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| Marcie OsmanagajBeer Middle School | 1st: Writing7:51-8:52 | 2nd: Reading8:56-9:56 | 4th: Math11:04-12:04 | 5th: Social Studies12:42-1:42 | 6th: Science1:46-2:46 |
| Monday 4/17/17 | **Objective:** I can use “to be” with adjectives **Procedure:**Pass out page 17: to be with adjective, practice reading Read short dialogues with be plus adjectiveSW write a paragraph about themselves using be plus adjective with at least 5 sentences | **Objective:** I can make inferences, predictions and conclusions from reading **Procedure:**Guided ReadingDuring Guided Reading:1. Sticker story: writing
2. Group 1: period or question mark
3. Groups 2,3,4: homophones
 | **Objective:** I can write mixed numbers as fractions **Procedure:**Notes on mixed numbers page 168Practice drawing mixed numbers on whiteboardsPage 169 all problems for HW  | **Objective:** I can use academic vocabulary in grammatically correct sentences **Procedure:**Review meaning of new words from yesterday: cheap, opportunities, wilderness and CongressCollect all sentences and picturesNew vocabulary words: territories, pioneers, beyond, Great PlainsWrite sentences and illustrate pictures (to be turned in today)  | **Objective:** I can differentiate between the three states of matter **Procedure:**Review vocabulary words from yesterday: weight, element, distinctive, classify, and plasmaRead pages 228-229States of Matter review: complete the chart for liquid, solid, and gas |
| Tuesday 4/18/17 | **Objective:** I can use “to be” with adjectives I can write complete sentences**Procedure:**Take out yesterday’s paragraph and share with classWrite down 5 questions: ask questions to a partner and write paragraph about partner, share with classPass out page 21: read short paragraphs and answer questions  | **Objective:** I can make inferences, predictions and conclusions from reading**Procedure:**Guided ReadingDuring Guided Reading: 1. BROGY: parts of speech
2. Group 1: sentence sense
3. Groups 2,3,4: homophones
 | **Objective:** I can write mixed numbers as fractions **Procedure:**Notes page 170 finding mixed numbers and fractionsPractice on board: each student gets a problemPractice: page 171 1-12  | **Objective:** I can explain why people moved west in the early 1800s **Procedure:**Read pages 106-107 Discussion question: with a partner discuss reasons many people moved out west, then share with the classLanguage notes: idioms: “little by little” and “piece of cake” Find the sentence on page 106 with an idiom Write two sentences: one for each idiom  | **Objective:** I can differentiate between the three states of matter **Procedure:**Review all vocabulary words on quizletPractice quiz  |
| Wednesday4/19/17 | **Objective:** I can use descriptive adjectives in my writing and speech **Procedure:**pass out page 23: view and discuss pictures describing the following adjectives: bad, clean, beautiful, hot, cheap, fat, rich, married, and short answer questions about pictures using adjectives pass out writing prompt: What if you could become a character in a movie? Discuss and brainstorm | **Objective:** I can make inferences, predictions and conclusions from reading**Procedure:**Guided ReadingDuring Guided Reading:1. BROGY: parts of speech
2. Group 1: word order
3. Groups 2,3,4: declarative sentences
 | **Objective:** I can find equivalent fractions **Procedure:**Notes on equivalent fractions page 172Find equivalent fractions using fraction barsPractice numbers 1-6 page 173  | **Objective:** I can use academic vocabulary in writing and speech **Procedure:**New vocabulary words: technology, steamboats, ports and mulesUse each new word in a sentence and illustrate  | **Objective:** I can differentiate between the three states of matter **Procedure:**Assessment |
| Thursday 4/20/17 | **Objective:** I can organize my writing around a central idea **Procedure:**SW discuss their ideas and brainstorming with a partnerSW draw a picture under their brainstormingSW write  | **Objective:** I can make inferences, predictions and conclusions from reading**Procedure:**Guided ReadingDuring Guided Reading:Literacy Centers  | **Objective:** I can find equivalent fractions **Procedure:**Notes on page 174Practice sheets for equivalent fractions | **Objective:** I can explain how technology helped people move faster **Procedure:**Review vocabulary words from yesterdayNew words: canal, trade, goods, and Oregon TrailUnderstanding technology: video on Eerie Canal<https://www.youtube.com/watch?v=0-gIFYOCIfE>frayer models new vocabulary words  | **Objective:** I can explain the difference between chemical and physical properties **Procedure:**Introduction to new unit: Properties and the Periodic TableWatch videos: chemical vs. physical properties<https://www.youtube.com/watch?v=C4pQQQNwy30><https://www.youtube.com/watch?v=BgM3e8YZxuc>new vocabulary words: chemical and physical properties2 frayer models  |
| Friday 4/21/17 | **Objective:** I can use the writing process to produce written products **Procedure:** SW finish their writing from yesterday and share with the class SW peer edit and write a final copy  | **Objective:** I can make inferences, predictions and conclusions from reading**Procedure:**Guided ReadingDuring Guided Reading: Literacy Centers | **Objective:** I can find equivalent fractions and mixed numbers **Procedure:**Assessment: mixed numbers and equivalent fractionsMath games  | **Objective:** I can explain how technology helped people move faster **Procedure:**Collect Frayer models from yesterdayNew vocabulary words: California Trail and prairie schoonersVideo on Oregon Trail<https://www.youtube.com/watch?v=B0IMkkLtJF0>Frayer models  | **Objective:** I can explain the difference between physical and chemical properties **Procedure:**Review the difference between physical and chemical propertiesRead pages 236-237 about propertiesDiscussion question: with a partner: discuss physical properties you can observe in your classroomMake a list of at least 10 and then groups will share  |