

DAYBOOK PLAN – Sample 17 (ELEMENTARY)

Time	Topic	Learning Expectation	Differentiation	Strategies/Activities/Materials	Consolidation	Application	Assessment	Reflections
9:00 9:10	Opening Exercises							
9:10 9:45	Mathematics	Group A: Identify six uses of perimeter. Group B: Research on internet (8 students)	Provide peer support for T while he works in Group B on self-directed activity.	Group A: Student reaction to pictures on board. Directed questions. Group B: Self-directed.	Students play "Match Mine" to check each other's list of uses of perimeter; one group leads the class to create an anchor chart naming the six uses.	Group A: Two assignments-textbook pages 69 questions 1, 2, 4 and 9; illustrate six uses of perimeter on one blank sheet of paper (provided) Group B: Continue with research.	Correct responses as a large group. Observation	
9:45 10:00	Language Arts	Group A: Spell words accurately. Group B: Use list words as a base to spell new words.	Provide basic list words for M and P as they are new to Canada and ELL learners	Group A: For pre-test, students work in pairs dictating words to each other. Group B: Work in groups of three to develop derivatives of list words.	Create a letter set for the group of words on their list and examine the different sounds of the vowels "e" in various list words.	Group A: self-directed. Group B: Share lists of words in groups of six.	Group A: Observation Group B: Facilitate sharing of responses among groups.	
10:00 10:30	Language Arts	Write introductory sentences that arouse reader's interest.	Provide movie buddies to M and P to support their observation and writing. Allow them to practice sharing on tape before presenting their best sentence.	Begin with 60 second video clip of start of a mystery movie (provided by the educational department of Arts and Entertainment). Ask students to share memorable opening lines of a movie, TV show, book, play. Question: How do people arouse interest? (question and responses on experience chart paper)	Teacher makes a chart of students' responses to the question, "What characteristics of an opening line make it memorable/famous?"	Each student to write three intro sentences. Each student then finds a partner who must prioritize the three sentences as good, better and best. Students will then share "best" sentence with entire class (time permitting).	Collect best sentences and record in notebook (criteria must match those that students identified in the consolidation)	
10:30 10:45	Recess							
10:45 11:30	Science	1. Identify bird migration flyways 2. Write two reasons explaining how birds know where to go when they migrate.	Provide J with a key role in the guessing game to capture and maintain focus. Provide M and P with scribes to complete worksheets with them (writing buddies).	Introduce with "chicken bones in a shoe-box" guessing game. Provide students with advance organizer on bird migration video (National Geographic). Show video. Elicit responses to work sheet. Discussion on how birds know where to go when they migrate.	Examine video and scanned pages of information from reputable Science sources that shows research methods to help us understand bird migration. Discuss why it is valuable for us to understand these migratory behaviours.	1. Draw flyways on provided map. 2. Write reasons why birds know where to go.	Video display of birds that fly various flight paths next class.	
11:30 11:55	French							
11:55 12:55	Lunch							
12:55 1:10	Language Arts	Listen attentively to novel. Predict what will happen next.	Provide a summary buddy for M and P so they understand what has happened in the story.	Introduce with "scary music". Read pages 110-116. Stop and encourage students to predict... Continue reading pages 117-121 but read no further until tomorrow.	Make predictions about what may happen in the next reading and discuss evidence to support ideas and opinions.			

1:10 1:55	Physical Education	1. Demonstrate body control. 2. Demonstrate creativity in a "routine".	Provide arm strengthening exercises for L who has a broken ankle and cannot do the movement and roll activities.	Introduction: Movement activities involving different levels, speeds and directions. Do ice cube activity. Skill: Large group demonstration of three types of formal rolls. Move into squads to practice and create a routine.	Create anchor chart to identify criteria for what would constitute a good routine. Note: Change arm strengthening exercise for L as other students work on Consolidation and Application of rolls.	Each group takes a turn to share routines with other groups.	Observation checklist (against criteria as defined on the anchor chart.)	
1:55 2:30	Special presentation by local police on bicycle safety							
2:30 2:45	Recess							
2:45 3:30	Social Studies	1. State how people have exploited the Arctic.	Provide pictorial descriptions of Arctic exploitation for M and P, dual captioned in simple English and in Chinese.	Introduce with used car oil and water activity. Discussion of slides that focus on mining, chemical pollution, oil disasters, and whaling. Provide students with summary of the Antarctic Treaty, 1991 (six key concepts) taken from Arctic and Antarctic: The Changing World , ISBN 1-57145-122-6 and discuss role of the treaty.	Examine and discuss interpretation of some slides. Why are some sensationalized?	<ol style="list-style-type: none"> 1. Create a <u>list</u> of how people have exploited the Arctic in the past. 2. Explain the purpose of international use treaties. 3. With a peer group, discuss why preservation of Arctic regions is vital. 	Individual supervision with written comments in anecdotal record book	