Monday January 4th, 2016:

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| 12:00 | LUNCH | | |
| 12:45 | Social | Materials & Resources:  Chart Paper  All About Me Handouts | Assessments:  NONE |
| 1:15 | **Getting to Know the Students and Classroom Management Introduction:**  What Kind of Teacher I Should Be:   1. Ask students to organize themselves in partners and briefly discuss what kind of teacher they want you to be. (Think, pair, share). 2. Instruct students that they will have to share 2 things (write or draw prompts to show to the teacher on personal whiteboard). 3. Making a collage of words and qualities that students want you to be. 4. Explain expectations of while you are in the classroom   What Kind of Students They Should Be:   1. Repeat the same activity 2. Make a collage of the words the students come up with. 3. Review the two chart papers – make a contract promise to follow these traits and hang them in the room so they can be referred to at a later date if problems arise.   Introduce Management Strategies:   1. Show students Class Dojo Website and explain aspects that will gain them points as well as aspects that will take the points away. 2. Explain blurt sticky notes and give each student 3. 3. Explain secret student and pick one for the afternoon.   All About the Students:   1. Hand out All About Me Sheets and have students work for the rest of the period |
| 1:45 | DPA | Materials & Resources:  Beach Ball/Bouncy Ball (Large) | NONE |
| Game/Activity: Non-elimination Simon Says & Talk & Toss Ball Game  Game Rules & Instructions:  Simon Says (Warm-Up Inside):   1. Have students take turns being Simon – two turns each: leading different warm-ups (jumping jacks etc.) and stretches   Talk & Toss Ball Game   1. Have students stand in a large circle 2. Passing a ball with a variety of questions paired with an exercise. 3. The student who caught the ball must answer the question, the whole class does the exercise. |
| 2:17 | RECESS | | |
| 2:30 | PREP | | |
| 3:00 | LA | Materials & Resources:  *Nightsong* by Ari Berk & Loren Long  Choice Sheet & Dice | Assessments  Formative: Seek comprehension through the project each student chooses. |
| General Outcomes: 2 – discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts  Learning Objectives:   1. Students will compare events of the story to their own experiences 2. Students will summarize events of the story in their own words   Learning Activities:   1. Read *Nightsong* by Ari Berk & Loren Long 2. Hand out choice sheet – have students roll a dice to determine which response to do   Key/Essential Questions:   1. How would you summarize the events in the story in a meaningful way? 2. How is the main idea of the story relatable to you? |
| 3:35 | DISMISSAL | | |

Tuesday January 5th, 2016

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| 12:00 | LUNCH | | |
| 12:45 | Science | Materials & Resources:  Chart Paper  Brainy Builder #1 Presentation  Small paper to write rules  Rosie Riveter Engineer | Assessments  Formative:  KWL Chart  Safety Charades |
| General Outcomes:  **GLO 3-6:** Use, safely, a variety of tools, techniques and materials in construction activities.   * Specific Learning Outcomes: Safety and good workmanship are valuable and essential in completing a project efficiently * Working together on a common task is easier when ideas and materials are shared.   Learning Objectives:   1. Recognize the importance of good workmanship 2. Maintain and store materials and tools safely and effectively 3. Apply skills of listening, speaking and cooperative decision-making in working with other students on a construction project.   Learning Activities: Intro to Building   1. KWL Chart – ask students what they know, want to learn and at the end of the unit what they learnt 2. Review what students to know about being a good “worker” from previous unit. 3. As a class come up with at least 6 safety rules that everyone has to follow when they are building   Key/Essential Questions: |
| 1:15 | Gym |  | Assessments |
| **LEISHMAN** |
| 1:45 | Science | Materials & Resources:  What Makes the Best...? Handout | Assessments:  Students comprehension of safety rules: why they are important, how we are all responsible for them  Materials – review of the best materials and that different materials can be used to make the same product |
| General Outcomes:  **GLO 3-6:** Use, safely, a variety of tools, techniques and materials in construction activities.  Learning Objectives:  2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.  Learning Activities: Intro to Building (continued)   1. Safety Charades – each group is assigned a safety rule to act out to the class 2. Read *Rosie Riveter Engineer* 3. Appropriate materials for certain structures (What Makes the Best…? Handout) – students work on independently until recess. |
| 2:17 | RECESS | | |
| 2:30 | Art | Materials & Resources:  Picasso #1 PowerPoint  Short story: The Girl with a Pony Tail  Picasso Warm-Up Handout  Pencils  Pencil Crayons  Individual white board | Assessments |
| 3:00 | General Outcomes: **APPRECIATION**  Learning Objectives: A. Contextual information (biographical) may be needed to understand works of art  B. Artistic style is largely the product of an age Learning Activities: Intro to Picasso   1. History of Picasso (YouTube) 2. Art of the Time 3. Techniques – learn about technique and practice after each one: cubism, perspective, warm and cool colors to create mood 4. Short Story: The Girl with the Pony Tail 5. Distribute Pablo Coloring Sheet Handout 6. Have students point out techniques that they have learnt about as well as color the sheet using what we have learned about Pablo including his feelings through colors.   Key/Essential Questions:   1. How does knowing about the artist help us understand their art styles? 2. Does the time when the artist was creating their art have an influence on their art? |
| 3:35 | DISMISSAL | | |

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| 12:00 | LUNCH | | | |
| 12:45 | LA- Reading | | Materials & Resources:  **Reading Centers** | Assessments  None |
| **Reading Centers**  1. Have students identify and organize themselves into their reading groups and work for the entire period on the reading center they have been assigned for the period. |
| 1:15 | Science | | Materials & Resources:  Building an Animal Booklet  \*\***BOOK LAPTOPS** | Assessments  Formative: Student’s designs and choice of materials – defend their reasoning.  \*Simple designs are often more effective |
| General Outcomes:  **GLO 3-6:** Use, safely, a variety of tools, techniques and materials in construction activities.  **GLO 3-7:** Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.  Learning Objectives:   1. Using a variety of materials and techniques, design, construct and test structures that are intended to: support objects, span gaps, serve as containers, serve as models of particular living things, objects or buildings. 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals. 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.   Learning Activities:   1. Explain to students that the first outcome that we will be paying attention to is making things that are a replica to real life. 2. For this building task, each student will be required to sign up for an animal that they want to try and construct. 3. Students will be drawn randomly to choose their animal (4 animals – 6 students each group). 4. Students will be given a sheet to plan their animal as well as prompted to consider the best materials that should be used. 5. Each student should research their animal (show how for guided example on smart board) 6. By the end of class each student should have a design, plan and state which materials they will be using to make their animals.   Key/Essential Questions:   1. How can different materials be used to create the same product? 2. Is it okay to have different designs to create the same outcome? 3. How can we use the safety rules and the ideas of a good worker to get the best product? |
| 1:45 |
| 2:17 | RECESS | | | |
| 2:30 | Gym | Materials & Resources:  Basketballs  Beanbags & Hula Hoops  4 Different Colors (Pinnies or objects) for dots. | | Assessments  Teacher keeps note of students who are participating, cooperating and following the rules |
| Learning Activities: Dribbling Drills  Warm Up Game: Line Tag  Game: Cosmos and Aliens  \* Rules and outcomes attached.  Cool Down Game: Body Letters – students find their own space in the gym, the teacher  calls out letters and the students have to calmly try and make the letters  SUB: Rock, paper scissors tag if students find this to challenging | |
| 3:00 | Cursive Writing | Materials & Resources:  Printable “g” sheet with plastecine  Cursive writing books/duotangs  Plastecine | | Assessments  Have students write the word “gift” before they are able to be dismissed on a sticky note with their name and hand it in as their “exit slip” |
| Lowercase “g”   1. Have passers pass out Cursive writing books. 2. Show students on Smart board the letter “g” 3. Have students get plastecine for themselves and practice the letter shape at the top of the page 4. Then have students practice the rest of the page 5. Once finished the handout, students can quietly doodle in their cursive writing book – ensure students are including the letter “g” | |
| 3:35 | DISMISSAL | | | |

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| 12:00 | LUNCH | | | |
| 12:45 | Science | | Materials & Resources:  Various building supplies – cardboard, paper, fastens, scissors etc.  Self Reflection Sheet  Structural Report | Assessments |
| General Outcomes:  **GLO 3-6:** Use, safely, a variety of tools, techniques and materials in construction activities.  **GLO 3-7:** Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.   1. Learning Objectives: Using a variety of materials and techniques, design, construct and test structures that are intended to: support objects, span gaps, serve as containers, serve as models of particular living things, objects or buildings. 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals. 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.   Learning Activities:   1. Building Animals 2. Explain to students that the goal is to have their animals stand and balance on their own. 3. Have students use their plans and designs to construct their animals 4. Have students work on their animals until 10 minutes is left 5. If finished have students evaluate themselves on a self – reflection as well as have them write a short structural report on their animals   Key/Essential Questions:   1. Are you able to use a variety of materials to construct an object. 2. How do you know which materials are the best ones to choose? 3. Were you able to choose materials wisely? |
| 1:15 |
| 1:45 | DPA | | Materials & Resources:  None | None |
| Game/Activity: **Active Role Models**  Activity Rules:   1. Have students move around the activity area demonstrating their favourite physical activity. 2. Every 45 seconds, call out a new physical activity (e.g. baseball, hockey, basketball, soccer, football, volleyball, gymnastics, skiing, dancing” 3. Have students move around the activity areas as if they were playing the sport 4. Call our “Activate” to have the students go back to doing their own favourite activity 5. Have students imitate the movement continuously until the next activity is called. 6. Birthdays: Have students move in a circle or throughout the activity area. 7. Call out birthday months or seasons, and have students perform an activity in the venter of the circle 8. Choose others months or seasons, and vary the activity until all months or seasons have been called. |
| 2:17 | RECESS | | | |
| 2:30 | Health | Materials & Resources:  Personal Wellness Power Point #1  Blank Paper | | Assessments  Formative: Student’s contracts to be healthy – quality of ideas and effort presented in class discussion and personal contract. |
| 3:00 | General Outcomes:  Learning Objectives Learning Activities:   1. Introduce the new “Personal Wellness Unit” 2. Ask students what choice they make to ensure they are healthy 3. Have students come up and draw or write an idea on the whiteboard. 4. Explain to students that we will be creating a contract to make a promise to ourselves that throughout this unit and beyond we will make good choices to be healthy (use their ideas and have them draw – with labels and “sign” their contract 5. YouTube Video – Importance of Healthy Kids 6. Music Playing while they are working   Key/Essential Questions: | |
| 3:35 | DISMISSAL | | | |

Friday January 8th, 2016:

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| 9:15 | Social | Materials & Resources:  Connecting with the World Text  India #1 Power point | Assessments:  Assess students ability to identify culture and relate it to their own culture. |
| 9:45 | General Outcomes:  **3.1.1 appreciate similarities and differences among people and communities:  3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**  Learning Objectives:  Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)  What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)  How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)  Learning Activities:   1. Designate one individual from each group to get a textbook for their whole group (if there is not enough ask a couple students to share) 2. Have students explore the textbook and ask them the following questions: 3. What kind of things can be found in a text book 4. What is on page 198 – Index: explain the point of an Index and show how it works 5. What is on page 194 – have students look at the map of the world and identify where India is. 6. Have students flip to page 3 and read together as a class “India” 7. Ask students if they are able to relate to Ravi? 8. Have students share their personal relations with the class. 9. Read page 27 as a class, ask students to identify parts of their own culture. 10. Have students flip to page 40 and read until page 43 as a class. 11. Have students look at the pictures and inquire what culture is in India. 12. As a class make up a list of different aspects that make up Ravi’s culture:   - Language  - Religion  - Customs  - Traditions  - Festivals or Celebrations  Show YouTube Video: <https://www.youtube.com/watch?v=HrrW3rO51ak>  c. Read page 45 explanation on side and then “A Great Team”  5. Hand out “What is Culture” and have students work on for remainder of the class.  6. If students want to – and have earned it, allow them to work in partners. If not, students will work independently.    Key/Essential Questions:   1. What makes up someone’s culture? 2. Why is culture important? 3. Can you compare your culture to someone elses? |
| 10:15 | RECESS | | |
| 10:30 | Gym | Materials & Resources: 4 different coloured pinnies.  4 hula hoops | Assessments:  Teamwork  Cooperation  Attitude  Skills |
| 1. Warm Up: Line Tag – students must stay on the lines, have two people be it (identified by pinnies) 2. Keeper of the Castle: 3. Have four hula hoops (one in each corner) 4. Pick 2 “keepers of the castle” 5. Divide the rest of the class into four teams (four different colour pinnies) 6. Have treasure (small equipment) in the center – this is what the keepers are protecting. 7. Each team will try and get pieces of treasure. 8. If the keepers tag people trying to get their treasure they have to run back to their hoop before re-entering the game. 9. If someone has a treasure and is tagged, they must put the treasure back and then return to their hula hoop before re-entering the game. 10. Play until all of the treasure is gone, the team with the most treasures wins. 11. Switch up the keepers 2-3 times   3. Cool Down Game: Body Letters – call out different letters and have students lay on the floor and make the letters the best they can using their bodies. |
| 11:00 | READING BUDDIES | | |
| 11:30 | LA | Materials & Resources: Science Projects  Own reading materials | Assessments:  None |
| **SYNERGIZE** –  Synergise – divide groups of 4 to help clean the classroom. Once finished students can clean their own desk.  Ask Morgan, the book coming to life website. |

12:00 **DISMISSAL**