

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

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<b>OCTOBER</b>	<b>Sept. 30 – Oct. 4</b> Main Idea – Detail Country Paragraph 1  The Moon	<b>30</b> Activity: Making Moon Craters (B8-B9)	<b>1</b> A Place Without Air ( B10-B13)	<b>2</b> Learning About Space (B14-B17)	<b>3</b> WWTBASP: The Moon	<b>4</b> Activity: Lunar Olympics (B18-B19)
	<b>Oct. 7 – Oct. 11</b> Main Idea – Detail Country Paragraph 2  The Sun	<b>7</b> Activity: A Moon Outing (B20)	<b>8</b> Spacesuits and Getting Around on the Moon (B21-B23)	<b>9</b> Sun Power (B27-B28)	<b>10</b> WWTBASP: Moon, Sun Assessment Chapter 1	<b>11</b>  <b>IN-SERVICE</b>
	<b>Oct. 14 – Oct. 18</b> Main Idea – Detail Country Paragraph 3  The Earth	<b>14</b>  <b>COLUMBUS DAY</b>	<b>15</b> The Rotating Earth (B38-B41)	<b>16</b> Earth Moves Around the Sun (B46-B47)	<b>17</b> Extension or Center: (B48-B49): Earth & Sun: Ideas Through Time	
	<b>Oct. 21 – Oct. 25</b> Main Idea-Detail  Seasons		<b>21</b> Your Changing View of the Moon (B52-B56)  <div style="border: 1px solid black; background-color: #FFFFE0; padding: 5px; width: fit-content; margin: 10px auto;">LANGUAGE ARTS ASSESSMENT THIS WEEK (main idea &amp; detail → 1 paragraph)</div>	<b>22</b> Finish B52-B56	<b>23</b> Assessment Chapter 2	<b>24</b> Activity: Lines of Sunlight (B60-B61)
	<b>Oct. 28 – Nov. 1</b> Main Idea – Detail  First calendars & clocks Orbits	<b>28</b> The First Calendar Makers (B67-B69)	<b>29</b> Near the Equator, Near the Pole (B70-B71)	<b>30</b> How an Eclipse Occurs (B74-B76)	<b>31</b> WWTBASP: Seasons, Climate Assessment Chapter 3	<b>1</b> Compare orbits and “years” of planets (walking around desk activity, orbits on chalkboard)

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Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Nov. 4 – Nov. 8</b> Character Trait  Begin Planets	<b>4</b> Mercury	<b>5</b>  <div style="text-align: right; background-color: #fce4ec; padding: 5px;">                         HALF – DAY                          Parent Conferences                     </div>	<b>6</b> Venus	<b>7</b>  <div style="text-align: right; background-color: #fce4ec; padding: 5px;">                         HALF – DAY                          Parent Conferences                     </div>	<b>8</b> Mars + video
Character Trait  Planets	<b>11</b>  <b>VETERANS DAY</b>	<b>12</b> Jupiter	<b>13</b> Saturn	<b>14</b> Uranus, Neptune	<b>15</b> Pluto
LANGUAGE ARTS ASSESSMENT THIS WEEK (multiple choice)					
Character Trait  Planets – research	<b>18</b>  <div style="text-align: right; background-color: #fce4ec; padding: 5px;">                         HALF – DAY                          Parent Conferences                     </div>	<b>19</b> Planet X, Pioneer 10, Lockheed Video of Rocket launches	<b>20</b> Video: life on a space station	<b>21</b> Read <u>Postcards from Pluto</u> Begin independent research	<b>22</b> Independent Research on planet (3 facts, 1 opinion)
<b>Nov. 25 – Nov. 29</b> Character Trait  Planets – Postcard	<b>25</b> Write Postcard from Pluto (rough draft)	<b>26</b> Write Postcard from Pluto (final draft with stamp)	<b>27</b>	<b>28</b>  <b>THANKSGIVING</b>	<b>29</b>

**WEEKLY PLAN 2002-2003**

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	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>DECEMBER</b>	Dec. 2 – Dec. 6 Character Trait Country Paragraph on Dec. Holiday ??	2	3	4	5	6
	Dec. 9 – Dec. 13 Nutrition, Plan for Ethnic Recipe	9	10	11	12	13
	Dec. 16 – Dec. 20 Character Trait Third Grade Holiday Food Festival	16	17	18	19	20
	Dec. 23 – Dec. 27 <b>WINTER BREAK</b>	23 <b>WINTER BREAK BEGINS</b>	24	25 <b>CHRISTMAS</b>	26	27

LANGUAGE ARTS ASSESSMENT THIS WEEK (character trait → 1 paragraph)

**WEEKLY PLAN 2002-2003**

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

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

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

(V) Homework Mon. – Thurs.: Read few pages of “Just a Dream” and record lit circle roles in notebook Have Grand Conversations T-F before lunch  
Extension: See Activity T on Space Junk

LANGUAGE ARTS ASSESSMENT THIS WEEK (multiple choice)

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	Week of...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<b>Mar. 31 – Apr. 4</b>  Cause – Effect (animal stories)  Food Chains (Science E 14-29) – tie to energy	<b>31</b> E10-E13 What animals need from their environment	<b>1</b> E16-E19 Producers, Consumers, Carnivores, Herbivores, Omnivores	<b>2</b> E26-E29 Food chain, Food Web, Predator, Prey	<b>3</b>          HALF – DAY Parent Conferences	<b>4</b>
	<b>Apr. 7 – Apr. 11</b>  Cause – Effect (animal stories)  Animal Adaptations (Science E 40-53)	<b>7</b> E40-E43 Adaptations (for catching prey)  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">                         LANGUAGE ARTS ASSESSMENT THIS WEEK (cause – effect → 1 paragraph)                     </div>	<b>8</b> E48-E53 Adaptations (protection from predators)	<b>9</b> E70-E73 Adaptations (to hot environment)	<b>10</b> Report Cards  E74-E76 Adaptations (to cold environment)	<b>11</b>
	Cause – Effect (animal stories)  Animal Reports	<b>14</b>          HALF – DAY Parent Conferences	<b>15</b>	<b>16</b>	<b>17</b>  <b>SPRING BREAK BEGINS</b>	<b>18</b>
	<b>Apr. 21 – Apr. 25</b>  SPRING BREAK			<b>23</b>	<b>24</b>	<b>25</b>



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Week of...		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Apr. 28 – May 2</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>1</b>	<b>2</b>	<p>VIDEOS: Show videos during Terra Nova week, and this week, that demonstrate life with minimal technology, and life today with more technology.</p>
<b>TERRA NOVA TESTING</b>	<p><b>TERRA NOVA TESTING</b></p> <p>Begin a chapter book. i.e. Little House in the Prairie, Sarah Plain &amp; Tall, Meet Kirsten, A Long Way to a New Land, or the Josefina Story Quilt (or a book from one of our 3 countries – preferably a book that refers to life in early communities with minimal technology) or several different books. For homework, have students read one chapter or so, and record assigned lilt circle roles (i.e. 4 of these 6: Discussion Director, Word Watcher, Artful Artist, Schema Connector, Main Idea, and A-ha's) in their notebook. Hold Grand Conversations through the week.</p>					
<p>Compare – Contrast</p> <p>Begin unit on where communities develop: Compare past to present (artifacts from ancient civilizations of select countries, Pioneer Days)</p>	<p><b>5</b></p> <p>S.S./Sci. block 10:05-10:45 (Activity A: Triggers of Change Unit 2) List what we need to survive.</p> <p>Begin Activity B (Triggers of Change Unit 2). Give students Double-T organizers with the categories already down the center column (categories that class brainstormed previous day). The students work in country groups to identify, for each category, what the people of their country used back in an early civilization vs. today. (Language Arts time)</p>	<p><b>6</b></p> <p>Continue Activity B (complete Double T, Circle 3 categories)</p>	<p><b>7</b></p> <p>Continue Activity B</p> <p>Language Arts, Whole Group: Model turning one of the categories on Double-T into a paragraph.</p> <p>Lit Centers (and one guided group): Students begin turning one category into one paragraph. (They do this for 3 categories – accept 2 from some students.)</p>	<p><b>8</b></p> <p>Continue Activity B (complete comparison paragraphs)</p> <p>Conferences throughout day.</p>	<p><b>9</b></p> <p>Country groups plan projects for presenting to class, and begin work on them (or they are given a block of time to work on their Kid Pix or HyperStudio projects.)</p>	
<p><b>MAY</b></p> <p><b>May 12 – May 16</b></p> <p>Compare – Contrast</p> <p>Work on Group Presentations</p>	<p><b>12</b></p> <p>Country Groups work on their projects and presentations, and they teach other groups how to play the board game from their country (see Interfact Books w/CD-Rom).</p> <p><b>13</b></p> <p>Activity C and D throughout the week. Send home request for artifacts and Begin Classroom Museum (Activity E). Activity C: Where on Earth are archaeologists most likely to dig up early civilizations, and why. Examples from Maya (volcano), Scandinavia (bogs, polar lands), Egypt (pyramids, desert). Tie-in to outer space. Activity D: What information can we get from artifacts. Look at the Vasa ship (Sweden). Use an OLD menu from Classroom Museum for menu math.</p> <p><b>14</b></p> <p><b>15</b></p> <p><b>16</b></p>					
<p><b>May 19 – May 23</b></p> <p>Compare – Contrast</p> <p>Communities of Past</p> <p>Work on Group Presentations</p>	<p><b>19</b></p> <p>(F) Guided Reading: Social Studies book p. 171-175 (lesson 3: The Aztec community of Tenochtitlan) Discuss why Aztecs chose this place for their city, and why they built canals &amp; causeways (looking for “a-ha’s” about water.) Homework: Lit Circle Roles on this reading.</p>	<p><b>20</b></p> <p>Grand Conversation about Social Studies reading, or discussion in small groups. (G) (Do weapons cause communities to change? Be problem-solvers for real-life.)</p>	<p><b>21</b></p> <p>Activity H (whole group?) (How has technology changed our community from being more social to more solitary, and is that a problem or not. Be problem-solvers for real-life.</p>	<p><b>22</b></p> <p>Activity I (whole group) What would a colony on Mars, or life in a Space Station, look like? How can a community survive with minimal technology? Would it be more like Pioneer times if electricity not available? Does Mars have an alternative source of energy other than oil? Begin Double-T if time</p>	<p><b>23</b></p> <p>Activity I/J: Cooperative Groups: Plan projects or experiments to see what life on Mars might be like (Can a plant live with sunlight and water, but w/o oxygen?)</p>	
<p><b>May 26 – May 30</b></p> <p>Sci-Fi Story, Mars Colony</p> <p>If time, add to this week either:</p> <ul style="list-style-type: none"> <li>• Making class quilt</li> <li>• Country Presentations, or</li> <li>• Modeling Cinderella comparison</li> </ul>	<p><b>26</b></p> <p><b>MEMORIAL DAY</b></p>	<p><b>27</b></p> <p>Activity J (cooperative groups, or whole group): Complete Double-T for how life in a colony on Mars might compare to life on Earth.</p> <p>Students work on Mars experiment or project throughout week (or class quilt, or on giving their country presentations). Watch videos on life on Mars or in a Space Station. and on alternative energy (Maagic Schoolbus: Getting Energized)</p>	<p><b>28</b></p> <p>v.</p>	<p><b>29</b></p>	<p><b>30</b></p> <p>Writers' Workshop: Students write a sci-fi story (Letter from the Future) about what life on a Mars colony might be like. Using a story map, pose a problem, events that help solve the problem, and a solution. Use Double-T (comparison of life on Mars to Earth) to help with the setting.</p>	

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