

Sample Calendar Plan- Elementary

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	<p>How-to Writing</p> <p>Watch a how-to video on YouTube as a lead example. le How to make a pb&j. Next, create a "how to" writing on something you feel very knowledgeable about.</p>	<p>Metaphor Writing</p> <p>Choose a crayon and name an emotion you associate with that color.</p>	<p>Direction Writing</p> <p>If you had to walk home from school, how would you get there?Create a map and then write out the directions that correspond with how you will get home.</p>	<p>Summary</p> <p>Listen to a song that tells a story. Give small groups a few minutes to write a summary of the story, then compare the summaries as a class.</p>	<p>Parts of Speech Writing</p> <p>Divide students into groups of three or four. Assign students the following roles: subject, predicate</p> <p>Students will create 2 sentences and then write the sentences onto a sheet of paper.</p> <p>*great for differentiation</p>	7
8	<p>Point of View</p> <p>Invite students to bring in old goggles. Have children decorate the goggles. Explain that the goggles are now "magic" and will allow students to see things from a different point of view. Pretending to see the world from the perspective of an ant or a giant, writing down what is different.</p>	<p>Supporting Details</p> <p>Make an outlandish claim you know will grab students' attention, such as "Justin Bieber is the best recording artist of all time." Have students who agree with you stand on one side of the room, and students who disagree stand on the other. Each group must then come up with three reasons why they agree or disagree. Incorporate the reasons into paragraphs as a class.</p>	<p>Reaction</p> <p>Read aloud a passage from a book students know well, but without any of the narrator's internal reactions, emotions, or feelings. Ask students if they know what is missing. How does eliminating the character's reactions to situations change the piece? What part does reaction play in the character's voice?</p>	<p>Dialogue Charades</p> <p>Give partners a situation like "One of you is getting your tonsils out" or "One of you is moving away." Give students five-ten minutes to rehearse a short scene to perform for the class, with the catch that they can't mention the situation directly in the scene. Have partners perform their scenes, and see if the other students can guess what is happening. Discuss that most dialogue is indirect.</p>	<p>Parts of Speech Writing</p> <p>Divide students into groups of three or four. Assign students the following roles: subject, predicate</p> <p>Students will create 2 sentences and then write the sentences onto a sheet of paper.</p> <p>*great for differentiation</p>	14
15	<p>Letter to Your Favorite Characters</p> <p>Discuss that characters in stories usually have problems they are trying to solve or questions they are trying to answer. Then, invite students to</p>	<p>Persuasive Revision</p> <p>Divide students into groups of four. Invite each student to write an opinion, such as "I think chocolate ice cream is the best." Then, have students pass their sentence to</p>	<p>Using Quotations</p> <p>Listen to a speech that incorporates quotations, such as Martin Luther King's "I Have a Dream," which quotes two songs. Discuss how the quotations work to serve the speaker's purpose and how</p>	<p>19</p>	<p>Parts of Speech Writing</p> <p>Divide students into groups of three or four. Assign students the following roles: subject, predicate</p>	21

	<p>write a letter to their main character. The letters should have this framework: "Sorry you're having trouble with [the character's problem]. Here's what I would do."</p>	<p>the group member on their right, who eliminates any unnecessary words. The next person looks for words that could be stronger, and the last checks spelling and grammar.</p> <p>Once complete, you've got powerful, persuasive sentences.</p>	<p>they are integrated into the text.</p>		<p>Students will create 2 sentences and then write the sentences onto a sheet of paper.</p> <p>*great for differentiation</p>	
22	23	24	25	26	<p>Parts of Speech Writing</p> <p>Divide students into groups of three or four. Assign students the following roles: subject, predicate</p> <p>Students will create 2 sentences and then write the sentences onto a sheet of paper.</p> <p>*great for differentiation</p>	28