

What's Important?	Monday Make It Clear.	Tuesday Take it, use It.	Wednesday Work with It.	Thursday: Think It Through.	Friday: Fix and Finish.
<b>Vocabulary/ Word Knowledge</b> This week's pattern: singular and plural nouns	Students list nouns they know about places in Chicago. Students chart them: singular; plural nouns of Chicago.	Students classify nouns by topic.	Students add more nouns to the Chicago noun chart.	Students write sentences with nouns.	Students explain how to tell if a noun is singular or plural, using Chicago examples.
<b>Reading Comprehension</b> Focus: Sequence, Cause-Effect Language Arts with learning centers	Give students reading inventory—what they like.  Introduce story. Students predict what will happen.	Students read/listen to story and make timeline of events.	Students complete story and make cause-effect diagram.	Students write or draw another part of the story—the next part.	Students make timeline for a history they hear/read.
<b>Fluency</b> This week's reading  Emphasis is on reading with expression	Teacher models then students read this week's poem aloud.	Teacher models reading poem with greater expression. Students read it to each other with expression.	Teacher models reading a story with expression.	Students read their favorite part of this week's story with expression.	Students explain how to read with emphasis.
<b>Math</b> Focus Adding double-digit numbers	Teacher models how to add double digit numbers using math path. Students practice on problems.	Teacher guides students to add double digit numbers with partners.	Students solve double digit number problems and word problems; teacher guides.	Students take double digit quiz, writing the steps to one of the problems.	Students write a page about how to add double-digit numbers with their own example.
<b>Writing</b> This week's emphasis:  Writing complete sentences.	Students write sentences about Chicago. They exchange them and read each other's sentences. Then they draw a picture that shows what their sentences say.	Students write sentences and check punctuation. Teacher gives students three punctuation marks to focus on: period, question mark, exclamation mark.	Students write and then expand sentences about Chicago.	Students edit sentences—adding words, correcting punctuation.	Students write examples of good sentences.
<b>Content Topic:</b> Chicago Places	Students draw pictures of Chicago places they like. They label them with sentences that tell why they like them.	Students watch video about Chicago, then list facts about Chicago places based on video and experience.	Students make chart about Chicago places, classifying them as workplaces, learning places, other categories. They add more places.	Students write paragraph or poem about Chicago places.	Students make booklet about Chicago places.