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| Beer Middle School  Marcie Osmanagaj | 1st: Writing  7:51-8:52 | 2nd: Reading  8:56-9:56 | 4th: Math  11:04-12:04 | 5th: Social Studies  12:42-1:42 | 6th: Science  1:46-2:46 |
| Monday 11/12/18 | **Objectives:** I can express likes  I can name food, shape, and color vocabulary words  I can write complete sentences  **Procedures:**  Listening practice: four seasons  Introduction to Unit 2, Set the Table,  Look at pictures on page 34, discuss with a partner what is wrong with the pictures  Introduction to vocabulary via Quizlet presentation  Academic language frame: How to Express Likes  Discuss with a partner: 3 foods you like with an adjective, for example, “I like red tomatoes.” After discussing, write down sentences  Notes on shapes from page 37  Build sentences: using provided sentence stems from page 37, write 8 sentences about food items that describe shape and color | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. Listening center 2. Express likes and dislikes handout 3. Vocabulary words page 38 picture, alphabetize and write 5 times each 4. Choose 5 and use in original sentences | **Objectives:** I can subtract using a hundreds chart  I can count money  **Procedures:**  Number Talks  Unit 5 Task 11, subtraction with a hundreds chart  Review: money writing money in words | **Objectives:** I can describe the culture and geography of the Midwest  **Procedures:**  Daily Geography: Map Grid  Pass out Midwest map  Practice labeling state and capitals  Reread Midwest chapter in Regions book as a class  Answer questions we have not yet answered in notebook | **Objectives:** I can explain the process of the water cycle  **Procedures:**  Daily Science: Where do animals sleep?  Water cycle video  Water cycle diagram and notes / 2 pages |
| Tuesday 11/13/18 | **Objectives:** I can describe foods using shape, size and color  I can write sentences and tell about a process using action verbs  **Procedures:**  Review food, shape, color vocabulary via quizlet  Listening practice page 38  Academic Listening Frame: How to Describe Things  Under My NG Connect, listening models, “Describe Who’s Talking”  Pass out “describe” handouts words that describe and match the describing words, complete together as a class  Notes from page 39, “action verbs”  Complete sentences 1-6 on page 39 in notebook  Action words and match the action words handouts | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**   1. Listening center 2. Two vocabulary practice pages 3. Action verbs: put, get, open, push, cut, wash (write 5 times each in alphabetical order and write one sentence for each word) 4. Independent read   Small group guided reading and literacy centers | **Objectives:**  I can understand place value  I can regroup when subtracting two digits  **Procedures:**  Place Value understanding assessment  When finished, practice subtracting/regrouping using base ten blocks | **Objectives:** I can describe the culture, people and geography of the Midwest  **Procedures:**  Daily Geography: Map Grid  Reread Midwest chapter in Regions book  Complete chapter checkup assessment  Pass out “Community Laws” book  Read to class and discuss  Echo read  Partner read  Pass out activities that correspond to book and complete | **Objectives:** I can explain the water cycle  I can use the words evaporates/condensation/precipitation in context  **Procedures:**  Daily Science: Where do animals sleep?  Review water cycle notes from yesterday  Review water cycle video  Pass out water cycle article/read to class  Answer questions together looking for evidence of answers in the text |
| Wednesday  11/14/18  SS curriculum meeting/Guest Teacher | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** |
| Thursday  11/15/18 | **Objectives:** I can use a sequence chart to identify steps in a process  I can use color, shape and food vocabulary  **Procedures:**  Listening Practice: Blending Word Parts  Review action verbs, handouts 60-63 together as a class  Review chapter vocabulary via quizlet  Steps in a Process: read “I Make Pictures Move”  Create a sequence chain, directions on page 41, about the book  Identify steps in a process: handout practice sheet, steps for making a hamburger and fill out sequence chart | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. Let’s Eat Salad: action verb handout 2. Action verb and describing worksheets pages 28, 29, 31 3. More practice with adjectives and describing, handouts pages 77, 78, 83 and 32 4. Independent Read | **Objectives:** I can discuss math using proper academic vocabulary  I can subtract using an open number line  **Procedures:**  Number Talk  Unit 5 Task 12, subtraction using an open number line | **Objectives:** I can explain what a community is  **Procedures:**  Daily Geography: Map Grid  A Community of People Article and comprehension questions | **Objectives:** I can identify different types of weather  I can explain the process of the water cycle using words such as evaporates, condensation and precipitation  **Procedures:**  Daily Science: Where do animals sleep?  Water cycle notes: students are given definitions, they must draw a picture and write the corresponding word  Types of weather matching game |
| Friday  11/16/18 | **Objectives:** I can use action verbs  I can describe items with adjectives  **Procedures:**  Listening Practice: short vowel sounds  Review notes from action verbs  Review quizlet vocabulary  Assessment: describing items (adjectives)  Introduce new HFW (something, make, long, large, move, different, small, open, same, eat)  Take notes | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. High frequency word handouts 2. 5 times each, alphabetical order HFW 3. Original sentences with HFW 4. Independent read | **Objectives:**  **Procedures:**  I can discuss math using proper academic vocabulary  I can subtract using an open number line  Procedure:  Number Talk  Practice: more subtraction on a number line | **Objectives:**  **Procedures:** I can differentiate between urban, rural and suburban  Daily Geography: Map Grid  Review types of communities (video)  Complete types of communities booklet/sort  Write 3 sentences about each type of community | **Objectives:**  **Procedures: :** I can identify different types of weather  I can explain the process of the water cycle using words such as evaporates, condensation and precipitation  Daily Science: Where do animals sleep?  More notes on water cycle, given the picture, students give the correct word and definition, may use notes from yesterday  Article: The Whys of Weather: Rain  Read article, answer comprehension questions, find supporting evidence in text |

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| Monday 11/19/18 | **Objectives:** I can use high frequency words  I can identify the short I and short u vowel sounds I can distinguish the ch sound and the tch sound  **Procedures:**  Review HFW flashcards  Listen to passage on page 44 (from MY NG connect)  Notes on words with short I, u ch and tch  Word work: use letter cards to make new words to correspond to the picture, from page 45  Pass out “Pop” booklet which focuses on short I, short u, and tch, read as a class | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. Re-read “Pop” to self 2. Make a list of all words in the book that have short o, or short I, ch or tch, copy those words onto word sort template 3. Cut word sort and sort words, transfer them onto paper 4. Short u, ug word family picture book, short I, it word family picture book 5. The Big Hit packet focusing on short I vowel sounds | **Objectives:** I can use repeated addition to solve problems  I can use drawings to represent a problem  **Procedures:**  Number talk  Pass out Quarter 2 math booklet  Unit 2 Task 1/multiplication through repeated addition  Unit 2 task 3 | **Objectives:** I can differentiate between rural, urban, and suburban  **Procedures:**  Daily geography: Map Key  Review types of communities  Complete types of communities word sort  Write one sentence for each word from word sort and read with a partner | **Objectives:** I can identify different types of weather  I can explain the process of the water cycle using words such as evaporates, condensation and precipitation  **Procedures:**  Daily Science: Where do animals sleep?  A Hurricane is a Big Storm Packet  Read/answer questions/find evidence to support answers as a class |
| Tuesday 11/20/18  Half Day: Hours 4,5,6 | Half Day: No Class | Half Day: No Class | **Objectives:**  I can use repeated addition to solve problems  I can use drawings to represent a problem  **Procedures:**  Number Talk  Unit 2 task 4/5  Practice sheets | **Objectives:** I can use a Venn Diagram to compare and contrast an urban and suburban community  **Procedures:**  Daily geography: Map Key  Read book “My New City”  Complete compare/contrast activity (comparing an urban community to that of a suburban community) | **Objectives:** I can identify different types of weather  I can explain the process of the water cycle using words such as evaporates, condensation and precipitation  **Procedures:**  A Hurricane is a Big Storm Packet  Read/answer questions/find evidence to support answers as a class |

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| Monday 11/26/18 | **Objectives:** I can distinguish the short I and short u vowel sound  I can distinguish the ch and tch sound  I can write about steps in a process  **Procedures:**  Review short I and short u, pass out Gus the Duck, short u packet  Pass out short I and short u booklets, complete in class  Pass out phonics tch story, “Mitch and the Scratch at the Door”  Read story as class, high light all words ending in tch, then write them down in notebook  First,Second Third handout, identifying steps in a process | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. Short u and I word family booklets 2. List of all words from short I and u boooklets, write on word sort template 3. Cut word sort , sort and write words under appropriate heading 4. Write HFW again, 5 times each, alphabetical order, and new sentences for each word | **Objectives:** I can add and subtract within 100 using many different strategies (number line/hundreds chart/base ten blocks)  **Procedures:**  Number Talk  Review for addition and subtraction test | **Objectives:** I can describe a community, community roles, and types of community  **Procedures:**  Daily geography: Map Key  Community review | **Objectives:** I can differentiate between weather and climate  I can identify different types of weather  **Procedures:**  Daily Science: Why do camels have humps?  Review all vocabulary from book on quizlet  Reread weather/climate chapter  Types of weather matching game |
| Tuesday 11/27/18 | **Objectives:** I can use action verbs  I can use proper form of a verb  **Procedure:**  Action verb review  Action verb assessment | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**   1. Listening center 2. Sentence builder linking cubes 3. Choose a picture/write a story or descriptive sentences 4. Literacy game folder | **Objectives:** I can add and subtract within 100 using many different strategies (number line/hundreds chart/base ten blocks)  **Procedures:**  Addition and subtraction assessment | **Objectives:** I can describe community, types of community and roles in the community  **Procedures:**  Daily geography: Map Key  Community assessment | **Objectives:**  I can differentiate between weather and climate  I can identify different types of weather  **Procedures:**  Daily Science: Why do camels have humps?  Review all vocabulary on quizlet  Reread Climate/Weather chapter  Answer questions in book  Play vocabulary matching game (from Quizlet) |
| Wednesday  11/28/18 | **Objectives** : I can read the genre realistic fiction  I can read high frequency words  **Procedures:**  Read “Something Good for Lunch” on pae 47  On word sort template, write down all words that have a short I or u or ch or tch, cut sort and glue  Take notes on negative sentence page 48  Complete activities on page 48  Negative sentence handouts | Objective:  Procedure:   1. Copy word sort words down into categories 2. Negative sentence handout practice 3. Use words from “Something Good For Lunch” in original sentences 4. Negative sentence practice | Objectives:: I can identify patterns in multiplication  Procedure::  Number Talk  Unit 2 task 6, identifying patterns in multiplication  Array practice with counters | **Objectives:** I can differentiate between needs and wants  **Procedure:**  Daily geography: Map Keys  Introduction to Need and Wants (videos from website)  Read article, “Earning, Spending, and Saving” about needs and wants  Complete comprehension questions | **Objectives**: **:** I can differentiate between weather and climate  I can identify different types of weather  **Procedure:**  Daily Science: Why do camels have humps?  Review climate and weather videos  Review vocabulary on quizlet  Practice climate and weather assessment |
| Thursday  11/29/18 | **Objectives** : I can classify words  I can read a fact book  **Procedures:**  Quizlet : US Tour of Food  Rate key vocabulary sheet  Read US Tour of Food on page 52, answer information and conclusion questions as we read | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers   1. Practice book phonics review sheets 2. Classify food words into grains, vegetables, dairy, meat 3. Close reading: paragraph on page 60 4. Writing prompt on page 60 about favorite meal | **Objectives:** I can identify patterns in multiplication  **Procedures:**  Number Talk  Unit 2 tasks 7 and 8  Array practice handouts | **Objectives:** I can differentiate between Needs and Wants  **Procedures:**  Daily Geography: Map of United States  Read Needs and Wants book  Complete Needs and Wants book corresponding activities | **Objectives:** I can differentiate between weather and climate  I can identify different types of weather  **Procedures:**  Daily Science: Why do camels have humps?  Review climate and weather videos  Review vocabulary  Practice test number 2 |
| Friday  11/30/18 | **Objectives:** I can write the steps in the a process  **Procedures:**  Read about “how to” on page61 and take notes  Check your work, how to handout  Pass out “plan and write” sheet and complete  MONDAY: Unit 2 Quick check | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  During guided reading, unit 2 vocabulary practice quiz and original sentences  Choose 2 to illustrate, one on the front of paper and second on the back | **Objectives:**  I can solve multiplication problems with various strategies  **Procedures:**  More practice with arrays | **Objectives:** I can differentiate between needs and wants  **Procedures:**  Daily Geography: map of the United States  Re-read Needs and Wants book  Pass out Needs and Wants Writing prompt  First, complete cloze questions then complete writing prompt  Game: countries of the United States | **Objectives:**  **Procedures:**  Daily Science: Why do camels have humps?  Climate/Weather assessment |