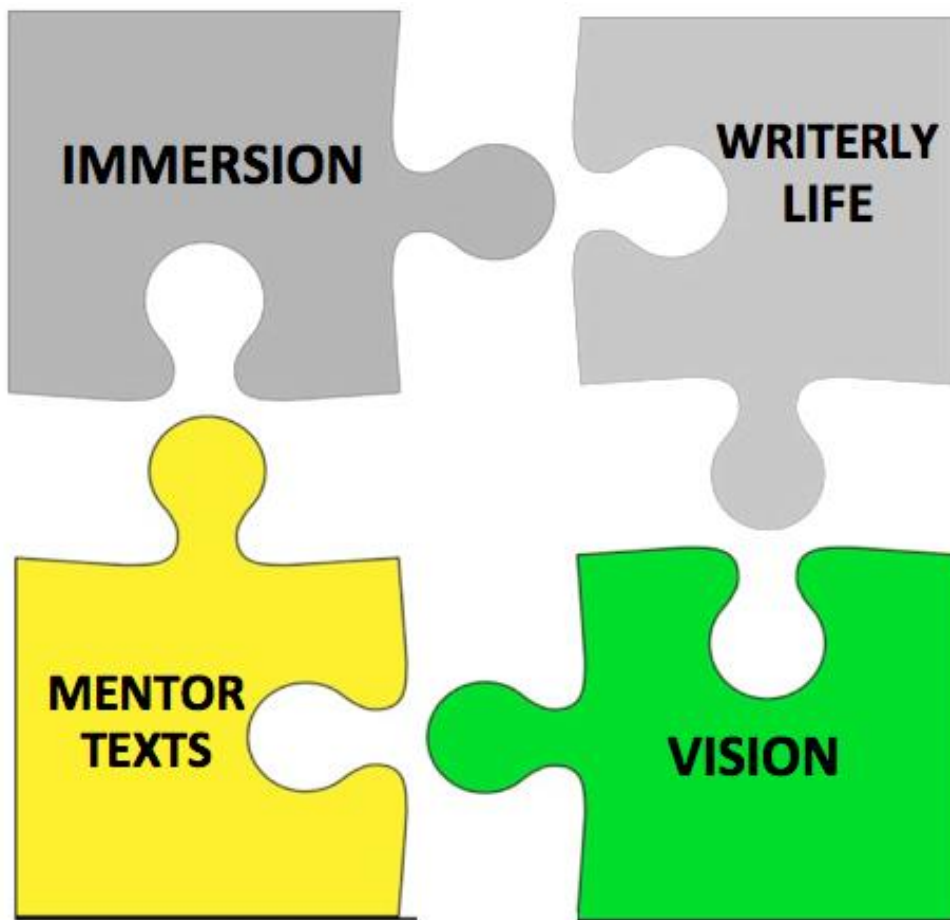


Immersion Phase: Creating a Vision for Writing

Part 2: 3rd Grade Level Appendix

By: Dr. Sandra M. Biondo



Please also read Part 1: Background Information Packet

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GRADE LEVEL APPENDICES

General Information

Teachers only need to download their corresponding grade level to view samples for each MAISA writing unit. However, it is suggested to preview all grade levels to gather ideas of different ways to study and record information. For example, Kindergarten does not study reviews, but a teacher may like how a particular chart was organized in the 2nd grade appendix and chose to try that format with a Kindergarten unit.

Purpose of Appendices

This is a collection of artifacts from teachers in the field to serve as possibilities. The intent is not for teachers to replicate them exactly as they are, but to provide ideas of how different teachers studied these areas with their students. Please “shop around” for ideas that might work for your students based on their background knowledge and experience with text types, various forms of writing, and Immersion.

Teacher notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor texts that have been read, and Immersion activities completed.
- For kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in Immersion charts at the kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.
- Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different texts and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards or Writing Pathways by Lucy Calkins).
- Teachers may spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during Immersion. Use what students notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and students learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.

Appendix Organization

Each unit is organized based on the simplified goals of Immersion. Please see Packet #1: Background Information for more detailed information.

Goal #1: Develop Background Information

Charting Discoveries – Option A: Open-Ended Listing Chart

Charting Discoveries – Option B-1: Noticing Chart with Columns

Charting Discoveries – Option B-2: Noticing Chart with Advanced Columns

Charting Discoveries – Option C: Noticing Chart with Visuals

Charting Discoveries – Option D: Mark-Up or Stick Note Text

Goal #2: Generate Possible Writing Ideas

Goal #3: Shared Class Writing

Glossary of Terms for Samples

Goal # ____ and title: see list above

Chart type: (see Goal #1 above)

Grade: ____ Unit # __ and Unit Name

Text type – where applicable

Goal 1 - Develop Background Knowledge – Open-ended listing chart

Personal Narrative
A true story from your life

People write personal narrative stories to share a memory with other people
People read to learn about that person

It had a lot of details
#Number 19
be nice

Like that the page was short

The writing seems like it was very realistic

Anger/nature that are descriptive

I think there is so much detail and there when world too

David 13

Keep on there has a lot of information about the story

It was very good to be able to see the story had a lot of details

Personal narrative for a book like for writing.

Alvin

Very nice story and details
the names of the characters and path of the story
I was very happy to see the story

Good! I noticed it would be very short if that was nice I also noticed

Code 19-17
In the story the gun was short because she was

Personal Narrative
You can learn a lot from the story so you don't have to read it

I noticed that in the story the dog was very happy like a dog

Personal Narrative
I noticed that the story was very short and it had a lot of details

That was very good to see it has a lot of details, like

It was very nice to see the story

Getting in the car and up a piece

that there was a lot of rap and girls the story was short

a personal narrative is something that is true for example I know I almost tell off my wife

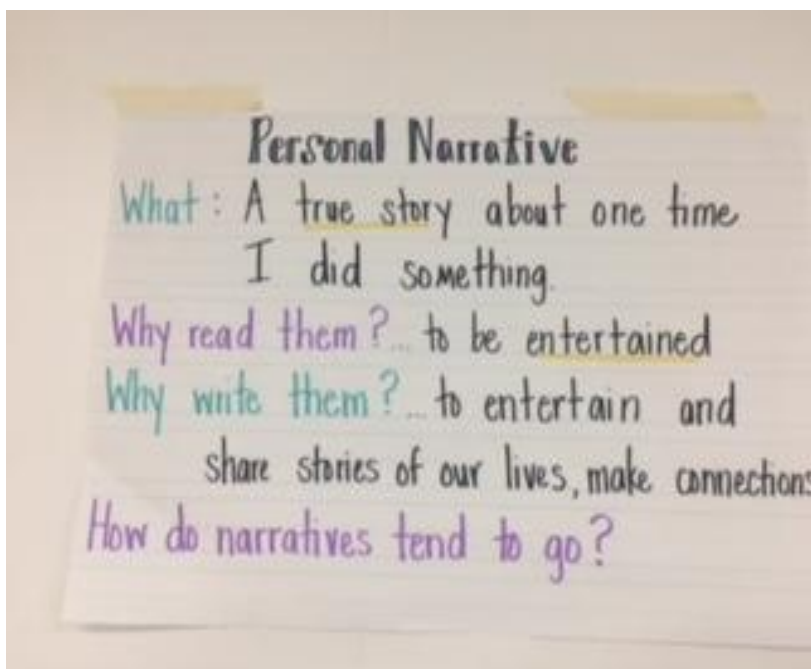
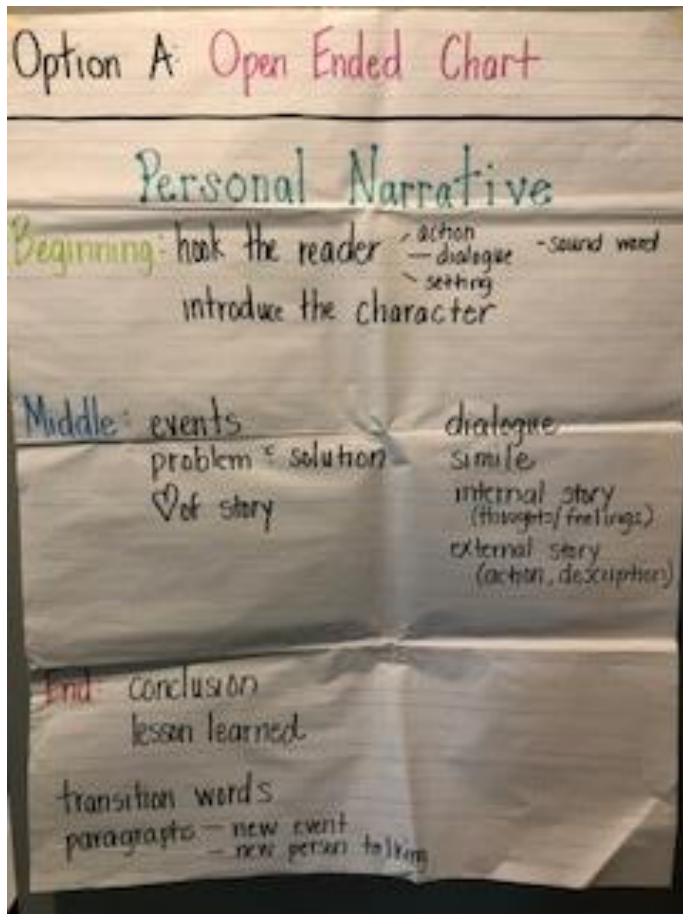
Fig. 2.1
they are very good at telling all about the story and they have a lot of details

Going to Mexico
Pierce

I went on a roller coaster
It was so fun and scary
It was so fast






Almost got a car
but I was going to play basketball and I did not want to

Goal 1 - Develop Background Knowledge – Open-ended listing chart



Goal 1 - Develop Background Knowledge – Noticing chart with columns

Notice What Author Did	Name	Why?
In the middle...		
author describes apple	descriptive words	picture the story. feel a part of the story
people talking	dialogue	understand characters better
adds sound like ka chunk drip, drip, drip	onomatopoeia	more exciting for the reader feel like you're there

Reading Like A Writer 		
   		
Notice What Author Did	Name	Why?
In the beginning...		
got the readers attention, interested us to read more	Hook	to interest the reader
met the characters	Introduction	reader learns who & where
learn the setting		
characters talk	dialogue	conversation, get to know characters

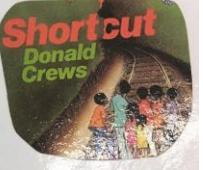
Goal 1 - Develop Background Knowledge – Noticing chart with visuals*

2017

Text Example	Notice It!	Name It!	Why is It Important?
	It's at the beginning of the story and gets our attention.	Hook or Lead	It makes the reader's attention, so they want to keep reading!
	The character is telling the story by using words like "I," "me," "my," and "us."	Storyteller's Voice	When the story is written this way, it makes you feel like the writer is talking to you and keeping you interested.
	The story has a lesson in it the writer wants you to remember.	Heart of the Story	An author includes an important message in the story so you can learn something for use in your own life.
	The story has a beginning, a middle, and an end.	Structure	The writer tells the story with the events in order, so it makes sense for the reader and is easy to understand.
	The story has descriptive, action words, sound words, dialogue, and thoughts.	Details	The writer includes many different kinds of details in the story to make the writing exciting for the reader.

In Shortcut, the author hooked with reader with **action** in the lead.

We looked...
We listened...
We decided to take the shortcut home.



Details:

Thoughts ~ Blushing Nate pulled the Sketchbook from his rucksack and handed it to Aunt Phil. He didn't think it was good enough to show people.

Dialogue ~ "If I looked harmless to him. What will they do?"

Description ~ As she held the drawing up for the crowd to see, the villagers talked excitedly again.

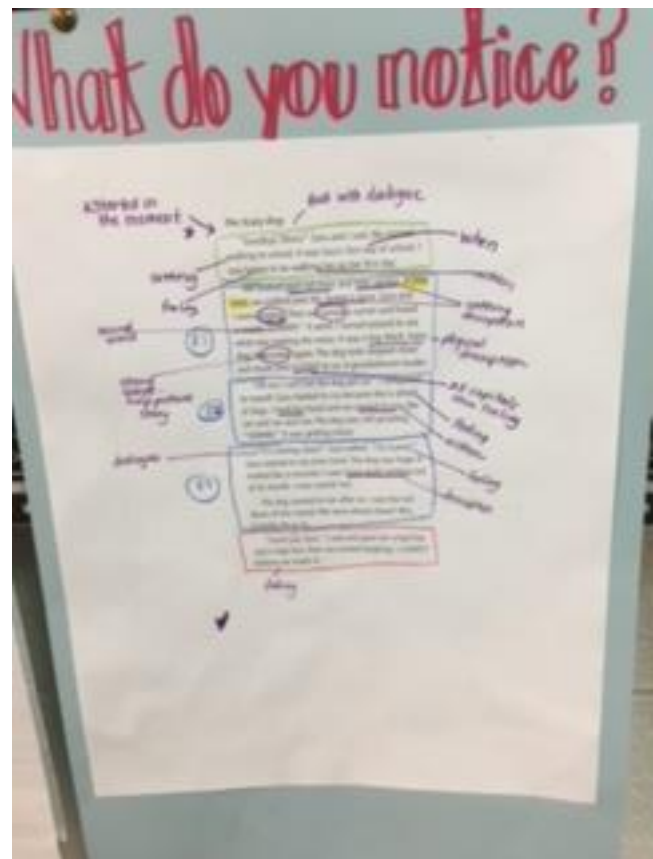
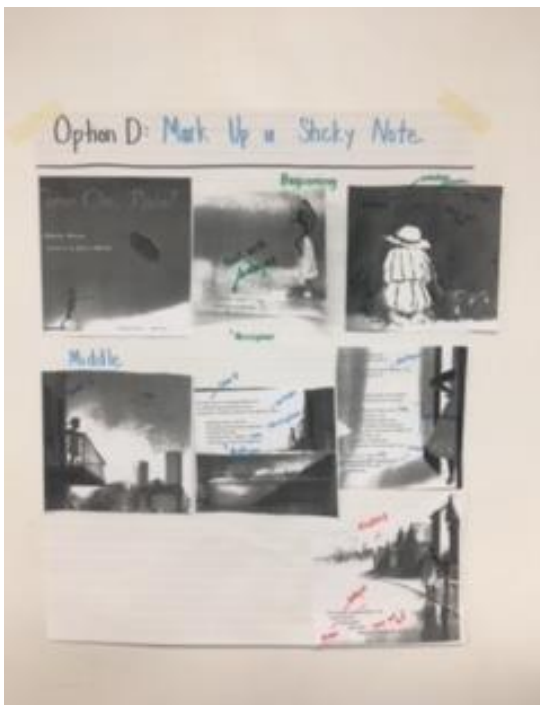
Action ~ She rifled through her pack, drew out a large pouch, and held it up.

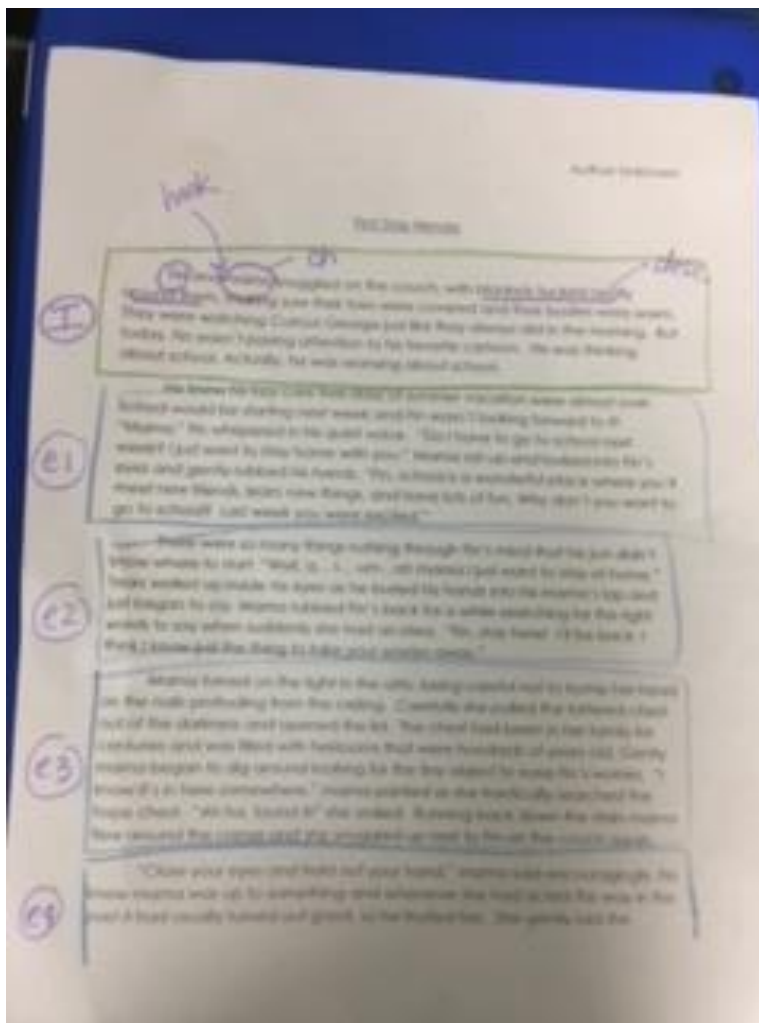
1
2

Come on, Rain

- **Simile** ~ Her long legs, like two brown string beans.
- **Details** ~ Sweat trickles down her neck and wets the front of her dress and under her arms.
- **Comeback line** ~ Come on, rain
- **Detail** ~ Gray clouds, purple sky
- **Action** ~ Fling of their shoes, skim of their hose pressed her nose against the screen
- **Dialogue** ~ "We sure did get a soaking, Momma," I say.
- **Lead** ~ "Come on, Rain!" I say.
- **Setting** ~ Neighborhood / Home

Goal 1 - Develop Background Knowledge – Mark up or sticky note text





Goal 2 - Generate Possible Writing Ideas

Using Mentor Texts to Generate Ideas

Text	Possible Writing Idea	My Ideas
Come On, Rain	Person or friend that is special	classmate: cannot grab popcorn with teeth
One Green Apple	A place that is special	Kroger: 1 st time buying something Target: sale! favorite toy
Pecan Pie Baby	An emotion or memory. A time you changed	
Gettin' Through Thursday	A special thing...	

Goal 3 - Shared Writing - Flash draft

lead

Mr. Gualtieri said, "Staff and students it is time for our tornado drill. Please go to your shelter." We got in line in number order. Quietly and fast we went to the PTA room.

body When we walked into ^{the} small crowded room we noticed equipment everywhere. We thought, "How on Earth are we all going to fit in here?" ^{to men} Our class sat down criss-cross applesauce, bent our heads, and laced our fingers together behind our ^{necks} heads. Wow it was really painful. Trust me it did not feel good. Suddenly, four other classes showed up to squish into the same tiny room. After that, Mr. Gualtieri checked the room to be sure we were in the correct place and we had enough room for all of the classes. After what felt like an hour we heard the ding of the announcement speaker.

Mr. Gualtieri's voice boomed, "Thank you for a wonderful job on our first tornado drill." Finally, we got up and stretched. Mrs. Moscovic followed us back to class.

conclusion

⊕ As I moved to the back corner and watched Drew sit down ~~I was~~ my eyes got huge and I gasped at what I saw. Right there was a mouse trap. I whispered to Drew, "I hope nothing's in here."

Goal 1 - Develop Background Knowledge – Open-ended listing chart

Persuasive Essay

A persuasive essay is one in which the writer shares his/her opinion and reasons with others to assist them in making an informed decision.

they had
lots of reasons
and the details
were persuasive.
I also noticed
that they
didn't just start it
out like "I DON'T
AGREE"
I noticed that they
gave reasons why and why
I think Persuasive
Essays are different
writing.

most of
them started
with
"I think"
then they
gave reasons
why they
thought that.

most of
them started
with
"I think"
then they
gave reasons
why they
thought that.

COOY
it explains
a lot of
about the
stuff they
are writing
about.

Charlie
I noticed that the
other gave reasons
why and why
and I think Persuasive
Essays are different
writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

- Transition words First, Next...
- Paragraphs
- Capitals - Punctuation - Spelling
- Facts
- 3 reasons
- Dialogue
- Internal thinking
- Examples

I noticed that they
gave reasons why
and why I think
Persuasive Essays
are different writing.

Goal 1 - Develop Background Knowledge – Noticing chart with columns

Read Persuasive Essays Through Writerly Eyes...

Notice	Name	Why
Has a question or shares a thought about something	Hook	Interests you to keep reading Gets you curious!
States opinion about something <i>school, home, community</i>	Claim	Lets the reader know how you feel or think about something
Explains why feels or thinks a certain way	Reason	To support your opinion to convince others to persuade others to change their minds
Shows other people's thoughts about the opinion	Survey Interview	Lets the readers know other people agree or think it is a good idea
Has a story from own life to support opinion	Mini-Story	Helps readers make a connection that helps persuade them
Encourages you to do something	Call to Action	Wish the reader to do something to make a change
Repeats reader of opinion	Restate Claim	Remind the reader and chance to persuade

Goal 1 - Develop Background Knowledge – Noticing chart with columns

Persuasive Essay

Reading through writerly eyes!

A text that shares a strong feeling about a topic or issue that someone cares about!

Notice	Name	Why
<p>In the introduction...</p> <p>Interested me to read the essay</p> <p>Different ways to interest the reader</p> <p>Author's opinion</p>	<p>indent</p> <p>HOOK</p> <p>Variety of Hooks</p> <p>States claim (opinion)</p>	<p>new paragraph</p> <p>"Hook" the reader into reading, get interested</p> <p>Example from text/ essays:</p> <ul style="list-style-type: none"> • I believe... • I'm going to explain.... • _____ is wonderful and we can all agree • Define the topic/problem • Asked a question <p>Author wants you to know their opinion (strong feeling)</p>
Notice	Name	Why
<p>In the body/middle</p> <p>At least 2 paragraphs</p> <p>Topic Sentence</p> <p>Examples</p> <p>Restate reason</p>	<p>indent</p> <p>Reason at least 2 but usually 3</p> <p>Evidence</p> <p>Concluding sentence</p>	<p>new paragraph for each reason that supports the opinion</p> <p>Supports the author's opinion Share with the reader why feel strongly about the opinion</p> <p>supports the reason in the topic sentence</p> <p>Types of evidence:</p> <ul style="list-style-type: none"> • Facts • Story (mini-story) • Survey • Quotes from everyday <p>Restate reason in a different way and remind readers of the author's opinion.</p>

Goal 1 - Develop Background Knowledge – Noticing chart with columns

Notice	Name	Why
In the end or conclusion		
Ask the reader to do something	appeal	Urges reader to do something, change their mind, etc.
Remind reader of the author's opinion	Concluding sentence	Restates opinion in a different way

Goal 1 - Develop Background Knowledge – Noticing chart with columns

Persuasive Essay Noticings Chart			
Text Example	Notice It!	Name It!	Why is it Important?
4th paragraph	Same	Reason #3 and supporting details	same
Last paragraph	Writer is stating his/her opinion one last time.	conclusion	The writer is trying to convince or persuade the reader to have the same opinion.
first reason second third finally lastly in conclusion	Writers include these, usually at the beginning of a paragraph.	transition words	The writer uses them to present ideas to the reader in order and in a way that makes sense.

Persuasive Essay Noticings Chart			
Text Example	Notice It!	Name It!	Why is it Important?
TV on the Weekends	The title gives you a clue about the author's opinion.	title	When you read the title, you want to read to find out why the author feels this way.
• save electricity • no school • play outside during week	More than one reason in an essay.	reasons (3 or more)	Reasons convince your reader to feel the same way - to have the same opinion.
1st paragraph	The writer tells the reader what s/he thinks about the topic.	opinion claim position argument	The writer gives an opinion so the reader will want to find out the reasons.
2nd paragraph	The writer gives the first reason and an explanation about it.	Reason #1 and supporting details	The writer is trying to convince or persuade the reader to have the same opinion.
3rd paragraph	same ↑	Reason #2 and supporting details	same

Goal 2 - Generate Possible Writing Ideas

Coats were on the ground.
Students should hang their coats in their lockers.

Lost and found was a disaster.
Items should be placed in the lost and found neatly.

Ants in the cafeteria.
Students should make sure all food is thrown away.

Floors in the hallway were a mess.
Students should be responsible for ensuring the hallway is neat.

Loud kids in the hallway.
Students should be quiet in the hallway.

Lack of self control in the hallway.
Students should show self control in the hallway.

Goal 2 - Generate Possible Writing Ideas

Writing Ideas from Mentor Texts		
Text	Big Idea/Writing Territory	My Writing Ideas
How Much Television Should We Watch?	Home topic	How much time should kids have to play video games? How much time should kids have to be on the computer?
Should Children Have Homework?	School topic How long should lunch time be?	Should kids have recess? Should candy be sold to students at lunch? How long should the school day be?
Should We Wear School Uniforms?	School topic Should kids have class pets?	Should students have to take tests at school? How many?
Why Is It Important to Exercise?	Self topic	Should kids have to take gym class? Should kids be able to buy pop at lunch?
How Can We Help Out in Our Community?	Community Topic	How can kids help to clean up their neighborhood? Should people have to recycle?

Generating Ideas		
Problem	Problem	Solution
Students get too much homework.	Students don't get enough homework.	Homework is a waste of time. Homework helps you learn.
Some parents think TV is not good for children.	Children watching TV with each other (not different (or bad).	Watching TV time is important. Television viewing should be limited. School uniforms help stop bullying.
People are not active enough.	People are not active enough.	Exercise is important. You don't have to exercise to be active.
People leaving lights on, wasting water, and not recycling.	People leaving lights on, wasting water, and not recycling.	It is important to save energy.

Generating Ideas	
Problem at School	My writing Idea/Opinion
Bully/being mean	It will not be fair a problem not good either. It is important to be kind and not bully.
Making good choices (Acting appropriately) even when teacher is not around	It is important to make good choices.
Too loud/distracting during work time	Some people need to make noise to focus. When other people are loud or making noise it is distracting.
Manners	You need to use manners.
Recess too short need more than one	Because students need more choices at recess. Students need a longer recess.

Goal 3 - Shared Writing

Homework.... Yes, Please!

Are you eager to practice skills to become even better or smarter? Just like an athlete practices to master the big game, a student uses homework to practice and master their skills! Homework should be assigned.

One reason why homework should be assigned is to help students become smarter. One example is when I was doing homework to prepare for a test. The day of the test I got all of the answers right. I think the homework helped me become smarter! In a survey of 25 third graders, 21 students felt that homework helped them understand a math topic better because of the extra practice. They felt smarter the next day in class. When you complete homework, you have time to practice skills, this helps you get smarter.

Another reason why homework should be assigned is because it helps you become more responsible. One time I had practice and homework after school. When I got home I completed the homework right away before I had to leave for practice. My mom told me I was being responsible for getting my work done. I felt proud. Another way homework helps with responsibility is students have to remember to complete and turn in assignments on time. Being responsible is an important character trait.

A final reason why homework should be assigned is because it can help you get into a good college. One way homework helps prepare students for college is that it can be hard. It is important that we learn how to work on hard problems and solve them because college can be hard. Another way homework helps prepare you for college is that it helps you manage your time. In college you have to manage school, homework, and work. School is a good time to learn to manage school and homework.

Even though homework is hard, it does help students in many ways! Homework helps you become smarter, more responsible, and prepares you for college. Homework is important.

Goal 3 - Shared Writing**Oh No! Homework?**

Students work hard all day at school 5 days a week. They deserve to relax when they get home not do more work. Homework should not be assigned.

One reason why homework should not be assigned is students are busy after school. One example is when I have swim practice after school. My coach gets V-E-R-Y mad when I am late. The only time I am late is when I have homework and then my coach isn't happy with me. Another example is when I have to do my chores at home and homework, I am too busy to get it all complete.

Another reason why homework should not be assigned is because we work hard all day in school and need a break at home. One time I had so much homework after school when all I wanted to do was relax in the family room. I was tired from working hard all day and I just wanted to have a break.. In a survey of 25 third graders, 17 agreed that students need time to relax and have fun after school-not do more work.

A final reason why homework should not be assigned is because it can be stressful. One way it can be stressful is when you don't have time. When I have gymnastics. I only have one hour from getting off the bus and leaving for practice. It is stressful getting my homework done and eating in such a short time. Another way it is stressful is when I do my math homework I usually get frustrated. Then my dad gets upset with me. Both my dad and me get stressed out over homework. My dad said, "I wish you didn't get homework because it is so stressful for our family"

Homework can take time out of our busy schedules or after school activities. It also stops us from relaxing at home or playing and lead to stress. Homework is a waste of time!

Goal 3 - Shared Writing

More Time to Play

Have you ever thought that we should have two recesses every single day? Most kids think recess is fun. But did you know it can help you become a better student? There are many reasons to support this opinion. One reason is that exercise is great for the brain. Another reason is that students are asked to do some very deep thinking. Students can think better after a short break like a recess. Finally, students that are active have healthier bodies.

For example, one night I was working on my division math homework. "This is really hard," I said. I started to think why it felt so hard. I remembered that I hadn't really exercised in a while. We had just gotten a new treadmill. I hopped on and ran for 15 minutes. When I was finished running I went back to do my homework. Wow, that really made a difference. My mind was clear and the equations seemed much easier. Now I know that exercise is great for the brain. That is why I think we should have two recesses each day.

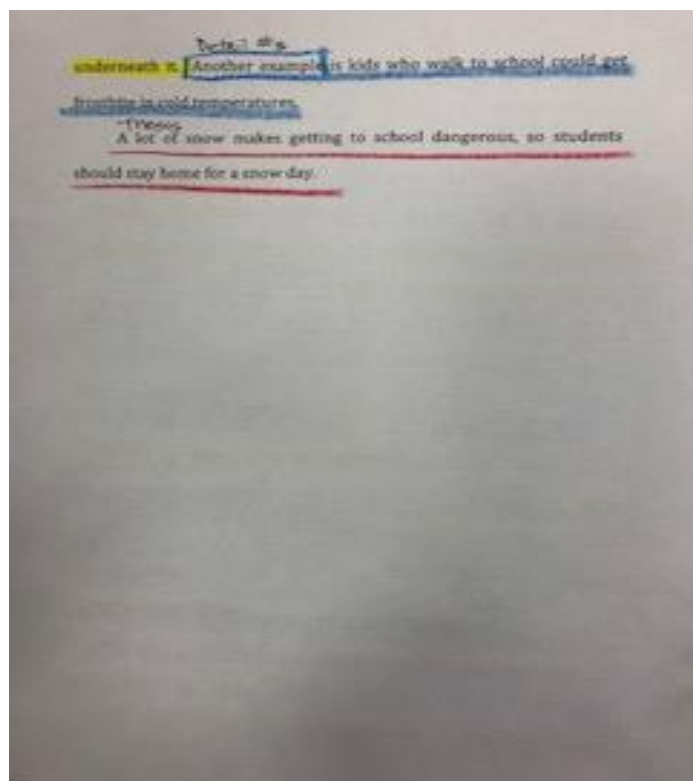
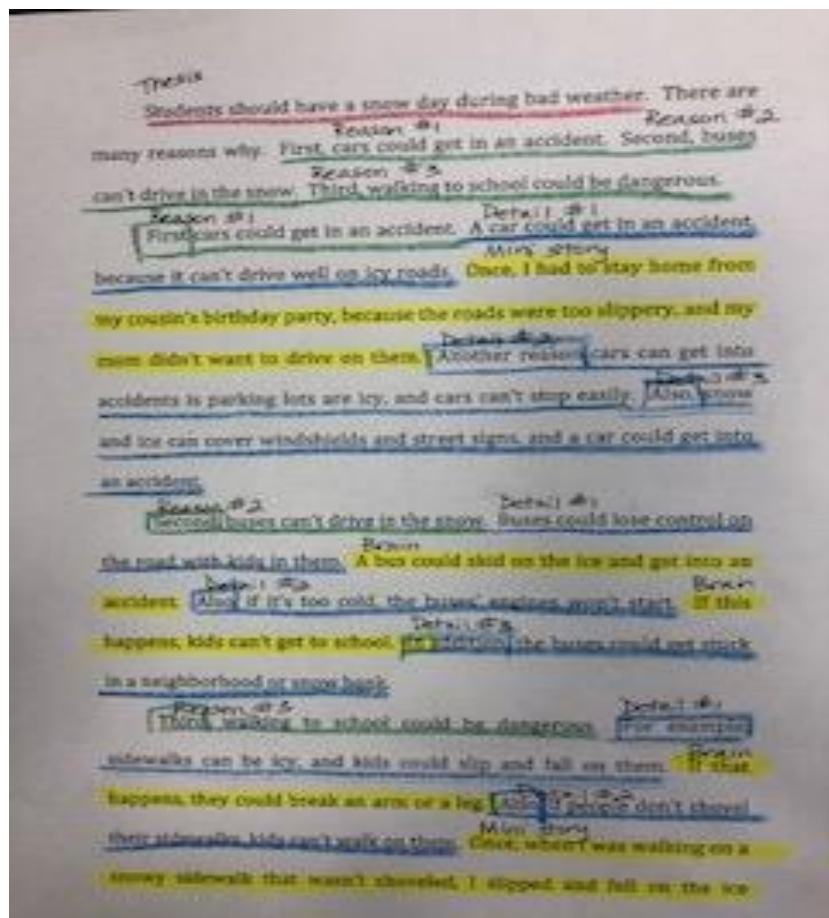
Did you know that there is research that supports short breaks to help students think? They are called, "Brain Breaks." There is also something called a, "Mindful Minute." These are proven strategies to keep students engaged in their assignments. Now I know that not only has it been scientifically proven that taking a break can help you think, but I also tested it and it worked!

Finally, students that are active have healthier bodies. I once saw a commercial that said that people who exercise have healthy hearts and bodies. I thought to myself, "Kids in school should have at least two recesses. That way they can start their young lives with a healthy heart and body." Getting into the habit of exercising at a young age has been proven to carry over into adulthood. Don't you want a healthy heart and body? I know I do.

These are the many reasons that students should have two recesses each day. Not only will it help you think and make your work easier, you will have a healthy body, too.

Goal 3 - Shared Writing

As a class, we wrote this persuasive essay at the end of our immersion. After, we boxed and marked it.



Goal 3 - Shared Writing***A Snow Day is a Safe Day!***

Students should have a snow day during bad weather. There are many reasons why. First, cars could get in an accident. Second, buses can't drive in the snow. Third, walking to school could be dangerous.

First, cars could get in an accident. A car could get in an accident, because it can't drive well on icy roads. Once, I had to stay home from my cousin's birthday party, because the roads were too slippery and my mom didn't want to drive on them. Maybe other drivers would have because they wanted to go to the party, but my mom is a safe driver, and she thought it was too dangerous. Also, cars can get into accidents if parking lots are icy, and cars can't stop easily. Also, snow and ice can cover windshields and street signs, and a car could get into an accident.

Second, buses can't drive in the snow. Buses could lose control on the road with kids in them. One day, Bus #12 was driving in snowy, blizzard-like conditions, and the bus slid and went into a ditch. This shows that driving in snowy conditions could be dangerous to the passengers. Additionally, if it's too cold, the buses' engines won't start. If this happens, kids can't get to school. The buses could get stuck in a neighborhood or snow bank if the engine suddenly stops working.

Third, walking to school could be dangerous. For example, sidewalks can be icy, and kids could slip and fall on them. If that happens, they could break an arm or a leg. Also, if people don't shovel their sidewalks, kids can't walk on them. Once, when I was walking on a snowy sidewalk that wasn't shoveled, I slipped and fell on the ice underneath it. Another example is, kids who walk to school could get frostbite in cold temperatures, even if it's a short walk to school.

A lot of snow makes getting to school dangerous for many reasons, so students should stay home for a snow day. As our school principal always says, "Student safety is our number one priority." A snow day is a SAFE day!

Goal 3 - Shared Writing

All dogs should be on leashes when out in public.

- Dogs should be on leashes for safety.
- Dogs should be on leashes because people are scared of dogs.
- Dogs should be on leashes because dogs can get lost.

In my opinion, all dogs should be on leashes when out in public. I feel strongly about this because dogs need to be safe. Also, some people are scared of dogs and unleashed dogs will approach people and frighten them. Finally, dogs could get lost if they are not on leashes. This is why I think all dogs should be on leashes in public.

The first reason I think dogs should be on leashes in public is because dogs are not safe when they can just run free. When our dog Mary was a puppy, Derek was trying to train her to “come” in the front yard. Mary had done really well thus far. Derek gave her the command to “stay!” However, she heard a car coming and took off toward the road. He was too far away to get her when she starting sprinting toward the road. The car slammed on his brakes but it was too late. Mary lay in the road with a broken leg. She needed surgery. This is why all dogs should be on leashes. It will keep them safe.

The second reason dogs should be on a leash is because some people are scared of dogs. One time when I was 7, I was at my dad’s friend’s house. He had a really mean little dog. It barked and growled at me for an entire hour. I was trapped behind the front door and couldn’t move. When my dad finally found me, I was crying. From that day on I am always frightened when I see loose dogs. However, I feel safe when the dog is on a leash. That is why dogs should be on leashes.

Have you ever noticed those signs hanging on trees around neighborhoods? I have. They have pictures of lost pets on them with phone number. Sometimes even a reward is offered. If you keep your dogs on leashes I bet it would help keep them from getting lost so easily.

I feel very strongly that dogs should be on leashes. As an owner it is your responsibility to keep them safe. Having control of them will make other people feel safe, too. Leashes also help keep pets from getting lost. Please follow these rules and keep your dog on a leash.

Goal 3 - Shared Writing

Most people believe that the bathrooms at Hillside have high quality. Most people believe that the bathrooms are treated well. I think that they are completely wrong. I believe that the bathrooms at Hillside Elementary should have higher quality and should be given more respect.

One reason I think this is that the stall security is terrible and provides a low level of privacy. For example, once I was in a stall and a kid opened my stall door from the outside! I had to go to the bathroom with another person in the stall and embarrass myself. Kids can also crawl under the stall and easily watch you go to the bathroom. Going to the bathroom in a stall is no more private than going out in the open!

Another reason is that people always rush and trash the bathroom. Kids commonly make messes and do not bother to clean them up. For example, one time I went into the bathroom and there was wet paper towel over the floor and the trashcan was only half full. Another time I saw someone wash their hands, not turn the faucet off, and leave their wet paper towel on the ground! There is always a mess in the bathroom.

The most important reason is that I think people have no respect or integrity for the bathroom. Kids always misbehave in the bathroom when they think no teachers are there. For example, I was in the bathroom and there was a bunch of 4th graders throwing wet toilet paper in the stalls and at the walls. I bet they wouldn't have acted like that if a teacher was around!

As I look back I realize that the bathrooms at Hillside Elementary are clearly mistreated. I have stated my reasons and said my examples. We need to pitch in and help to make Hillside's bathrooms as beautiful as all of its parts! Hillside shine, shine Huskies shine!

Goal 1 - Develop Background Knowledge – Open-ended listing chart




Goal 1 - Developing Background Knowledge – Noticing chart with columns

Name _____



Informational Text Noticings Chart

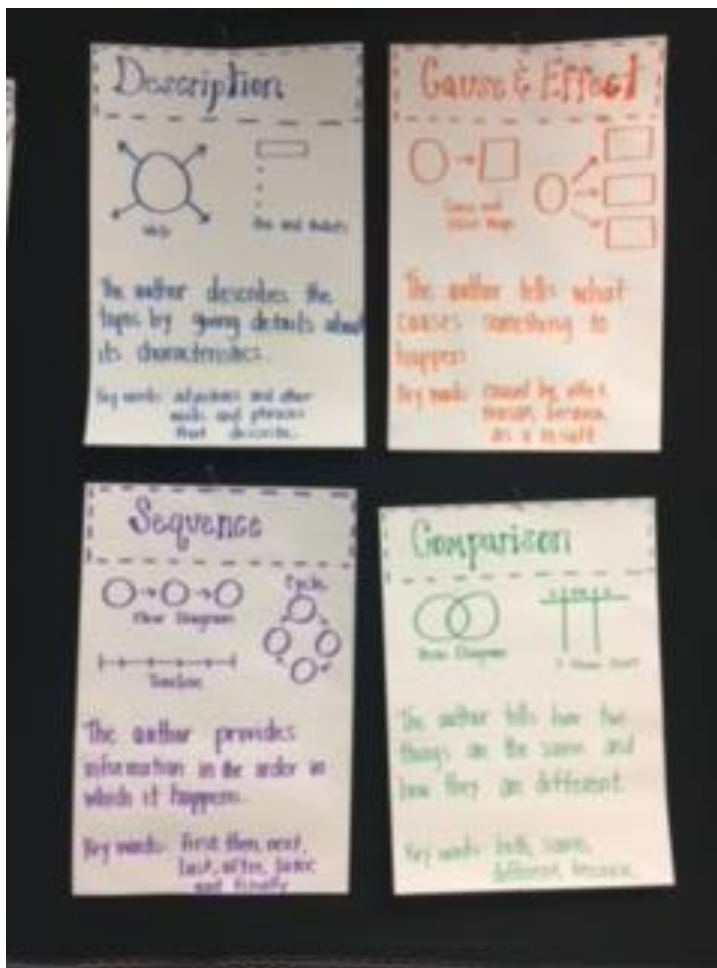
Text Example	Notice It!	Name It!	Why is it Important?
Cats vs Dogs	A title is on the front cover and title page in a book.	title	A title will tell a reader the topic of a book right away.
Sevens Whose nose knows best?	Headings can be on the top or in the middle of a page. It is in a different print.	heading	A heading tells the reader about the topic in the paragraphs below it.
dog race team	A photograph is realistic and is taken with a camera.	photograph	A photograph shows real-life details to the reader.
Alaskan Iditarod race	A caption is close to a photograph. It could be written in a different print or color.	caption	A caption helps a reader to learn something about the topic and the picture.
In the wild, cats are <u>caracaras</u> . They eat only meat.	A vocabulary word can be boxed in a sentence. It could be in a different color.	vocabulary	Vocabulary words teach you specific words that are about the book's topic.

Informational Text Noticings Chart

Text Example	Notice It!	Name It!	Why is it Important?
How many teeth do you have?	The question was is boxed in. It is in a different color. It is close to the text.	question box	The question connects to the topic. The question has the reader stretching thoughts/ideas about the topic.
parts of a space shuttle	It is a picture of something with labels. There are lines from the labels to different parts.	diagram	A diagram helps the reader to see how parts of something fit together.
KAR-no-TORE-us	A pronunciation will have hyphens that separate a word into chunks. It might have some capital letters.	pronunciation	A pronunciation helps a reader to read a big word that s/he might not know.
	The fact box is usually in a different color and is close to the text. Could have a comparison picture.	fact box	A fact box will give a reader more details about a topic.
<u>Carnivore</u> : An animal that eats other animals.	A word box has a vocabulary word in special print with the definition after it.	word box mini glossary	A word box tells the reader a definition for a vocabulary word.

Goal 1 - Developing Background Knowledge – Noticing chart with visuals*

Reading Informational Text Through Wintery Eyes		
Notice	Name	Why?
facts	Descriptive 	Help reader know about the topic.
Sketch	Photograph or Illustration 	know what it looks like.
Caption or Fun fact	Caption with an observation label	Add or describe the photograph
Photo w/ labels	Diagram <small>but named parts</small>	know the parts/name of it
4 photos of walrus	Comparison <small>or</small>	Connect to something you know and shows kinds of <small>as Walrus</small>
red word	Bold print <small>or</small>	important word and de finitior
100 lbs — 400 buxom	Comparison sentence	Reader understand better. Connect to something known



Notice	Name	Why?
France	Map <small>(Not a noun!)</small>	let reader know where located
Questions with topic	Lead/Intro Hook	Questions hook the reader then introduce topic
All capitals Second word	Use of font or upper case Dramatisation	Makes a strong point interesting change voice
Sequence Cause + Effect Compare + Contrast	Text Structure (Organisation)	Help reader better remember or understand

Text Structure Noticings

Goal 1 - Developing Background Knowledge – Mark up or sticky note text



Introduction Noticings



Conclusion Noticings

Goal 3 - Shared Writing**On Your Mark, Get Set, Go**

Table of Contents:

1. Introduction
2. Training
3. Gear
4. Race Day
5. Conclusion

Introduction:

Are you looking to improve your overall health and wellness? A healthy heart is very important. One activity you can do to accomplish this is to run. Running requires very little equipment and you can get started at any time or anywhere. Here is some helpful information if you are considering becoming a runner.

Training:

Training to be a runner is very important. By following a proper running schedule, you will avoid injuries and frustration. Start by deciding what your goal will be. Do you want to run a **race**, or just join friends to be social? I would recommend if you are just beginning, to pick a race. Having an end goal will keep you motivated to keep running. However, expect that not every day your training will not go as expected. Just keep your goal in mind. Start small. A 5k (3.1 miles) is a good starting distance. If you are looking for more of a challenge, try a 10k (6.2 miles), half marathon (13.1 miles) or a full marathon (26.2 miles). Look on the internet for different training schedules and try to stick to it as best as you can. After you have decided you are choosing this type of exercise you may want to get some gear.

Gear:

Running doesn't require a ton of special gear. You just need some shorts, a t-shirt, and a pair of running shoes. First, make sure you have shoes that are comfortable and not too worn. You need good shoes so you don't get blisters. Try going to a specialty store. The people that work there are very helpful with getting the best shoe for you. Next, wear what is comfortable for you. The weather is a huge factor when determining what clothes to wear. Personally, I like capri running pants and a tank top. That is always my base layer. I will add a running coat when the weather is especially chilly. A hat or headband are also helpful to keep you warm. But two things I never forget are my phone and headphones. I like to listen to books while I run. But some people like to listen to music. You can decide what you like. I bring my phone to track my distance. However, it is there in case of an emergency. As you can see, there are very few things you need to get started with running.

Race Day:

The day is finally here! You have been working so hard toward your goal and now you get the reward... the big race. Remember to eat smart. I would suggest something small such as a yogurt or banana. You may also want to bring a granola bar with you to eat about a ½ hour before the race.

You may pack your water bottle to stay hydrated. However, most races will have water stations set up for your drinking convenience.

My second piece of advice is to not buy new clothes for this day. Wearing something new could end up being uncomfortable. Pick something that you have trained in and you know for sure it will be comfortable and appropriate for the weather. Layering is a great idea.

Also, the shoes. DO NOT get new shoes for the race. Blister city for sure.

Plan to arrive about an hour early to register, check -in, and use the restroom. Finally, enjoy and just run. You have prepared for this for months. There is no better feeling than running across the finish line and hearing the crowd cheering. Enjoy it.


Goal 1 - Develop Background Knowledge – Open-ended listing chart

How to Write Literary Essay

- Generate ideas — BIG IDEAS from reading!
- Select a seed idea.
- Create a strong CLAIM
- Test your claim.
- Brainstorm & rehearse REASONS — Pick the BEST ones!
- PLAN — Boxes & Bullets
- Gather EVIDENCE — examples, quotes, micro-story
- Plan draft.
- DRAFT paragraphs — Intro, Body, Conclusion } transitions, reasons, evidence
- REVISE — clear? → convincing? → Do I prove my claim?
- EDIT — use a checklist!
- ↳ spelling, punctuation!

Goal 1 - Develop Background Knowledge – Noticing chart with columns

Notice	Name	Why?
Said more...	Elaboration	→ To get the reader to get what the author is thinking
Punctuation	Punctuation	→ Helps the reader, read with fluency
Claim was in every paragraph	Claim statement	→ Reader is clear about the point of the essay.
Claim was worded differently	Claim statement	→ Readers won't get bored
Used Paragraph	Organization	→ Readers easily follow information
Detail	Description	→ Readers can visualize & recall text
Transitions	Transition words	→ Moves the reader through the text
Conclusion	Conclusion	→ Restates claim & reasons
Quotes	Quotes	→ Exact words from the text



Opinion Writing		
Persuasive	Both 	Literary
about a topic I care about or something I want to change	Purpose: Share strong feelings, opinion	about a book or short story (something I have read)
	Introduction Hook reader Claim	Introduce book background/summary
	Transitions	
3 reasons evidence: survey interview	Body Reasons with evidence non-stuff craft	2 reasons evidence: quotes
	Ending/ Conclusion Restate Claim	

Name _____
 big idea _____
 SET I CAN!
 A Library Story - Textbook Edition
 introduction
 In My Brother Had Header Code Brother, by Patricia Polacco, the main character, Patricia, shows that she is very determined to get by always trying to outdo her brother and by trying to do things that could be difficult and even dangerous.
 main idea
 when she is determined, it becomes the a constantly trying to find a way to outdo her brother and when she has got every trick, she tries to get the most out of it.
 when the text tells it was more difficult than the golden than her brother. "But I can eat more of this new flubbs than you can without getting the poisons," she said.
 why
 Reason #2
 Another reason that shows that Patricia is determined, is that she never gives up, even when things get difficult. At the carnival, she headed straight for the merry-go-round, she and her brother went around and around on his side over the time, her brother got off, but Patricia kept going and going. She could have gotten off when she started feeling dizzy, but Patricia did not give up. She moved on saying, "But when she got off, she led over to her head" that really shows that she was determined.
 why
 In My Brother Had Header Code Brother shows that the character Patricia was determined girl. She kept trying different things to prove she could do something better than her brother, no matter how hard it got. The first shows is that she tries get what she wants if you keep trying and trying and don't give up.
 lesson learned
 if you keep trying and trying and don't give up, you can achieve your goals.

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Goal 2 - Generate Possible Writing Ideas

Literary Essay
Topic Ideas:

	<u>Character</u> Patricia	<u>Traits</u> <ul style="list-style-type: none"> • determined • brave • irresponsible
<u>Lesson/Theme:</u> <ol style="list-style-type: none"> ① If you are determined & don't give up, you can accomplish your goals. ② Out doing someone isn't always worth it in the end. 		
	<u>Character</u> Julian	<u>Traits</u> <ul style="list-style-type: none"> • independent • secretive • angry
<u>Lesson/theme:</u> <ol style="list-style-type: none"> ① Doing things <u>with</u> friends is more fun than doing things <u>without</u> friends. 		

Goal 3 - Shared Writing

In the book *Because of Winn-Dixie* by Kate DiCamillo, Opal is very brave. At the very beginning of the story, Opal saves Winn-Dixie from going to the pound. She also ran into Gloria Dump's yard to find Winn-Dixie even though the Dewberry Boys told her that it was a witch's yard.

One important event that shows that Opal was brave was when she walked into the grocery store to buy macaroni and cheese, white rice, and two tomatoes and ended up walking out with a dog. As she entered the produce section she noticed vegetables all over the floor and the manager yelling and waving his arms. A dog jumped up on the manager and knocked the manager over. The manager yelled, "Someone call the pound!" This is when Opal showed she was very brave because she hollered, "That's my dog. Don't call the pound." That is one-way Opal was brave.

Another time Opal was brave in the book was when she ran into an overgrown jungle of a yard to get Winn-Dixie. She and Winn-Dixie were going for a bike ride when Winn-Dixie started to run into the yard of Gloria Dump. The Dewberry Boys started yelling at Opal that she better get her dog before he goes into the witch's yard and she eats him. Opal decides that she is more scared of losing Winn-Dixie than "having to deal with a dog eating witch." This shows just how brave Opal really is.

Opal, in the book *Because of Winn-Dixie* by Kate DiCamillo, proves over and over that she is brave. She first saves the dog from going to the pound by claiming the dog is hers. Another way she shows bravery is when she enters the yard of Gloria Dump who is thought to be a witch. These two examples show that people can be brave because of something they love.

Goal 3 - Shared Writing**A Literary Essay on “Give a Fish a Home”**

In the story, “Give a Fish a Home,” a girl named Bink adopts a fish, but her friend, Gollie, isn’t happy about it. Gollie is a jealous friend in the story.

One reason why Gollie is a jealous friend is because she says mean things about Bink’s fish. For example, she says, “That fish is incapable of being a marvelous companion.” This shows that Gollie doesn’t like the fish and says mean things. Another time that Gollie shows that she says mean things about Bink’s fish is when they are walking home from the pet store. Gollie doesn’t act very happy that Bink got a new fish. Instead, Gollie says that Bink has an “unremarkable” fish, and that is rude. This shows that Gollie is jealous because the fish is getting Bink’s attention instead of her.

Another reason that shows Gollie is a jealous friend is that she ignores Bink’s fish. For instance, Bink wants to bring Fred roller-skating with them, because he “longs for speed.” Gollie says, “Fish know nothing of longing.” This is evidence that Gollie is ignoring the fish, because she doesn’t want him to go roller-skating with them. Another example of this is when Gollie is skating away from Fred in the picture. The thought I have about this is since Gollie is skating away from Fred, she doesn’t want to be with him and is ignoring him.

Gollie, a character in the story, “Give a Fish a Home,” is a jealous friend. She says mean things about Bink’s fish and ignores it. Reading this story made me realize that instead of feeling jealous and being mean, Gollie should have talked to Bink about her feelings. Friends should treat each other the way they want to be treated.

Goal 3 - Shared Writing

Give A Fish A Home

Have you ever been jealous of
In the story, "Give a Fish a Home" by Kate
Gollie is a jealous friend. Gollie is a je
friend because she ignores Bink's fish
she says mean things, too.

An example, that shows that Gollie is
jealous friend is when she ignores Bink
In the story, Bink went to Gollie's house
pancakes. When she arrived, Gollie told Bi
that she only made enough pancakes for
This really shows that Gollie ignored Fre
she didn't make him any pancakes.

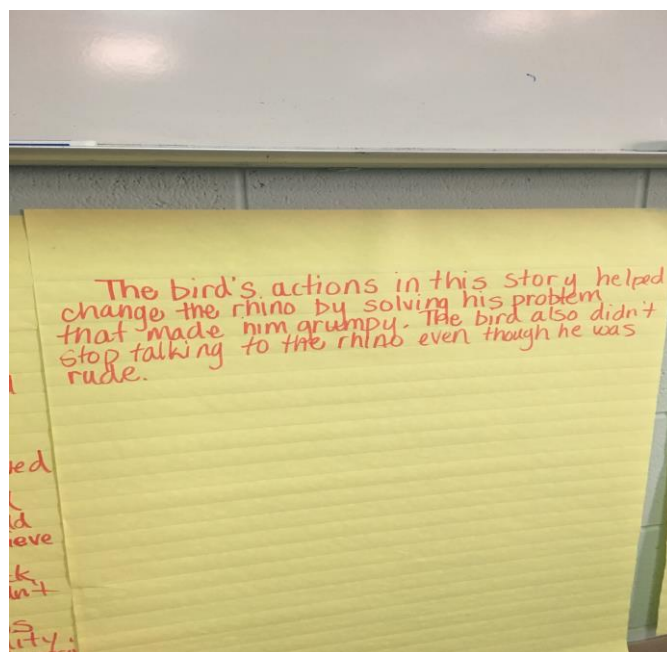
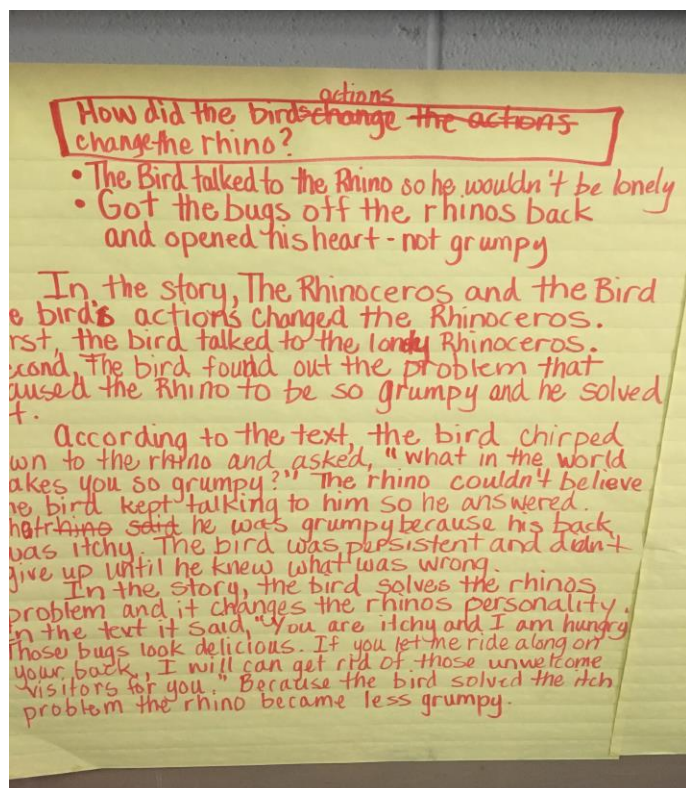
Another example to show that Gollie
jealous friend is when she says mean th
about Bink's fish. Gollie states that Bink's
"incapable of being a marvelous companion.
statement tells the reader that she is jea
that her friend has a new playmate. ②

In the story, "Give a Fish a Home" Gollie
definitely a jealous friend. She ignores Bink
and says mean things. Both of these exampl
that Gollie is jealous.

① In my opinion, I would feel very bad for my
if we showed up at someone's house and they d
include my friend.

② I know I get hurt feelings if someone says
things about one of my friends.

Goal 3 - Shared Writing



Literary Essay Shared Writing

How did the bird's actions change the Rhinoceros?

- The bird talked to the rhinoceros so he wouldn't be lonely
- The bird got the bugs off the rhinoceros' back and it opened his heart- not grumpy

In the story, The Rhinoceros and the Bird, the bird's actions changed the Rhinoceros.

First, the bird talked to the lonely Rhinoceros. Second, the bird found out the problem that caused the rhinoceros to be so grumpy and he solved it.

One reason the bird helped the rhinoceros was when he continued to talk to him even though he did not want to be talked to. According to the text, the bird chirped to the rhinoceros and asked, "What in the world makes you so grumpy?" The rhinoceros could not believe the bird just kept on talking to him so he answered. He said he was grumpy because his back was itchy. The bird was persistent and did not give up until he knew what was wrong. This started to change the rhinoceros.

Another way the bird helped the rhinoceros was that the bird came up with a solution to his problem and that changed the Rhinoceros. In the story, the bird said, "You are itchy and I am hungry. Those bugs look delicious. If you let me ride along on your back, I can get rid of those unwelcome visitors for you." Because the bird solved the itchy problem, the rhinoceros became less grumpy.

In conclusion, the bird's actions in the story helped change the rhinoceros. By taking the time to talk to the rhinoceros and by solving his bug problem. Both of these actions turned the rhinoceros from grumpy or lonely to pleasant.

Goal 1 - Develop Background Knowledge - Open-ended listing chart

How to Write an Informational Article.....

Research:

- Think about what you **know**, you **think**, you **learn**
- Do research → observe, text, draw, ideas, maps
- Ask questions that can be researched
- Take Notes → notes, bullets, tickets
- Compare or discuss new learning

Writing:

- Write a purpose (all over!)
- Check sources for more info
- Correct steps with transitions
- Write a compelling conclusion

Magine a Future Article

How will I get my reader to **THINK** **WONDER** **CARE**

Natural Resource

- General Info → about the resource
- Purpose → Why do we need it?
- Uses → How is it used?
- Consequences → What are the consequences of using/misusing it?
- Conservation → Why/how can we save it?

Engaging Introduction

- Hook the reader
- Provide the main idea or purpose
- And...

What will you try?

Engaging Conclusion

- Summarize what was learned
- Make the reader think, wonder, and care

What will you try?





Goal 1 - Develop Background Knowledge - Noticing chart with columns

Notice	Magazine Name	Why?
Captions Photographs Description Dates Paragraphs Subtopics Subtitles Topic Topic Sentence Supporting Details Titles Concluding Sentence	Captions Photographs Text structure Date Paragraph Subtopics Subheading Topic Main Idea Supporting Details Titles Conclusion	Tell what is in the Real picture related to the topic Give more info Specific info Separate sub topics Organize like Tell what the topic Different topics Tells what the paragraph Give more info about Main Topic - Grab leaves the reader with

Goal 1 - Develop Background Knowledge - Noticing chart with visuals*

Notice	Name	Why?
France.	Map <small>(not student text)</small>	let reader know where located.
Questions with topic.	Lead/Intro Hook	Questions hook the reader then introduce topic.
All capitals Said word	Use of font or upper case Onomatopoeia	Makes a strong point interesting change voice.
Sequence Cause - Effect Compare - Contrast	Text Structure (Illustration)	Help reader better remember or understand.

*Use Noticing chart with visuals from Personal Expertise Unit to build on during Informational Research Unit.

Reading Informational Text Through Waterly Eyes		
Notice	Name	Why?
Facts	Descriptive 	Help reader know about the topic.
Sketch	Photograph or Illustration 	know what it looks like.
Caption "Fun fact"	Caption with an illustration 	Add or describe the photograph.
Photo w/ labels	Diagram <small>for labeled parts</small>	Know the parts/name of it.
4 photos of values	Comparison ()	Connect to something you know and shows kinds of values.
red word	Bold print <small>for important words</small>	important word and definitions.
100 lbs - 900 budget	Comparison sentence	Reader understand better. Connect to something known.

Goal 1 - Develop Background Knowledge - Mark up or sticky note text



She Paved the Way

Being a member of the U.S. Congress is one of our nation's most important jobs. These elected officials meet in Washington, D.C., to make America's laws. But for our government's first 128 years, all of these lawmakers were men.

In 1917, a woman named Jeannette Rankin changed that. She became the first woman to serve in Congress.

When Rankin was elected, she said, "I may be the first Congresswoman, but I am not the last."


The Right to Vote

At the time Rankin was elected, most women did not even have the right to vote. It wasn't until 1920 that the U.S. government gave women the right to vote. But Rankin's home state, Montana, was one of the first states to give women the right to vote.

Representative of Montana, she said that

Handwritten notes:

- ← thought
- ← fact
- ← main idea



Kids Fought for Change

On a hot August day in 2016, 12-year-old Agnes Nijima and her friends went into a restaurant in Oklahoma City, Oklahoma. The kids sat down and tried to order food, but the waitress ignored them. They waited for hours, but no one would serve them.

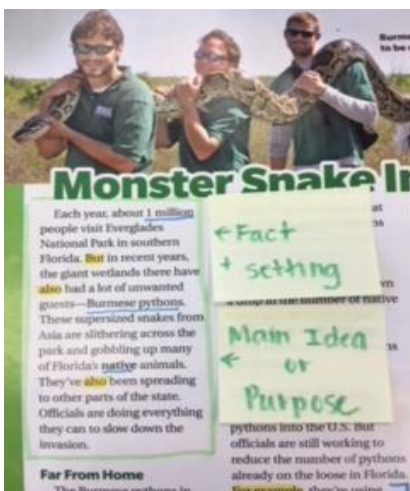
Why wouldn't the restaurant serve these kids? To answer that question, you need to know what some parts of our country were like not that long ago.

Agnes Nijima

Northern states. But the practice continued in the South for decades. Even after slavery was banned across the nation in 1863, Black Americans were treated unfairly. Segregation was an example of this mistreatment. Agnes and her friends were African-American. They were young, but they knew

Handwritten notes:

- Small moment
- ← question
- Hook the reader



Monster Snake Invasion

Each year, about 1 million people visit Everglades National Park in southern Florida. But in recent years, the giant wetlands there have also had a lot of unwanted guests—Burmese pythons. These supersized snakes from Asia are slithering across the park and gobbling up many of Florida's native animals. They've also been spreading to other parts of the state. Officials are doing everything they can to slow down the invasion.

Far From Home

The Burmese pythons in

python into the U.S. But officials are still working to reduce the number of pythons already on the loose in Florida. For example, they're using

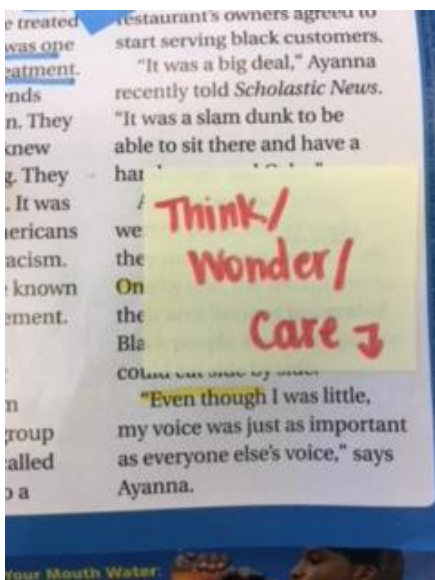
Handwritten notes:

- ← fact
- ← setting
- Main Idea or Purpose



hired snake catchers from India to lend a hand. The men are members of the Irula tribe, which has been catching snakes in India for generations. According to Kristen Sommers of Florida's Fish and Wildlife Conservation Commission, the snake catchers wrangled dozens of them in just two months. "Every snake out of the ecosystem is eating less of our local wildlife," Sommers says.

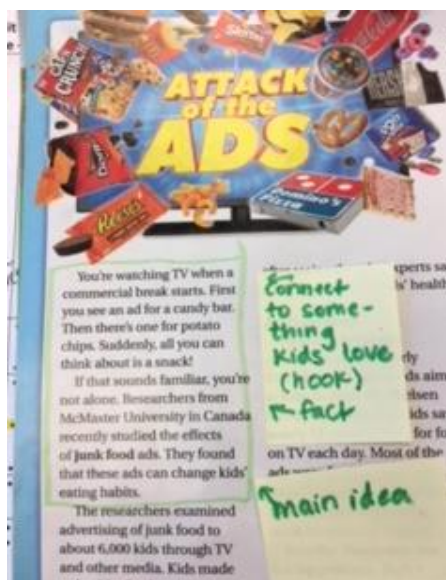
Reflect over all purpose of the article



restaurant's owners agreed to start serving black customers. "It was a big deal," Ayanna recently told *Scholastic News*. "It was a slam dunk to be able to sit there and have a

Think/Wonder/Care

"Even though I was little, my voice was just as important as everyone else's voice," says Ayanna.



Attack of the ADS

You're watching TV when a commercial break starts. First you see an ad for a candy bar. Then there's one for potato chips. Suddenly, all you can think about is a snack!

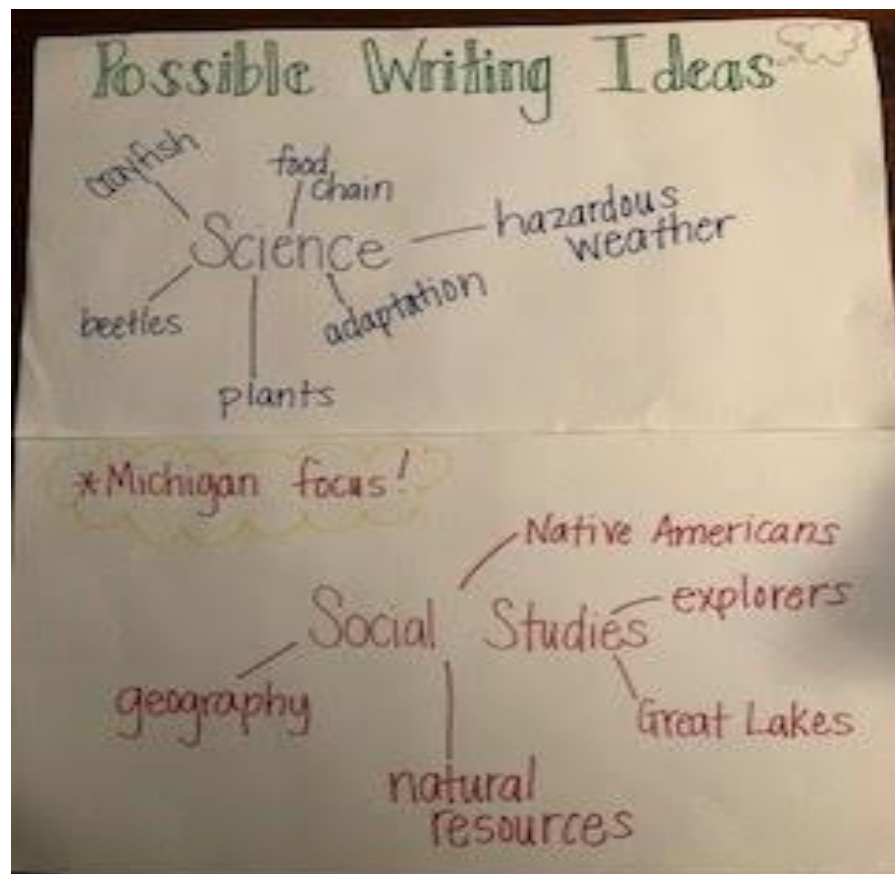
If that sounds familiar, you're not alone. Researchers from McMaster University in Canada recently studied the effects of junk food ads. They found that these ads can change kids' eating habits.

The researchers examined advertising of junk food to about 6,000 kids through TV and other media. Kids made

Handwritten notes:

- Connect to something kids love (hook)
- ← fact
- Main idea

Goal 2 - Generate Possible Writing Ideas



Topic	Ideas
People Helen Keller Gandhi Sully Nuclear	Dr. Martin Luther King Jr. Native Americans Europeans
Places Wisconsin D.C. Cincinnati OC Dr. Sear World	Michigan (Upper Peninsula & Lower Peninsula) Museum
Things bird Legos	Plants Crayfish Water

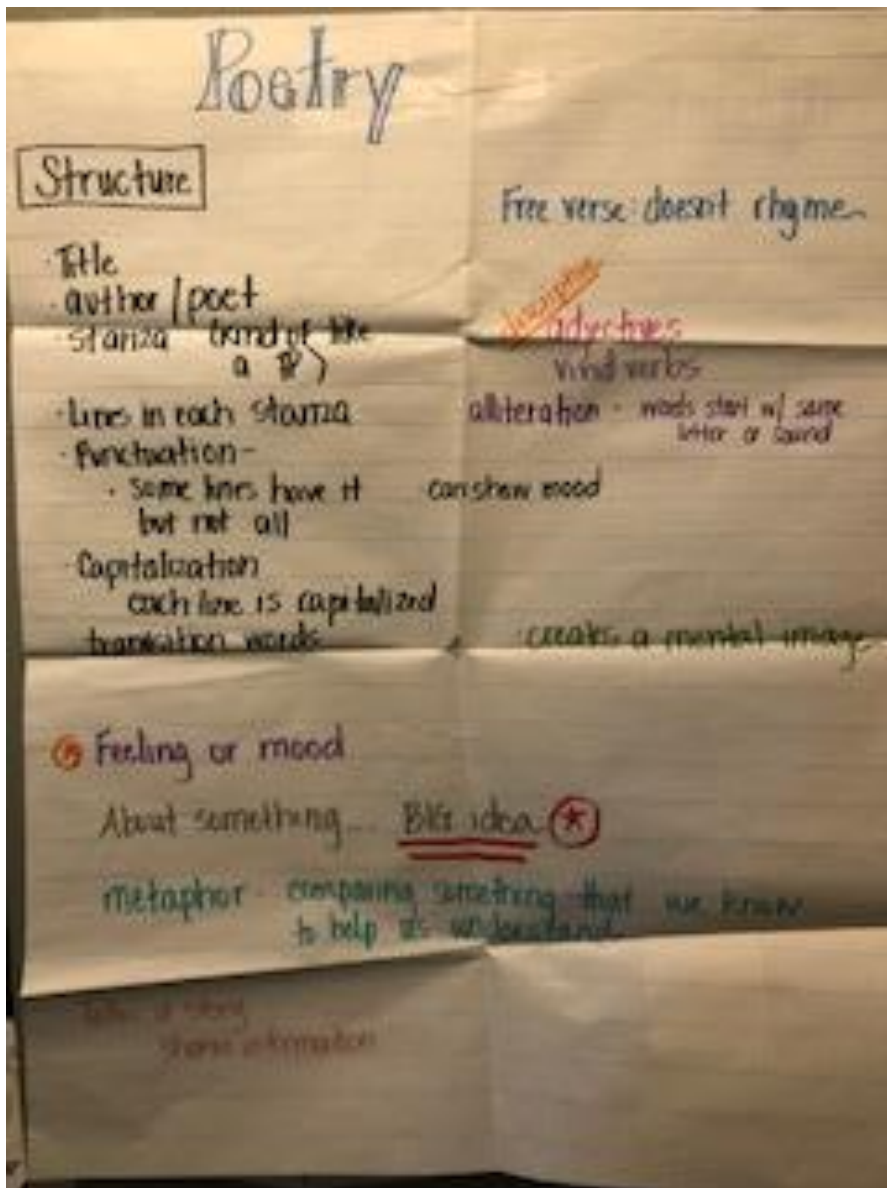
Goal 3 - Shared Writing

Why do we need Natural Resources?

- Food
- Clothing
- Shelter

People need natural resources for their basic needs of food, clothing, and shelter. Food is a resource which nourishes our bodies and gives us energy. Clothing keeps us safe and warm. Shelter is important because it keeps us protected from the changing weather.

Goal 1 - Develop Background Knowledge - Open-ended listing chart



Goal 1 - Develop Background Knowledge - Noticing chart with columns

Notice	Name	Why
Valentine for Ernest Mann	tit + 10?	to tell the reader what the poem is about
Stan Sa	Stansa	to make the reader read smoothly.
It was a long poem	Elaboration	To my it long
You can't order a poem like you order a taco.	Comparison	To make the reader understand Stan what they are reading.
Walk up to the counter, say, "I'll take two"	Quote	So we know that someone is saying something.
They are the shadows drifting across our ceilings the moment before we wake up.	Metaphor	To help someone better understand or visualize something.
And he was serious. He was a serious man who lived in a serious way.	Repeated Words	To make sure the reader fully understands that word.
Check your garage, the off sock drawer, the person you almost like, but not quite.	a List	To elaborate on

Goal 1 - Develop Background Knowledge - Mark up or sticky note text

I Look Pretty - title
by Eloise Greenfield - poet

adjective - Mama's shiny purple coat

Giant-sized shoulder bag to toe

Tall, tall shoes and pantyhose
rep.

Big straw hat with shiny bows

I look pretty

I float

I smile

I pose

All dressed up!

mood - happy

Accurate Text Quote "author's exact words"	My Thinking about the Author's Words What notice? Any literary devices used?

The Apple - title
by A. C. RICE - author

sound words - apple apple
crunchy crunchy
juicy juicy
red yellow green
delicious

adjective - apple
juicy
crunchy
delicious

concrete - shape of an apple
mood: making me hungry!

Enchantment - title

On warm summer nights
the porch becomes our living room
where Mama takes her reading
and Dad and I play games
in the patch of brightness
the lamp catters on the floor.

From the darkness, others come
small round bodies
clinging to the screens
which separate us
from the yard beyond.

Drawn to our light,
the June bugs watch our games
and listen to our talk till bedtime
when Mama darkens the porch
and breaks the spell
that holds them close to us.

- Joanne Ryder

metaphor - porch - living room

synonyms - makes me curious
who is coming?

theme: family
topic: spending time together

author's message - traditions

What do we care about?

Special Moments

Special objects

Special people

Special places

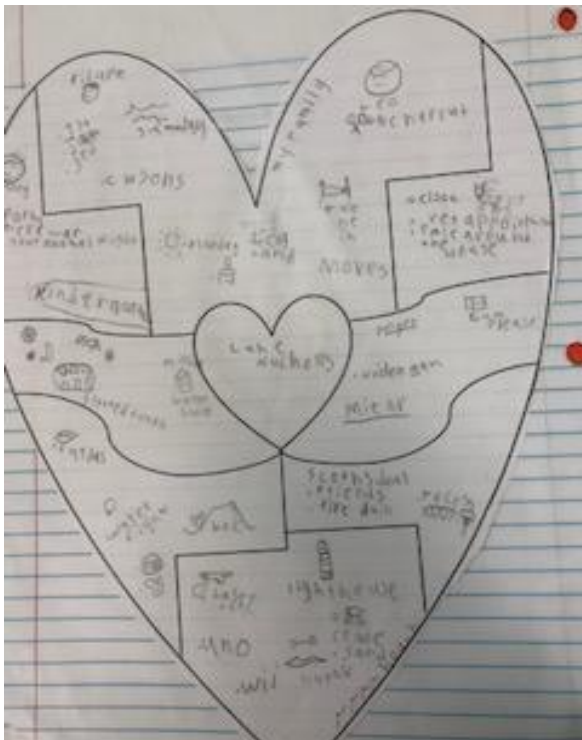
what I love to do

Heart Map

Things I can't see, but they really matter to me!

- ♥ What has really affected your heart?
- ♥ What secrets have you kept in your heart?
- ♥ What are your dreams?

There are many poems in our heart ♥ waiting to be written!



Feelings • Memorable Moments • Sitting on my porch • Sports Events • Reading • Travel Beach • Cook • Crossfit Running • Weddings • Brunch • Coffee • Class Teaching • Wonders • Thoughts • Little Things • Feelings • Memorable Moments

Coffee
 Smell in the morning
 first hot sip
 scorching my tongue
 wake me up
 calm

Shoes
 different purposes
 styles colors
 specially comfy
 high heels - tall
 oru Durak...

Porch
 Sunset
 Deer, Fox, Cranes
 Music
 Peaceful
 Cozy

Crossfit
 strength
 challenge
 exceeding expectations
 dropping the bar
 from over head
 frustration

Books/Reading
 expectations
 travel by staying home
 predicting
 surprises

Beach
 + waves breeze
 salty smell
 - sand creatures
 stinging eyes

Goal 3 - Shared Writing

Pencils

Pencils

yellow

hard

sharp or dull

scattered on the floor.

Pencils

under chairs

behind desks

hidden in bins

all around the room.

Pencils

BEWARE!

you may trip

as you

go out the door!

Time

Time for math

Time for SNACK

Time for share circle

Time for read aloud

Time for journal

Time for LUNCH

Time for RECESS

Time for planners

Time for science

Time for SPECIALS

Time for social studies

Time for SNACK

Time for reading

Time for writing

Time to GO!