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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 10/1/18  Guest Teacher | **Objectives:** I can discriminate initial and final consonants  **Procedure:**  Morning work: consonants q,x, and z  R-Controlled vowels (page 3 in packet)  Inside the USA Family pages 14-16 | **Objectives**: I can read with accuracy, fluency, and expression  **Procedure:**  Small group guided reading | **Objectives:** I can identify numbers  I can count coins  I can make change **Procedure:**  **Coin review packet** | **Objectives**: I can read a map  Procedure:  Map review packet | **Objective**s: I can identify parts of a plant  **Procedure:**  Plant review packet and writing piece about the life cycle of a plant |
| Tuesday 10/2/18 | **Objectives:** I can discriminate medial vowels  **Procedure:**  Morning work: short a and e vowel sounds  Read “From Cuba to the USA”  Story elements video: <https://www.youtube.com/watch?v=a0qq0h4xN34>  Begin writing narrative  Listening Practice: school starts today | **Objectives:** I can read with accuracy, fluency, and expression  **Procedure:**  Small group guided reading and literacy centers | Learning Target(s): 1. Decompose numbers 1-10 into pairs by using objects or drawings. 2. Record decomposition of numbers 1-10 by a drawing or equation. 3. Count to answer “how many?” questions about as many as 20 things arranged in a rectangular array, line, or a circle. Part 1: Whole Group Teacher Directions: 1. Provide each student with 10 counters and a piece of cardstock or paper plate as a mat. 2. Hold up a dot plate for about 5 seconds and say, “Make the pattern you saw on the plate using the counters on the mat.” 3. Ask, “How many dots did you see? What did the pattern look like?” 4. Spend some time discussing the configuration of the pattern and the number of dots. Then show the plate so they self-check. 5. Do this with patterns 1-10. Part 2: (This is a quick way you can assess your students. This activity should be ongoing and done frequently for a quick check.) 1. Pick a number between 5 and 10 and write it at the top of your journal. 2. Show different ways to make that number. 3. Talk about the different ways you made your number with a partner. 4. How do you know you have all the ways to make your number? | **Objectives:** I can read a map  I can use a compass rose  I can read a legend/key  **Procedure:**  Daily geography: what is a map?  Map video:  https://www.youtube.com/watch?v=IwBe7e8d74Y  Check and finish map review packet from Monday | **Objectives:** I can identify parts of a plant  I can describe the function of plant parts  **Procedure:**  Daily science: plant adaptations  Check/finish plant packet from Monday  Edit and revise plant life cycle writing piece |
| Wednesday  10/3/18 | **Objectives:** can discriminate medial vowels  **Procedure:**  Morning work: short a and e review  Reread “From Cuba to the USA”  Continue working on narrative  Reading: order and sequencing: toothbrush time  Listening Practice: school starts today | **Objectives:** I can read with accuracy, fluency, and expression  **Procedure:**  Small group guided reading and literacy centers | Learning Target(s): 1. Identify whether the number of objects in one group is greater than to the number of objects in another group. 2. Identify whether the number of objects in one group is less than to the number of objects in another group. 3. Identify whether the number of objects in one group is equal to the number of objects in another group. Part 1: More, Less, Same Task: 1. Get one of the dot cards out. 2. Next to the dot card, make three collections of counters: a set that is more than the amount in the picture, one that is less, and one that is the same. 3. Switch turns and repeat for all dot cards. 4. Be able to answer these questions: How did you know this group has less? How did you know this group has more? How did you know this group was the same? Part 2: Comparing Numbers that are One and Two More, One and Two Less Teacher Directions: • Pair students up and pass out 20 counters and 2 paper plates to each pair. • Within each pair, each student will need a partner letter (partner A and partner B). • Tell partner A to build the number 4 with counters on their plate. • Tell partner B to build the number 5 with counters on their plate. • Tell students to compare their numbers together and ask, “What do they notice?” • Students will most likely respond by saying 5 is 1 more than 4. Help students also see that 4 is 1 less than 5. • Tell partner A to build 9 with counters on their plate. • Tell partner B to build 7 with counters on their plate. • Tell students to compare their numbers together and ask, “What do they notice?” • Students will most likely respond by saying 9 is 2 more than 7. Help students also see that 7 is 2 less than 9. • Have the students complete the task in pairs. Task: Build the following numbers using counters. Comp | **Objectives:** I can read a map  I can use a compass rose  I can read a legend/key  **Procedure:**  Daily geography: what is a map?  Landform video  <https://www.youtube.com/watch?v=KWTDmg8OI_Y>  Landform maps | **Objectives:** I can identify plant parts and their functions  **Procedure:**  Daily science: plant adaptations  Review vocabulary on quizlet  Finish final writing piece  Reread plant packet |
| Thursday  10/4/18 | **Objectives:** can discriminate medial vowels  **Procedure:**  Morning work: short i/o/u vowel sounds  Continue working on narrative  Listening Practice: school starts today | **Objectives:** I can read with accuracy, fluency, and expression  **Procedure:**  Small group guided reading and literacy centers | **Objectives:** : 1. Identify whether the number of objects in one group is greater than to the number of objects in another group. 2. Identify whether the number of objects in one group is less than to the number of objects in another group. 3. Identify whether the number of objects in one group is equal to the number of objects in another group.  **Procedure:**  Math task 3 | **Objectives:** I can read a map  I can use a compass rose  I can read a legend/key  **Procedure:**  Daily geography: what is a map?  Landform Maps | **Objectives:** I can identify plant parts and their functions  **Procedure:**  Daily science: plant adaptations  Review study jams: plants  Review vocabulary  Vocabulary game |
| Friday  10/5/18 | **Objectives:** can discriminate medial vowels  **Procedure:**  Morning work: short vowel review  Narrative writing  Listening Practice: school starts today | **Objectives:** I can read with accuracy, fluency, and expression  **Procedure:**  Small group guided reading and literacy centers | **Objectives:** Identify whether the number of objects in one group is greater than to the number of objects in another group. 2. Identify whether the number of objects in one group is less than to the number of objects in another group. 3. Identify whether the number of objects in one group is equal to the number of objects in another group.  **Procedure:**  Math task 4 | **Objectives:** I can read a map  I can use a compass rose  I can read a legend/key  **Procedure:**  Daily geography: what is a map?  Landform maps | **Objectives:** I can identify plant parts and their functions  **Procedure:**  Daily science: plant adaptations  Review vocabulary  Review study jams: plants  Practice quiz  Assessment on Monday 10/8 |