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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  4/9/18 | **Objectives:** I can write with supportive details and good word choice  I can brainstorm ideas  **Procedures:**  -daily language review  -spring break narrative  Brainstorm three events with details, choose one and write a narrative | **Objectives:** I can read with fluency, pace, expression, and accuracy  **Procedures:**  **Small Group Guided Reading** | **Objectives**: I can demonstrate math skills  **Procedure:**  8th grade M:Step  6th/7th grade math enrichment games | **Objectives**: I can explain the land of the Southwest Region  **Procedure:**  New vocabulary introduction | **Objectives:** I can discuss ways to help the environment  **Procedure:**  Choose 3 ways to help save the environment and write 3 paragraphs, one for each way |
| Tuesday 4/10/18 | **Objectives:** I can demonstrate ELA skills  I can brainstorm ideas  **Procedures:**  8th ELA MSTEP  6th/7th graders ELA enrichment games | **Objectives:** I can read with fluency, pace, expression, and accuracy  **Procedures:**  **Small Group Guided Reading** | **Objectives:** I can explain what the numbers in the numerator and denominator signify  **Procedure:**  Fractions review packet | **Objectives:** I can explain the land of the Southwest Region  **Procedure:**  Watch video about the SW region  <https://www.youtube.com/watch?v=ou65uPued1Q>  write down 3 things that are different in the SW than where you live  Review vocabulary words  Frayer models | **Objectives:** I can discuss ways to help the environment  **Procedure:**  Choose 3 ways to help save the environment and write 3 paragraphs, one for each way |
| Wednesday  4/11/18 | **Objectives:** I can categorize new vocabulary words  I can work through the writing process  **Procedure:**  Introduce new unit: pack your bags  \* look at picture on page 186, make a list of all of the animals in the picture and place them into proper category tree animals, land animals, or water animals  Write about rainforest animals: use sentence stems:  There are many animals to see in the rainforest. You can see \_\_\_ in the sky and trees. You can find \_\_\_ on the ground. There are many kinds of \_\_\_\_ in the water.  Write second draft of spring break writing piece | **Objectives:** I can read with fluency, pace, expression, and accuracy  **Procedures:**  **Small Group Guided Reading** | **Objectives:** I can measure the length of an object by using appropriate tools  **Procedures**:  Number Talks: 5-6, 5-7, 5-8 (Place value and negative numbers)  Unit 5 Task 9 measuring and putting in order  Practice fractions with fraction cards  Number line packet | **Objectives**: I can explain how reservations were developed  **Procedure:**  Introduce settlers, reservations  What’s a reservation?  <https://www.youtube.com/watch?v=hcivYX3IUGA>  <https://www.youtube.com/watch?v=DvHYUa3rHFk>  Frayer models: settlers/reservations | **Objectives**: I can describe natural resources and differentiate between renewable and non-renewable  **Procedure:**  Review for natural resource test |
| Thursday  4/12/18 | **Objectives:** I can write commands  **Procedure:**  Introduce commands: give examples, raise your hand, be quiet, etc.  Read “Let’s Go” on page 188 as a class  Pass out copy of text, students will highlight all commands within the chant  Practice writing commands: provide lists  Pack  Grap  Take  Get  Find  Your lunch, a hat, a jacket, in the car, the map  Choose 1 and illustrate it | **Objectives:** I can read with fluency, pace, expression, and accuracy  **Procedures:**  **Small Group Guided Reading** | **Objectives:** I can read a number line and create one  **Procedure:**  Number talk:  20-20, 19-20, 16-20  Unit 5 Task 10: making observations about a graph  Unit 5 Task 11: measuring to the nearest half inch | **Objectives**: I can describe the land of the Southwest Region  **Procedure:**  Watch video on Grand Canyon  <https://www.youtube.com/watch?v=VDfQqrazJnM>  read pages 113-115  answer questions | **Objectives:** I can describe natural resources and differentiate between renewable and non-renewable  **Procedures:**  Natural Resources assessment |
| Friday  4/13/18 | **Objectives:** I can use adjectives to write good descriptions  I can write a letter and address a postcard  **Procedure:**  Put adjectives on ELMO:  Blue, green, brown, white, tiny, small, big, large, slow, fast, short, tall, long, hot, cold, wet dry  Read and pronounce each word, discuss their meanings  Discuss words with similar meanings and opposites  With a partner, describe the four pictures on page 189 using adjectives  Share some descriptions with the class  Look at postcard on page 189, model writing a postcard describing a destination  Students will choose one picture and write a postcard to their friend | **Objectives:** I can read with fluency, pace, expression, and accuracy  **Procedures:**  **Small Group Guided Reading** | **Objectives:** I can compare fractions to one whole  **Procedure:**  Number Talk: 0-6, 60-300, 7-8, 5-7  Unit 5 Task 12 comparing fractions to one whole  Assessment: dividing fractions into equal parts | **Objectives:** I can explain the geography of the desert and the Grand Canyon `  **Procedure:**  Videos on the desert:  <https://www.youtube.com/watch?v=xWM0hYyHDvQ>  <https://www.youtube.com/watch?v=gaZKEc59g1w>  Question: would you rather visit the Grand Canyon or the desert? Why?  Test on Monday | **Objectives:** I can explain how people cause pollution  **Procedure:**  Introduce new unit: how people affect the earth  Videos:  <https://www.youtube.com/watch?v=5FWvbui6ook>  <https://www.youtube.com/watch?v=sW7fxGG9cEM>  after video: make a list of ways people pollute  make a list of ways that people can prevent pollution |