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| Beer Middle School Marcie Osmanagaj | 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 4/9/18 | **Objectives:** I can write with supportive details and good word choice I can brainstorm ideas **Procedures:**-daily language review -spring break narrativeBrainstorm 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:Step6th/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 MSTEP6th/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 wordsI 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 animalsWrite 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, reservationsWhat’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 classPass out copy of text, students will highlight all commands within the chant Practice writing commands: provide listsPackGrapTakeGetFindYour lunch, a hat, a jacket, in the car, the mapChoose 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, 16-20Unit 5 Task 10: making observations about a graphUnit 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 113-115answer questions |  **Objectives:** I can describe natural resources and differentiate between renewable and non-renewable**Procedures:**Natural Resources assessment  |
| Friday4/13/18 | **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 dryRead and pronounce each word, discuss their meaningsDiscuss words with similar meanings and oppositesWith a partner, describe the four pictures on page 189 using adjectives Share some descriptions with the classLook 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, 5-7Unit 5 Task 12 comparing fractions to one wholeAssessment: 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 earthVideos:<https://www.youtube.com/watch?v=5FWvbui6ook><https://www.youtube.com/watch?v=sW7fxGG9cEM>after video: make a list of ways people pollutemake a list of ways that people can prevent pollution  |