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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 9/24/18 | NWEA | **NWEA** | **NWEA** | **Objectives:** I can use a map key  I can read a resource map  **Procedure:**  **-retake**  **Pass out maps of US, practice reading and writing all states**  **Find Michigan and color on the map**  **Resource maps: pp 22-23**  **Use a Map Key from SS book** | **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**  [**https://www.youtube.com/watch?v=3pD68uxRLkM**](https://www.youtube.com/watch?v=3pD68uxRLkM)  **-re-read photosynthesis and flower paragraphs with a partner** |
| Tuesday 9/25/18 | NWEA | NWEA | **Objective: I can identify numbers**  **I can write number words**  **I can identify coins**  **I can count money**  **Procedure:**  Review number words  Practice on white boards  Review coin counting on ELMO  Coin packet pages 25-29 | Objectives: I can follow directions  I can read a resource map  Procedure:  Resource map: page 24 (trace map in order to draw)  Map and Globe skills: use four directions and follow a route | **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** |
| Wednesday  9/26/18  Yearbook Meeting 3:00-3:30 | **Objective:** I can identify letters and their sounds  I can discriminate initial and final consonants  Procedure:  Morning Work: consonants s,t, and v  **-**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 and other long A activities | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group guided reading  During Guided reading:  Listening center  Beginning letter/sound match  Sight word building/spelling | **Objectives:** I can identify numbers  I can identify coins  I can count money  **Procedure:**  **-pages 31-34** | Objectives: I can read a resource map  I can follow directions on a map  Procedure:  Resource map: page 25  Locate Land and Water/Read a City Map | **Objectives: I can explain how water moves in a plant**  **Procedures:**  **Begin celery lab** |
| Thursday  9/27/18 | **Objectives**: I can identify letters and their sounds  I can discriminate initial and final consonants  Procedure:  Morning Work: consonants h and w  Read “Detective Dog and the Disappearing Doughnuts”  Pass out student copies: highlight all words that begin with D and write them in vocabulary notebook  **Short vowel sound review (page one of packet)**  **Inside the USA Unit 1: Hello and Good-bye pages 3-4** | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **-small group guided reading**  During guided reading:  Listening Center  Final Sound Dominoes  Sight word building /writing | **Objectives:** I can identify numbers  I can count money  **Procedure:**  Pages 34-38 | Objectives: I can use a compass rose  I can follow directions on a map  I can read a resource map  Procedure:  Resource map page 26  Landforms and Water on a Map /Use a Compass Rose | Objectives: I can explain how water moves in a plant  Procedure:  Continue celery lab, make observations  Review plant vocabulary words |
| Friday  9/28/18 | **Objectives:** I can identify letters and their sounds  I can discriminate initial and final consonants  **Procedure:**  Morning Work: consonants j and y  Double Consonants (page 2 in packet)  Inside the USA pages 3-4 review, pages 10-11 | **Objectives:** I can read with fluency, comprehension, and accuracy  **Procedure:**  **Small group guided reading**  **During guided reading:**  **Listening center**  **Rhyming Go Fish**  **Picture Dictionaries: find new a,b,c and d words and add to notebook** | **Objectives:** I can identify numbers  I can count money  I can make change  **Procedure:**  **-pages 39-42** | Objectives:  I can follow directions on a map  I can read a map grid  I can read a resource map  Procedure:  Skill Check page 27  Use a Map Grid | Objectives: I can explain how water moves in a plant  Procedure:  Finish celery lab, write conclusion  Review plant vocabulary words |