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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 12/11/17Guest Teacher: All Day   | **Objective**: I can discuss foods eaten around the worldI can discuss my likes and dislikes **Procedure:** -daily language review -likes/dislikes food chart -food word review games  | **Objective:** I can read with fluency, accuracy, and expression**Procedure:**Small group guided readingDuring Guided Reading1. Reading with teacher
2. Sentence structure
3. Handwriting practice
4. Listening center
 | **Objective:** I can use an equation to represent a problemI can solve word problems using different strategies **Procedure:** **Number Talk:** 95-85Introduction to multiplication <https://www.youtube.com/watch?v=SzcF7Ryk4rY>pass out counters: SW make equal groups of counters based on what I say, we will write down both the matching addition and multiplication problem Student journal: unit 2 Task 1 | **Objective:** I can describe the people of the Southeast Region **Procedure:**-daily map skills New vocabulary: sunbelt, plantationsRead pages 60-61 and answer questionsFrayer models for new vocabulary words  | **Objective:** I can explain the water cycle **Procedure:** Daily science review Video on water cycle <https://www.youtube.com/watch?v=YPJ2iIzrqac>pass out water cycle wheel, color, cut and assemble  |
| Tuesday 12/12/17 | **Objective:**I can discuss foods eaten around the worldI can discuss my likes and dislikes I can use high frequency words with accuracy **Procedure:****-**food assessment High frequency word introduction: school, is, yes, point, not, name: activities on pages 17/18Letters and sounds n, l, p, g, I activities on pages 19-20  | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided readingDuring Guided Reading1. Reading with teacher
2. Sentence structure
3. Handwriting practice
4. Listening center
 | **Objective**: I can understand the meaning of multiplication P**rocedure:****Number Talk:** 99-22Borrow calculators from SuzetteUnit 2 task 2Students will explore multiplication as repeated addition Assign several multiplication problems as repeated addition and SW solve on the board  | **Objective:** I can describe the people of the Southeast Region**Procedure:**Daily map skills Review states of the Southeast region on whiteboard maps Read pages 62-63 “Who Lives in the Southeast Today?” read as a class and partner read Answer questions on pages 62-63 |  **Objective:** I can explain the water cycle **Procedure:**Daily science reviewWatch short video on water cycle <https://www.youtube.com/watch?v=ncORPosDrjI>new vocabulary words: clouds, evaporates, water cycle, seepsFrayer models |
| Wednesday 12/13/17  | **Objective**: I can use high frequency wordsI can differentiate the short /i/ vs the short /a/ soundI can name parts of the body **Procedure:**-daily language review -high frequency words: look, what, am, is, my, I do pages 2122-words with short a/I pages 23-24-CD 3 Track 1: Parts of your Body page 206: Listen and chant-display pictures on board: students will individually come to board and point and practice words  | **Objective:** I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided readingDuring Guided Reading1. Reading with teacher
2. Sentence structure
3. Handwriting practice
4. Listening center
 | **Objective:** I can use drawings to represent a problem I can understand the meanings of multiplication **Procedure:****Number Talk: 84-37-10** Unit 2 Task 3: One Hundred Hungry Ants Students will investigate reorganizing numbers in different ways2 array practice sheets  | **Objective**:I can describe the people of the Southeast Region**Procedure:**-daily map skills Read pages 64-65 “Working in the Southeast Region” Discuss misconceptions represented by text Answer questions on pages 65-65 | **Objectives;** I can explain the water cycle **Procedure:** Daily science reviewNew words: spring, runoff, vapor, boils, humidity and condensationReap pages 70-71Frayer models on vapor, boils, humidity and condensation  |
| Thursday 12/14/17 | **Objective**: I can name body partsI can describe people I can use high frequency words **Procedure:**-daily language review-review body part words from yesterday -describing words on page 209Describe yourself page 210 and Say and Write page 211High frequency words what, day, it, play, show can activities pages 25-26 | **Objective:** I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided readingDuring Guided Reading1. Reading with teacher
2. Sentence structure
3. Handwriting practice
4. Listening center
 | **Objective:** I can use drawings to represent a problemI can understand the meanings of multiplication **Procedure:****Number Talk**: 88-79Check homework from yesterdayPass out 3 array practice sheets and work on independentlyCheck as a class  | **Objective:** I can describe the people of the Southeast Region**Procedure:** daily map skillsread pages 66-67video on Rosa Parks [**https://www.youtube.com/watch?v=XZmnbnXTjqo**](https://www.youtube.com/watch?v=XZmnbnXTjqo) | **Objective:** I can explain the water cycle **Procedure:**Daily science review Review this week’s vocabulary words Write a summary on the water cycle Use key words: evaporates, condensation, precipitation   |
| Friday12/15/17 | **Objective:** I can describe people I can differentiate between the short /a/ and short /i/ vowel sound **Procedure:**Daily Language Review -fluency practice: read Fin Flip and Tim Slips-pass out book: Tim and Lil, read as a class, partner read -describe other people on page 212-say and write page 213  | **Objective:** I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** During Guided Reading1. Reading with teacher
2. Sentence structure
3. Handwriting practice
4. Listening center
 | **Objective:** I can identify patterns in multiplication I can understand the meanings of multiplication **Procedure:****Number Talk:** 64-45-3 Unit 2 Task 4: looking at a word problem and drawing a picture (arrays) VOCABULARY: factor and product Unit 2 Task 5: showing how 7X2 and 2X7 have same product  | **Objective:** I can describe people of the Southeast Region **Procedure:** daily map skillsreread entire chapterchapter checkup   | **Objective:** I can explain the water cycle **Procedure:**Daily science reviewStudents will finish their summaries about the water cycleRead to class, make corrections, revisions and re-write Illustrate summary  |