors do? (See Tuesday's attached)

Afternoon Procedure
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Human Body--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Have you ever had a broken bone?

Play
Blocks
Housekeeping-Doctor's office
Sewing cards
Goo
Making get well cards

Reading
Spelling
Test Ch.6
creative Writing
write about a time when you hurt yourself.
Discuss writing
Story time

computers

Math
Rounding to the 10th

Physical Education

Art
Body tracings
Each child is paired with another. They each have a strip of butcher block paper. One child lays down and the other traces his body. Then they reverse. Finally, they decorate their bodies with face, clothes, and objects.

Afternoon Procedure
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Nerves

concept: Nerves are how messages travel to the brain.

Learning Goals: To understand that messages get to the brain via the nervous system and that they speak a language to the brain

Materials:
- Ice water
- Really warm water
- Towels
- Poster of the nervous system
- Other tactile material

Activity Card
In front of you there are many objects for you to manipulate. I want you to close your eyes and have a partner hand something to touch and then guess what it is. While you are doing this, I want you to remember that you can do this because of your nerves. Also, think about the following questions.
- What are nerves?
- Where do they come from?
- What is a spinal cord?

Sample Debriefing Questions
 Asking Children to Reflect on Their Observations
- What did you notice about the objects?
- What did you observe your partner doing?
- How can we feel things with our hands?
- What did you notice about the poster?

 Challenging Children Beyond Their Observations
- What does your brain do?
- What do the nerves do?
- Where do the nerves start?
- Are they very long?
Human Body.1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
My skin protects me by...?

Play
Blocks
Housekeeping- Doctors office
Finger painting
Puzzles

Reading
Spelling
Pretest Ch.7
Phonics
Compound words See pg.72 in teacher's manual.
Creative assignments
Add brain and nervous system to your paper body
Draw a diagram that shows how your nerves talk with each other
Write a poem about your brain
Individual meetings
Story time

Music

Math
Greater than, less than, and equal to

Physical Education

Social Studies
Dressing cool (See attached)

Afternoon Procedure
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Dressing Cool

concept: Clothes affect body temperatures.

Learning Goals: To understand why people in different climates dress differently and also why the climate affect the color of their clothes.

Materials:
Dark shirt
Light white sunlight
2 thermometers

Activity Card
Look at the thermometer under the dark shirt and then under the light shirt and answer these questions.
· Are the temperatures different?
· Why are they different?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· Why do you think the temperatures are different?
· What would happen if the shirts were in the shadel?
· Was one shirt warmer than the other? Why?

Challenging Children Beyond Their Observations
· If you lived in a hot climate, what colors would you wear?
· What about if you lived in a cold climate?
· Do you think the material helps one way or another?
· What do you think would happen if we had two different types of material in the same color, would one be warmer than the other?
Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercise
- Question
  - My nerves do...?

Play
- Blocks
- Housekeeping - Doctors office
- Finger painting
- Puzzles

Reading
- Spelling
  - Pgs. 27-28
- creative assignments
  - Add brain and nervous system to your paper body
  - Draw a diagram that shows how your nerves talk with each other
  - write a poem about your brain
- Individual meetings
- Storytime

computers

Math
- Greater than, less than, and equal to

Physical Education

Science
- Reflex actions (See attached)

Afternoon Procedure
- Straighten up room
- Pass out papers and letters
- Gather belongings
- Go home
Reflex Actions

concept: Reflexes protect us.

Learning Goals: To understand that our nervous system happens without input from us and that one of its main functions it to protect us from harm.

Materials:
Pen flashlight

Activity Card
I want you to think about the following actions and what happens when they are done.
- You put your hand on a hot stove?
- Someone blows in your eye?
- You hit your funny bone?
- The doctor taps on your knee with a rubber hammer?
- You get dust in your eye?

All of your responses to these incidents are reflexes. Think about what a reflex is and then do this activity with a partner. Look into your partners eyes, quickly flash the light in their eyes. What happens?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you observe when the light got flashed in their eyes?
  - Why did that happen?
  - Would that be a reflex?
  - Why do we have reflexes?

Challenging Children Beyond Their Observations
- Do we think before we act on a reflex?
- What does the word reflex mean?
- What would happen if we didn't have reflexes?
- What tells the reflex to react?
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What would happen if your nerves stopped working?

Play
Blocks
Housekeeping- Doctors office
Finger painting
Puzzles

Reading
Spelling
Pgs. 29-30
Turn in 27-30
Phonics
compound word. Do WB 11 and 17
Discuss creative assignments
Storytime

Music

Math
Greater than, less than, or equal to

Physical Education

Social Studies
Dressing cool (See Tuesday's attached)

Afternoon Procedure
straighten up room
Pass out papers and letters
Gather belongings
Go home
Human Body.1--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What could happen if you broke your back?

Play
Blocks
Housekeeping- Doctors office
Finger painting
Puzzles

Reading
Spelling
Test Ch.7
creative writing
Write about all the things that your brain helps you do in a day.
Discuss writing
storytime

computers

Math
Greater than, less than, or equal to

Physical Education

Art
stain glass windows
Here the children get one piece of paper. The draw a design on it and then segment it. They cut out the segmented areas. They then fill these areas in with colored tissue paper.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
HUMAN BODY
Human Body.2--Monday

Columbus Day Holiday
Human Body.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
My heart does..?

Play
Blocks
House--Doctor's office
Picture drawings
Goo
Puzzles

Reading
Spelling
Pretest Ch.8
Phonics
Long vowels. See pg.39 in teacher's manual.
Creative assignments
Attach heart and lungs to paper body
write about how your heart and lungs work together
Create a puppet show on why not to smoke
Individual meetings
Storytime

Music

Math
2 digit addition with regrouping

Physical Education

Science
How much air do you breath (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
How Much Air Do You Breathe?

concept: People need air to breathe.

Learning Goals: To understand that people need air to breathe and that they need a certain amount to be able to breathe and that air is a natural resource.

Materials:
- Large plastic container
- Masking tape
- Measuring cup
- Small plastic bag and twist tie

Activity Card
- Working with a partner, follow the instructions to the experiment and observe what happens
  - Record the level of the water in the large container.
  - Flatten the small plastic bag
  - Breathe normally, place the plastic bag around your mouth and exhale normally
  - Quickly tie the baggie
  - Put the baggie and your hand in the water. Mark the level of the water.
  - Place your hand and a totally empty baggie in the water and mark the level.
  - Subtract the full baggie level from the empty baggie level and that is the amount of air you breathe.

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - How much do you breathe each time?
  - Why do some people breathe more than others?
  - How many times do you think you breathe every minute?

- Challenging Children Beyond Their Observations
  - Do you think lung diseases affect your breathing?
  - Do you think that the quality of the air affects your breathing?
  - Is it important to keep the air clean?
  - How do we keep the air clean?
Human Body.2--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    My lungs allow me to ..?

Play
  Blocks
  House--Doctor's office
  Picture drawings
  Goo
  Puzzles

Reading
  Spelling
    Pgs. 108-109
  creative assignments
    Attach heart and lungs to paper body
    write about how your heart and lungs work together
    create a puppet show on why not to smoke
  Individual meetings
  storytime

computers

Math
  2 digit addition with regrouping

Physical Education

Social Studies
  The air around you   (See attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
The Air Around You

concept: Air is all around us.

Learning Goals: To understand the importance of air, to learn why we need to keep the air clean, and what happens if we breathe dirty air.

Materials:
- Bag of clean cotton balls
- Bag of smoke filled cotton balls
- Mirror
- Magnifying glass
- Pictures of pollution

Activity Card
On the wall, you see pictures of pollution and on the table you see what some pollution looks like. Think of things around us that cause pollution and how we can stop it.

Sample Debriefing Questions
- What are some things that cause pollution?
- What happens if we breathe polluted air?
- How can we keep our air clean?

Challenging Children Beyond Their Observations
- What does pollution do to our lungs?
- What happens if you have a lung disease and you live in a polluted area?
- What do our lungs allow us to do?
- Is it important to keep them healthy?
Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
       How do your heart and lungs work together .•?

Play
   Blocks
   House--Doctor's office
   Picture drawings
   Goo
   Puzzles

Reading
   Spelling
       Pgs. 33-34
       Turn in 31-34
   No phonics
   Discuss creative assignments
   Story time

Music

Math
   2 digit addition with regrouping

Physical Education

Science
   How much air do you breath  (See Tuesday's attached)

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What happens when the air get polluted does it get easier or harder to breathe?

Play
Blocks
House--Doctor's office
Picture drawings
Goo
Puzzles

Reading
Spelling
Test Ch.8
creative writing
Come up with a new idea on how not to pollute the air we breathe.
Discuss writing
storytime
computers

Math
2 digit addition with regrouping

Physical Education

Art
straw painting.
The children are each given a piece of paper and a straw. There are multiple colors of paint out for their use. They are to dip the straw into the paint and then blow into the opposite end of the straw on to the piece of paper.

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
HUMAN BODY
Human Body.3--Monday

Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
      What is your favorite food?

Play
   Blocks
   House--Doctor's office
   Bristle blocks
   Band aid decorations
   silly Putty

Library

Reading
   Individualized reading
   Individual or small group meetings
   storytime

Math
   3 digit addition with regrouping

Physical Education

Science
   Absorption of Food (See attached)

Afternoon Procedures
   straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Absorption of Food

concept: Humans have chemicals in their bodies that dissolve food.

Learning Goals: To understand that the human body get nutrition not from food, but from the chemicals in food, and that enzymes in the small intestine allows that to happen.

Materials:
- Mashed up tiny bits from a normal meal
- Solution of pancreatin
- Eyedropper
- Cellophane dialyzing tube
- Warm water bath

Activity Card
Use the testing procedures posted on the wall to help you determine what nutrients have been transferred from the food to the water. Think about the following questions.
- What nutrients are in the water?
- What is left in the plastic tubing?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find in the water?
- How did the nutrients get in the water?
- What happens to them now?

Challenging Children Beyond Their Observations
- What are the nutrients used for?
- Why are they important for our bodies?
- What do the other parts of the digestion system do?
- What causes a stomach ache?
- Why is it important to eat good foods?
Human Body.3--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What food do you hate and why?

Play
  Blocks
  House--Doctor's office
  Bristle blocks
  Band aid decorations
  Silly Putty

Reading
  Spelling
  Pretest Ch.9
  Phonics
    Long vowels. See pg. 39 in teacher's manual.
  creative assignments
    Make a collage of healthy foods
    Make a collage of unhealthy foods
    Add the digestion system
    Do a puppet show about brushing your teeth
  Individual meetings
  Storytime

Music

Math
  3 digit addition with regrouping

Physical Education

Social Studies
  Vegetarians (See attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Vegetarians

Learning Goals: To understand that there are people who do not eat meat, that too much meat can be harmful to you, and what vegetarians are.

Materials:
- Regular diet
- Vegetarian diet
- Pictures of people

Activity Card
Using your observation skills compare the two diets in front of your, list some things that can be found on one but not the other and list some items that are found on both. Think about the differences in the diets and see if one is healthier than the other.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in one but not the other?
- What items were found in both?
- Do you think that one is better than the other?

Challenging Children Beyond Their Observations
- What is a vegetarian?
- What do you think they eat?
- Which diet belongs to them?
- Why don't they eat meat?
- Can you tell the difference by looking at them?
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Why is it important to eat healthy?

Play
Blocks
House--Doctor's office
Bristle blocks
Band aid decorations
Silly Putty

Reading
Spelling
Pgs. 35-36
Creative assignments
Make a collage of healthy foods
Make a collage of unhealthy foods
Add the digestion system
Do a puppet show about brushing your teeth
Individual meetings
Storytime

Computers

Math
3 digit addition with regrouping

Physical Education

Science
Areas on the tongue (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Areas of the Tongue

concept: The tongue has four different areas.

Learning Goals: To understand that there are different areas of the tongue, that these areas are affected by different foods, and that the little bumps on our tongues are called taste buds.

Materials:
- Lemons
- Sugar
- Pickle Juice
- Saltine crackers
- Salt
- Mirror
- Diagram of the tongue

Activity Card
Try the foods in front of you, mark on the handout of the tongue, which area is affected by what. Think about the following questions.
- Are there different areas on the tongue?
- What would you call these areas?
Looking in the mirror, do you see the little bumps on your tongue, what do you think they are for?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you call the different areas?
- What are those little bumps?
- What are they for?
- How many areas did you come up with?
- Which foods affected which areas?

Challenging Children Beyond Their Observations
- What is the purpose of the tongue?
- What is it made of?
- What does saliva do?
- What do your teeth do?
- What happens when you burn your tongue?
Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Why do we brush our teeth?

Play
  Blocks
  House--Doctor's office
  Bristle blocks
  Band aid decorations
  Silly Putty

Reading
  Spelling
    Pgs. 37-38
    Turn in 35-38
  Phonics
    Long vowels. See pg.39 in teacher's manual.
  Discuss creative assignments
  Story time

Music

Math
  3 digit addition with regrouping

Social Studies
  How dentists help us (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Dentists: How They Help Us

concept: Dentists help keep our teeth healthy.

Learning Goals: To understand why we go to dentists, what they do, why we brush our teeth, and what we can do to protect them.

Materials:
- Mirror
- set of teaching teeth
- Toothbrushes
- Floss
- Observation mirror

Activity Card
Look at the objects in front of you, pretend to brush and floss your teeth. Think about your teeth and all that they do for you and think about the following questions.
- What do your teeth do for you?
- What would happen if you did have teeth?
- Why do we brush our teeth?
- Why do we visit the dentist?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What is the best way to brush our teeth?
- What does flossing do?
- What did your teeth look like?
- Why do you lose baby teeth?

Challenging Children Beyond Their Observations
- Why do we go to the dentist?
- Are there different kinds of dentists?
- What kind of thing do dentists do?
- What can we do to protect our teeth?
Human Body.3--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Why do you get tummy aches?

Play
Blocks
House--Doctor's office
Bristle blocks
Band aid decorations
Silly Putty

Reading
Spelling
test Ch.9
creative writing
Write about the travels of a piece of food. Be sure to include all the good things that happen before and after.
Discuss writing
Story time

computers

Math
3 digit addition with regrouping

Physical Education

Art
Potato Prints
Using potatoes cut out designs that the children are interested in. Let them dip them in paint and use them as stamps. They can make books, cards, or letterhead.

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Elections--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What does the president do?

Play
Blocks
Housekeeping--White house
3-D puzzles of White House and Capital
Painting and making frames
Goo

Library

Reading
Individualized reading
Individual or small group meetings
Storytime

Math
Addition word problems

Physical Education

Science
Magnets and Metals (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Magnets and Metals

concept: Magnets will attract some materials, but not all.

Learning Goals: To understand that magnets attract objects that have metal in them and that not all metals are attracted.

Materials:
Lots of magnets including very large and small ones
Steel objects like nuts and bolts
Iron nails
Aluminum nuts and bolts
Glass marbles
Brass screw
Feathers
Anything that is or that is not attracted to the magnet.

Activity Card
Interact with the various materials on the table to see which ones are attracted to the magnets and which ones are not.
• Observe to see if there are similarities in the ones that attract
• Observe to see if there are similarities in the ones that don't attract
Are there differences between the ones that attracted and the ones that didn't

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What can you tell me about the materials?
• Why did some of the metals attract and others didn't?
• Were there similarities in the materials?
• Were there differences in the materials?

Challenging Children Beyond Their Observations
• What other things could be attracted to the magnet?
• What other things would the magnet repel?
• What happens when you put two magnets together?
• What happens when you put the north pole to the north pole of another magnet?
Elections--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What does the Vice President do?

Play
Blocks
Housekeeping--White house
3-D puzzles of White House and Capital
Painting and making frames
Goo

Reading
Spelling
Pretest Ch.10
Phonics
Schwa. See pg.39 of teacher's manual.
Creative assignments
write a campaign speech
Draw a new White House, Capital, or Memorial
Create a song about the government
Individual meetings
Storytime

Music

Math
Addition word problems

Physical Education

Social Studies
The people in the government (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
People in the Government

concept: Many people work in the government.

Learning Goals: To understand that there are three branches of government, that there are many people in each branch and that we choose who works there.

Materials:
Pictures of the White House, Congress, and the Supreme Court
Pictures of the people in these buildings
Homemade book that matches the person with the building and a job description

Activity Card
We have all ready talked about the President, Vice President, and the People in Congress. Now, I want to test your knowledge. Using the book in front of you match the job description, the person, and the building. Think about these questions.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What do we know about the President?
· What do we know about the Vice President?
· What do we know about Senators?
· What do we know about Representatives?

Challenging Children Beyond Their Observations
· Who is running for the Presidency?
· What are their parties?
· What happens in an election?
· What is voting?
· Who gets to vote?
· What does elected mean?
Elections--Wednesday

Morning Procedures
Daily helper
Feed fish

Pledge
Morning exercises
Question
Who is the President and is he running for office again?

Play
Blocks
Housekeeping--White House
3-D puzzles of White House and Capital
Painting and making frames
Goo

Reading
Spelling
Pgs. 39-40
Creative assignments
write a campaign speech
Draw a new White House, capital, or Memorial
Create a song about the government
Individual meetings
storytime

Computers

Math
Addition word problems

Physical Education

Science
Magnets and Metals (See Monday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Elections--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What are the political parties in the U.S.?

Play
Blocks
Housekeeping--White house
3-D puzzles of White House and Capital
Painting and making frames
Goo

Reading
Spelling
Test Ch.10
Creative writing
Create a new government just for kids.
Discuss writing
Storytime

Computers

Math
Addition word problems

Physical Education

Art
Create a campaign poster
The children are given a piece of medium size poster board and they are to create a slogan and a concept for their election.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Debate for a President

concept: People have to be informed to vote.

Learning Goals: To learn what a debate is about, to learn how to speak in front of people, to learn to ask questions, and to learn about the election process.

Materials:
Newspapers
Paper and pencils

Activity Card
In a large group, we have decided who will be the people running for the Presidency. I have worked with them on their speeches, some of you are the press and some of you represent the average person. You have to ask questions, after the debate about what was or was not talked about.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• Do you think it was hard to talk in front of all those people?
• We wrote your speeches together, does the president write his own?
• Was it hard to come up with questions?
• Is a debate a good idea?
How did we decide who goes first?

Challenging Children Beyond Their Observations
• What are some problems with a debate?
• Did all of your questions get answered?
• Do you think that would happen all the time?
• Did you learn everything you needed to know?
Elections.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What is an election?

Play
Blocks
Housekeeping--White House
3-D Puzzles
Red, white, and blue finger paints
Play dough

Reading
Spelling
Pretest Ch.11
Phonics
Creative assignments
Make a puppet show about how to vote
Write about the do's and do not's of voting
Make a tape of patriotic songs
Individual meetings
Storytime

Music

Math
2 digit subtraction with regrouping

Physical Education

social Scienes
Voting for the President (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
voting for the President

concept: voting is a part of our democracy.

Learning Goals: To understand the voting process, to aid in decision making, to feel like part of the process, and to see if we feel like the rest of the country.

Materials:
- voting cards
- Ballets
- Ballet boxes
- Information sheet on all the people running

Activity Card

The first part of the voting process is to register to vote. To do that you must see a registrar and that is Miss Konieczka. Usually this must be done, way ahead of the voting. The next step after everyone is registered is to vote. Look at the information sheets and make a decision. After you have made you decision, come to Mr. Ollie and vote. Be sure to bring your voters registration card. He will give you a ballet and you will mark the person you want to vote for. Fold your ballet in half and then put it into the box. We will count them tomorrow.

sample Debriefing Questions

Asking Children to Reflect on Their Observations
- What was the voting process like?
- Why do you have to register?
- Why do we vote in secret?

Challenging Children Beyond Their Observations
- Why is it important to vote?
- How do we find out who wins?
- How can we be sure that it is right?
- Why do we have to wait for the results?
Elections.2--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Who won the election last night?

Play
Blocks
Housekeeping--White House
3-D Puzzles
Red, white, and blue finger paints
Play dough

Reading
Spelling
Pgs.43-44
Creative assignments
Make a puppet show about how to vote
Write about the do's and do not's of voting
Make a tape of patriotic songs
Individual meetings
Storytime

Computers

Math
2 digit subtraction with regrouping

Physical Education

Science
Compiling the votes (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
compiling votes

concept: Votes have to be counted and complied.

Learning Goals: To understand that the votes have to be counted, to see that people may make mistakes, and that we usually have to wait for the results.

Materials:
ballets
Large graph paper
Markers

Activity Card
Yesterday we voted and now we know who won, but we still need to see who our class voted for. So, we are going to compile the votes and talk about the election process.

Sample Debriefing Questions
Asking Children to Reflect On Their Observations
- What did you learn about the election process?
- What about the voting process?
- How do they compile the votes in real elections?
- What are your observations about our election?

Challenging Children Beyond Their Observations
- What happens next?
- What is a lame duck president?
- What do people do until inauguration?
Elections.2--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Do other countries have elections?

Play
  Blocks
  House-White House
  3-D Puzzles
  Red, white, and blue finger paints
  Play dough

Reading
  Spelling
    Pgs. 45-46
    Turn in 43-46
  Phonics
    Schwa sound. Do WB Pgs. 45 and 52 as a group.
  Discuss creative assignments
  Storytime

Music

Math
  2 digit subtraction with regrouping

Physical Education

Social Sciences
  Inauguration (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inauguration

concept: All Presidents get sworn into office.

Learning Goals: to see the process completed, to understand the oath of office, and to see what happens next.

Materials:
- Bible
- Judge
- stuff for a party
- Lots of witnesses

Activity Card

Now that the president has been elected our mock President is going to take the oath of office. This usually does not happen until January, but we are going to do yours now and then we will talk about it again in January. Get ready for the oath of office.

Sample Debriefing Questions

Asking Children to Reflect On Their Observations
- What does the oath say?
- Why do we swear on a Bible?
- Why does a judge officiate?
- Why do we have a big party at the end?

Challenging Children Beyond Their Observations
- What did you like about the whole election process?
- What did you dislike?
- What could be made better?
- How do you feel about our new President?
- Are you happy or unhappy with the results and why?
Elections.2--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What happens in countries where they don't elect their leaders?

Play
  Blocks
  Housekeeping--White House
  3-D Puzzles
  Red, white, and blue finger paints
  Play dough

Reading
  Spelling
    Test Ch.11
  creative writing
    What would you do if you were President.
  Discuss writing
  Storytime

computers

Math
  2 digit subtraction with regrouping

Physical Education

Art
  Clay Designs
    We make the clay and then use cookie cutters to make shapes. We let them sit over the weekend and paint them next week.

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
HOMES
Homes--Monday

Veterans Day Holiday
Homes--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What kind of home do you live in?

Play
  Blocks
  Small house sets
  Goo
  Igloo in housekeeping
  Ice cube painting

Reading
  spelling
    Pretest ch.12
  No phonics
  Read *A house is built at Pooh corner for Eeyore*, pgs. 66-83 in student reader

Music

Math
  3-digit subtraction with regrouping

Physical education

Social Studies
  Charting Family Trees  (See attached.)

Afternoon Procedures
  straighten up room
  Pass out passers and letters
  Gather belongings
  Go home
Charting Your Family Tree

concept: We all come from different origins.

Learning Goals: To understand that everyone has an extended family and that there are ways to keep everyone straight.

Materials:
- Blank copies of family trees
- Information about the child's family from home

Activity Card
using the information that you received from your family, fill in the blanks on the family tree and think about these questions.
- How big can a family tree get?
- How many people can you include on a family tree?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What is the purpose of having a family tree?
- Do you think that they could get very confusing?
- Are there any other forms of charting your family?

Challenging Children Beyond Their Observations
- Why do you think it is important to chart family trees?
- Do you think it could be more important in Europe than in the U.S.?
- Why would it be more important?
Homes--Wednesday

Morning Procedures
Daily helper
Feed fish
pledge
Morning exercises
Question
 Do you have a family pet?

Play
Blocks
Small house sets
Goo
Igloo in housekeeping
Painting clay designs

Reading
Spelling
 Pgs. 47-48
creative assignments
 write play about a family
 Create a family picture using alternative materials
 Puppet show about siblings
Individual meetings
Story time

Computers

Math
 3-digit subtraction with regrouping

Physical education

Science
 Pets in the home (See attached.)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Pets In The Home

concept: There are many kinds of pets.

Learning Goals: To better understand family structure, what animals make good pets, and to be better acquainted with the members of the class.

Materials:
Pictures of animals
Live domesticated animals

Activity Card
Your job for this center is to think about a bunch of different animals, starting with the ones in this center. Take what you know about animals and then make a list of why or why not they would make a good pet. Think about these questions.
- Are they friendly?
- Can they live in a house or apartment?
- Are they safe?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What animals did you come up with that make good pets?
- What animals would not make good pets?
- What were some of the criterion that you used to determine which animals would go where?
- Where there some animals that it was hard to decide where it should go?

Challenging Children Beyond Their Observations
- What kind of animals would you suggest for people with allergies?
- Do certain pets live better in certain areas?
- What would be the most perfect pet and why?
- How do we care for our pets?
- What do we need to do for our pets?
Homes—Thursday

Morning Procedure
Daily helper
Feed fish
Pledge Morning exercises
Question
What kind of family do you have?
single fam, two parents, only child, siblings, ect.

Play
Blocks
Small house sets
Goo
Igloo in housekeeping
Ice cube painting

Reading
spelling
Pgs 49-50
Turn in 47-50
Phonics
Consonant blends See pages 40 and 75 in teacher's manual
Creative assignments
Write play about a family
Create a family picture using alternative materials
Puppet show about siblings
Individual meetings
Discuss creative assignments
storytime

Music

Math
3 digit subtraction with regrouping

Physical Education

Social Studies
Different Types of Homes and Families (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Different Types of Homes

concept: Everyone is different.

Learning Goals: To understand that people in our classroom live in different types of home, that they have different family structures, and to increase a sense of trust and friendship in the classroom.

Materials:
- Pictures of different homes
- Pictures of different family structures

Activity Card
As you know there are many kinds of homes and families, I want you to look at the pictures in the center and think about these differences and contemplate these questions.
- What makes a family a family?
- What are some of the differences that you see?
- How do families come together?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What are some common characteristic of these homes?
- What are some common characteristics of these families?
- What makes a family?
- What kinds of families are there?

Challenging Children Beyond Their Observations
- Why are there different types of families?
- What makes families special?
- Do you think all cultures have the same definition of family?
- What are some other types of relationships?
- How do friends fit into the definition of a family?
Homes--Friday

Morning Procedure
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Where did your ancestors come from?

Play
  Blocks
  Small house sets
  Goo
  Igloo in housekeeping
  Painting clay designs

Reading
  Spelling
    Test Ch.12
  creative Writing
    Write a silly story about your family
  Discuss writing assignments
  Storytime

computers

Math
  3 digit subtraction with regrouping

Physical education

Art
  Designing a family crest
    Give each child a pre-drawn crest and let them design a symbol for their family

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Homes.2--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Why do people dress differently?

Play
Block
Housekeeping--Hut
Small play houses
Silly Putty
Material painting

Library

Reading
Individual reading time
Individual or small group reading
Storytime

Math
Subtraction word problems

Physical Education

Science
Exploring different climates in the United states (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Climates in the U.S.

Concept: The U.S. is comprised of many different climates.

Learning Goals: To understand that the U.S. has many different geographic areas, to understand that people in these areas may talk different, live differently, and have some different ideas than people in other areas.

Materials:
- Map of the U.S.
- Farmers' Almanac
- Pictures of the vegetation in these areas

Activity Card
Looking at the map you can see that the different areas are color coded differently. I want you to think about the following questions related to the different areas.
- What would you call each area?
- What do you think the weather is like?
- What do you think grows there?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - What kind of names did you come up with?
  - What do they grow there?
  - What do you think the weather is like there?
  - What kind of animals do they have there?

- Challenging Children Beyond Their Observations
  - What do we have in our houses that they may not?
  - Do you know any phrases that are regional?
  - What kind of activities do they do?
  - Has anyone ever been to other areas? Which one and what can you tell about it?
  - Does anyone have relatives that live in a different state?
Homes.2--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Why are homes designed differently?

Play
  Block
  Housekeeping--Hut
  Small play houses
  Silly Putty
  Material painting

Reading
  Spelling
    Pretest Ch.13
  Phonics
    Pluralizing nouns with s working as a group with teacher leading
  Creative assignments
    Create different homes using sticks, mud, leaves, cloth, etc.
    Perform a puppet show about a different culture
    write a poem about difference with in the u.S.

Individual Meetings
  Storytime

Music

Math
  Subtraction word problems

Physical Education

Social Studies
  Compares homes in different cultures (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Homes in Different Cultures

concept: Different cultures have different types of houses.

Learning Goals: To increase cultural awareness, to increase global attitudes, and to understand geographic and climate differences.

Materials:
- Pictures of different cultural houses
- World map
- Items that people in these areas would have

Activity Card
The other day we talked about climates in the U.S. and how they affect people. Now, we are going to look globally and in the past to see what kind of houses there are and have been. While looking at the pictures, I want you to think about these questions.
- What types of people live in this house?
- Where do you think this house would be found?
- What type of tools would be used?
- What time period does this fall into?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - What did you come up with about the log cabin?
  - What did you come up with about the tepee?
  - What did you come up with about the mud hut?
  - What did you come up with about the flat?
  - What did you come up with about the igloo?
  - What tools do you think go with each house?

- Challenging Children Beyond Their Observations
  - What did you extract from each picture?
  - What do you think about how they live?
  - What do you think about what they eat?
  - Do you think that they have easy lives?
  - Do you think these types of houses still exist?
Homes.2--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Where would you live and why?

Play
Block
Housekeeping--Hut
Small play houses
Silly Putty
Material painting

Reading
Spelling
Pgs. 51-52
Creative assignments
Create different homes using sticks, mud, leaves, cloth, etc.
Perform a puppet show about a different culture
Write a poem about difference within the U.S.

Individual Meetings
Storytime

Computers

Math
Subtraction word problems

Physical Education

Science
Geography in the U.S. (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Geography of the United States

concept: The U.S. is made up of a bunch of different states.

Learning Goals: To understand that there are fifty states and that each state has a capital, to begin to understand that it was made bit by bit, and that it takes a lot of work to maintain the Union.

Materials:
Map of the U.S.
Timeline of major acquisitions
Puzzles of the U.S.

Activity Card
You all know that there are different regional areas of the U.S. and that these areas have a number of states. We now need to concentrate on the states and their capitals. The timeline in front of you shows when all the states came into the U.S. I want you to think about that and working in small groups come up with a reason that we wanted these states and make up a poem about the acquisition.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• Share your poem about the acquisition.
• What do you think was important about the acquisition?
• Who did we get it from?
• How much do you think we paid?

Challenging Children Beyond Their Observations
• Do these acquisition relate in any way to the regional areas?
• Who do you think settled in these areas?
• Why is there a big gap in the 1860s and 1870s between the states?
• Do you think that the gap caused problems?
Homes.2--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
  What animal would you have as a pet?

Play
Block
Housekeeping--Hut
Small play houses
Silly Putty
Material painting

Reading
  Spelling
    Pgs. 53-54
    Turn in 51-54
  Phonics
    Pluralizing nouns with s working as a group with teacher leading
    Discuss creative assignments
    Storytime

Music

Math
  Subtraction word problems

Physical Education

Social Studies
  Clothing in different cultures (see attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Clothing in Different Cultures

Concept: People around the world dress differently.

Learning Goals: To increase cultural awareness, to increase global attitudes, and to understand geographic and climate differences.

Materials:
- Pictures of different styles of clothing
- Map of the world

Activity Card
We are looking at the way that people dress in different cultures. There are many pictures of different clothing styles. I want you to look at them and answer these questions.
- How are they different from our clothing?
- What kind of climate do they live in?
- What difference occur between men and women?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - What did you think about the styles?
  - Did you like any of them?
  - Where do you think they come from?
  - Do you think that some are comfortable?
  - What could you do if you wore a particular outfit?

- Challenging Children Beyond Their Observations
  - How do these outfits make you feel?
  - Would you like to wear one all the time?
  - What do the clothes say about the culture?
  - What do they say about men and women?
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   How do you take care of a pet?

Play
Block
Housekeeping--Hut
Small play houses
Silly Putty
Material painting

Reading
Spelling
   Test Ch.13
creative writing
   Describe your life in any area of the U.S. Be sure to include your house, clothes, pets, and job.
Discuss Writing assignment
Storytime

computer

Math
Subtraction word problems

Physical education

Art
Designing a house
   The children are given blank paper and they are given the choice of designing the outside of a house or they can choose to design only one room. It can be anything that they want it to be.

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Thanksgiving--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Who was at the first Thanksgiving?

Play
Blocks
House--cabin
sorting Indian corn
Corn Creations
Goo

Library

Reading
Individualized reading
Individual or small group meetings
Storytime

Math
3 digit subtraction with 0

Physical Education

Social Studies
Problems between Indians and Pilgrims (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Problems Between the Pilgrims and the Indians

concept: Thanksgiving was a special event for a reason.

Learning Goals: To understand why Thanksgiving is important, to understand what we were doing to the Indians, and why. Also, to create an empathy for the trials of life that our ancestors faced.

Materials:
- Map of the area
- Indian clothing
- Pilgrim clothing

Activity Card
We are broken up into two groups, Indians and Pilgrims, each side has a list of complaints for the trouble that has been in the area. We need to get together to make this list and then we are going to negotiate until we can come to a compromise.

Sample Debriefing Questions
- Asking Children to Reflect On Their Observations
  - What were the problems for the Indians?
  - What were the problems for the Pilgrims?
  - Were we able to come to a compromise?
  - Why or why not?
  - What could have both sides done to treat the other with more respect?

- Challenging Children Beyond Their Observations
  - What started all of the problems between them to begin with?
  - Was one side righter than the other?
  - Did the treatment of Indians get better in the future?
  - How are Indians treated today?
  - Where do they live?
Thanksgiving—Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Why do we celebrate Thanksgiving?

Play
Blocks
House—cabin
sorting Indian corn
Corn Creations
Goo

Reading
No spelling
Phonics
L-endings. See pgs.22 and 29 in teacher's manual.
Creative writing
What is the importance and meaning of Thanksgiving.
storytime

Music

Math
3 digit subtraction with 0

Physical Education

Science
Keeping warm: then and now (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Keeping Warm: Then and Now

concept: There are many ways to keep warm in the winter.

Learning Goals: To promote understanding of the Pilgrims, to increase awareness of technology and how much easier life is today, and to give better understanding of our past.

Materials:
- Thin materials that would have been worn by the Pilgrims
- Warm wool sweaters
- Made up environments for both time periods

Activity Card
There are two different environments set up in the classroom today. One is a log cabin from the 1600s and the other is a room in a modern house. I want you to go to both environments and write down what you would do to get warm in each one and what you would need to do that.

Sample Debriefing Questions

Asking Children to Reflect On Their Observations
- What would you do to get warm in a log cabin?
- What would you have to do for that warmth?
- What would you do to get warm in a house?
- What would you have to do for that warmth?

Challenging Children Beyond Their Observations
- What did the Pilgrims use for food?
- What do we use today?
- How has technology helped us?
- What would it be like to live in the 1600s?
- Would life be easier or harder?
Thanksgiving--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Does your family serve any unusual foods for Thanksgiving?

Play
Blocks
House--cabin
sorting Indian corn
Corn Creations
Goo

Reading
No spelling
Discuss writings
Discuss Thanksgiving
story time

Computers

Math
3 digit subtraction with 0

Physical Education

social Studies
Recreating Thanksgiving Dinner
Class is sitting down for a Thanksgiving dinner together

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Thanksgiving Dinner

concept: Thanksgiving is celebrated in November.

Learning Goals: To recreate the first Thanksgiving dinner, to promote understanding of our heritage and to show what Thanksgiving is about.

Materials:
Fixing for a Thanksgiving Dinner

Activity Card
We are sitting down to our Thanksgiving dinner and everyone has to say what they are thankful for this year.

Sample Debriefing Questions
Asking Children to Reflect On Their Observations
• What was the Pilgrims food like?
• What did we have?
• Why do we celebrate Thanksgiving?
• Is it truly celebrated today?

Challenging Children Beyond Their Observations
• How was our Thanksgiving for you?
• Does your family do anything different?
• What was it like for the Pilgrims?
• What was it like for the Indians?
Thanksgiving Holiday

Thanksgiving -- Thursday
Thanksgiving--Friday

Thanksgiving Holiday

Musicians


Greiner, R.T. (1969). *We learn the sounds of the instruments*. Kankakee, IL: Imperial Productions


Artists--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   What is an artist?

Play
Blocks
Housekeeping--Artist's studio
Sew cards
Greeting cards
Silly Putty

Library

Reading
   Individualized reading
   Individual or small group meetings
   storytime

Math
   3 digit subtraction with 0

Physical Education

Science
   Making paint (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Making Paint

concept: Many artists use paint as a medium.

Learning Goals: To better understand painting, to increase directional skills and measuring skills and cooperative working skills.

Materials:
- Fingerpaint recipes
- Ingredients for the recipes
- Paper to paint on

Activity Card
You have been broken up into numerous groups and been given a paint recipe. I want you to follow the recipe and then to paint with it. Think about these things as you are doing the activity.
- Is this hard to create?
- Is the paint easy to work with?
- Are there any problems?

Now that you have created and painted with your paint. You can go over to the other tables and see the other kinds of paint that have been made and also one table has some profession paints used for house painting, wall painting, oil paintings, and watercolors.

sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you learn from making the paint?
- What problems did you encounter?
- What was the best recipe?
- What did you think of the professional paints?

Challenging Children Beyond Their Observations
- Why are there different kinds of paints?
- What paints do professional painters use?
- Do you think that they ever make their own paint?
- Which is better for the environment?
- How do you properly dispose of paint?
Artists--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   Are cartoonist artists?

Play
Blocks
Housekeeping--Artist's studio
Sew cards
Greeting cards
Silly Putty

Reading
Spelling
   Pretest Ch.14
Phonics
   R-controlled vowels. See pg.23 in teacher's manual.
Creative assignments
   Create a comic strip
   Design a movie poster
   Create a costume for a movie
   Make a piece of art
Individual meetings
Storytime

Music

Math
   3 digit subtraction with 0

Physical Education

Social Studies
   Different types of art (See attached)

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Different Types of Art

concept: There are many types of genre in art.

Learning Goals: To understand the different types of genre and what they are, to begin to recognize the different artists associated with different genre, and to learn about art in general.

Materials:
- Pictures showing an array of art genre
- Books showing artists and their work
- Posters of the more famous works around the room
- Art materials

Activity Card
- Explore the different art forms around you, think about the art, the forms it takes, and anything that you know about the artists and think about the following questions.
  - What do you see in the different works?
  - Is there one type of art that you like more than the others?
  - Do any of the pieces represent something?
  - What are the different mediums that are used?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - What did you think about the pieces on the wall?
  - What did you learn about from the copies of statues?
  - What did you see in the pictures?
  - Which ones did you like?
  - Which ones did you dislike?

- Challenging Children Beyond Their Observations
  - Do you know anything about any of the artists?
  - What do you think art is?
  - Are there places you can go and view the famous art?
  - What do you think about art?
  - How do these pieces compare to what we do in art?
  - Are they similar or very different?
Artists--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Are you an artist?

Play
Blocks
Housekeeping--Artist's studio
Sew cards
Greeting cards
Silly Putty

Reading
Spelling
Pgs. 55-56
Creative assignments
Create a comic strip
Design a movie poster
Create a costume for a movie
Make a piece of art
Individual meetings
Storytime

Computers

Math
3 digit subtraction with 0

Physical Education

Science
Making clay  (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Making Clay

Concept: Many artists use clay as a medium.

Learning Goals: To better understand modeling, to increase directional skills and measuring skills and cooperative working skills.

Materials:
- Clay recipes
- Ingredients for the recipes
- Paper to mold on

Activity Card
You have been broken up into numerous groups and been given a clay recipe. I want you to follow the recipe and then to create with it. Think about these things as you are doing the activity.
- Is this hard to create?
- Is the clay easy to work with?
- Are there any problems?

Now that you have created and painted with your clay. You can go over to the other tables and see the other kinds of clay that have been made and also one table has some profession clay and sculpting materials on it.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you learn from making the clay?
- What problems did you encounter?
- What was the best recipe?
- What did you think of the professional clays and materials?

Challenging Children Beyond Their Observations
- Why are there different kinds of clay?
- What clays do professionals sculptors use?
- Do you think that they ever make their own clay?
- Which is better for the environment?
- How do you properly dispose of the clay?
Artists--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What is your favorite art activity?

Play
  Blocks
  Housekeeping--Artist's studio
  Sew cards
  Greeting cards
  Silly putty

Reading
  Spelling
    Pgs. 57-58
    Turn in 55-58
  Phonics
    R-controlled vowels. See pg.30 in teacher's manual.
  Discuss creative assignments
  Storytime

Music

Math
  3 digit subtraction with 0

Physical Education

Social Studies
  Different types of art (See Tuesday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Artists--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
  Can you create art with anything?

Play
Blocks
Housekeeping--Artist's studio
Sew cards
Greeting cards
Silly Putty

Reading
  Spelling
    Test Ch.14
  Creative writing
    Write a movie, poem or story
  Discuss writing
Storytime

Computers

Math
  3 digit subtraction with 0

Physical Education

Art
Christmas Ornaments
Starting with a circular ring and using 3-4 inch of macrame yarn cut into strips. Do a slip knot around the ring. Continue to do this until the entire ring is covered with yarn and the middle has remained open. Then take a piece of cardboard, cut to the size of the ring hole. Cover it with gold or silver paper and take the child's school year picture and place it in the center and glue it. You now have an ornament for the tree.

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Sound pitch

concept: Different sounds have different pitches.

Learning Goals: To understand the meaning of pitch, to recognize how to create different pitches and sounds, and to appreciate music and the noises around us.

Materials:
- 9 identical glasses
- water
- Food coloring

Activity Card
In front of you there are nine glasses with different levels of water. These nine glasses represent an octave in music. You can play these glasses like you would a piano. You can use the spoon to play the glasses. There are songs that are marked so you can play different songs.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see about the glasses?
- Which one made the deepest sound?
- Which one makes the highest sound?
- Were you able to play any songs?
- What did you observe about the music?

Challenging Children Beyond Their Observations
- Why can you play the glasses?
- What do you think that the inside of a piano looks like?
- Can the two make the same sounds?
- How do other instruments make sound?
- Are there different groups of instruments?
Musicians--Tuesday

Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercises
- Question.
  What is your favorite kind of music?

Play
- Blocks
- Housekeeping--Music studio
- Sew cards
- Wrapping paper
- Goo

Reading
- Spelling
  Pretest Ch.15
- Phonics
  Antonyms and synonyms. See pg.24 of teacher's manual.
- Creative assignments
  Make music in groups of 3 or 4.
  Make up new words to an old song
  Make a tape of favorite songs
- Individual meetings
- Storytime

Math
- Writing dollar amounts

Physical Education

Social Studies
- Music from different cultures (See attached)

Afternoon Procedures
- Straighten up room
- Pass out papers and letters
- Gather belongings
- Go home
Music Around the World

concept: Different cultures have different types of music.

Learning Goals: To understand the differences in music, to gain greater understanding of different cultures including subcultures in our own, and to gain appreciation for music in general.

Materials:
- Tape recorders
- Music from different cultures
- Pictures of different instruments
- Instruments

Activity Card
In this center you have the opportunity to listen and critique music from around the world. Around the room, I have set up tape recorders with different types of music. I want you to go and listen to the music and write down what you think about it, what instruments you think you hear, and any differences between the music you are listening to and the music we listen to in the U.S.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you like about the music?
- What did you dislike about the music?
- Were there any new sounds?
- Were there any similarities to our music?
- What did you find interesting about the music?

Challenging Children Beyond Their Observations
- Where do you think that this music comes from?
- Where do you think Rock 'n' Roll is popular in other parts of the world?
- Why or why not?
- Could any of these types of music be popular in the U.S.?
- What could we learn from other types of music?
Musicians--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
  
  What is classical music?

Play
  Blocks
  Housekeeping--Music studio
  Sew cards
  Wrapping paper
  Goo

Reading
  Spelling
    Pgs. 59-60
  Creative assignments
    Make music in groups of 3 or 4.
    Make up new words to an old song
    Make a tape of favorite songs
  Individual meetings
  Storytime

computers

Math
  Writing dollar amounts

Physical Education

Science
  Sound pitch (See Monday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Musicaians--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Why do people dance to music?

Play
  Blocks
  Housekeeping--Music studio
  Sew cards
  Wrapping paper
  Goo

Reading
  Spelling
    Pgs. 61-61
    Turn in 59-62
  Phonics
    Synonyms and antonyms. See pg. 33 in teacher's manual.
    Discuss creative assignments
  Story time

Music

Math
  Writing dollar amounts

Physical Education

social Studies
  Music from different cultures (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Musicians--Friday

Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercises
- Question: Can you make music from anything?

Play
- Blocks
- Housekeeping--Music studio
- Sew cards
- Wrapping paper
- Goo

Reading
- Spelling
  - Test Ch.15
- Creative writing
  - Write lyrics about our classroom. Use a familiar song.
- Discuss writing
- Storytime

Math
- Writing dollar amounts

Physical Education

Art
- Christmas Ornaments
  - Starting with a circular ring and using 3-4 inch of macrame yarn cut into strips. Do a slip knot around the ring. Continue to do this until the entire ring is covered with yarn and the middle has remained open. Then take a piece of cardboard, cut to the size of the ring hole. Cover it with gold or silver paper and take the child's school year picture and place it in the center and glue it. You now have an ornament for the tree.

Afternoon Procedures
- Straighten up room
- Pass out papers and letters
- Gather belongings
- Go home
Winter Holidays

Hanukkah


Christian Christmas


Kwanzaa


Christmas


Holidays--Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What holiday does your family celebrate?

Play
  Blocks
  Housekeeping--Santa's workshop
  Marble games
  Cotton ball painting
  Silly Putty

Library

Reading
  Individualized reading
  Individual or small group meetings
  Storytime

Math
  Checking addition problems with subtraction

Physical Education

Science
  Making a menorah  (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Making A Menorah

Concept: Christmas is not celebrated by everyone.

Learning Goals: To understand what Christmas is about, why it is celebrated and what other holidays are celebrated instead of Christmas

Materials:
Self-hardening clay

Activity Card
We are making as a group a Menorah which is used in the Jewish celebration of Hanukkah. Think about these questions before we start.
-What is a Menorah?
-What do you do with it?
-What does Hanukkah mean?
-How long is it celebrated?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
-What did you learn about the Menorah?
-What did you learn about Hanukkah?
-Why is Hanukkah celebrated?

Challenging Children Beyond Their Observations
-What is the difference between Hanukkah and Christmas?
-What are some things that are done in a Hanukkah celebration?
-Can you name some other symbols of the Jewish faith?
Holidays--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Why do people celebrate different holidays?

Play
Blocks
Housekeeping--Santa's workshop
Marble games
Cotton ball painting
Silly Putty

Reading
Spelling
Pretest CH.16
Phonics
Prefixes re-, un-. See pg.58 in teacher's manual.
Creative assignments
Write an holiday play
Design a new outfit for Santa
Write a holiday song
Individual meetings
Storytime

Music

Math
Checking addition problems with subtraction

Physical Education

Social Studies
Sharing Family Memories (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Sharing Family Memories

concept: Christmas is not celebrated by everyone.

Learning Goals: To understand what Christmas is about, why it is celebrated and what other holidays are celebrated instead of Christmas

Materials:
- Woven mat
- Bowl of fruit, vegetables, and nuts
- Unity cup

Activity Card
This is another activity that we are going to do as a group. Think about these questions as I get everything prepared? In this activity we are going to share from the unity cup and share a special memory about our class.
- What does Kwanzaa mean?
- What are its origins?
- How is it celebrated?
- When is it celebrated and for how long?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you learn about Kwanzaa?
- Where did Kwanzaa come from?
- What did you think about the unity cup?
- What would be the purpose of such a cup?

Challenging Children Beyond Their Observations
- What do you think is important about Kwanzaa?
- Would you like to do something like this in your home?
- How does this holiday represent the feeling of the season?
- What else is associated with Kwanzaa?
Holidays--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What do you have in your house to celebrate the holidays?

Play
Blocks
Housekeeping--Santa's workshop
Marble games
Cotton ball painting
Silly Putty

Reading
Spelling
Pgs. 63-64
Creative assignments
write an holiday play
Design a new outfit for Santa
Write a holiday song
Individual meetings
storytime

Computers

Math
Checking addition problems with subtraction

Physical Education

Science
Map from Nazareth to Bethlehem

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Map From Nazareth to Bethlehem

Concept: Christmas is not celebrated by everyone.

Learning Goals: To understand what Christmas is about, why it is celebrated, and what other holidays are celebrated instead of Christmas.

Materials:
- Books about Joseph and Mary's journey
- Map of the area

Activity Card
You see in front of you, some books about the journey that Mary and Joseph took while Mary was pregnant. I want you to figure out how far the journey was and then think about these questions:
- What is Christian Christmas about?
- How is it celebrated?
- Why is it celebrated?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in the map?
- How long is it from Nazareth to Bethlehem?
- Why did they make the journey?
- How did they make the journey?

Challenging Children Beyond Their Observations
- What have you learned about the different Christmas celebrations?
- Were there any similarities?
- Are they related in any ways?
- What would be the true meaning of the Christmas season?
- What do you think could be ways to improve the understanding of the different holiday traditions?
Holidays--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Who is santa?

Play
  Blocks
  Housekeeping--santa's workshop
  Marble games
  Cotton ball painting
  Silly Putty

Reading
  Spelling
    Pgs. 65-66
    Turn in 63-66
  Phonics
    Prefixes re-, un-. See pg.58 in teacher's manual.
  Discuss creative assignments
  Storytime

Music

Math
  Checking addition problems with subtraction

Physical Education

Art
  Make a Santa.
    Using material and cotton decorate a pre-drawn picture of Santa Clause.

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Holidays--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What are you doing over break?

Play
Blocks
Housekeeping--Santa's workshop
Marble games
Cotton ball painting
Silly Putty

Reading
Spelling
Test Ch.16
Creative writing
Describe the holidays at your house. BE sure to include food, decorations, and games.
Discuss writing
Storytime

Computers

Math
Checking addition problems with subtraction

Physical Education

Holiday Party

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Space


Planets--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Is there life on other planets?

Play
Blocks
Housekeeping--Spaceship
Puzzles
string painting
Play dough

Reading
Books
Introduce vocabulary for the story pg. 160 in teacher manual
Read title and author and discuss what the story might be about
Read Galileo pgs. 138-146 in student reader
Discuss story and earlier ideas
Storytime

Library

Math
Checking subtraction problems with addition

Physical Education

science
Maps of the stars (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Map the stars

concept:  stars remain constant and can be followed.

Learning Goals: To understand that there are patterns in the stars that are called constellations and that mariners used them like a map.

Materials:
Books about the constellations
Maps of the stars
Photographs of the stars

Activity Card:
Using the materials in the center, make some observation and hypothesis about the stars and their patterns and how they affect our lives. Use these questions as a starting point.

- What do you think the names mean?
- Do you think that the stars move?
- What would happen if we couldn't see the stars?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- Do the constellations look like their names?
- Do the stars ever move?
- Are the same stars always seen?

Challenging Children Beyond Their Observations
- What are the stars used for?
- Are the stars important to people?
- Can you think of other uses for the stars?
- What do you think the stars are made of?
- Could you live on a star?
Planets--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   What is your favorite planet?

Play
Blocks
Housekeeping--Spaceship
Puzzles
string painting
Play dough

Reading
Spelling
   Pretest Ch.17
Phonics
   Prefixes re-, un-, dis-. See pg. 58 in teacher’s manual.
Creative assignments
   Draw a person from another planet
   Make up a story about an encounter with an alien
   Make a map of the stars
Individual meetings
Storytime

Music

Math
Checking subtraction problems with addition

Physical Education

Social Studies
Holiday Heavens (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Holiday Heavens

concept: People attribute things that happen in the skies to holidays.

Learning Goals: To understand how some of the sky condition came to be named and how the sky has placed an important role in history.

Materials:
List of holidays
List of sky conditions
Paper and pencils
Pictures of the sky conditions

Activity Card
with a partner, match up the sky condition with the holiday, discuss the reasons and be ready to answer for them.
· Look at the picture and its name to see if it matches a holiday.
· Think about what happens during that holiday

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What answers do you have?
· What is your reason for it?
· How many other people have the same answer?
· Any different reasons?

Challenging Children Beyond Their Observations
· Why do people relate sky conditions to important events?
· Do you think people in other countries have the same names for the sky conditions?
· What is the reason for the different names?
Planets--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What do you think other planets are like?

Play
  Blocks
  Housekeeping--Spaceship
  Puzzles
  String painting
  Play dough

Reading
  Spelling
    Pgs. 67-68
  creative assignments
    Draw a person from another planet
    Make up a story about an encounter with an alien
    Make a map of the stars
  Individual meetings
  Storytime

computers

Math
  Checking subtraction problems with addition

Physical Education

Science
  Maps of the stars (See Monday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Planets--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
      why is the sun so bright?

Play
  Blocks
  Housekeeping--Spaceship
  Puzzles
  string painting
  Play dough

Reading
  Spelling
      Pgs. 69-70
      Turn in 67-70
  Phonics
      Prefixes re-, un-, dis-.  See pg.66 in teacher's manual.
      Discuss creative assignments
      Storytime

Music

Math
  Checking subtraction problems with addition

Physical Education

Social Studies
  Holiday Heavens  (See Tuesday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Planets--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What is a moon?

Play
Blocks
Housekeeping--Spaceship
Puzzles
String painting
Play dough

Reading
spelling
Test Ch.17
Creative writing
Create your own planet. Be sure to tell what it looks like, what the people look like, what you eat there, and what you do there.
Discuss writing
Storytime

computers

Math
Checking subtraction problems with addition

Physical Education

Art
Create planet.
Looking back on what you wrote this morning.
Now draw your planet using paper, natural materials, and accent materials.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Telescopes

Concept: Telescopes allow us to see far away objects closer up.

Learning Goals: To be able to understand that scientists use telescopes to investigate the stars and to get a better understanding of them.

Materials:
- Homemade telescopes
- Different planets and stars around the room

Activity Card
Using the telescopes in the center, look at the planets and stars around the room and think about these questions.
- Do the telescopes allow you to see the objects better?
- Are there different types of telescopes and why?
- Are they a useful tool for studying space?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What would telescopes be used for?
- Could they be useful in looking at the stars?
- Why do we use them?
- Do they come in different types?

Challenging Children Beyond Their Observations
- What makes the telescope work?
- How can we use them from the Earth?
- How far do you think they allow us to see?
Planets.1--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Do you like living on Earth?

Play
  Blocks
  Housekeeping--Space ship
  Sew cards
  stamp drawings
  silly Putty

Reading
  spelling
    Pretest Ch.18
  Phonics
    Vowel sound /0/. See pg. 57 of teacher's manual.
  creative writing
    Design a new spaceship
    Puppet show about walking on the moon
    Do a commercial selling space food
  Individual meetings
  Storytime

Music

Math
  Multiplication tables 0-4

Physical Education

Social Studies
  Food that is eaten in space (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Food That is Eaten in Space

concept: Food in space is different.

Learning Goals: To understand what is eaten in space, why the astronauts eat what they eat, and how food is prepared to be eaten in space.

Materials:
- Space food
- Earth food
- Drink containers
- Latex gloves

Activity Card
In this center, there are many different varieties of foods that are eaten on Earth and in space. I want you to look at the differences between the Earth food and the space food, look at the containers, the colors, and the textures. After everyone has gotten a chance to look at the food we are going to have a taste comparison and we will determine which is better the space food or the Earth food.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in the space food?
- What did you see in the Earth food?
- Were there similarities?
- What were the differences like?
- Were there any space foods that tasted better than the Earth variety?

Challenging Children Beyond Their Observations
- Why is space food dehydrated?
- How do they cook in space?
- Do you think it is easy to drink in space?
- What part does gravity play in eating in space?
- How long do you think you could eat space food?
Planets.1--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What is a space shuttle?

Play
  Blocks
  Housekeeping--Space ship
  Sew cards
  Stamp drawings
  Silly Putty

Reading
  spelling
    Pgs. 71-72
  Creative writing
    Design a new spaceship
    Puppet show about walking on the moon
    Do a commercial selling space food
  Individual meetings
story time

Computers

Math
  Multiplication tables 0-4

Physical Education

Science
  Telescopes (See Monday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Planets.1--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What is walking on the moon like?

Play
Blocks
Housekeeping--Space ship
Sew cards
Stamp drawings
Silly Putty

Reading
Spelling
Pgs. 73-74
Turn in 71-74
Phonics
Vowel sound /0/. See pg. 57 of teacher's manual.
Discuss creative writing
Storytime

Music

Math
Multiplication tables 0-4

Physical Education

Social Studies
Food that is eaten in space (See Tuesday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Planets.1--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Where do space shuttles land and take off from?

Play
Blocks
Housekeeping--Space ship
Sew cards
stamp drawings
Silly Putty

Reading
Spelling
Test Ch.18
Creative writing
If you could live on any planet where and why would you.
Discuss writing
storytime

Computers

Math
Multiplication tables 0-4

Physical Education

Art
Tissue Paper Rainbows
Give each child a large piece of paper with a pre-drawn rainbow on it. Have big bowls of precut primary colored tissue paper and bowls of glue. The children take a piece of paper and fluff it out and dip it in the glue and then place it on their rainbow. When the are finished cut out the rainbow, punch a hole in the top, and tie a piece of string in it so that it can hang.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Planets.2--Monday

Martin Luther King Holiday
Planets.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Do they have pets in space?

Play
Blocks
Housekeeping--Spaceship
Marbles
Pencil drawings
Goo

Reading
Spelling
Pretest Ch.19
Phonics
Prefixes re-, un-, dis-. See pg. 65 in teacher’s manual.
Creative assignments
Design new outfits to wear in space
Create a picture of a space pet
Make up a song about aliens
Individual meetings
Storytime

Music

Math
Multiplication table 5 and problems 0-5

Physical Education

Science
Far away sizes (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Far Away Sizes

concept: All planets are located in relation to the sun.

Learning Goals: To understand that it is hard to realistically represent the planets in relation to their size and distance

Materials:
1 model representing the diameter of the planets
1 model representing the distance between the planets
Maps of the solar system

Activity Card
Look at the map and at the models. Draw some conclusion about the following questions.
• Which is a better representation of the solar system?
• What can you see about the planets?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What can you say about the diameter of the planets?
• What is wrong with the map of the solar system?
• Why do you think that is?
• What can you say about how far apart the planets are?
• What is wrong with the map from that perspective?
• What planets are the furthest apart to their neighbor?

Challenging Children Beyond Their Observations
• Why do you think the map looks like it does?
• Do you think the map is a good representation?
• What do you think would be better?
• How would you go about doing that?
Planets.2--Wednesday

Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
      Are there other animals in space?

Play
   Blocks
   Housekeeping--Spaceship
   Marbles
   Pencil drawings
   Goo

Reading
   Spelling
      Pgs. 75-76
   creative assignments
      Design new outfits to wear in space
      create a picture of a space pet
      Make up a song about aliens
   Individual meetings
   Storytime

computers

Math
   Multiplication table 5 and problems 0-5

Physical Education

Social Studies
   Astronauts (see attached)

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Life of an Astronaut

concept: Astronauts live very differently in space.

Learning Goals: To understand what it takes to be an astronaut, to see how their lives differ from ours and what they do in space.

Materials:
- Pictures of space
- Pictures of life inside a space shuttle
- Daily schedule

Activity Card
We all ready learned what astronauts eat when they are in space now we are going to look at how they spend their time. I want you to compare their schedule with our daily schedule. I want you to find similarities, differences, compare the length of the day, what they can do for fun and how life functions while they are in space. Think about these questions while you compare the data.
- What do they do in space?
- Why do they go to space?
- Where do they leave from and land at?
- How do they get into space?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in the two schedules?
- What are the similarities?
- What are the differences?
- What do they do in space all day long?
- How do they get free time?
- When are they allowed to talk to Earth?

Challenging Children Beyond Their Observations
- Why do we go to space?
- What is out in space?
- What is a mission?
- Why do we reuse the space shuttles?
- What happens in space?
- What do we hope to learn from space?
Planets.2--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   Why does saturn have rings?

Play
Blocks
Housekeeping--Spaceship
Marbles
Pencil drawings
Goo

Reading
Spelling
   Pgs. 77-78
   Turn in 75-78
Phonics
   Prefixes re-, un-, dis-. See pg. 65 in teacher's manual.
   Discuss creative assignments
Storytime

Music

Math
   Multiplication table 5 and problems 0-5

Physical Education

Science
   Far away sizes (See Tuesday's attached)

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Planets.2--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   Why do we have moons?

Play
Blocks
Housekeeping--Spaceship
Marbles
Pencil drawings
Goo

Reading
   Spelling
      Test Ch.19
   Creative writing
      Create a space colony. Include what it looks like, what it has, who lives there, what they do, and what they wear.
   Discuss writing
   Story time

Computers

Math
   Multiplication table 5 and problems 0-5

Physical Education

Art
   Candle holder tins
      Take flat tin can for each child. Put water in it and let freeze. Take a dot design and tape it to the can with the frozen water. Using nail and a rubber mallet. The child pounds the nail into the dots. Removing the nail as he goes along. When the design is finished. Remove the ice and let dry. The put a candle in the can and you have a candle holder.

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Famous Women--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Who was Betsy Ross?

Play
Blocks
Goo
Housekeeping-Home
Drawing with crayons
sewing cards

Reading
Books
Introduce vocabulary for the story pg. 309 in teacher manual
Read title and author and discuss what the story might be about
Read **Byline: Nellie Bly** pgs. 256-262 in student reader
Discuss story and earlier ideas
story time

Library

Math
Multiplication tables 5-9

Physical Education

Science
Pulleys (See attached)

Afternoon Procedures
straighten up room
Pass out paper and letters
Gather belongings
Go home
Pulleys

concept: Pulleys can move large objects.

Learning Goals: To understand how pulleys are made; to understand how they work, and to learn about who uses them.

Materials:
- Different kinds of pulleys
- Objects to lift

Activity Card
Experiment with the different pulleys. Try to lift the object by yourself and then use the pulleys. Think about the following questions.
- What does a pulley do?
- What is a pulley made out of?
- Why are things easier to lift?
- Who would use a pulley?

sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What do you think about the pulleys?
- Was one better than another?
- Why do they help with lifting?
- What are they made out of?

Challenging Children Beyond Their Observations
- Do any machine utilize pulleys?
- Who do you think would use a pulley?
- What kind of object can be lifted with a pulley?
- Does it have to be powered by man?
- Has anyone seen a pulley being used?
Famous Women--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What did the first U.S. flag look like?

Play
Blocks
Goo
Housekeeping-Home
Drawing with crayons
Sewing cards

Reading
Spelling
Pretest Ch. 20
Phonics
Similes. Discussion as a large group using common examples. Then working in small groups on examples.
Creative assignments
Design a new flag
Write a poem about the flag
Puppet show on how to say the pledge correctly
Individual meetings
Storytime

Music

Math
Multiplication tables 5-9

Physical Education

Social Studies
Life of Betsy Ross (See attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Life of Betsy Ross

concept: Betsy Ross is a famous American woman.

Learning Goals: To learn about Betsy Ross's life; to learn about what she did to be remembered; to learn about the times that she lived in, and help in looking up research.

Materials:
- Books about Betsy Ross
- Major happenings in the U.S.

Activity Card
In front of you, you have books about Betsy Ross and a time line. I want you to look through the books and answer the following questions.
- When was she born?
- When did she die?
- What is she remembered for?
- Anything else important in her life?

When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to her life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about Betsy Ross?
- What were the major events in her life?
- What was the world like for women then?
- What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
- What was important about her life?
- What problems did it lead to?
- How do you think she would feel in today's world?
- What did her contribution mean to society?
Famous Women--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
When was the flag created?

Play
Blocks
Goo
Housekeeping-Home
Drawing with crayons
sewing cards

Reading
Spelling
Pgs. 179-180
creative assignments
Design a new flag
write a poem about the flag
Puppet show on how to say the pledge correctly
Individual meetings
Story time

computers

Math
Multiplication tables 5-9

Physical Education

Science
Pulleys (See Monday's attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Famous Women--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What does the pledge mean?

Play
  Blocks
  Goo
  Housekeeping-Home
  Drawing with crayons
  Sewing cards

Reading
  Spelling
    Pgs. 181-182
    Turn in 179-182
  Phonics
    Similes. Discussion as a large group using common examples. Then working in small groups on examples.
    Discuss creative assignments
    Storytime

Music

Math
  Multiplication tables 5-9

Physical Education

Social Studies
  Life of Besty Ross (See Tuesday's attached)

Afternoon Procedures
  Straighten up room
  Pass out paper and letters
  Gather belongings
  Go home
Famous women--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What do the stars and stripes represent?

Play
Blocks
Goo
Housekeeping-Home
Drawing with crayons
Sewing cards

Reading
Spelling
Test Ch. 20
creative writing
write a story about being a child in Colonial America.
Discuss writing
storytime

computers
Math
Multiplication tables 5-9

Physical Education

Art
Patchwork Quilt
Using 12 x 12 pieces of wallpaper the children are going to color, cut, paste, and create who they are. The pieces will then be sewn together with yarn to make a patchwork quilt of our classroom.

Afternoon Procedures
straighten up room
Pass out paper and letters
Gather belongings
Go home
Famous Women

Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Who is Clara Barton?

Play
Blocks
Housekeeping--Hospital
Band aid designs
Play dough
Peg boards

Library

Reading
Individualized reading
Individual or small group meetings
Storytime

Math
Multiplication word problems

Physical Education

Science
Forces of nature (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Forces of Nature

concept: Natural disasters happen all over the world.

Learning Goals: To understand what a natural disaster is and to understand what we should do when one happens.

Materials:
Pictures of disasters
Fan
Tornado bottle
Charts to show what to do

Activity Card
Looking at the pictures and experimenting with the materials.
Think about the following questions.
· What is a natural disaster?
· What happens during a tornado?
· What happens during a hurricane?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What is a natural disaster?
· What are some of them called?
· What happened in the tornado bottle?
· What happened with the fan?

Challenging Children Beyond Their Observations
· Who helps after a natural disaster?
· Is there a lot to clean up?
· What happens during a disaster?
· What are some other kinds of disasters?
Famous Women.1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is the Red Cross?

Play
Blocks
Housekeeping--Hospital
Band aid designs
Play dough
Peg boards

Reading
spelling
Pretest Ch. 21
Phonics
Simile. Work on WB 60 and 70.
Creative assignments
Make a poster warning about natural disasters
Create a play or puppet show telling people how to stay safe in tornados
Make a song up for the American Red Cross
Individual meetings
Storytime

Music

Math
Multiplication word problems

Physical Education

Social Studies
Life of Clara Barton (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Life of Clara Barton

Concept: Clara Barton is a famous American woman.

Learning Goals: To learn about Clara Barton's life; to learn about what she did to be remembered; to learn about the times that she lived in, and help in looking up research.

Materials:
- Books about Clara Barton
- Major happenings in the U.S.

Activity Card
In front of you, you have books about Clara Barton and a time line. I want you to look through the books and answer the following questions.
- When was she born?
- When did she die?
- What is she remembered for?
- Anything else important in her life?
When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to her life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about Clara Barton?
  - What where the major events in her life?
  - What is the American Red Cross?
  - Where does it help?
  - What do they do?
  - What was the world like for women then?
- What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
- What was important about her life?
- What problems did it lead to?
- How do you think she would feel in today's world?
- What did her contribution mean to society?
Famous Women 1 -- Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why do we need the Red Cross?

Play
Blocks
Housekeeping--Hospital
Band aid designs
Play dough
Peg boards

Reading
Spelling
Pgs. 183-184
Creative assignments
Make a poster warning about natural disasters
Create a play or puppet show telling people how to stay safe in tornados
Make a song up for the American Red Cross
Individual meetings
Storytime

Computers

Math
Multiplication word problems

Physical Education

Science
Forces of nature (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Famous Women.1--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Who does the Red Cross help?

Play
Blocks
Housekeeping--Hospital
Band aid designs
Play dough
Peg boards

Reading
Spelling
Pgs. 185-186
Turn in 183-186
Phonics
Simile. Go over WB 60 and 70.
Discuss creative assignments
Storytime

Music

Math
Multiplication word problems

Physical Education

Social Studies
Life of Clara Barton (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Famous Women.1--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    What are natural disasters?

Play
  Blocks
  Housekeeping--Hospital
  Band aid designs
  Play dough
  Peg boards

Reading
  spelling
    Test Ch.21
  creative writing
    write a newspaper article in support of the American Red Cross.
    Discuss writing
  story time

Computers

Math
  Multiplication word problems

Physical Education

Art
  Patchwork Quilt (See Friday of Famous Women)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Famous Women.2-Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
  Who is Elizabeth Blackwell?

Play
  Blocks
  Housekeeping--Doctor's office
  Gauze creations
  silly Putty
  Construction sets

Library

Reading
  Individualized reading
  Individual or small group meetings
  Storytime

Math
  2 digit times 1 digit

Physical Education

Science
  Preventing growth of bacteria (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Preventing the Growth of Bacteria

concept: Additives are added to our food to prevent the growth of bacteria.

Learning Goals: To understand why producers add preservatives to our food and how this helps to protect us from unwanted bacteria.

Materials:
- 4 jars partly full of bullion stock with an additive added to it and left sitting in a warm, sunny place for two days
  - 1 has a teaspoon of salt
  - 1 has a teaspoon of sugar
  - 1 has three teaspoons of vinegar
  - 1 with nothing added
- Magnifying glasses

Activity Card
Each of these jars had an additive added to it. Observe them and notice.
- which one is the cloudiest?
- which one is the clearest?
- What can you see with the magnifying glass?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- Which additive acted as the best preservative?
- Which was the worst?
- Why do you think one is better than another?

Challenging Children Beyond Their Observations
- What other items can be used as a preservative?
- What other ways can be used to prevent the growth of bacteria?
- Why do we refrigerate food?
- Why do we cook meat?
Famous Women.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
   Why couldn't women go to medical school?

Play
Blocks
Housekeeping--Doctor's office
Gauze creations
Silly Putty
Construction sets

Reading
Spelling
   Pretest Ch.22
Phonics
   Referents. See pg. 358 in teacher's manual.
Creative assignments
   Make a poster to support Elizabeth Blackwell
   Write an article about Elizabeth Blackwell
   Design an outfit for her to wear at the hospital
Individual meetings
storytime

Music

Math
   2 digit times 1 digit

Physical Education

Social Studies
   Life of Elizabeth Blackwell  (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Life of Elizabeth Blackwell

concept: Elizabeth Blackwell is a famous American woman.

Learning Goals: To learn about Elizabeth Blackwell's life; to learn about what she did to be remembered; to learn about the times that she lived in, and help in looking up research.

Materials:
Books about Elizabeth Blackwell
Major happenings in the U.S.

Activity Card
In front of you, you have books about Elizabeth Blackwell and a time line. I want you to look through the books and answer the following questions.
- When was she born?
- When did she die?
- What is she remembered for?
- Anything else important in her life?

When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to her life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about Elizabeth Blackwell?
- What were the major events in her life?
- What was the world like for women then?
- What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
- What was important about her life?
- What problems did it lead to?
- How do you think she would feel in today's world?
- What did her contribution mean to society?
Famous Women.2--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
   Why do we acknowledge famous women?

Play
Blocks
Housekeeping--Doctor's office
Gauze creations
silly Putty
Construction sets

Reading
Spelling
Pgs. 187-188
Creative assignments
   Make a poster to support Elizabeth Blackwell
   write an article about Elizabeth Blackwell
   Design an outfit for her to wear at the hospital
Individual meetings
Story time

Computers

Math
   2 digit times 1 digit

Physical Education

Science
   Preventing growth of bacteria (See Monday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Famous Women.2--Thursday

Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercise
- Question
  Why are famous women important?

Play
- Blocks
- Housekeeping--Doctor's office
- Gauze creations
- Silly Putty
- Construction sets

Reading
- Spelling
  - Pgs 189-190
  - Turn in 187-190
- Phonics
  - Referents. See pg. 358 in teacher's manual.
- Discuss creative assignments
- Storytime

Music

Math
- 2 digit times 1 digit

Physical Education

Social Studies
- Life of Elizabeth Blackwell (See Tuesday's attached)

Afternoon Procedures
- Straighten up room
- Pass out papers and letters
- Gather belongings
- Go home
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
   Name some famous women.

Play
Blocks
Housekeeping--Doctor's office
Gauze creations
Silly Putty
Construction sets

Reading
Spelling
   Test Ch. 22
Creative writing
   write a story about achieving your future goals.
Discuss writing
Storytime

Computers

Math
   2 digit times 1 digit

Physical Education

Art
   Valentine Collage
   Using valentines, hearts, and paper doilies make a collage for Valentine's Day

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Presidents

series with multiple authors called World Leader Past and Present. I would have all the presidential volumes in my room.


Presidents--Monday

Presidents Day Holiday
Presidents—Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Who was the first President?

Play
Blocks
Housekeeping—oval Office
stamps and pads
Shaving cream
Peg boards

Reading
Spelling
Pretest Ch.23
Phonics
Referents. See pg. 358 in teacher's manual.
Creative assignments
Design a new Air Force I
Create a new Presidential seal
Write a speech on the conditions of the school
Individual meetings
storytime

Music

Math
3 digit times 1 digit

Physical Education

Social Studies
President Washington (See attached)

Afternoon Procedures
Straighten up room
Pass out a papers and letters
Gather belongings
Go home
Life of George Washington

concept: George Washington is a famous American.

Learning Goals: To learn about George Washington's life; to learn about the government of his times; to learn about the times that he lived in, and help in looking up research.

Materials:
Books about George Washington
Major happenings in the U.S.

Activity Card
In front of you, you have books about George Washington and a time line. I want you to look through the books and answer the following questions.
• When was he born?
• When did he die?
• When did he become President?
• What is he remembered for?
• Anything else important in his life?

When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to his life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What did you find out about George Washington?
• What where the major events in his life?
• When did he become President?
• Did his election lead to any important happenings in the U.S.? If so which ones and when?
• What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
• What was important about the his election?
• What problems did it lead to?
• How do you think he reacted to his election?
• What did his election mean to society?
Presidents--Wednesday

Morning Procedures
- Daily helper
- Feed fish
- Pledge
- Morning exercise
- Question
  - Why is Abraham Lincoln remembered?

Play
- Blocks
- Housekeeping--Oval Office
- Stamps and pads
- Shaving cream
- Peg boards

Reading
- Spelling
  - Pgs. 191-192
  - Creative assignments
    - Design a new Air Force I
    - Create a new Presidential seal
    - Write a speech on the conditions of the school
- Individual meetings
- Storytime

Computers

Math
- 3 digit times 1 digit

Physical Education

Science
- Classifying rocks (See attached)

Afternoon Procedures
- Straighten up room
- Pass out a papers and letters
- Gather belongings
- Go home
Classifying Rocks

concept: There are many different types of rocks.

Learning Goals: To understand that there are many different types of rocks and that they can be classified in many ways according to hardness, chemical properties, residue, and the way they break.

Materials:
- A copy of Mohs Hardness Scale
- Vinegar
- Small hammer
- White porcelain tile
- Many different types of rocks

Activity Card
Using the rocks and materials perform the four different tests on them to see if you can classify them.
- Observe what they do and how they look
- Note their names and where they can from

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What happened when you poured the vinegar on some on the rocks?
- What happened when used the scale to check for the hardness?
- What happened when you scratched the tile?
- What happened when you tried to crack the rocks?

Challenging Children Beyond Their Observations
- What do you think the different rocks are used for?
- Since diamonds are the hardest rocks around what do you think can cut or break them?
- What happens to rocks as they break down into tiny pieces?
Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Who is the current President?

Play
  Blocks
  Housekeeping--Oval Office
  Stamps and pads
  Shaving cream
  Peg boards

Spelling
  Pgs. 193-194
  Turn in 191-194

Phonics
  Referents. Work on WB 34 and 40 in groups of two.
  Discuss creative assignments
  Storytime

Music

Math
  3 digit times 1 digit
Presidents.1--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What toy was named after Teddy Roosevelt?

Play
Blocks
silly Putty
Housekeeping--oval Office
Painting
Dominos

Reading
Books
Introduce vocabulary for the story pg. 273 in teacher manual
Read title and author and discuss what the story might be about
Read George Washington's Breakfast pgs. 224-239 in student reader
Discuss story and earlier ideas
story time

Library

Math
2 and 3 digit times 1 digit

Physical Education

science
Classifying rock (See wednesday of Presidents attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Jobs of a President

concept: The President has many jobs.

Learning Goals: To gain respect for the President; to understand his job a little bit better; to examine what he does, and to look at his life.

Materials:
List of the President major jobs
One day in his life
One day in our life

Activity Card
In front of you is a list of the major jobs of a President, I want you to look at the list and see if you can figure out what he does for each one. Then compare your answers with those around you. After that is finished, I want you to look at his day and then look at your day and think about these questions.
-Who has the longer day?
-Who has the busier day?
-What would it be like to be President?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
-What did you come up with for his major jobs?
-which one do you think is most important?
-Do you think the President ever gets to watch television?
-Do you think he ever gets to have fun?

Challenging Children Beyond Their Observations
-Would you like to be President some day?
-What would your day be like if you were President?
-Do you think he gets a lot of choices in his schedule?
-Who is the First Lady?
-What does the First Lady do?
Presidents.1--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    Who designed the White House?

Play
  Blocks
  silly Putty
  Housekeeping--Oval Office
  Painting
  Dominos

Reading
  spelling
    Pgs 195-196
  creative assignments
    Write a story about a President
    Perform a play about Lincoln or Washington
    write an advertisements for President's Day
  Individual meetings
  storytime

computers

Math
  2 and 3 digit times 1 digit

Physical Education

  science
    Classifying rock (See Wednesday of Presidents attached)

Afternoon Procedures
  straighten up room
  Pass out paper and letters
  Gather belongings
  Go home
Presidents.1--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
why would anyone want to be President?

Play
Blocks
Silly Putty
Housekeeping--oval Office
Painting
Dominos

Reading
Spelling
Test Ch.24
creative writing
What characteristics make a good President
Discuss writing
Story time

computers

Math
2 and 3 digit times 1 digit

Physical Education

Art
Making a puzzle
The children create a picture and then cut it into various shapes. They can then trade with those around them to recreate the pictures.

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Inventions--Automobiles


Inventions--Phones


Inventions--Electricity


Inventions--Monday

Morning Procedures
Daily helper
feed fish
Pledge
Morning exercises
Question
What do you think is the most important invention?

Play
Blocks
Play dough
Housekeeping-Inventors lab
Colored pencil drawings
Tinker toys

Reading
Books
Introduce vocabulary for the story pg. 151 in teacher manual
Read title and author and discuss what the story might be about
Read Everything begins with a dream pgs. 128-134 in student reader
Discuss story and earlier ideas

Library

Math
Division problems

Physical Education

science
Inventions in science (See attached)

Afternoon Procedures
straighten up room
Pass out paper and letters
Gather belongings
Go home
Inventions

concept: Inventions are ideas that are put into practice.

Learning Goals: To see how inventions go from idea to reality, to understand how inventions are started, and to encourage creative thinking.

Materials:
- Files with problems in them
- Pictures of inventions

Activity Card
In the red files in front of you, there is a problem. I want you to think about what invention that has already been invented solved that problem. I want you to think about how it solved the problem and if it created new problems. Then in the blue folders there are problems that need an invention to solve them. I want you to create an invention that will solve the problems. Draw pictures or write about the invention, so that you can share it later.

Sample Debriefing Questions

Asking Children to Reflect on Their Observations
- What did you learn about past inventions?
  - What are the problems that were solved by an invention?
  - What are your inventions that will stop our problems?

Challenging Children Beyond Their Observations
- Do inventions have to start with a problem?
- What else could be a catalyst for an invention?
- What do you think were some of the most important inventions?
- Can inventions also create new problems?
- Can you protect your idea so that no one else can steal it?
Inventions--Tuesday

Morning Procedures
Daily helper
feed fish
Pledge
Morning exercises
Question
   How do inventors invent?

Play
Blocks
Play dough
Housekeeping-Inventors lab
Colored pencil drawings
Tinker toys

Reading
Spelling
   Pretest Ch.25
Phonics
   Verb endings -ed. Working on individual chalkboards with the teacher on the front board.
Creative Assignments
   Write a play about an inventor
   write a poem about computers
   Draw a new invention
Individual meetings
Storytime

Music

Math
   Division problems

Physical Education

Social Studies
   Who thinks up inventions? (See attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Who Thinks Up Inventions?

concept: Inventors can be anyone.

Learning Goals: To understand that ideas can come from anyone, anywhere; to understand that even little people can become big people and to encourage children to take risks.

Materials:
List of inventions
List of people who invented the inventions with a biography on them

Activity Card
In front of you, are a list of inventions and a list of inventors, I want you to match the inventor to the invention. Then I want you to look at the inventors and think about the following questions.
· How old were they with their first invention?
· Did they do well in school?
· What did their inventions lead to?
· Are there similarities between the inventors?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What did you see in who invented what?
· What were the similarities between the inventors?
· What gave them their ideas?
· Did they get it right on the first try?

Challenging Children Beyond Their Observations
· Are there consequences to being an inventor?
· What can inventors do?
· Where do inventors invent?
· Where do inventors get money to experiment?
· Could you be an inventor?
Inventions--Wednesday

Morning Procedures
  Daily helper
  feed fish
  Pledge
  Morning exercises
  Question
    Are all inventors smart?

Play
  Blocks
  Play dough
  Housekeeping-Inventors lab
  Colored pencil drawings
  Tinker toys

Reading
  Spelling
    Pgs. 99-100
  Creative Assignments
    write a play about an inventor
    write a poem about computers
    Draw a new invention
  Individual meetings
  storytime

computers

Math
  Division problems

Physical Education

Science
  Inventions in science (See Monday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inventions--Thursday

Morning Procedures
Daily helper
feed fish
Pledge
Morning exercises
Question
What makes a good inventors?

Play
Blocks
Play dough
Housekeeping-Inventors lab
Colored pencil drawings
Tinker toys

Reading
Spelling
  Pgs. 101-102
  Turn in pgs. 99-102
Phonics
  Verb endings
Discuss creative assignments
Storytime

Music

Math
  Division problems

Physical Education

social Studies
  Who thinks up inventions? (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Inventions--Friday

Morning Procedures
Daily helper
feed fish
Pledge
Morning exercises
Question
Could you be an inventor?

Play
Blocks
Play dough
Housekeeping-Inventors lab
Colored pencil drawings
Tinker toys

Reading
Spelling
Test Ch.25
Creative writing
Create an invention
Discuss writing
Storytime

computers

Math
Division problems

Physical Education

Art
Using the invention that you wrote about this morning. Create a picture to go with it.

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Open and Closed Circuits

Concept: Electricity is a source of power

Learning Goals: To understand that electricity supplies power to our machines and lights

Materials:
Per circuit
1 "0" size battery (1.5 volts)
1 light (1.5 volts)
1 piece of bell wire, about six inches long with stripped ends

Activity Card
Observe what happens as you connect the battery to the light using the wire
· What ways makes the light bulb light?
· What ways do not make the light bulb light?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What makes the light bulb light?
· Why is the wire able to conduct the electricity?
· Does the bulb have to be a certain way for it to light?
· What do you think an open circuit is?
· What do you think a closed circuit is?

Challenging Children Beyond Their Observations
· What else do you think could work instead of the wire?
· Does this battery have enough energy to work anything else?
· Why do we put batteries in objects in certain patterns?
· Why do batteries have a positive and a negative?
Inventions.1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What did people use before electricity?

Play
Blocks
Housekeeping--Science lab
Legos
Painting
Play dough

Reading
Spelling
Pretest Ch.26
Phonics
Verb ending -ere Working on individual chalkboards.
Creative assignments
Sell another type of power in a commercial
Perform a play about Thomas Edison
Write a song about electricity
Individual meetings
storytime

Music

Math
Division

Physical Education

Social Studies
Life of Thomas Edison (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Life of Thomas Edison

concept: Thomas Edison was an important inventor.

Learning Goals: To learn about Thomas Edison's life; to learn about his inventions; to learn about the times that he lived in, and to help in looking information up

Materials:
Books about Thomas Edison
Major happenings in the U.S. during his life

Activity Card
In front of you, you have books about Thomas Edison and a time line. I want you to look through the books and answer the following questions.
• When was he born?
• When did he die?
• What did he invent?
• When was his first invention?
• Anything else important in his life?
When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to his life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
• What did you find out about Thomas Edison?
• What where the major events in his life?
• What did he invent?
• Did his inventions lead to any important happenings in the U.S.? If so which ones and when?
• What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
• What was important about the light bulb?
• What other inventions did it lead to?
• How do you think he came up with his ideas?
• What did his inventions mean to society?
Inventions.1--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What other types of power are there?

Play
Blocks
Housekeeping--Science lab
Legos
painting
Play dough

Reading
Spelling
Pgs. 103-104
Creative assignments
Sell another type of power in a commercial
Perform a play about Thomas Edison
write a song about electricity
Individual meetings
storytime

Computers

Math
Division

Physical Education

Science
Open and closed circuits (See Monday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Inventions.1--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
How do you get colored light?

Play
Blocks
Housekeeping--Science lab
Legos
Painting
Play dough

Reading
Spelling
Pgs. 105-106
turn in 103-106
Phonics
Verb ending -er. Working on individual chalkboards.
Discuss creative assignments
Story time

Music

Math
Division

Physical Education

Social Studies
Life of Thomas Edison (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Inventions.1--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    How do you make electricity?

Play
  Blocks
  Housekeeping--Science lab
  Legos
  Painting
  Play dough

Reading
  Spelling
    Test Ch. 26
  creative writing
    What does electricity allow you to do.
  Discuss writing
  storytime

computers

Math
  Division

Physical Education

Art
  Invention Collage.
    The children will go through magazine and make college out of all the inventions that they see that work on electricity.

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inventions.2--Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    What did Henry Ford invent?

Play
  Blocks
  Housekeeping--Science lab
  Car painting
  Play dough
  Tinker toys

Library

Reading
  Individualized reading
  Individual or small group meetings
  Storytime

Math
  Multiplication and division word problems

Physical Education

Science
  What is mass transit? (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
What is Mass Transportation?

concept: People travel by many means.

Learning Goals: To understand what mass transportation is and how it affects our lives; to understand the importance of it and what it means to society, and to see how it came about.

Materials:
- Model trains, cars, buses, planes, and trolleys
- Maps of a city
- Time schedules for that city

Activity Card
- Pretend that you love in a suburb of a major city and you do not own a car. How would you get around? You would have to use public or mass transportation. There is a list of places that you want to visit one day in the city and how much time you will spend in the place. I want you to use the train schedules and bus routes to get around the city and get back home. Use the following questions as guides,
  - What time does the train leave?
  - Where are the places you want to visit?
  - Are some of them close enough to walk to?
  - Do any buses go near the places?
  - What time does the last train leave for home?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - Did you get to all the places you wanted to go?
  - Was it easy to follow the train schedules?
  - Was it easy to understand the bus maps?
  - Why are things so hard to understand?
  - Why do people use mass transportation?

- Challenging Children Beyond Their Observations
  - Why should we use mass transportation?
  - Are there other means that we did not use?
  - What would you do to make the maps and schedules more understandable?
  - Do you think that these objects come in different languages?
  - Would you like to live in the city where you had to depend on the transportation everyday?
Inventions.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
The best way to get to school is...

Play
Blocks
Housekeeping--Science lab
Car painting
Play dough
Tinker toys

Reading
spelling
Pretest Ch.27
Phonics
Irregular verb endings. Working on individual chalkboards.
Creative assignments
Design a new car
write a commercial about a new way to travel
Do a car safety puppet show
Individual meetings
storytime

Music

Math
Multiplication and division word problems

Physical Education

Social Studies
Henry Ford (See attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Life of Henry Ford

concept: Henry Ford was an important inventor.

Learning Goals: To learn about Henry Ford's life; to learn about his inventions; to learn about the times that he lived in, and to help in looking information up

Materials:
- Books about Henry Ford
- Major happenings in the U.S. during his life

Activity Card
In front of you, you have books about Henry Ford and a time line. I want you to look through the books and answer the following questions.
- When was he born?
- When did he die?
- What did he invent?
- When was his first invention?
- Anything else important in his life?
When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to his life.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about Henry Ford?
- What were the major events in his life?
- What did he invent?
- Did his inventions lead to any important happenings in the U.S.? If so which ones and when?
- What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
- What was important about the automobile?
- What other inventions did it lead to?
- How do you think he came up with his ideas?
- What did his inventions mean to society?
Inventions.2--wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
If I could drive a car, I would drive a ..•

Play
Blocks
Housekeeping--science lab
Car painting
Play dough
Tinker toys

Reading
Spelling
Pgs. 107-108
Creative assignments
Design a new car
write a commercial about a new way to travel
Do a car safety puppet show
Individual meetings
storytime

computers

Math
Multiplication and division word problems

Physical Education

science
What is mass transit? (see Monday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Inventions.2--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Why do we have buses and trains?
  Play
    Blocks
    Housekeeping--Science lab
    Car painting
    Play dough
    Tinker toys

Reading
  spelling
    Pgs. 109-110
    Turn in 107-110
  Phonics
    Irregular verb endings. Working on individual chalkboards.
    Discuss creative assignments
    Storytime

Music

Math
  Multiplication and division word problems

Physical Education

Social Studies
  Henry Ford (See Tuesday's attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inventions.3--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why do we use airplanes?
Play
Blocks
Housekeeping--Science lab
Car painting
Play dough
Tinker toys

Reading
spelling
Test Ch.27
Creative writing
How I would drive a car.
Discuss writing
storytime

Computers

Math
Multiplication and division word problems

Physical Education

Art
Painting wooden cars
Each child has a small wooden to paint any way they want with tempera paint.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Inventions.3--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
  What is a telegram?

Play
Blocks
Housekeeping--science lab
Goo
cutting out shapes
Tinker toys

Library

Reading
  Individualized reading
  Individual or small group meetings
  Storytime

Math
  Writing fractions from pictures

Physical Education

science
  Telephones (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Telephones

concept: Telephones are important to life as we know it.

Learning Goals: To understand how telephones influence our life; to understand the other inventions that came out of telephones, and to begin to understand how they work.

Materials:
- Different types of phones and gadgets
- Wires and outlets for phone hook ups
- Model of telephone lines
- Diagram of how a message travels

Activity Card
Looking at all of the objects in front of you, I want you to think about telephones and how they affect your life. You can see how the messages travel and how you receive them. Now, think about all the ways that telephones impact your life. I want you to compare the different types of phones that we have. I also want you to think about all the special features and appliances that phones have. Now make a list of all the positive ways that phones affect your lives and a list of all the negative ways that phones affect your lives. Share them with others and decide if the positives out weight the negatives.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What are some positive ways that phones influence your lives?
- What are some negative ways?
- Would you like to live in a world without phones?
- What are all the things that we use with our phones?

Challenging Children Beyond Their Observations
- What did people do before phones?
- Has writing become a lost art?
- What do you think will be some inventions in the future?
- Do you think we will become more or less dependant on phones?
Inventions.3--Tuesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    How does the telephone work?

Play
  Blocks
  Housekeeping--Science lab
  Goo
  cutting out shapes
  Tinker toys

Reading
  Spelling
    Pretest Ch.28
  Phonics
    Irregular verbs. Working in small groups forming past tense of some irregular verbs.
  Creative assignments
    Create a new language
    Design a new phone
    Puppet show on phone manners
  Individual meetings
  Storytime

Music

Math
  Writing fractions from pictures

Physical Education

Social Studies
  Life of Alexander Graham Bell (See attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Life of Alexander Graham Bell

concept: Alexander Graham Bell was an important inventor.

Learning Goals: To learn about Alexander Graham Bell's life; to learn about his inventions; to learn about the times that he lived in, and to help in looking information up

Materials:
- Books about Alexander Graham Bell
- Major happenings in the U.S. during his life

Activity Card

In front of you, you have books about Alexander Graham Bell and a time line. I want you to look through the books and answer the following questions.
- When was he born?
- When did he die?
- What did he invent?
- When was his first invention?
- Anything else important in his life?

When you have answered these questions, I want you to meet with other groups and see what answers they found. When you have compiled a complete list, come to me and we will plot them on the time line of U.S. history that corresponds to his life.

Sample Debriefing Questions

Asking Children to Reflect on Their Observations
- What did you find out about Alexander Graham Bell?
- What where the major events in his life?
- What did he invent?
- Did his inventions lead to any important happenings in the U.S.? If so which ones and when?
- What was going on in the U.S. at this time?

Challenging Children Beyond Their Observations
- What was important about the telephone?
- What other inventions did it lead to?
- How do you think he came up with his ideas?
- What did his inventions mean to society?
Inventions.3--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Would you like to own a video phone?

Play
  Blocks
  Housekeeping--Science lab
  Goo
  cutting out shapes
  Tinker toys

Reading
  Spelling
    Pgs. 111-112
  Creative assignments
    Create a new language
    Design a new phone
    Puppet show on phone manners
  Individual meetings
  Storytime

Computers

Math
  Writing fractions from pictures

Physical Education

Science
  Telephones (See Monday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inventions.3--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Can you think of any other accessories that we need for our phones?

Play
  Blocks
  Housekeeping--Science lab
  Goo
  Cutting out shapes
  Tinker toys

Reading
  Spelling
    Pgs. 113-114
    Turn in 111-114
  Phonics
    Irregular verbs. Working in small groups forming past tense of some irregular verbs.
    Discuss creative assignments
  Storytime

Music

Math
  Writing fractions from pictures

Physical Education

Social Studies
  Life of Alexander Graham Bell (See Tuesday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Inventions.3--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Why do we use phones?

Play
  Blocks
  Housekeeping--Science lab
  Goo
  Cutting out shapes
  Tinker toys

Reading
  Spelling
    Test Ch.28
  Creative writing
    What would happen if all of a sudden all the phones disappeared?
  Discuss writing
  Storytime

Computers

Math
  Writing fractions from pictures

Physical Education

Art
  Chalk pictures.
    The children get to choose from three different pre-drawn patterns and then they get to color the pictures with colored chalk.

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
PLANTS


Plants-Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What is your favorite plant?

Play
  Blocks
  Housekeeping--House
  Lincoln logs
  Petal collages
  Play dough

Reading
  Books
    Introduce vocabulary for the story pg. 219 in teacher manual
    Read title and author and discuss what the story might be about
    Read Who needs plants? pgs 186-194 in student reader
    Discuss story and earlier ideas

Library

Math
  Writing fractions

Physical Education

Science
  Growing plants from kitchen scraps (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Growing Plants from Kitchen scraps

concept: Plants come from many starts.

Learning Goals: To understand that not all plants have flowers and to understand that not all plants come from seeds you buy at the store.

Materials:
Avocado pit
Avocado pit with roots sprouted
Avocado plant
Ginger root
Ginger root plant

Activity Card
In the center in front of you, you can see the different stages that kitchen scraps go through in becoming a plant. While observing these stages, think about the following questions.
· Do you think we could get food from these plants?
· Why or why not?
· Why do these grow from the pit and the root?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· Why are these plants growing?
· Are they going to bear flowers or fruit?
· Could we eat the plants?
· Are there any uses for these plants?

Challenging Children Beyond Their Observations
· Are there other food that you think could do this?
· How do other plants grow?
· What are the purposes for plants?
· Could you plant these outside?
Plants--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   What is your favorite flower?

Play
Blocks
Housekeeping--House
Lincoln logs
Petal collages
Play dough

Reading
Spelling
   Pretest Ch.29
Phonics
   Characterization. Class discuss with examples.
Creative assignments
   Do an advertisement for a nursery
   Write a story about growing a tree
   Puppet show on how to plant a flower
Individual meetings
Storytime

Music

Math
   Writing fractions

Physical Education

Social Studies
   Material from plants (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Materials From Plants

concept: Plants provide many things for us.

Learning Goals: To understand what materials we get from plants; to understand how they are extracted from plants, and Why plants are so important

Materials:
- Plants
- Tree sapling
- Paper
- Cotton shirt
- Raw cotton
- Wooden objects

Activity Card
In front of you, you see some object that were retrieved from plant materials. I want you to look at the materials, see if you can gather from the tags what kind plant it came from. Then I want you to think about the following questions.
- Where would we get these materials from if we didn't have trees and plants?
- What do these materials provide us with?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see about the plant and the sapling?
- How do you think we get materials from these plants?
- What would we do with out these plants?
- Are there other materials that we get from plants?

Challenging Children Beyond Their Observations
- Are there any problems with these plants?
- Are any problems from these plants?
- Are these plants in danger of becoming extinct?
- What can we do to save plants from extinction?
- What do plants provide us with?
Plants--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What is your favorite tree?

Play
Blocks
Housekeeping--House
Lincoln logs
Petal collages
Play dough

Reading
Spelling
Pgs. 115-116
creative assignments
Do an advertisement for a nursery
write a story about growing a tree
Puppet show on how to plant a flower
Individual meetings
Storytime

computers

Math
writing fractions

Physical Education

Science
How plants breathe (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
How Plants Breathe

concept: Plants give us oxygen.

Learning Goals: To understand why plants are important; to understand how plants breathe and to know what they need to breathe.

Materials:
- Plants
- Diagram of breathing cycle
- Plant leaves
- Microscope
- Water

Activity Card
Look at the breathing cycle of a plant. You can see from that what a plant breathes in and what it breathes out. Observe the leaves that have been removed from the plant, compare the different types. Note similarities and differences. Make some observation about how you think that plants breath. Think about the following questions.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in the plant leaves?
- What are the plants leaves like?
- Are there similarities between the different leaves?
- Are there differences between the leaves?

Challenging Children Beyond Their Observations
- What do you think plants breathe?
- What do you think they give off?
- Do they work like our lungs?
- Are plants important to have around?
- Which plants are the best?
- Which plants are not as good?
Plants--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
   Why do leaves turn colors?

Play
Blocks
Housekeeping--House
Lincoln logs
Petal collages
Play dough

Reading
Spelling
   Pgs. 117-118
   Turn in 115-118
Phonics
   Characterization. Class discuss with examples.
   Discuss creative writing
Story time

Music

Math
   Writing fractions

Physical Education

Social Studies
   Material from plants (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Plants--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    How do trees get water?

Play
  Blocks
  Housekeeping--House
  Lincoln logs
  Petal collages
  Play dough

Reading
  Spelling
    Test CH.29
  creative writing
    Write a story from a flowers perspective
  Discuss writing
  Storytime

computers

Math
  writing fractions

Physical Education

Art
  Tissue Paper Flowers
    Using tissue paper, create flowers. Add green pipe cleaner for the stem.

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
PLANTS
Observing Osmosis

Concept: water can move through semitransparent material

Learning Goals: To understand the concept of osmosis, to be able to observe it happening and to know why it happens.

Materials:
Hard boiled egg
Water
Glass
Carrot
Cork
Wax

Activity Card
Observe the materials in the center over the class period. Make notes about what you see happening in relation to these questions.
· What do the materials look like at the beginning, in the middle, and at the end of the class period.
· Which way does the water move?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What is happening to the water?
· Why do you think the water moves that way?
· How is the water moving when there is no holes for it to travel through?

Challenging Children Beyond Their Observations
· Do you think other liquids could also move through?
· Do you think that there are pathways that we cannot see?
· What kind of materials would not let water pass through?
· Would insulation help prevent the osmosis?
Plants.1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is your favorite fruit?

Play
Blocks
Housekeeping--house
Goo
Bristle blocks
Vegetable prints

Reading
Spelling
Pretest Ch.31
Phonics
Characterization. Class discuss with examples.
Creative assignments
Create a flower from pictures
Write a poem about trees
Write a play about how to take care of flowers
Individual meetings
Storytime

Music

Math
2 and 3 digit multiplication with regrouping

Physical Education

Social Studies
Dye for clothes (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Natural clothing Dyes

concept: Colors for our clothes can come from plants

Learning Goals: To understand how certain materials can produce color to dye clothes and that this is how manufactures put color on our clothes.

Materials:
- Materials from nature to make the dyes
- Dry and wet
- White material (cotton, rayon, silk, or wool)
- Bowls
- Drying rack

Activity Card
- Use the materials to make some observations about how dye is used to color material
  - What happens when you put the material in the dye?
  - Compare the dry dye materials, the wet dye materials and the actual dye.

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - What happens to the dye materials when they are soaked?
  - Are the dye materials colors similar to the final colors?
  - How to the dye colors compared to the material in its natural state?

- Challenging Children Beyond Their Observations
  - What would happen if you mixed the colors together?
  - What about the dye materials?
  - Would the colors be similar or different?
  - Can you think of other materials that could be used as dyes?
  - How do you think dyes are produced by companies?
  - Which do you think is better or safer?
Plants.1--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why do we like flowers?

Play
Blocks
Housekeeping--house
Goo
Bristle blocks
Vegetable prints

Reading
Spelling
Pgs. 119-120
creative assignments
create a flower from pictures
write a poem about trees
Write a play about how to take care of flowers
Individual meetings
Story time

computers

Math
2 and 3 digit multiplication with regrouping

Physical Education

Science
Observing osmosis (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Plants. I-Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    What are trees good for?

Play
  Blocks
  Housekeeping--house
  Goo
  Bristle blocks
  Vegetable prints

Reading
  Spelling
    Pgs. 121-122
    Turn in 119-122
  Phonics
    Characterization. Class discuss with examples.
    Discuss creative assignments
    Storytime

Music

Math
  2 and 3 digit multiplication with regrouping

Physical Education

Social Studies
  Dye for clothes (See Tuesday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Plants.1--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Why do people have bushes?

Play
  Blocks
  Housekeeping--house
  Goo
  Bristle blocks
  Vegetable prints

Reading
  Spelling
    Test Ch.30
  creative writing
    write about the things you can do with a tree.
  Discuss writing
  storytime

computers

Math
  2 and 3 digit multiplication with regrouping

Physical Education

Art
  Mother's Day Cards

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Plants.2--Monday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why are plants green?

Play
Blocks
Housekeeping--house
Goo
Bristle blocks
Vegetable prints

Library

Reading
Individualized reading
Individual or small group meetings
Storytime

Math
2 digit division without remainders

Physical Education

Science
Plants need water to grow (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Plants Need water to Grow

concept: Plants need water to grow.

Learning Goals: To understand how plants grow; to understand what plants need to grow, and how their needs are similar to human needs.

Materials
Plants
one exposed to sunlight
one exposed to darkness
one given too much water
one given just enough water
one given no water

Microscope
Magnifying glasses

Activity Card
We have been watching our plants for a couple of weeks. They were all healthy and strong when we bought them. Now, I want you to look at them and compare them sunlight ones, and the water ones. Make observations and hypothesizes about the plants think about these questions:

- What happened to the one in the box?
- What happened to the one with too much water?
- What happened to the one with no water?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations

- What do you think plants need to grow?
- Which plant looks the best?
- Which plant looks the worst?
- What did you observe about the plants?

Challenging Children Beyond Their Observations

- How are plants like human beings?
- Which plant do you think will live the longest?
- Which one will die first?
- How are plants important?
- Why do people grow plants?
Plants.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Do you think plants come in other colors?

Play
Blocks
Housekeeping--house
Goo
Bristle blocks
Vegetable prints

Reading
Spelling
Pretest Ch.31
Phonics
Varmint spelling of /a/, /e/, /o/.
See pg. 72 in teacher's manual.
creative assignments
Draw a flower found in outer space
Design an ad to sell cactuses
Make a 3-d picture of a tree out of paper
Individual meetings
Story time

Math
2 digit division without remainders

Physical Education

social Studies
Fruits from many places (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Fruits From Around the World

concept: Fruit comes from many places.

Learning Goals: To understand where fruit comes from; to understand that there are many different fruits, and to understand that each type needs a special environment.

Materials:
Fruits from around the world
Pictures of the trees they come from
World map
Microscope

Activity Card
In front of you are many different types of fruit from all over the world. I want you to observe the fruit using the magnifying glasses. I want you to note similarities and differences, whether you think it is sweet or sour. I also want you to find where it came from on the map.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
-What are some observations you made about the fruit?
-What are some of the similarities?
-What are some of the differences?
-Where did most of the fruits come from?
-Where do most of the fruits come from in the U.S.?

Challenging Children Beyond Their Observations
-Do you think that these fruits are popular in other cultures?
-Do you think that some of these fruits would grow well in the U.S.?
-How do you think that fruit get from other places to the U.S.?
-What is important about fruit?
Plants.2--Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Why do cactuses not have leaves?

Play
  Blocks
  Housekeeping--house
  Goo
  Bristle blocks
  Vegetable prints

Reading
  Spelling
    Pgs. 123-124
  Creative assignments
    Draw a flower found in outer space
    Design an ad to sell cactuses
    Make a 3-d picture of a tree out of paper
  Individual meetings
  story time

computers

Math
  2 digit division without remainders

Physical Education

Science
  Plants need water to grow (See Monday's attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Plants.2--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
   How can cactuses live in the desert?

Play
Blocks
Housekeeping--house
Goo
Bristle blocks
Vegetable prints

Reading
Spelling
   Pgs.125-126
   Turn in 123-126
Phonics
   Varmint spelling of *lal, lei, loi*. See pg. 72 in teacher's manual.
Discuss creative assignments
Storytime

Music
Math
   2 digit division without remainders

Physical Education

Social Studies
   Fruits from many places (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Animal Books

Sea Animals


**Forest Animals**


**Unusual Animals**


Animals--Monday

Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
      What is your favorite animal?

Play
   Blocks
   Shaving cream
   Housekeeping-Zoo
   Shape animals
   Matching game

Reading
   Books
      Introduce vocabulary for the story pg. 255 in teacher manual
      Read title and author and discuss what the story might be about
      Read Cunningham's Rooster pgs. 210-222 in student reader
      Discuss story and earlier ideas

Library

Math
   Geometric shapes

Physical Education

Science
   Living in the ocean (See attached)

Afternoon Procedures
   Straighten up room
   Pass out paper and letters
   Gather belongings
   Go home
Living in the Ocean

concept: Many animals live in the ocean.

Learning Goals: To understand that there are many life forms that live in the ocean and that many more depend on the oceans for food and survival.

Materials:
- Slides of ocean life
- Books about ocean life
- Food chain of the ocean
- Water from the ocean

Activity Card
In this center, there are many resources for you to use. I want you to think about oceans and what they mean to the animals that live there. Watch the slides that are being shown and think about the following questions.
- What kind of animals live in the ocean?
- What kind of animals depend on the ocean?
- What is the food chain in the ocean like?
- How do animals in the ocean breathe?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you see in the slides?
- How do animals survive in the ocean?
- Name some animals that live in the ocean?
- Name some animals that depend on it for survival?

Challenging Children Beyond Their Observations
- What is life in the ocean like?
- Do you think people will ever live in the ocean?
- What are your thoughts about the ocean?
- What do we use the ocean for?
- How does that impact the animals that live there?
Animal--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
If you could be any water animal, what would you be?

Play
Blocks
Shaving cream
Housekeeping-Zoo
Shape animals
Matching game

Reading
spelling
Pretest Ch.32
Phonics
Variant pronunciation oo, ea, ow. See pg. 84 of teacher's manual.
Creative assignments
Poem about fishing
Create a new type of fish
Puppet show on fishing from the fishes perspective
Individual meetings
Story time

Music

Math
Geometric shapes

Physical Education

Social Studies
protecting our oceans (See attached)

Afternoon Procedures
straighten up room
Pass out paper and letters
Gather belongings
Go home
protecting Our Oceans

concept: Our oceans need to be protected.

Learning Goals: To understand how people can negatively influence life in the ocean; to understand what pollution does to the ocean; and to see how we can help to protect the ocean.

Materials:
- water
- Oil
- Dead fish
- Feathers
- Sand
- Plastic people

Activity Card

I want you to experiment with the water and oil to see what happens when oil spills into our oceans. I want you to observe the mess it makes. Then I want you to pretend that the dead fish is alive and that the feathers are birds and that the sand is our beaches. Expose them to the oil water and observe what happens. Then think about these questions.
- What happens to the fish and other animals?
- What happens to the beach that surround the oceans?
- What happens to the bird that fish in the oceans?

Sample Debriefing Questions

Asking Children to Reflect on Their Observations
- What did the oil do to the feathers?
- What did it do to the fish?
- What did it do to the sand?
- What does the oil feel like?
- Is the oil easy to get out of the water?
- Is it easy to get out of the sand?

Challenging Children Beyond Their Observations
- What kinds of damages does oil do to our oceans?
- Are there any ways to clean it up?
- What happens to people who pollute our oceans?
- What other types of pollution are there?
- Are there any ways to stop it?
- What about clean it up?
Animals—Wednesday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    How do fish swim?

Play
  Blocks
  shaving cream
  Housekeeping-Zoo
  Shape animals
  Matching game

Reading
  Spelling
    Pgs. 127-128
  creative assignments
    Poem about fishing
    Create a new type of fish
    Puppet show on fishing from the fishes perspective
  Individual meetings
  storytime

computers

Math
  Geometric shapes

Physical Education

Science
  Living in the ocean (See Monday's attached)

Afternoon Procedures
  straighten up room
  Pass out paper and letters
  Gather belongings
  Go home
Animals--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What do fish eat?

Play
Blocks
Shaving cream
Housekeeping-Zoo
Shape animals
Matching game

Reading
Spelling
Pgs. 129-130
Turn in 127-130
Phonics
variant pronunciation oo, ea, ow. See pg. 84 of teacher's manual.
Discuss creative assignments
storytime

Music

Math
Geometric shapes

Physical Education

Social Studies
protecting our oceans (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out paper and letters
Gather belongings
Go home
Animals--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What do fish do all day?

Play
Blocks
Shaving cream
Housekeeping-Zoo
Shape animals
Matching game

Reading
spelling
Test Ch 32
creative writing
write about a day in the life of a fish
Discuss writing
story time

computers

Math
Geometric shapes

Physical Education

Art
watercolors
The children are given a piece of paper and a set of watercolors and allowed to paint with them.

Afternoon Procedures
straighten up room
Pass out paper and letters
Gather belongings
Go home
Living in the Forest

concept: There are many animals that live and hunt in the forests.

Learning Goals: To understand that there are many life forms that live in the forests and that many more depend on the forests for food and survival.

Materials:
Slides of animals in the forests
Books about forest animals
Food chain of the forests
Pictures of the trees and vegetation

Activity Card
In this center, there are many resources for you to use. I want you to think about forests and what they mean to the animals that live there. Watch the slides that are being shown and think about the following questions.

· What kind of animals live in the forest?
· What kind of animals depend on the forest?
· What is the food chain in the forest like?
· How do animals in the forest hunt for food?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What did you see in the slides?
· How do animals survive in the forest?
· Name some animals that live in the forest?
· Name some animals that depend on it for survival?

Challenging Children Beyond Their Observations
· What is life in the forest like?
· Do forests have endangered species living in them?
· What do humans do to the forests?
· What can we do to help the forests?
· What impact is human population growth having on the forests?
Animals.l--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What do forest animals eat?

Play
Blocks
Housekeeping--Zoo
Paw painting
Silly Putty
Erector sets

Reading
Spelling
Pretest Ch.33
Phonics
Position and spelling of vowel sounds ea, oo, ow. See pg 348 in teacher's manual.
Creative assignments
Make a poster to protect the animals
Poem about not feeding the animals people food
Write a play about a human family living in the forest
Individual meetings
Story time

Music

Math
Congruent shapes

Physical Education

Social Studies
Protecting the forests is protecting the animals (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Protecting Our Forests and Its Animals

community: Forests and their animals are endangered.

Learning Goals: To understand how people can negatively influence life in the forests; to understand what pollution does to the forest; and to see how we can help to protect the forests.

Materials:
- Bunch of small plants
- Plastic animals
- Tree cutters

Activity Card
I want you to experiment with the materials that are out. I want you to imagine that the plants are the forest and the plastic animals are real. Now, we have plenty of room for all the animals to live in the forest. But take part of it away, but leave the same number of animals. Now take half away and build houses where there was forest. While you're doing this think about the following questions.
- What are the trees being used for?
- Where do the animals go?
- What will the animals eat?
- What will happen with the houses?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What are the trees being used for?
- Where do the animals go?
- What will the animals eat?
- What will happen with the houses?
- Do you think the people who live in the houses could be in danger?

Challenging Children Beyond Their Observations
- What happens if we cut down all the trees?
- Where will the animals go?
- What will happen to the land?
- Do we need to protect the forest and its animals?
- How do we protect them?
- What can we do?
Animals.1--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is your favorite forest animal?

Play
Blocks
Housekeeping--Zoo
Paw painting
Silly Putty
Erector sets

Reading
Spelling
Pgs. 131-132
Creative assignments
Make a poster to protect the animals
Poem about not feeding the animals people food
Write a play about a human family living in the forest

Individual meetings
Storytime

Computers

Math
Line of symmetry

Physical Education

Science
Living in the forest (See Monday’s attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Animals.1--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    If you could be a forest animal, what would you be?

Play
  Blocks
  Housekeeping--Zoo
  Paw painting
  Silly Putty
  Erector sets

Reading
  Spelling
    Pgs. 133-134
  Phonics
    Position and spelling of vowel sounds ea, oo, ow. See pg 348 in teacher's manual.
  Discuss creative assignments
  Storytime

Music

Math
  Line of symmetry

Physical Education

Social Studies
  protecting the forests is protecting the animals (See Thursday's attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Animals.1--Friday

Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercise
   Question
       Why should we not feed forest animals?

Play
   Blocks
   Housekeeping--Zoo
   Paw painting
   Silly Putty
   Erector sets

Reading
   Spelling
       Test ch 33
   Creative writing
       write a newspaper article about protecting the animals
   Discuss writing
   storytime

Computers

Math
   Line of symmetry

Physical Education

Art
   Rock animals
       The children get to decide what animal they want to make. Then as a group, go outside to collect rocks. Brush off the dirt. Have the children place the rocks in the shape of their animal. Then have the children paint the rocks to resemble their animal.

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
What is a Marsupial?

concept: A marsupial is a mammal.

Learning Goals: To understand how marsupials are different from other animals; to know what some marsupials are, and to know where they are found.

Materials:
- Animal cards
- Stuffed marsupials
- Pictures where they live

Activity Card
I want you to explore the materials in the center and see if you can answer some of these questions.
- What are marsupials?
- How are they different from other mammals?
- Where are many of them found?
- What do they eat?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you find out about marsupials?
- Where do many of them live?
- What is the difference between them and other mammals?
- What is a mammal?

Challenging Children Beyond Their Observations
- Why do you think that they have pouches?
- What stays inside the pouch?
- Why do they keep their young there?
- Do they have any other similarities?
Animals.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Why do moms protect their young?

Play
Blocks
Housekeeping--Zoo
Animal collage
Goo
Zoo and farm sets

Reading
Spelling
Pretest Ch. 34
Phonics
contractions. Working in a large group, we will discuss what a contraction is and how to use them. We will start with can't.
creative assignments
Skit about animal movement
create a new animal
write an ad about baby animals
Individual meetings
story time

Music

Math
Measuring in inches

Physical Education

Social Studies
Moms and babies (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Moms and Their Babies

concept: Moms take care of their babies.

Learning Goals: To understand the different ways of caring for their young; to understand how they feed their young; and how they teach their young to be adults.

Materials:
- Pictures of moms and babies
- Different types of food
- Stuffed animals of moms and babies
- Books about moms and babies

Activity Card
There are many ways that moms take care of their young. List some ways that they do that. There are also many nests that moms use, think about the different types and the reasons behind them. Some babies are born without a mother around what happens to them. Can you name any like this?

Sample Debriefing Questions
- Asking Children to Reflect on Their Observations
  - How do moms protect their babies?
  - How do moms feed their babies?
  - What do moms teach babies to do?
  - What happens when the babies are all grown up?

- Challenging Children Beyond Their Observations
  - How to humans act like animals?
  - What happens when there is no mother around?
  - Why do you think animals travel in groups?
  - How does this help to protect the young?
Animals.2--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is your all time favorite animal?

Play
Blocks
Housekeeping--Zoo
Animal collage
Goo
Zoo and farm sets

Reading
Spelling
Pgs. 135-136
creative assignments
Skit about animal movement
create a new animal
write an ad about baby animals
Individual meetings
Story time

computers

Math
Measuring in inches

Physical Education

Science
What is a marsupial? (see Monday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Animals.2--Thursday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    What animal would you be above all others?

Play
  Blocks
  Housekeeping--Zoo
  Animal collage
  Goo
  Zoo and farm sets

Reading
  Spelling
    Pgs. 137-138
    Turn in 135-138
  Phonics
    contractions. Working in a large group, we will discuss what a contraction is and how to use them. We will start with can't and move to wouldn't.
  Discuss creative assignments
  Storytime

Music

Math
  Measuring in inches

Physical Education

Social Studies
  Moms and babies  (See Tuesday's attached)

Afternoon Procedures
  straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Animals.2--Friday

Morning Procedures
    Daily helper
    Feed fish
    Pledge
    Morning exercise
    Question
        Why do we have animals?

Play
    Blocks
    Housekeeping--Zoo
    Animal collage
    Goo
    Zoo and farm sets

Reading
    Spelling
        Test Ch 34
    creative writing
        write a story about an animal family.
    Discuss writing
    storytime

computers

Math
    Measuring in inches

Physical Education

Art
    Animal mobile
        The children are allowed to choose from many animal designs. They pick five and then color them, punch holes in them, and tie strings in them. Use two wooden dowels, tie them together and then hang the animals from them.

Afternoon Procedures
    Straighten up room
    Pass out papers and letters
    Gather belongings
    Go home
SPORTS


Sports--Monday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
  Question
    What is a sport?

Play
  Blocks
  House
  Marble games
  Ball painting
  Silly putty

Reading
  Books
    Introduce vocabulary for the story pg. 125 in teacher manual
    Read title and author and discuss what the story might be about
    Read *The skates of Uncle Richard* pgs. 112-124 in student reader
    Discuss story and earlier ideas
    Storytime

Library

Math
  Measuring in centimeters

Physical Education

Science
  Keeping score (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Keeping Score

concept: We keep score when we play sports.

Learning Goals: To understand why we keep score; to understand how we keep score and to learn how to keep score.

Materials:
Scorekeepers book
Timer
Games

Activity Card
Many of you play sports after school. I want you to think about the sports and how they keep score and then think about these questions.
· Do you know why they keep score?
· Do you know why different games have different point values?
· What about when you perform, how do they judge you?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What do you think about scores?
· What did you come up with for the different point values?
· Do you think it is hard to keep score?
· Who keeps the score?
· Who keeps the time?

Challenging Children Beyond Their Observations
· What do you think scores mean?
· Do you think that it is a fair way to be judged?
· Do you think that the way individual sports are done is better?
· Is it really important who wins and who loses?
Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
Do you like team or individual sports?

Play
Blocks
House
Marble games
Ball painting
Silly putty

Reading
spelling
Pretest Ch.35
Phonics
Working on contractions
Creative Assignments
Design a new type of ball
Design a new type of game
Design a new style of uniform
Individual meetings
Storytime

computers

Math
Measuring in centimeters

Physical Education

Social Studies
Rules for sports (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Rules in Sports

concept: sports have rules.

Learning Goals: To understand why sports have rules; to understand who makes up the rules, and to understand why we have officials.

Materials;
Officials uniform
Rule books for sports
Board games

Activity Card
Get in groups of four people, choose one of the games and play it. These are all games that I made up so there are no rules. Observe what happens during the game and think about these questions.
· What is the game about?
· How do you win the game?
· Is it confusing?
· Does it make you angry?
· How can you tell if someone is cheating?
· How can you tell if the game is over?
Now, that you have played the game and thought about the questions, can you list some reasons that we have rules.

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· Why do we have rules?
· What do the officials have to do with rules?
· Are rules important in sports and games?
· What did you think about playing the game with no rules?

Challenging Children Beyond Their Observations
· Do we need rules in other areas of our lives?
· Why do we need rules?
· What happens with out rules?
· Are all rules good and fair?
· What happens if rules are not fair?
Sports--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What does an official do?

Play
Blocks
House
Marble games
Ball painting
Silly putty

Reading
Spelling
Pgs. 139-140
creative Assignments
Design a new type of ball
Design a new type of game
Design a new style of uniform
Individual meetings
Storytime

computers

Math
Measuring in centimeters

Physical Education

Science
Keeping score (See Monday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Sports--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What are fans?

Play
Blocks
House
Marble games
Ball painting
Silly putty

Reading
spelling
Test Ch.35
Creative Writing
Pretend you are a famous star. Tell what game you play, how you look and what you do to help others.
Discuss writing
Storytime

Computers

Math
Measuring in centimeters

Physical Education

Art
Sports Collage.
The students will be given magazines. They are to find pictures of sports equipment, athletes, and sports words and they are to make a collage with them.

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Sports.1--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
    What is your favorite sport?
Play
Blocks
House-Playing field
Play dough
Baseball cards
Draw pictures

Reading
Spelling
    Pretest Ch.36
Phonics
    continuing to work on contractions. Writing sentences using the contraction.
    creative writing
        Write a news article about a sports activity
        Perform a skit about a sport
        write a commercial selling sports tickets.
Individual meetings
Storytime

Music

Math
    Graphing

Social Studies
    People in athletics   (See attached)

Afternoon Procedures
    Straighten up room
    Pass out papers and letters
    Gather belongings
    Go home
People in Athletics

concept: Some people become very famous from playing a sport.

Learning Goals: To understand who some of these people are; to learn that they have to work very hard, and to learn more about their lives.

Materials:
Books on athletes
Magazine articles about them

Activity Card
Everyone here has their favorite athlete. I want you to look up everything you can about that athlete. Then I want you to tell us all about him or her and also why you pick him or her. Think and answer these questions.
- What sport(s) does he play?
- What team is she on?
- What do you know about his life?
- What does she do when she not playing the sport?

sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you learn about your athlete?
- Have they ever done anything wrong?
- Did he or she graduate from college?
- Do they have a lot of time for friend and family?

Challenging Children Beyond Their Observations
- What do you think about your athlete now?
- Does everyone who wants to become famous?
- Why are some people more famous than others?
- Did you learn anything about your athlete?
- Would you want to be a famous athlete?
Sports.1--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What sports do you enjoy?

Play
Blocks
House-Playing field
Play dough
Baseball cards
Draw pictures

Reading
Spelling
Pgs. 143-144
creative writing
Write a news article about a sports activity
Perform a skit about a sport
Write a commercial selling sports tickets.
Individual meetings
Storytime

computers

Math
Graphing

Science
Bouncing balls  (See attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Bouncing Balls

concept: Different balls bounce differently.

Learning Goals: To understand that the size, material, and shape of the ball makes it bounce differently and to provide knowledge of why we use certain balls in certain sports.

Materials:
Basketball
Baseball
Football
Soccer ball
Softball
Kickball
Racquetball
Plastic balls
Large area

Activity Card
Use the balls in front of you to experiment with to answer the following questions.
· Which one bounces the highest?
· Which one is the easiest to throw?
· Which one is the easiest to hit?
· Which one is the softest?
· Which one is the hardest?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
· What did you learn about the balls?
· Do you think they are the best ball for their sport?
· What would happen if football started to use a kickball, would the game change?
· Why are balls covered in different materials?

Challenging Children Beyond Their Observations
· What could you use instead of balls in these sports?
· What would the world be like if we did not have balls?
· What are some other sports that are popular in other countries?
Sports.1--Friday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercises
Question
What is your favorite male athlete?
Play
Blocks
House-Playing field
Play dough
Baseball cards
Draw pictures

Reading
Spelling
Test Ch 36
Creative writing
Write about yourself as an athlete
Discuss writing
Storytime
computers

Math
Graphing

Physical Education
Art
The children are given a piece of paper and asked to create a flag that represents him or her.

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
winter vs. Summer

caption: The seasons affect the sports we play.

Learning Goals: To understand why we have two different olympic competitions: to understand what sports are played when, and how it is decided what plays when.

Materials:
olympic pictures

Activity Card
The Olympics is the only time that the nations of the world get together to showcase their best athletes. I want you to compile a list of what sports are played when. I want you to think about the following questions while you compile your lists.
-Why do we have two competitions?
-Where are the Olympics held?
-Are both held in the same place?
-Are they held at the same time?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
-What did you put under winter?
-What did you put under summer?
-Who do you think attends the games?
-What can you win at the games?

Challenging Children Beyond Their Observations
-How did the Olympics start?
-Who is chosen to go for their country?
-How are they chosen?
-What is the importance of the Olympics?
Sports.2--Tuesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is your favorite winter Olympic event?

Play
Blocks
Housekeeping--Gym
Play dough
Basketball cards
Draw posters for sporting events

Reading
Spelling
  Pretest Ch 37
Phonics
  Overview of contractions.
Creative assignments
  Design a flyer to invite people to come to a sporting event
  Poem about sports
  Skit about being an athlete
Individual meetings
Storytime

Music

Math
Probability

Social Studies
  People in the Olympics (See attached)

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
People in the Olympics

concept: Some people become very famous from participating in the Olympics.

Learning Goals: To understand who some of these people are; to learn that they have to work very hard, and to learn more about their lives.

Materials:
- Books on Olympic athletes
- Magazine articles about them

Activity Card
Everyone here is to pick an Olympic athlete. I want you to look up everything you can about that athlete. Then I want you to tell us all about him or her and also why you pick him or her. Think and answer these questions.
- What sport(s) does he play?
- What team is she on?
- What do you know about his life?
- What does she do when she not playing the sport?

Sample Debriefing Questions
Asking Children to Reflect on Their Observations
- What did you learn about your athlete?
- Have they ever done anything wrong?
- Did he or she graduate from college?
- Do they have a lot of time for friend and family?
- How long have they been involved with the sport?
- How old are they now?

Challenging Children Beyond Their Observations
- What do you think about your athlete now?
- Does anyone who goes become famous?
- Why are some people more famous than others?
- Did you learn anything about your athlete?
- Would you want to be a famous athlete?
- Would you ever want to go to the Olympics?
Sports.2--Wednesday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
What is your favorite summer Olympic event?

Play
Blocks
Housekeeping--GYm
Play dough
Basketball cards
Draw posters for sporting events

Reading
Spelling
Pgs. 147-148
creative assignments
Design a flyer to invite people to come to a sporting event
Poem about sports
Skit about being an athlete
Individual meetings
storytime

computers

Math
probability

Physical Education

Science
Winter vs. Summer? (See Monday's attached)

Afternoon Procedures
straighten up room
Pass out papers and letters
Gather belongings
Go home
Sports.2--Thursday

Morning Procedures
Daily helper
Feed fish
Pledge
Morning exercise
Question
Have you ever watched the Olympics?

Play
Blocks
Housekeeping--Gym
Play dough
Basketball cards
Draw posters for sporting events

Reading
Spelling
Pgs. 149-150
Turn in 147-150
Phonics
Overview of contractions.
Discuss creative assignments
Storytime

Music

Math
Probability

Social Studies
People in the Olympics (See Tuesday's attached)

Afternoon Procedures
Straighten up room
Pass out papers and letters
Gather belongings
Go home
Sports.2--Friday

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercise
  Question
    Who is your favorite Olympic athlete?

Play
  Blocks
  Housekeeping--Gym
  Play dough
  Basketball cards
  Draw posters for sporting events

Reading
  Spelling
    Test Ch 37
  Creative writing
    Pretend you are attending the Olympics, write about your experience.
  Discuss writing
  Storytime

Computers

Math
  Probability

Physical Education

Art
  Making medals
    We had our own olympics the hour before in physical education and we are now making ourselves medal. They get 4 inch circle that they can decorate.

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
SUMMER FUN
Monday--Summer Fun

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises
Question
  What are you doing this summer?

Play
  Classroom favorites

Reading
  Discussion on favorites of the year
  Compiling a list of favorite books
  Discussion of final books that were read

Math
  Magic Squares
  Mind Twisters

Physical Education

Class Picnic

Afternoon Procedures
  Straighten up room
  Pass out papers and letters
  Gather belongings
  Go home
Morning Procedures
   Daily helper
   Feed fish
   Pledge
   Morning exercises
   Question
      What was your favorite activity this year?

Play
   Classroom favorites

Reading
   Discussion on favorites of the year
   Compiling a list of favorite books
   Discussion of final books that were read

Math
   Magic Squares
   Mind Twisters

Physical Education

Art
   Making Memory Books

start to clean classroom
   Students clean out their desks and take everything home

Afternoon Procedures
   Straighten up room
   Pass out papers and letters
   Gather belongings
   Go home
Wednesday--summer Fun  
(Half day)

Morning Procedures
  Daily helper
  Feed fish
  Pledge
  Morning exercises

Finish cleaning room
  Prepare for the summer

Pass out final evaluations

Say good bye and have a nice summer