

Transitions

TRANSITIONS

Premise Statement

**The universe,
including the
Earth and its
inhabitants, is in a
constant state of
change. This
on-going process
is called transition.**

UNIT ONE: TRANSITIONS

INTERDISCIPLINARY CONNECTIONS

Premise: The universe, including the earth and its inhabitants, is in a constant state of change. This on-going process is called transition.

Unit Overview

The theme of **Transitions** is certainly an area of concern for sixth graders as they move from childhood to adolescence. The theme also encompasses transitions found in the universe, nature, cultures - - everything on earth which changes during its existence. **Transitions** also focuses on the process of change as it applies to students' personal transition from elementary school to middle school and from a more traditional learning model to the TEAMS model. A thorough orientation to both of these transitions takes place during the first three weeks of the unit (see Chapter 3 of the *Teacher's Manual* for the specifics of student orientation).

The Transitions unit includes these curriculum topics:

- Waterways and the Water Cycle
- Water Resources
- Food Chains
- State Study and Travels
- Seasons and Time Zones
- Mathematical Descriptions of Scientific and Geographical Content
- Writing for a Variety of Purposes
Journals, Letters
- Reading State Literature
- Graphic Representation and Interpretation of Data
- Content Word Study

The first two weeks of the unit focus on orientation activities to learn the TEAMS classroom management system. By week three, the students will be fully engaged with the interdisciplinary curriculum. All classes emphasize problem solving strategies, research and study skills, composition, and speaking and listening throughout the unit and the school year.

Personal Development Issues

Personal development issues are addressed during non-academic times like homeroom or the advisor/advisee period. Suggested sample activities match the Transitions theme and encourage further reflection on the theme and related academic topics presented in the subject area classes. The activities address the challenging transition from elementary to middle school.

Culminating Activities

Team-wide events bring closure to the unit, build team unity and reinforce the unit theme. Ideas for culminating the Transitions unit include a trip for more in-depth state study, a visit to a local history museum, or a student-produced video about "life in middle school" to send to the fifth graders in the elementary school.

Sample Curriculum Map for Transitions Unit

Unit Theme and Culminating Event	Mathematics	Science	Social Studies	Language Arts
TRANSITIONS Kick-Off Event:	Orientation to Middle School and to TEAMS Strategies for Academic Success Goal Setting	Orientation Middle School and to TEAMS Strategies for Academic Success Goal Setting	Orientation Middle School and to TEAMS Strategies for Academic Success Goal Setting	Orientation Middle School and to TEAMS Strategies for Academic Success Goal Setting
Culminating Event:	Adding and Subtracting Whole Numbers and Decimals Time Management Estimating Base 10 Powers and Exponents Graphing Averaging Problem Solving Fractions Interpreting Graphs Multiplying Decimals Statistics	Writing Lab Reports Metrics Waterways and Water Cycle Water Usage Food Chains and Webs The Water We Use (Public vs. Private, Fresh vs. Wastewater) Local Water Concerns and Issues Local Water Resources Oceanography	A State Vacation State Wildlife Intro to Geography – Kinds of Maps Map and Globe Skills – Longitude and Latitude Hemispheres Graphs Seasons and Time Zones, Climates Land Forms Water Cycles Geographic Themes (Location, Place, Human-Environment Interaction, Movement, Region)	Affixes (Metric) Reading and Writing Journals Action Verbs Sentence composition Letter Writing Paragraph Writing Use of Dictionary Reading State Stories Writing Conclusions Proofreading Punctuating Sentences Using a Internet search Using Commas Reference Sources

Perpetual Skills: Perpetual Skills are ongoing throughout the year in all subjects.

Reading Charts and Graphs • Classifying Information • Using a Textbook and Reference Sources • Outlining • Graphically Representing Data • Clustering • Using Context Clues • Sequencing • Comparing and Contrasting • Analyzing Information • Developing Vocabulary • Study Habits • Notebook and Materials Organization • Time Management • Note-taking • Observing • Listening • Following Directions • Accessing Prior Knowledge • Career Exploration • Problem Solving Strategies

Personal Development Issues and Activities

The following suggested weekly activities enhance orientation to middle school and also reinforce the theme of Transitions. They are used during homeroom or in an advisor/advisee period. By reflecting on the theme in a nonacademic setting, students see how the theme relates to their lives in general, as well as to their school work.

Week 1: We're All Connected

This activity is used for students to learn each others' names. The teacher starts by writing her/his name on the board. Students come up in turn and "connect" their names as in a crossword puzzle where common letters branch to form more than one word. For example,

```
MR. SMITH'S CLASS
  U             N
  S             DONALD
  A             R
NATHAN        E
              WENDY
```

When all students have had a chance to connect their names with their classmates, have someone copy it onto poster board for the class bulletin board.

Week 2: Sum of Us

This activity helps students get acquainted with each other at the beginning of school. In small groups, have students add up group points for the following:

1. The total number of letters in each person's first name.
2. Counting January as one point, February as two points, etc., add up the total birthday points.
3. Total of all the shoe sizes added together.
4. Sum up the team's hair color score: black hair = 2, brown hair = 1, blonde hair = 3, red hair = 5
5. Count one point for each different birth state represented on the team.
6. Total number of siblings represented by team members.
7. Two points for each member wearing red.

Tabulate grand totals for each group and share.

Week 3: Where Am I Now?

By the third week of school, students should be relatively used to middle school routines. Students will complete the following activity sheet which contains sentence starters. Then share ideas and discuss the transition into middle school.



Where Am I Now?

Name

Choose one of the following sentence starters to begin your writing, or use an original idea of your choice....

- When I came to middle school, I thought it would be...
- Now that I have been here for a few weeks, I know that it is...
- Three things I like about middle school are...
- Three things I would like to change about middle school are...
- I have made some new friends. Two of them are....
- I would like to tell the fifth graders that middle school really is...
- Other...

Where Am I Now?



Week 4: Making the Grade

Another major transition from elementary to middle school has to do with grading. Now students have many more adults to deal with and figure out what each one wants in class. This activity places students in the position of teachers who now must assign grades.

Directions: Cut these sentence strips apart and provide a set for each small group. Student groups discuss and rank each item from “high importance” to “low importance” when considering what grades to assign students. When all groups have finished, share and discuss the results. Then share your own priorities for these factors when assigning their grades.

How hard the student has tried to do the assigned work.
How the parents will react to the letter grade assigned.
What kind of grades the student has made in the past.
How well the student did the work.
How much of the work was completed by the student.
The student’s attitude toward school work.
The neatness of the work the student has turned in.
The student's expectation of what his grade should be.
How often the student has been a discipline problem.

Week 5: Past, Present and Future

Provide magazines to make a small collage representing the following:

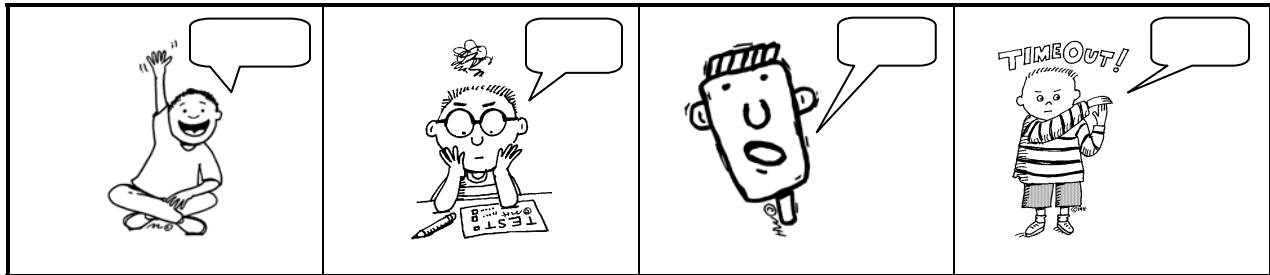
1. Things they enjoyed as elementary students (toys, childish fashions, etc.)
2. Things which they enjoy now as middle school students (music, high fashion, etc.)
3. Things which they hope to acquire or enjoy as high school students or adults (cars,

fancy jewelry, house, etc.)

When students have finished, remind them that the collage represents a personal transition from where they used to be, to where they are now, and where they would like to be in the future. This leads into a discussion about goal-setting in order to be in the right position to acquire the things on the collage.

Week 6: Feelings Change!

During the course of the school day, our feelings may change from happiness to frustration to hunger to excitement to curiosity, etc. Students illustrate the transition from one feeling to the next by completing a cartoon strip (sample below). Write a sentence about the situation in which the character feels the way he looks or include a comment bubble as illustrated!



Week 7: Time-Wise

Another major transition to middle school involves the amount of time spent on school work. Often students don't realize how their 24 hours are spent each day. Provide a circle graph for each student. Using rulers, divide into 24 equal parts. Students color code the following activities:

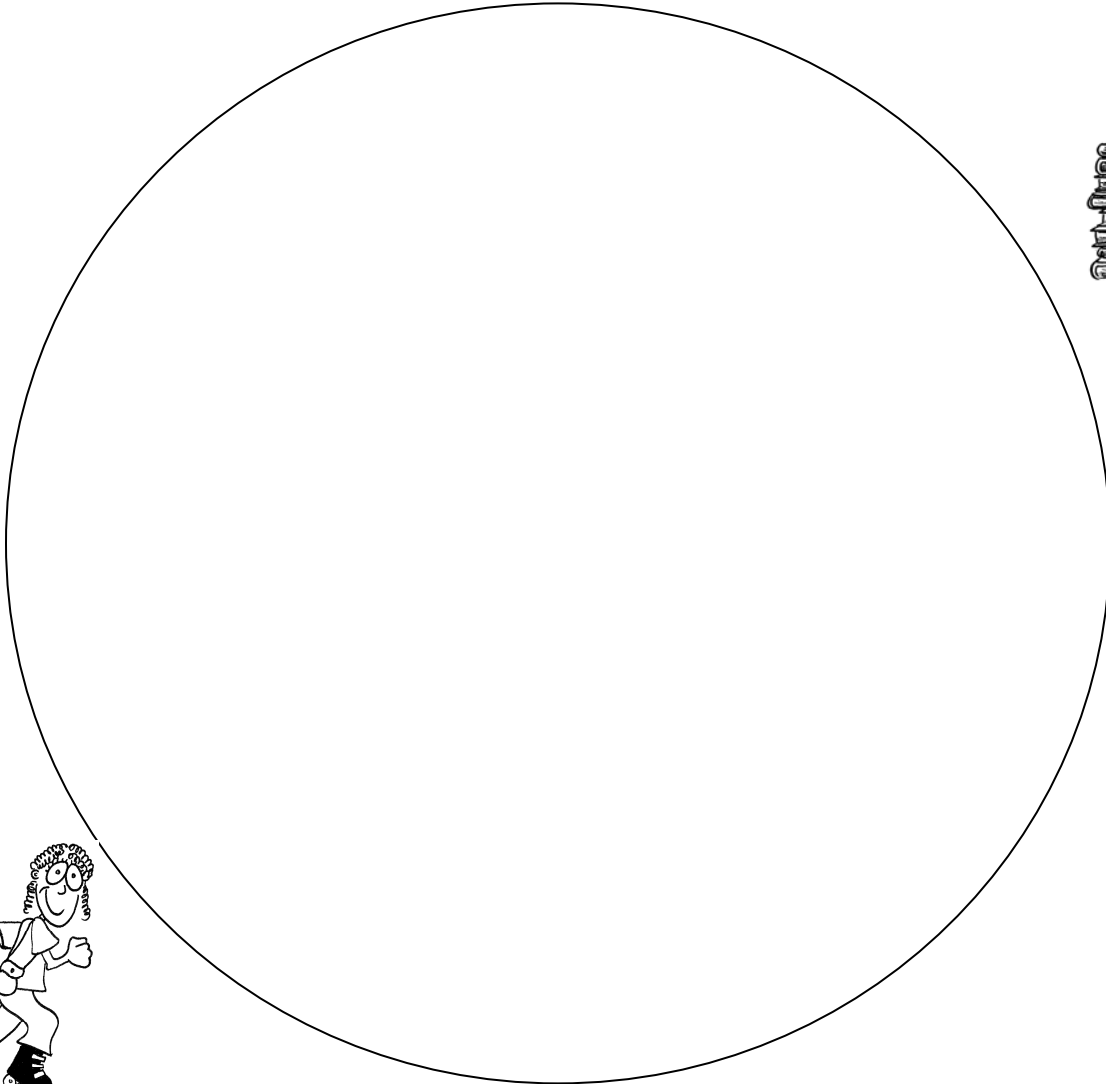
1. Time spent sleeping
2. Time spent at school
3. Time spent on homework and studying
4. Time spent after school with friends or activities
5. Time spent with family including meals
6. Time spent talking on the phone
6. Time spent alone on computer, reading for pleasure, or other solo activities
7. Time spent on chores
8. Time spent watching television
9. Other

Have students write fractional statements about their graph. For example, $\frac{3}{24}$ or $\frac{1}{8}$ or my time is spent watching television. Review how time was spent and discuss how daily schedules may have to be revised in order to be a successful middle school student.

How I Spend My Time



Name _____ Date _____



How I Spend My Time

Week 8: Decisions, Decisions, Decisions

Another middle school transition is moving from dependence to relative independence, requiring increased decision-making. This activity has students think about the resources in their lives from which to get help in making decisions.

Directions: Cut these sentences and resources into strips. Provide a set for each small group. The group will match each sentence with the appropriate resource.

What to order in a restaurant.
What to watch on television.
Where to get the best buy on a bike.
Whether you can afford a pair of shoes.
When to buy someone a birthday present.
When to leave for home from a friend's house.
Whether to plan on swimming tomorrow.
Whether a particular CD is worth buying.
Which way is the shortest route to the movies.
How to find out whether you have a fever.
Whether to do an extra credit report.

Price tag	Map
Weather forecast	Thermometer
Newspaper ads	Last report card
TV Guide	Radio
Calendar	Menu
Clock	Parent's suggestion
Friend's advice	Self conscience

Week 9: Self-Evaluation of the Transition Unit

Name _____ Date _____

Congratulations. You have completed the first nine weeks of middle school. As you complete the Transitions unit, reflect on the transitions you have made:



What does the theme, Transitions, mean to you?

1. I have learned that _____.
2. I was surprised that I _____.
3. I remember that I _____.
4. I found it hard to believe that _____.
5. I never knew _____.
6. I enjoyed _____.
7. My favorite lunch was _____.
8. The best station activity was _____.
9. I plan to change _____.
10. I know that I'll feel _____.

Self Evaluation Form



The Interdisciplinary Team Planning Guide

The Team Planning Guide is a tool for weekly interdisciplinary planning and organization. It provides a place for team notes related to lesson topics for the week, vocabulary words and team coordination for technology, homework, and assessment. In addition, teachers can note plans for team-wide activities and personal development activities in homeroom. Refer to pages 2-3 in this *Planning Guide* for instructions for using the Team Planning Guide.



Sample Interdisciplinary Team Planning Guide



Theme: *Transitions*

Dates *September 19-23*

Topics of Study for the Week

Language Arts: *short stories, dictionary use, parts of speech, writing conclusions, proofreading*

Math: *powers and exponents, time measurement, decimals, map reading*

Science: *writing lab reports, metric measurement*

Social Studies: *State geog. Info. For trip planning, state wildlife.*

Weekly Spelling/Vocabulary Words

- | | | |
|----------------|-----------------|-------------------|
| 1. longitude | 8. milli- | 15. computation |
| 2. latitude | 9. hypothesis | 16. dictionary |
| 3. hemisphere | 10. conclusion | 17. pronunciation |
| 4. departure | 11. exponent | 18. fragment |
| 5. destination | 12. measurement | 19. proofreading |
| 6. metric | 13. deci- | 20. reference |
| 7. centi- | 14. square | |

Team Coordination

Technology: *lang. arts needs extra printers Tues-Fri*

Homework: *Monday - math, sci.; Tues - lang. arts; Wed. - soc. St., math; Thurs. soc. St., sci.*

Assessment: *Tues.- math quiz; Wed. - lang. arts test; Fri. - soc. St. report*

Plans for Team Activities

Date(s) *October 21*

Day trip to historic site

- 1. submit bus requests - Mr. Brown*
- 2. confirm chaperones - Mrs. Scott*
- 3. parent letter - Mrs. Williams*

Personal Development Activities (Homeroom)

"Time Wise" activity - Time Management

Unit One: Language Arts Topics and Skills Transitions Theme

Unit Topics

1. Orientation to Middle School and TEAMS
2. The Writing Process: Composing Sentences, Paragraphs, Letters, Journals/Diaries, Reports
3. Reading Short Stories, Journals
4. Punctuation (End Punctuation, Commas)
5. Grammar (Verbs, Nouns)
6. Reference Sources
7. Word Study (Affixes)

Unit Skills

Interdisciplinary Connections

Unit Skills	Interdisciplinary Connections
I. Composition Skills	
A. Use Pre-writing Techniques such as Brainstorming, Clustering, and Outlining	Used by all TEAMS teachers
B. Compose Sentences to Form Cohesive Paragraphs	Required by all TEAMS teachers
C. Compose Business Letters Using Standard Format	
D. Keep a Daily Journal of Project Work	Social Studies (travel journal)
E. Compose and Illustrate Reports	Required by all TEAMS teachers
F. Compose a Conclusion for a Given Passages	
G. Proofread and Edit Appropriately	Required by all TEAMS teachers

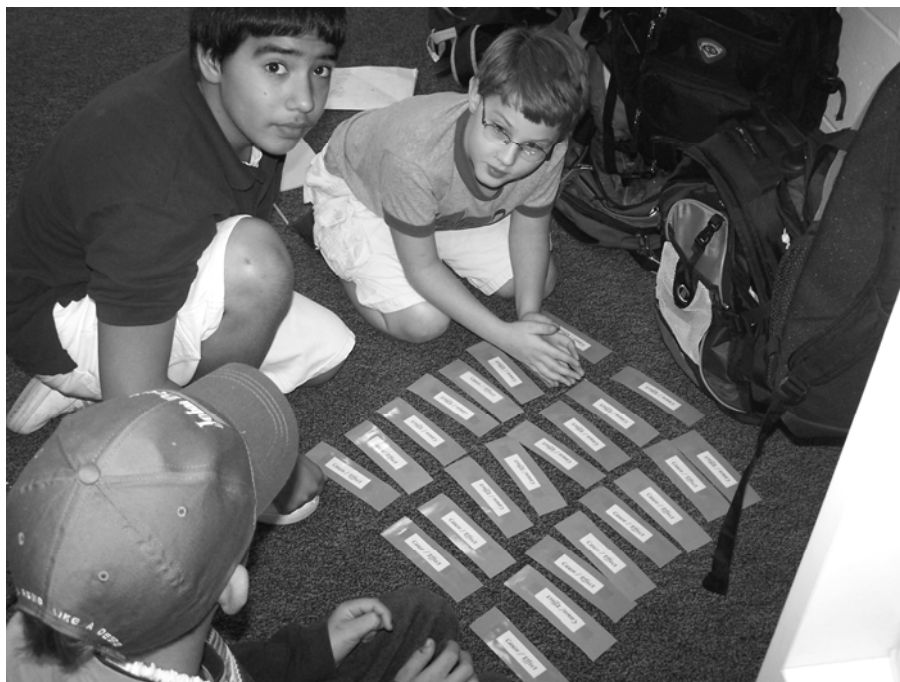
II. Literary/Reading Skills	
A. Analyze a Variety of Written Passages	
1. Journals/Diaries	Social Studies (travel journal)
2. Short Stories	
3. Informational Brochures	Social Studies (brochures from cities and attractions)
4. Reference Sources	Required by all TEAMS teachers
B. Apply Reading Comprehension Strategies	
1. Predict Outcomes	Science (hypotheses)
2. Create Headings and Titles for Given Passages	
3. Use Context Clues	Used by all teachers in word study
4. Sequence Events in a Given Passage	Social Studies (travel); Science (steps in an experiment)

III. Conventions of Standard Written English/Grammar Skills	
A. Use Correct Punctuation	Required by all TEAMS teachers
1. End Punctuation	
2. Commas	
B. Identify Parts of Speech	
1. Verbs	
2. Nouns	

IV. Word Study	
A. Expand Content Vocabulary	Reinforced in all subjects
B. Note Meanings of Affixes	Science (metric affixes)
C. Use Words with Multiple Meanings Correctly	

V. Reference Sources	Required by all TEAMS teachers
A. Use Dictionaries Fully and Independently	
B. Use an Internet search agent	
C. Use Specialty References	
1. Geographical Dictionaries	
2. Atlases and Almanacs	
3. Specialized Encyclopedias	

VI. Perpetual Skills	Required by all TEAMS teachers
A. Listening	
B. Following Directions	
C. Clustering	
D. Notebook Organization	
E. Using Textbook and Reference Sources	
F. Note-taking	
G. Problem Solving Strategies	
H. Reading Charts and Graphs	
I. Accessing Prior Knowledge	
J. Using Context Clues	
K. Sequencing	
L. Analyzing Information	
M. Developing Vocabulary	
N. Comparing and Contrasting	



Language Arts Weekly Plan Unit One: Transitions Theme

This section provides a suggested nine-week plan and includes each of the following major components for TEAMS Language Arts:

1. The **topic and focus** for the week
2. The **perpetual skills** addressed by the lessons
3. General ideas for **Exploration Station** activities
4. Possible **Technology Station** activities
5. **Interdisciplinary connections**
6. Reflection of the week's **relationship to the theme**



Weekly Plan: Transitions Unit

Week ____
Topic/Skill Focus
• _____
Perpetual Skills
• _____
Exploration Station Activity Ideas
• _____
Technology Station Possibilities
• _____
Interdisciplinary Connections
• _____
Theme Reflection
• _____



Weekly Plan: Transitions Unit

Week 1	
Topic/Skill Focus	
General orientation to TEAMS including middle school survival skills Team building and team identity Station orientation Working in groups TEAMS procedures Theme explanation Interdisciplinary emphasis.	
Perpetual Skills	
Listening Following directions Using the school handbook Notebook organization Clustering Comparing and contrasting	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • Handbook “Scavenger Hunt” • *<i>Compare It!</i> Similarities and differences between elementary school and middle school • *<i>Introducing Me!</i> Getting to Know Each Other charts for groups • “Mapping Me” clustering activity for introductions 	
Technology Station Possibilities	
Station closed for first week of TEAMS orientation	
Interdisciplinary Connections	
All teachers are coordinating orientation to middle school and to TEAMS	
Theme Reflection	
Focus is on the transition to middle school from elementary school and from a more traditional method of learning to the TEAMS method.	



Weekly Plan: Transitions Unit

Week 2	
Topic/Skill Focus	
Continue general orientation Add strategies for academic success TEAMS assessment Technology inclusion in TEAMS model	
Perpetual Skills	
Listening Time management Following directions Using a textbook (parts of a book) Developing vocabulary	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • Calendar activity for time management and planning work schedules • Listening station/rate builders • *<i>What's in the Book?</i> Learning parts of the textbooks • Introduce "Challenge Word" activity 	
Technology Station Possibilities	
Introduction to Technology Station procedures Introduction to Word Processing	
Interdisciplinary Connections	
Continuing TEAMS orientation Use of Textbooks	
Theme Reflection	
Continuing transition to middle school	



Weekly Plan: Transitions Unit

Week 3	
Topic/Skill Focus	
Cooperative learning strategies Goal setting TEAMS rewards and consequences	
Perpetual Skills	
Listening Following directions Developing vocabulary Problem Solving Strategies Clustering	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • "Challenge Words" • Writing a personal journal • *<i>Looking Good</i>. Cartooning the dress code • Activities which require the group to set a goal for themselves to accomplish by the end of the period or the day or the week (members could report their progress back to the group on subsequent days) • Introductory paragraph writing (diagnostic use for teacher) 	
Technology Station Possibilities	
Continue with Technology Station procedures to establish familiarity Continue with Word Processing practice	
Interdisciplinary Connections	
Continuing TEAMS orientation on cooperative learning strategies and goal setting Composition topics taken from social studies/science content	
Theme Reflection	
Continuing transition to middle school	



Weekly Plan: Transitions Unit

Week 4	
Topic/Skill Focus	
Affixes Sentence format Reading travel journals and writing journal entries Writing business letters Writing short reports	
Perpetual Skills	
Note-taking Analyzing information Developing vocabulary Accessing prior knowledge Clustering Following directions	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • *<i>Spell It!</i> Vocabulary review activity reinforcing context clues • Composition assignments on content topics (state animals, endangered species) • Card games such as "Concentration" with affixes and meanings • Travel journal activity using brochures from attractions along route traveled 	
Technology Station Possibilities	
Continue with word processing practice Add illustrations and clip art to stories and journals	
Interdisciplinary Connections	
Tourist attractions and travel journals, state animals (social studies) Metric affixes Incorporation of waterways in travel journal and composition assignments (science) Incorporation of content data in compositions	
Theme Reflection	
Transition from word to sentence to paragraph to report	



Weekly Plan: Transitions Unit

Week 5	
Topic/Skill Focus	
Reading short stories Dictionary skills Parts of speech Writing conclusions Proofreading	
Perpetual Skills	
Graphically representing data Reading charts and graphs Analyzing information Clustering Using reference sources	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • Illustrated booklet on state explorers • Diorama to illustrate information learned after researching a content topic (for example, a state landmark) • *<i>Characterize That!</i> Classify information researched • Story starters requiring conclusions 	
Technology Station Possibilities	
Websites that review parts of speech Websites that discuss ending stories	
Interdisciplinary Connections	
Reading content and composition topics related to work in science and social studies	
Theme Reflection	
Transitions from time of early explorers to modern times Transitions in urban growth Transitions in stories from beginning to conclusion	



Weekly Plan: Transitions Unit

Week 6	
Topic/Skill Focus	
Journals Types of sentences and related end punctuation Reference sources Parts of speech	
Perpetual Skills	
Classifying information Using reference sources Using context clues Developing vocabulary	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • *<i>Name That Sentence</i>. Booklet on types of sentences • Media research activity to identify sources for given content topics • Activities such as puzzles which include content vocabulary 	
Technology Station Possibilities	
Vocabulary software for reinforcement of parts of speech	
Interdisciplinary Connections	
Continue to use science and social studies for topics of composition assignments and reading content	
Theme Reflection	
Review progress in transition from elementary to middle school language arts, expectations, responsibilities, rewards	



Weekly Plan: Transitions Unit

Week 7	
Topic/Skill Focus	
Journals Appropriate use of commas Specialized reference sources	
Perpetual Skills	
Following directions Using reference sources Note-taking Analyzing information Sequencing Developing vocabulary	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • *<i>Greetings to All</i>. Greeting cards which show correct end punctuation and commas • Maps for which clues have been sequenced for the discovery of hidden treasure • Color-coding of research notes for classification as pre-writing exercise 	
Technology Station Possibilities	
Reinforcement of sequencing	
Interdisciplinary Connections	
Continue to use science and social studies for topics of composition assignments and reading content.	
Theme Reflection	
Journal writing reflects the personal transitions in the writer's life.	



Weekly Plan: Transitions Unit

Week 8	
Topic/Skill Focus	
Reading and listening to content related passages Words with multiple meanings Journals Assistance with content report writing	
Perpetual Skills	
Listening Using context clues Developing vocabulary Analyzing information	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • Crossword Puzzles focusing on words with multiple meanings • Listening station for story comprehension • *<i>What's the Clue?</i> Card activity to reinforce context clues • Reading activity requiring color-coding context clues to identify specific meaning of word with multiple meanings 	
Technology Station Possibilities	
Vocabulary software for word study, multiple meanings and parts of speech review	
Interdisciplinary Connections	
Report writing (science) Multiple meaning words (all disciplines)	
Theme Reflection	
How words change their meanings in different contexts.	



Weekly Plan: Transitions Unit

Week 9	
Topic/Skill Focus	
Composing conclusions Journals Words with multiple meanings	
Perpetual Skills	
Developing vocabulary Analyzing information Sequencing Using context clues	
Exploration Station Activity Ideas * Indicates that a Task Card is provided.	
<ul style="list-style-type: none"> • Sequencing journal entries • Illustrations for journal entries • Booklet of words with multiple meanings and illustrations to show varied meanings • *<i>Test Review Baseball</i>. Review activity including interdisciplinary topics 	
Technology Station Possibilities	
Review of unit skills. Publication for portfolio and display.	
Interdisciplinary Connections	
Multiple meaning words (all disciplines) References to and discussion of content in other subjects Team movie, "Cross Creek" or similar film dealing with state location and history	
Theme Reflection	
<ul style="list-style-type: none"> • Review transitions studied throughout the unit in language arts class. • Discuss the transitions discovered in the other content areas as well. 	

The Individual Planning Guide

Use the **Individual Planning Guide** to plan weekly for each station in the classroom. In addition, it provides a place to note homework, assessments, interdisciplinary connections and reflection on the theme, as well as reinforcement of Perpetual Skills. Use this form to expand and individualize the plans made in the weekly team meetings.

A sample guide for week #5 of the Transitions unit is provided on the following page. A blank template is provided in the **Appendix**.

Individual Planning Guide

Subject Area _____ Date _____
Theme _____ Teacher _____
Week _____

Transition Lead Teacher _____ Weekly Focus _____

Station	Monday	Tuesday	Wednesday	Thursday	Friday
Transition					
Language					
Reading					
Writing					
Math					
Science					
Social Studies					
Art					
Music					
PE					

Exploratory Stations #1

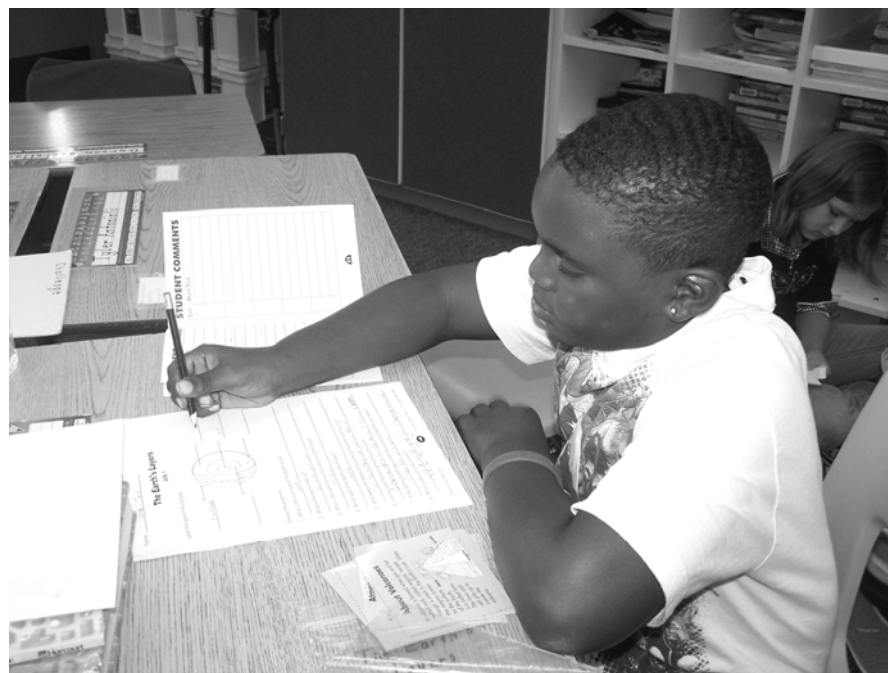
Objectives	Materials/Supplies	Assessment/Feedback

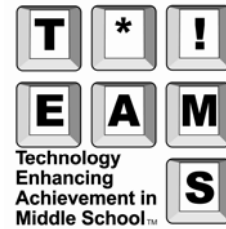
Exploratory Stations #2

Objectives	Materials/Supplies	Assessment/Feedback

Exploratory Stations #3

Objectives	Materials/Supplies	Assessment/Feedback





Sample Individual Planning Guide

Subject Area Language Arts Dates September 19-23

Theme Transitions Weekly Focus Short Stories, Parts of Speech, Composition

Teacher-Led Activities

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Explain "Explorers Hall of Fame" booklet procedures	Lesson Introduce short story to be read (FL setting)	Lesson	Lesson Review types of verbs	Lesson Review proofreading guidelines
Strategies Model sample	Strategies KWL Chart	Strategies	Strategies Examples/Non Examples	Strategies Pair / Share
Objectives State explorers	Objectives Elements of a short story	Objectives	Objectives Verbs	Objectives Proofreading
Standards/Assessments	Standards/Assessments Class discussion and participation	Standards/Assessments Parts of Speech test	Standards/Assessments	Standards/Assessments

Stations

<p>Text Station</p> <p>Objective: Verb phrases</p> <p>Materials Needed: Grammar text</p> <p>Pgs. 73-80 (complete chart pg. 75, do exercises pg. 77-79, 80)</p> <p>Assessment/Product:</p> <p>Self Checking (Answer Key)</p>	<p>Technology Station</p> <p>Objective: Parts of speech</p> <p>Materials Needed: Grammar Gazette</p> <p>Complete story endings, proofread, check parts of speech</p> <p>Assessment/Product:</p> <p>Score provided by software. Record in Work Log.</p>
<p>Exploration Station #1</p> <p>Objective: Development of Chart</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Make chart organizing media research <p>Assessment/Product:</p> <p>Sample chart displayed with rubric for completed project</p>	<p>Exploration Station #2</p> <p>Objective: Presentation of state information in diorama</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Shoeboxes, glue, magazines, brochures 2. Include state attraction, historical site, natural resources, etc. <p>Assessment/Product:</p> <p>Sample project shown with rubric for completed project</p>

Supplementary Activities

1. Imagination Station - "Story Starters" Box. Choose one to complete (Cluster)
2. Making Choices (text) pg. 386 Metric Affixes

Homework

Tuesday - study for test
 Thursday - read library book for 20 minutes

Interdisciplinary Correlation

Science: waterways info, metric affixes
 Social Studies: explorers, state facts
 Math - metric affixes

Theme Reflection

Early explorers to modern times. Transitions in stories from beginning to conclusion.

Check Perpetual Skills Addressed this week:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Reading Charts and Graphs | <input type="checkbox"/> Classifying Information |
| <input checked="" type="checkbox"/> Clustering | <input checked="" type="checkbox"/> Using Textbook & Reference Sources |
| <input type="checkbox"/> Outlining | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Following Directions | <input type="checkbox"/> Comparing and Contrasting |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Sequencing |
| <input type="checkbox"/> Using Context Clues | <input type="checkbox"/> Problem Solving Strategies |
| <input type="checkbox"/> Career Exploration | <input type="checkbox"/> Note-taking |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Notebook & Materials Organization |
| <input type="checkbox"/> Study Habits | <input checked="" type="checkbox"/> Developing Vocabulary |
| <input checked="" type="checkbox"/> Analyzing Information | <input type="checkbox"/> Observing |
| <input checked="" type="checkbox"/> Graphically Representing Data | |