**Home School Timetable – Argentina**

Weekly Scripture Passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prayer Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Focus: \_\_\_\_\_*Intro to Reading/Writing Program, Canada’s Regions*\_\_\_\_\_\_\_\_ Picturebook: \_\_\_\_\_\_ *The Gold Coin*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **SATURDAY** | **SUNDAY** |
| *unscramble & order, read together* | * *Read together*
* *“I think this means… because…”*
 | * *Read together w spaces/fill in the blanks*
* *Read in context*
* *“I still think this means…” OR “Before I thought this meant… but now I think… because…”*
 | * *Read together w/ more fill in the blanks*
* *Discuss… how can this apply to my life? (write)*
 | * *Say from memory*
* *Pray? Or questions? (“Why might…”, “How could…”)*
 | * Phys Ed w/ Tats
* Alex - chess w/ Tatsy
* Simon - time w/ Mommy
 | * Family Math Poem or Problem *(“Get It Together!”, “Two Voices”)*
* Simon - chess w/ Tatsy
* Alex - time w/ Mommy
 |
| **Fountas & Pinell – Days 1&2, pg 146*** “Reading is Thinking”: Selecting books & Enjoying Silent Reading
* How Readers Choose Books
 | **Fountas & Pinell – Day 3, pg 146*** “Making Good Book Choices”
 | **Fountas & Pinell – Day 4 pg 147*** “Thinking and Talking About Your Reading”
* Build in time for the above
 | **Fountas & Pinell – Day 6, pg 148*** “Abandoning Books”
 | **Fountas & Pinell – Day 7, pg 148*** “Fiction/Non-Fiction”
 |
| **Reading:*** *(shared)* “The Gold Coin” – second read-aloud

**Writing:*** “The Gold Coin” – follow up activities… post cover and “big idea” on our display board
* Blog entry: “Our first day of school”
 | **Writing:*** In your Social Studies Bamboo notebook, list things you would put on a chart about Canada(think of specific, uniquely Canadian things: food, places/landmarks, traditions, words)

**Reading:*** *(shared)* Nelson 4B – pp 68, 69; discuss, compare to your chart
* *(indep)* choose a book about a province – make another chart of unique things about that province, based on the pictures, then read the book and add to your list
* *Share above*
 | **Reading:*** *(shared)* Maps – Nelson pp 70, 71… copy down a list of words for maps: title, words, compass rose, legend, pictures
* *(guided)* look at PEI map together; notice these here
* *(indep)* look at another map or an atlas – find each, what do you learn?
* *Fun follow ups:*
	+ *Map of Canada apps*
	+ *Wrd Scramble pg 100 – use an atlas; work together*

**Writing:*** (choice: typing a blog or writing on paper)
	+ *Maps tell us a lot of things, for example…*
	+ *Today we looked at a map of… and found that…*
	+ *I looked at a map of… I learned that… and…*
	+ *I wonder….*
 | **Reading – Summarizing:*** *(shared)* The Canadian Shield – Nels pp 72 - 74…
* *(guided)* look at 75-76 together; notice headings, make a chart in Social Studies Notebook – jot down key words while reading, then say & write a descriptive sentence after
* *(indep)* same as above, but with a selection from the SES book bin

**Writing:*** Blog entry: “Choosing and Abandoning Books” OR “What We’re Learning about Canada’s Regions”
 | **Writing:*** Check homework sheet
* Using Sensory Words (77)
* Brainstorm argentina places (incl air travel, busy miami airport, arriving, apt, other places)
* Choose ONE place we’ve been so far; make a list of sensory words in your literacy notebook (bamboo)

**Reading:*** *Alex – The Seas we Share,*
* *Simon – Fox on the Ice, similies worksheet – share with Alex*

*(discuss with me while/after reading)** *Share above*
* *Revisit chart/list for our place we’re going to describe, above… add words?*
 |
| **“Recess” Break? (Washroom, Snack, Stretch)** |
| **Warm- Up, Math Game/App or Homework Review:****Problem:** | **Warm- Up, Math Game/App or Homework Review:****Problem:** | **Warm- Up, Math Game/App or Homework Review:****Problem:** | **Warm- Up, Math Game/App or Homework Review:****Problem:** | **Warm- Up, Math Game/App or Homework Review:****Problem:** |
| **Homework:*** 15-20 mins silent reading
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 | **Homework:*** Make a map of your bdrm or the apt – use bamboo(grid)
 | **Homework:*** “My Uncle’s Famous Spaghetti Sauce” sheet, pg 88
 | **Homework:*** Write rough draft of sensory paragraph
 |
| **LUNCH (and possibly, nap or quiet time)** |
| **Science with Tatsy or Mommy (or Health?)** **Phys Ed w/Tatsy** | **Art/Music/Dance w/ Mommy:** | **Science with Tatsy or Mommy****(or Health)** | **Free Time/Homework Day*** *Plan for next week’s lessons – see list on reverse*
* **Phys Ed w/ Tatsy**
 | **Art/Music/Dance w/ Mommy:** |

**Notes:** Oral Language & Media Studies to be Integrated Throughout

**“Classroom” Set-Up:**

* Three folded boards:
	+ Board for picture book covers
	+ Math Board?
	+ Art Gallery
* Book baskets
* Literacy Behaviours wall (to post Fountas & Pinell teaching charts)
* Display for current science or social studies topic

**First Pre-Day of school:**

* Meet to brainstorm rules/procedures:
	+ What do they like about school? What’s one thing they wish were different?
	+ How will the above be impacted by our unique circumstances?
	+ Washroom procedures, other breaks – lunch, etc.
	+ Individual instruction vs. group instruction
	+ Homework expectations (when none assigned, 20-30 mins reading + Math Bingo or Zombies, 10-15 mins)
	+ Consequences for not completing work on time or to the best of one’s ability
	+ Look at schedule – questions, modifications?
	+ Post learning guidelines on our board
* Show ipads; Bamboo Paper… make notebooks (math-blue, picture books-yellow, writer’s workshop – yellow, social studies Regions of Canada – red)
* Set up blogs – show them, have them complete first entry (20 minutes – if finished before the other guy, keep writing!)
* Read a picture book together – the Gold Coin

PLANNING FOR WEEK TWO

* *– incl chart in F & P pg 391*
* *Follow up descriptive paragraph – writing process… good copy blog?*
* *Sequence – tough text; read together!! Discuss homophones, too – wrd study 4 for homework or fun? Then complete pg 89 word sort for homework. Then,… our first few weeks in Buenos Aires (or document “one week in BA”)*
* *Postcard thing – Argentina*
* *Powow and Truck to North – have them read both independently & fill out worksheets 92 & 94, then choose one to read aloud to me for assessment!!!*
* *Preposition sheet pg 104*
* *Prep project to share with school in Buenos Aires*
* *MATH!!!*