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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 9/17/18 | **Objective:** I can identify letters and their sounds  I can generate ideas for writing  **Procedure:**  **-Warm up: consonants b,f, r as initial and final sounds**  **-**In composition books, finish generating list of ideas for writing  -read “Copycats” and work on the letter “c” in alphabet dictionaries | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **-Introduce guided reading literacy centers**  **-listening center and sticker stories**  **-pass out and explain leveled take home reading folders**  **-begin small group guided reading** | **Objective: I can identify numbers**  **I can write number words**  **I can identify coins**  **I can count money**  **Procedure:**  **-review number words on quizlet**  **-practice number words on whiteboard**  **-two money handouts, writing money in words** | **Objective:** I can identify parts of a map  I can explain how a globe represents the Earth  I can explain where I live  **Procedure:**  **-SS warm up: globe**  **-review symbol words**  **-review me on a map**  **-review vocabulary: continent, address, country, state, city, street**  **-complete Maps and Globes booklet** | **Objective:** I can identify parts of a plant and explain their functions  I can explain why plants need water and how they get water  **Procedure:**  **Daily science: “How do plants get water from roots to leaves?”**  **-re-read plant chapter**  **-handout “Plants, stems, leaves”** |
| Tuesday 9/18/18  Staff Meeting | **Objectives: I can identify letters and their sounds**  **I can identify words with the short a vowel sound**  **Procedure:**  **-Warm up: k, m, p as beginning and final consonants**  **-pass out short a handout**  **-as a class generate a list of short a words on chart paper**  **-re-read “Copycats”**  **-pass out student copies, assemble and highlight all words that begin with the letter “c”** | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **-review literacy centers sticker stories and listening center**  **-introduce building sight words**  **-small group guided reading** | **Objectives:** I can identify numbers  I can identify coins  I can count money  **Procedure:**  **-review number words on quizlet**  **-review coins, coins packet , identifying coins, counting coins, and adding coins** | **Objectives:** I can identify parts of a map  I can explain how a globe represents the Earth  I can explain where I live  I can use a map key and compass rose  **Procedure:**  **-SS warm up: globe**  Assessment: me on a map and symbol words  -Directions and Map Keys, pages 8-9 of Maps-Globes-Graphs Level C  -read pages together, write question down in blue SS notebook and answer in complete sentences, sentence frames will be provided | **Objective:** I can identify parts of a plant and explain their functions  I can explain why plants need water and how they get water  **Procedure:**  **Daily science: “How do plants get water from roots to leaves?”**  **-pass out photosynthesis and flowers handout**  **-watch video on photosynthesis**  [**https://www.youtube.com/watch?v=3pD68uxRLkM**](https://www.youtube.com/watch?v=3pD68uxRLkM)  **-re-read photosynthesis and flower paragraphs with a partner** |
| Wednesday  9/19/18 | **Objectives: I can identify letters and their sounds**  **I can differentiate between the short and long a vowel sounds**  **I can identify words that begin with the letters a, b and c**  **Procedure:**  **Warm up: review consonants b, f, k, m, p and r**  **Pass out long a handout and complete**  **-generate a list of long a words on chart paper**  **-pass out Long A booklet, assemble, complete and read**  **-Reading comprehension strategy: order and sequencing, read short passage and use pictures to sequence events from the story** | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **-review centers, sticker story, listening center, building site words and introduce new center**  **-new center beginning sound Go Fish**  **-small group guided reading** | **Objectives:** I can identify numbers  I can count money  **Procedure:**  Numbers/coins quiz  When finished, work on coin packet, making change and adding coins | **Objectives:** I can identify parts of a map  I can find where I live on a map  I can explain how a globe represents the Earth  I can use intermediate directions  I can find Michigan on a map  **Procedure:**  **-SS warm up: globe**  **-page 10 from book, using symbols and directions, project page 10 on board, add symbols on board using directions**  **-page 11, intermediate directions, copy questions in blue SS notebook and answer**  **-pass out dry erase US maps, read and pronounce all states**  **-find Michigan** | **Objective:** I can identify parts of a plant and explain their functions  I can explain why plants need water and how they get water  I can explain how plant seeds are dispersed  **Procedure:**  **Daily science: “How do plants get water from roots to leaves?”**  **-pass out seed travel handout and read**  [**https://www.youtube.com/watch?v=6hcjxaBz8mw**](https://www.youtube.com/watch?v=6hcjxaBz8mw)  [**https://www.youtube.com/watch?v=3CCOWHa-qfc**](https://www.youtube.com/watch?v=3CCOWHa-qfc)  **Seed dispersal activity handout** |
| Thursday  9/20/18  Guest Teacher | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **Warm up: consonants d,l and n as beginning and final consonants**  **-In notebooks, review word lists a, b, and c**  **-divide class into 3 groups, each group makes a poster for each letter using our words and illustrations**  **-If there is time, we will read a book on bookflix** | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **-review all centers from this week**  **-introduce new center, Rhyming Go Fish**  **-Small group Guided reading** | **Objectives:** I can identify numbers  I can count money  I can make change  **Procedure:**  **-review number words on white boards**  **-math packet, making change, adding coins** | **Objectives:** I can find where I live on a map  I can explain how a globe represents the Earth  -I can use intermediate directions  I can identify and say the states  **Procedure:**  **-SS warm up: globe**  **-page 12 using symbols and intermediate directions, write questions in blue ss notebook and answer questions**  **-pass out skill check and complete**  **-pass out dry erase US maps**  **-read all 50 states**  **-copy in notebook** | **Objective:** I can identify parts of a plant and explain their functions  I can explain why plants need water and how they get water  I can identify plants that we eat  **Procedure:**  **Daily science: “How do plants get water from roots to leaves?”**  **Review parts of a plant and parts of a tree, label the parts**  **Review plats that we eat, identify the type of fruit or vegetable, identify the part of a plant that it is** |
| Friday  9/21/18  Half Day  Hours 4,5,6 | NO CLASS HALF DAY | NO CLASS HALF DAY | **Objectives:** I can identify numbers  I can count coins  I can make change  I can add money  **Procedure:**  -review number words  -continue on coin, making change packet | **Objectives:** I can name and identify the continents  I can name and identify my state on a map  I can explain how a globe represents the Earth  I can locate the states on a map  **Procedure:**  **-SS warm up: globe**  **-pass out dry erase maps**  **-read each state**  **-I will call a state, students will find and color with a dry erase marker and check answers**  **-practice writing names of states on a whiteboard** | **Objective:** I can identify parts of a plant and explain their functions  I can explain why plants need water and how they get water  I can explain the life cycle of a seed/plant  **Procedure:**  **Daily science: “How do plants get water from roots to leaves?”**  **Videos: life cycle of tomatoes**  [**https://www.youtube.com/watch?v=30OiCI9aNXA**](https://www.youtube.com/watch?v=30OiCI9aNXA)  [**https://www.youtube.com/watch?v=LICDb8nM5rs**](https://www.youtube.com/watch?v=LICDb8nM5rs)  **Videos: life cycle of an apple tree**  [**https://www.youtube.com/watch?v=eBzTCbGnlWo**](https://www.youtube.com/watch?v=eBzTCbGnlWo)  [**https://www.youtube.com/watch?v=AQ7l40Y2zAU**](https://www.youtube.com/watch?v=AQ7l40Y2zAU)  **life cycle handouts, students must correctly sequence the life cycle of a tomato and of an apple tree** |