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| May 11th- 15th | Lundi  Monday  May 11th | Mardi  Tuesday  May 12th | Mercredi  Wednesday  May 13th | Jeudi  Thursday  May 14th | Vendredi  Friday  May 15th |
| 8:30-  9:00 | Zoom meeting (whole class):  Math- review last week’s work, questions & intro lesson 4:  Construire des diagrammes à bandes | Zoom meeting Group 1:  ‘Les Contes’ book & discussion  (fairy & folk tales & Legends) | Zoom meeting Group 2:  ‘Les Contes’ book & discussion  (fairy & folk tales & Legends) | Zoom meeting Group 3:  ‘Les Contes’ book & discussion  (fairy & folk tales & Legends) | Zoom meeting Group 4:  ‘Les Contes’ book & discussion  (fairy & folk tales & Legends) |
| Sugges-ted time:  9:00-  9:20 | \*Math:  Review pages we did in our Zoom meeting. Read the next Lesson, and find all math materials needed for the week.  -Check out the Math assignment in our Teams classroom if you have not already read it. You can begin working on this anytime, but you will have “class time” for it in Math Lesson 6. | Math:  Lesson 4: math book :  Pg.254  Q. 2a,b,c,  3a,b,c,d | Math:  Lesson 4: math book :  Pg 255  Q 4a,b, 5a,b,c | Math:  Lesson 4: math book :  Pg 255  Q: Réfléchis  And  Lesson 4 activity sheet: Q 1a.b | Math:  Lesson 4 activity sheet: Q. 2a.b  -Start to think about what question you might want to ask for your final math assessment project and which types of diagram/ chart you wold like to use.  Keep this week’s work at home in your binder, we will correct it together on Monday in Zoom. |
| Sugges-ted time: 9:20-  9::40 | FLA: ‘Contes’ Project:  -use your draft to begin a final, corrected version of your Contes re-write story.  You have this week and next week to complete it but you can hand it in anytime before then. If you hand it in early, it gives me more time to give you feedback in case you want to make changes.  You may do this in Storybird; using the picture book format (instead of poetry like we did last time)  Or on Paper  Or you may dictate and /or write your story into Teams, directly into your Contes assignment document, and then hit the hand in button (submit) (you can hand it in many times and I can help you with feedback).  (Teams- assignment is the best option,  ((if you also want to do it in Storybird, you could copy and paste it into there after to be sure it is corrected.))  Or using Word or some other word processing app.  -be sure to look at the project rubric and book example if you have not already, so you have an idea of how I will mark it. | FLA:  -continue working on the good copy of  Your contes re-write.  -Edit!!  -reread  -check spelling (dictionary)  -add juicy words?  -use high frequency words from the list  -check your French sounds from the list  -check punctuation  -check verb agreement (<https://conjugator.reverso.net/conjugation-english.html> ) | FLA:  -continue working on the good copy of  Your contes re-write.  Try reading it out loud to yourself or someone else to see if you need to make any more changes.  Does everything make sense?  Continue to:  -Edit!!  -reread  -check spelling  -add juicy words?  -use high frequency words from the list  -check your French sounds from the list  -check punctuation  -check verb agreement (<https://conjugator.reverso.net/conjugation-english.html> ) | FLA:  -continue working on the good copy of  Your contes re-write.  Try reading it out loud to yourself or someone else to see if you need to make any more changes.  Does everything make sense?  Continue to:  -Edit!!  -reread  -check spelling  -add juicy words?  -use high frequency words from the list  -check your French sounds from the list  -check punctuation  -check verb agreement (<https://conjugator.reverso.net/conjugation-english.html> ) | FLA:  -continue working on the good copy of  Your contes re-write. |
| Sugges-ted time:  9:40-  10:00 | ELA:  -read /listen to a minimum of 2 poems for the week  and mark on poetry tracking sheet.  -choose one poem you love, and think about why you think it is great. | ELA:  -memorize the poem you chose and practice reciting it . Be sure to say who the author is.  (You should choose one poem by a well-known author or two short ones.  If you choose two short ones- you may choose  one by you if you like and one from an established author. | ELA:  -practice your chosen poem and do either an audio or video recording of you reciting it.  Can you make anything better?  Think of the things we talk about in class, on how to do a good oral presentation like:  -pace or speed and pauses to let your audience process your words.  -eye contact (if video)  -expression (reflect the meaning in the poem by how you say the phrases, words and punctuation)  -volume of your voice | ELA:  -practice your chosen poem and do a second recording either an audio or video of your reciting it.  Are you able to say the whole poem without looking at the paper?  Did you remember to say the author’s name as well?  Add on one sentence at the end of your recording to:  Tell why you think it is a good poem (in one sentence)?  -If you think it is finished, send the recording to Mme.  If it could be better practice some more and do your final version tomorrow. | ELA:  -If you think it is finished, send the recording to Mme.  If it could be better practice some more and then record your final version to hand in. |
| Sugges-ted time:  10:00  Snack | \*all work blocks are 20mins  (unless otherwise specified) | \*each day will have 3 out of 4 options | \*Zoom meeting will be recorded so students who miss can watch later |  | **HAND IN**  **WEEKLY ASSIGN-MENTS**  Please hand in;  -English recitation of a poem and why you like it video or audio.  Please post these in Teams in the space provided. (Please try not to make the files too large- if possible) Let me know if you have any questions or need any help with this.  \*If an audio or video recording is not possible for you, some students can present their poem live in Zoom. Thanks! |

\*Please continue to do your 20mins of French reading daily if at all possible, for your family.

(Please see my website page; Links and Resources, for lots of online reading options) Merci!

Math Final Assignment Instructions:

1-create a survey and deliver,

2-collect, note results

3-make a graph/chart

4-video: explain steps and reasoning using math vocab.

5- Self-reflection on math unit

Please see the rubric and self-evaluation sheet.

Examples of types of chart options are in the text book throughout the unit.

Due by May 29th at the latest.

English Final Poetry Assignment Instructions:

1-Read and track a minimum of 2 poems a week during our project, for a total of 12 poems minimum. Please submit tracking sheet at the end of the project.

2-Write a minimum of 2 poems any style in Storybird or on paper and submit. Read feedback on your work.

3-Write 2 word banks based on criteria provided:

1st vocabulary group/ Word Bank: Pick one of the options below and write a list of words that you think go together. (15-20 words )

-Rhymes (end sounds are the same; eg: rhyme, time, grime, slime, climb etc)

-Alliteration (the same letter or sound at the beginning of words, aunt, Allie, alligator, ate, apple etc)

-Onomatopoeia (a word made from the sound of what it is describing; eg: sizzle, pop, bing, ding)

2nd vocabulary group/ Word Bank-  topic by theme that you choose:

Make a list of “juicy words” that go together about one subject or theme . A list of words  made into a group of  different words and synonyms (words that mean the same or nearly the same thing) based on a theme you choose; eg: love, spring, video games, sports, etc

(hint- use a dictionary and thesaurus to help!)

(15-20 words)

4-Write 2 poems each one based on one of your word banks, on paper, in Storybird or in Teams. May 4th - 8th

5-Choose a poem you love from an established author, memorize and make a video or audio recording  of yourself reciting a poem. Or you choose to do two short ones-one original and one from an established author. Or some students may want to recite it to the class during a Zoom meeting ( \*please note due to time constraints not everyone will be able to share the poem live on Zoom). May 11th- 15th

6- Read/watch/ listen to everyone else’s work, prepare feedback to share with group. May 19th-22nd

7- Share your feedback with group. May 25th -29th

8-Complete a self-evaluation on the process and project. May 25th -29th

Please see rubric and writing examples.