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| Marcie Osmanagaj  Beer Middle School | 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  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 adjective  SW 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 Reading  During 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 168  Practice drawing mixed numbers on whiteboards  Page 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 Congress  Collect all sentences and pictures  New vocabulary words: territories, pioneers, beyond, Great Plains  Write 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 plasma  Read pages 228-229  States 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 class  Write down 5 questions: ask questions to a partner and write paragraph about partner, share with class  Pass out page 21: read short paragraphs and answer questions | **Objective:** I can make inferences, predictions and conclusions from reading  **Procedure:**  Guided Reading  During 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 fractions  Practice on board: each student gets a problem  Practice: 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 class  Language 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 quizlet  Practice quiz |
| Wednesday  4/19/17 | **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 Reading  During 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 172  Find equivalent fractions using fraction bars  Practice numbers 1-6 page 173 | **Objective:** I can use academic vocabulary in writing and speech  **Procedure:**  New vocabulary words: technology, steamboats, ports and mules  Use 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 partner  SW draw a picture under their brainstorming  SW write | **Objective:** I can make inferences, predictions and conclusions from reading  **Procedure:**  Guided Reading  During Guided Reading:  Literacy Centers | **Objective:** I can find equivalent fractions  **Procedure:**  Notes on page 174  Practice sheets for equivalent fractions | **Objective:** I can explain how technology helped people move faster  **Procedure:**  Review vocabulary words from yesterday  New words: canal, trade, goods, and Oregon Trail  Understanding 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 Table  Watch 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 properties  2 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 Reading  During Guided Reading: Literacy Centers | **Objective:** I can find equivalent fractions and mixed numbers  **Procedure:**  Assessment: mixed numbers and equivalent fractions  Math games | **Objective:** I can explain how technology helped people move faster  **Procedure:**  Collect Frayer models from yesterday  New vocabulary words: California Trail and prairie schooners  Video 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 properties  Read pages 236-237 about properties  Discussion question: with a partner: discuss physical properties you can observe in your classroom  Make a list of at least 10 and then groups will share |