

	March 16	March 17	March 18	March 19	March 20
Word Work Book			Page 46 I can identify singular and plural pronouns.	Page 47 I can identify facts and opinions	Page 48
Decodable Reader			Pages 86 – 87 See questions below.	Pages 88 - 89	Pages 90 - 93
Backpack Page			Page 97	Page 98	Spelling Test
Magazine					
Book Club			Pages 24-33 See below BLM 20	34 – 40	
Mini-Journal			Pages 5-6	7-8	9-10
Write It Right			Science project	Science project	Science project
Handwriting			Any letter		
Math			Lesson 7.11 A.M. and P.M.	Chapter Review Use the black and white copy of the chapter test for review.	Chapter 7 test Use the pages torn from their Math books, the coins are in color!
Science			Science project	Science project	Science project
Social Studies					
Other					

March 18 Notes	
Decodable Reader	If the other kids had not said, “Shh!” what do you think Icky would have said? Why did the kids want Icky to be quiet? Mr. Kumasi and Ms. Blossom both say something over and over. What do they say? Compare the characters. Do you think “Watch and listen.” Is a good thing to say? Why or why not?
Book Club	Set a purpose for reading chapter 5 Have children turn to page 24 and read aloud the title of chapter 5, “Hard Choices.” Explain that “hard choices” are decisions you have to make about doing things that you know will be difficult for you. Have students identify the hard choices Pinky has already made. (to be called Billy and give up his stuffed animals) Tell them they can read this chapter to find out about other hard choices Pinky has to make

March 19 Notes	
Decodable Reader	Teach nondecodable story words: Anansi, creative, poems. Build background. Help children recall that most of the Superkids are getting used to Mr. Kumasi’s way of doing things, but Icky seems to be stuck on wanting to do things Ms. Blossom’s way. Have students turn to “Only Good Surprises” on pages 88–89. Read the title aloud and have students tell what they see in the pictures. (an upset-looking Icky whispering to Hot Rod and then talking to Mr. Kumasi)
Book Club	Set a purpose for reading chapter 6 Have children turn to page 34 and read aloud the title of chapter 6, “Nice Pink Sneakers.” Ask them who they think the pink sneakers belong to (Pinky) and who will make fun of them. (Kevin, the bully) Tell them they can read the chapter to find out what happens when Kevin makes fun of Pinky’s shoes. Pages 34–37 Confirm predictions • Page 34: Did Pinky tell Rex he couldn’t be her friend anymore? No How do you know? He’s walking to school with her and talking to her about his life the way friends do. Draw and support conclusions • Pages 34–35: Pinky got his stuffed animals back from his sister and has changed his mind about being called Billy. What does this tell us about Pinky and the bully’s rules? Pinky is not going to change himself to follow the bully’s rules. Understand characters • Page 36: Kevin says, “Nice pink sneakers.” Does he really think Pinky’s sneakers are nice? No How do you know he’s being sarcastic? (If needed, review the meaning of sarcastic.) Kevin thinks boys should not wear pink and he has made fun of Pinky for liking pink before. He’s saying the opposite of what he really thinks as a way to make fun of Pinky. Demonstrate the sarcastic tone Kevin would have used. Determine important ideas • Page 36: What does Pinky do about Kevin’s teasing? Pinky walks up to Kevin, pokes him in the chest, and yells at him. Have volunteers read aloud what Pinky says to Kevin, using appropriate expression. Point out that Pinky stood up for himself.

March 20 Notes	
Decodable Reader	Discuss the story. Have you or someone you know ever sent a get-well card? Why was the card sent? What can you share about the card? Answers will vary. Children will probably say they sent a card because someone was sick, hurt, or had an operation and they wanted to help cheer up that person. Some children may say they bought cards in a store, others may say they made their own cards on the computer or by drawing a picture and writing a note or poem. (Connect text to life)
Book Club	Problem and solution Explain the skill. Remind students that many stories are about a character who has a problem. Explain that the plot—or action in the story—is about what the character does to try to solve the problem. Point out that sometimes a character tries to solve the problem several ways before finally finding a solution that works. Tell students that they can understand the story better by identifying the problem and the solutions the character tries.