

<p>Weekly Question: What can we learn by exploring stories and music from different places?</p>			
<p>Texts</p>    	<p>Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>beat, evoke, melody, pitch, rhythm, tempo, tune, volume</i> Day 3: Reflexive Pronouns Day 4: Reflexive Pronouns Day 5: Answering a Weekly Question</p> <p>Text Talk Day 1: <i>Drum Dream Girl</i>, Read 1 Day 2: <i>Drum Dream Girl</i>, Read 2 Day 3: Buena Vista Social Club (music, video) Day 4: <i>Fin M'Coull</i>, Read 1 Day 5: Celtic Sojourn (music, slides, video)</p> <p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Going Home, Coming Home</i>) Science Literacy: Write and draw about a time when you observed a solid melt into a liquid. Vocabulary: Choose 3!, Talk About It Word Work: select from activities Writing: follows from Text Talk Week 2, Day 1</p>		
<p>Mentor texts</p>   	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering Lessons 1 & 2: Matter and Its Interactions: Reversible and Irreversible Changes (Melting)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios Children continue and add new elements to work begun in Week 1. In the Writing and Storytelling Studio, children begin writing poems.</p> </td> </tr> </table> <p>Writing: Autobiography Day 1: Deconstruction and Individual Construction: Repetition Day 2: Deconstruction and Individual Construction: Repetition Day 3: Deconstruction and Individual Construction: Rhyme Day 4: Deconstruction and Individual Construction: Stanzas and Rhyme Day 5: Deconstruction and Individual Construction: Rhythm</p>	<p>Science and Engineering Lessons 1 & 2: Matter and Its Interactions: Reversible and Irreversible Changes (Melting)</p>	<p>Studios Children continue and add new elements to work begun in Week 1. In the Writing and Storytelling Studio, children begin writing poems.</p>
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