

SAMPLE ED3 DAILY PLAN

DATE: <i>Wednesday May 18</i>		DAY: 4
DUTY: 2:15 Recess Yard Duty in area 4 (see school yard map in overview section of plan binder)		
8:55	ENTRY Greet students at outside door #3 & escort them to the classroom Supervise entry into the classroom.	
9:00	Announcements (over P.A.) O Canada, Attendance (student monitor will deliver the attendance folder to the office)	
9:10	LANGUAGE ARTS <i>Persuasive Writing</i> <ul style="list-style-type: none"> • <i>Present samples of persuasive writing to the class using an overhead. Introduce a discussion of the important characteristics of a persuasive piece and list these components on chart paper.</i> • <i>Using a writing organizer and a think-aloud technique, demonstrate how to plan and write a persuasive paragraph.</i> • <i>Working together as a class, a new topic for a persuasive piece will be determined. Using a blank organizer, work as a scribe to assist the students to plan and construct a persuasive paragraph, applying the characteristics listed earlier.</i> • <i>Working in pairs, students plan and write a persuasive paragraph for a predetermined issue. The topic could be generated by the students. (additional ideas will be available in our idea bank - on the round table)</i> • <i>Using their own ideas and organizers, students apply their knowledge to independently plan and write a persuasive paragraph for evaluation.</i> 	
10:30-10:45	RECESS	
10:45	MATH <ul style="list-style-type: none"> • <i>Using the sample survey and tally generated during Subtask 3 on Tuesday I will model on chart paper how to represent the results in the form of a bar graph. Focus will be placed on inclusion of the necessary parts of a graph (i.e. axes, labels, title, scale) and on the importance of accuracy (i.e. use of a ruler, appropriate choice of scale, accurate bar width and height).</i> • <i>During the modelling, we will generate a list of "Important Parts of a Graph" on chart paper.</i> • <i>Students will copy this list into their Toy Challenge Response Journal to be used as a guide during future graph making.</i> • <i>Students will complete a bar graph for the survey question and tally they developed during Subtask 3.</i> 	
11:40	PREPARATION FOR LUNCH Clean up learning areas and prepare for the classroom to be used for a lunchroom.	
11:45-12:55	LUNCH Students will eat in our classroom until 12:15 – supervised by a lunch supervisor. They will then have a supervised outdoor play time from 12:15-12:55.	

12:55	ENTRY Pick up attendance folder from the office prior to entry. Greet students at outside door #3 & escort them to the classroom Supervise entry into the classroom.
1:00	ATTENDANCE (student monitor will deliver the attendance folder to the office) READ ALOUD <i>Continue to read Tuck Everlasting</i>
1:15	SOCIAL STUDIES/SCIENCE/TECHNOLOGY <i>Tension and Compression</i> <ul style="list-style-type: none"> • <i>Students stand a piece of raw spaghetti (or a straw) on its end. They push down on the top and notice how the spaghetti will support a large amount of compression force. Students make a 'bridge' placing the spaghetti horizontally as a span and notice the amount of force needed to break the spaghetti.</i> • <i>Students hold a pencil horizontally and hook a rubber band over it showing the natural length of the rubber band. They measure the length of the band with a ruler and record it in their learning logs.</i> • <i>Using the smallest weight, students hook it over the rubber band and measure and record the length of the rubber band. Gradually increasing the mass of the weights, students measure and chart the results of the increased length of the rubber band.</i> • <i>Record in learning logs.</i> • <i>Draw a chart to show the relationship between the weight of the object being lifted and the length of the rubber band.</i> <i>(The heavier the object, the longer the rubber band will become.)</i>
2:15-2:30	RECESS <i>Yard Duty Area 4 in playground</i>
2:30 3:00	Physical Education (Day 1, 4 & 6) MUSIC (Day 2 , 3 & 5) <i>See formal lesson plan.</i> <i>Continue with Science investigations begun before recess.</i> <i>Have students meet as a large group to share the results of their tension and compression investigations.</i>
3:10	LEARNING LOGS/DAILY PLANNERS Clean up learning areas and review plans for the next day with students
3:30	DISMISSAL Escort bus students to sidewalk outside front door to be supervised by safety patroller and Teacher on duty.
Successes: <i>-Writing organizers supported learning for all students</i> <i>-Cooperative group tasks are very successful with this age group;</i> <i>-Using interesting materials such as spaghetti engages learners</i>	
Changes/Improvements: <i>-It would be helpful to provide more time for the science/tech investigations; will adjust in tomorrow's plan</i>	