

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 <i>Procedures Bookwalk</i>	21 <i>Rikki Tikki Tavi p.14-28 (Conflict)</i>	22 <i>Rikki Tikki Tavi</i>	23 <i>Rikki Tikki Tavi</i>	24 <i>Rikki Tikki Tavi Plot Structure</i>	25
26	27 <i>ARMT+ skills Diagnostic test</i>	28 <i>ARMT+ skills Diagnostic test day 2</i>	29 <i>Rikki Tikki Tavi Plot Structure</i>	30 <i>Rikki Tikki Tavi Check for comprehension</i>	31 <i>Rikki Tikki Tavi test (arrange desks in groups for Monday)</i>	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 <i>No School</i>	4 <i>Rikki Tikki Tavi One Pager Group Work</i>	5 <i>Informational text: India's History P.32</i>	6 <i>Narrative Writing</i>	7 <i>Narrative Writing</i>	8
9	10 <i>Sentence Patterns Action verbs-direct/indirect objects Linking verb-predicate nominative/adjective</i>	11 <i>Smallest Dragonboy (Review conflict throughout story)</i>	12 <i>Smallest Dragonboy Make Inferences</i>	13 <i>Smallest Dragonboy</i>	14 <i>Smallest Dragonboy</i>	15
16	17 <i>Smallest Dragonboy</i>	18 <i>Smallest Dragonboy</i>	19 <i>Smallest Dragonboy</i>	20 <i>Smallest Dragonboy Test</i>	21 <i>Here Be Dragons Compare/contrast</i>	22
23	24 <i>Here Be Dragons Open book test</i>	25 <i>ARMT+ Review Coach Book Lesson 1&2 Fact, Fiction, Genre, and Sub-Genre</i>	26 <i>ARMT+ Review Coach Book Lesson 9 Predictions Context clues-intro using powerpoint</i>	27 <i>Review sentence structure and introduce indefinite Pronouns Day 1</i>	28 <i>Day 2</i>	29

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>1 Review for test</i>	<i>2 Test on p.38-41 verbs part B Sentence patterns</i>	<i>3 from Barrio Boy p.499</i>	<i>4 Barrio Boy</i>	<i>5 Barrio Boy</i>	<i>6</i>
<i>7</i>	<i>8 No School</i>	<i>9 No School</i>	<i>10 Barrio Boy Vocab p.506 Grammar link p.507 Adjectives/adverbs</i>	<i>11 Barrio Boy test</i>	<i>12 Preview Autbio Lit. p.672 ABC published ARMT+ Book p.90-91</i>	<i>13</i>
<i>14</i>	<i>15 PD Day</i>	<i>16 Autobiography Writing</i>	<i>17 Autobiography writing</i>	<i>18 Orpheus</i>	<i>19 Orpheus</i>	<i>20</i>
<i>21</i>	<i>22 Orpheus</i>	<i>23 Orpheus</i>	<i>24 Orpheus</i>	<i>25 Orpheus</i>	<i>26 Orpheus Test</i>	<i>27</i>
<i>28</i>	<i>29 ARMT+ Review Coach Lesson 8 Literary devices and Imagery</i>	<i>30 p.546 Painting with words Father William</i>	<i>37 Father William</i>			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<i>1 Sarah Cynthia Sylvia Stout p.582 (adjectives)</i>	<i>2 Sarah Cynthia Sylvia Stout p.582</i>	<i>3</i>
<i>4</i>	<i>5 Sarah Cynthia Sylvia Stout p.582</i>	<i>6 Sarah Cynthia Sylvia Stout test</i>	<i>7 Arithmetic p.607</i>	<i>8 Arithmetic</i>	<i>9 Arithmetic test</i>	<i>10</i>
<i>11</i>	<i>12 No School</i>	<i>13 Review lit devices (Quiz) Write your own poem (see Oct 26th)</i>	<i>14 Day 2 Write your own humorous, catalogue, or free verse poem</i>	<i>15 ARMT+ Review Coach Book Lesson 4 & 5 Setting, Mood, Imagery & Plot</i>	<i>16 Frankenstein p.108 (review plot)</i>	<i>17</i>
<i>18</i>	<i>19 Frankenstein</i>	<i>20 Frankenstein</i>	<i>21 No School</i>	<i>22 No School</i>	<i>23 No School</i>	<i>24</i>
<i>25</i>	<i>26 The Monsters are Due on Maple Street P.57 (inferences, plot, subject-verb agreement)</i>	<i>27 Monsters (pronoun/antecedent)</i>	<i>28 Monsters</i>	<i>29 Monsters</i>	<i>30 Monsters</i>	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 <i>Monsters</i>	4 <i>Monsters Test</i>	5 <i>ARMT+ Review Coach Book Lesson 6 & 14 Main Idea & Supporting Details</i>	6 <i>Introduce Expository Writing (model-Bullying-Nonfiction from Scholastic ACTION)</i>	7 <i>Expository Writing p.164-organizing</i>	8
9	10 <i>Expository Writing</i>	11 <i>Expository Writing</i>	12 <i>Expository Writing</i>	13 <i>Expository Writing</i>	14 <i>Subject-verb agreement review</i>	15
16	17 <i>subject-verb agreement quiz</i>	18 <i>ARMT+ Review Coach Book Lesson 7 & 10 Story Sequence, Conclusions and Generalizations</i>	19 <i>ARMT+ Review Coach Book Lesson 16 Conclusions & Generalizations</i>	20 <i>No School</i>	21 <i>No School</i>	22
23	24 <i>No School</i>	25 <i>No School</i>	26 <i>No School</i>	27 <i>No School</i>	28 <i>No School</i>	29

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<i>1 No School</i>	<i>2 No School</i>	<i>3 King Arthur p.792 Incorporate Epic poem Adylls of the King by Tennyson</i>	<i>4 King Arthur (legend, inferences, character traits, theme)</i>	5
6	<i>7 King Arthur</i>	<i>8 King Arthur</i>	<i>9 King Arthur</i>	<i>10 King Arthur</i>	<i>11 No School (PD)</i>	12
13	<i>14 King Arthur review</i>	<i>15 King Arthur test</i>	<i>16 Coat of Arms Mini-project Students' good quali- ties</i>	<i>17 Coat of Arms Can use etiquette book to relate to courtly manners w/ Cell Phone Manners</i>	<i>18 Review poetry & figurative lang using carols & traditions that originated during the time of Kg Arthur</i>	19
20	<i>21 No School</i>	<i>22 ARMT+Review Day</i>	<i>23 Introduce p.880- 881 Informational texts</i>	<i>24 Backward Note Taking with p.882- 886 From Page to Film</i>	<i>25 p.882-886 Homework: Make a list of AR books that could be made into a movie</i>	26
27	<i>28 Writing– Persuasive Essay Why an AR book should be made into a movie (student choice)</i>	<i>29 Persuasive Essay</i>	<i>30 Persuasive Essay</i>	<i>31 Casting Call* (p.888-904) * these selections have tests (optional) (author's message)</i>		

February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<i>1 Hollywood Beat*</i> (p.888-904)	2
3	<i>4 Application* &</i> <i>p.893 #1-5 & #1-4</i>	<i>5 p.894-895 Business</i> <i>Letter*</i> <i>Workplace Docu-</i> <i>ment*</i>	<i>6 p.896-898 Talent</i> <i>Instructions and</i> <i>Email*</i>	<i>7 BART*</i> (p.888-904)	<i>8 BART*</i> (p.888-904)	9
10	<i>11 Quick "How To"</i> <i>essay</i> <i>Use p.906-907 as a</i> <i>model</i>	<i>12 ARMT+ Review</i> <i>Day</i>	<i>13 "I Ask My Mother</i> <i>to Sing" p.568-569</i>	<i>14 test</i> (open book?) <i>imagery & sonnet</i>	<i>15 p.563-567</i>	16
17	<i>18 No School</i>	<i>19 p.563-567</i>	<i>20 test on Harlem</i> <i>Night Song & Winter</i> <i>Moon</i>	<i>21 p.845-860</i> <i>Long Walk to Free-</i> <i>dom & Rosa Parks</i> (compare & contrast)	<i>22 p.845-860</i> <i>Long Walk to Free-</i> <i>dom & Rosa Parks</i>	23
24	<i>25 p.845-860</i> <i>Long Walk to Free-</i> <i>dom & Rosa Parks</i>	<i>26 p.845-860</i> <i>Long Walk to Free-</i> <i>dom & Rosa Parks</i>	<i>27 p.845-860</i> <i>Long Walk to Free-</i> <i>dom & Rosa Parks</i> <i>test</i>	<i>28 Black History/</i> <i>Hero Research Pro-</i> <i>ject p.861</i> <i>Note-Hero is in Epic</i> <i>Poetry & King Arthur</i>		

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<i>1 Black History/Hero Research Project p.861 Note/Idea-Use 5 w's and cite sources</i>	2
3	<i>4 Black History/Hero Research Project p.861 Idea- work w/ a partner throughout project</i>	<i>5 Black History/Hero Research Project p.861</i>	<i>6 Project Presentations</i>	<i>7 Project Presentations</i>	<i>8 ARMT+ Review Day</i>	9
10	<i>11 Mason Dixon Memory P.533-542 (commas, flashback, foreshadowing)</i>	<i>12 Mason Dixon Memory P.533-542</i>	<i>13 Mason Dixon Memory Use p.537 at bottom for reading a map ALCOS #5</i>	<i>14 Mason Dixon Memory</i>	<i>15 Mason Dixon Memory test & grammar link p.542</i>	16
17	<i>18 ARMT+ Review Day</i>	<i>19 A Good Reason to Look Up p.480-483 (main idea & first person p.o.v.)</i>	<i>20 A Good Reason to Look Up p.480-483</i>	<i>21 Introduce mood p.428-437</i>	<i>22 The Last Dinosaur (compare/contrast, predict, infer, retell) Idea-use adjectives as purpose for reading</i>	23
24	<i>25 Spring Break</i>	<i>26 Spring Break</i>	<i>27 Spring Break</i>	<i>28 Spring Break</i>	<i>29 Spring Break</i>	30

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>1 The Last Dinosaur</i>	<i>2 The Last Dinosaur</i>	<i>3 Write an ending in 3rd person p.o.v. in descriptive mode</i>	<i>4 Buffalo & Sleeping (2 poems) P.438-441</i>	<i>5 Mood & Theme compare & contrast chart p.442-443 Day 1</i>	<i>6</i>
<i>7</i>	<i>8 Day 2</i> <i>Flex day</i> <i>ARMT TESTING</i> <i>WINDOW 4/8-4/20</i>	<i>9 Write a poem</i> <i>Give students criteria: include a # of adjectives, verbs, adverbs, # of lines, mood</i> <i>Flex day</i>	<i>10 ARMT+ Review Day</i> <i>Flex day</i>	<i>11</i>	<i>12</i>	<i>13</i>
<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>21</i>	<i>22 After 20 Years P.356-362 (compound/complex sentences & run-ons)</i>	<i>23 After 20 Years (p.1008 Lit Handbook)</i>	<i>24 After 20 Years</i>	<i>25 After 20 Years</i>	<i>26 User Friendly P.271-283 (verbals, infinitives, gerunds, participles)</i>	<i>27</i>
<i>28</i>	<i>29 User Friendly</i>	<i>30 User Friendly</i>				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<i>1 User Friendly</i>	<i>2 User Friendly</i>	<i>3 Amigo Brothers P.484-495 (pronouns & antecedents)</i>	<i>4</i>
<i>5</i>	<i>6 Amigo Brothers</i>	<i>7 Amigo Brothers</i>	<i>8 Amigo Brothers</i>	<i>9 Amigo Brothers</i>	<i>10 Right Hook, Left Hook p.496-498</i>	<i>11</i>
<i>12</i>	<i>13 Aunty Misery</i>	<i>14 Aunty Misery / Grammar?</i>	<i>15 Books are Due / Grammar?</i>	<i>16 Creative writing workshop</i>	<i>17 Creative writing workshop</i>	<i>18</i>
<i>19</i>	<i>20 Creative writing workshop</i>	<i>21 Creative writing workshop</i>	<i>22 Creative writing workshop</i> <i>Flex day</i>	<i>23 End of year procedures</i>	<i>24 teacher work day</i>	<i>25</i>
<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>	