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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  12/11/17  Guest Teacher: All Day | **Objective**:  I can discuss foods eaten around the world  I 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 reading  During Guided Reading   1. Reading with teacher 2. Sentence structure 3. Handwriting practice 4. Listening center | **Objective:** I can use an equation to represent a problem  I can solve word problems using different strategies  **Procedure:**  **Number Talk:** 95-85  Introduction 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, plantations  Read pages 60-61 and answer questions  Frayer 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 world  I 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 17/18  Letters 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 reading  During Guided Reading   1. Reading with teacher 2. Sentence structure 3. Handwriting practice 4. Listening center | **Objective**: I can understand the meaning of multiplication  P**rocedure:**  **Number Talk:** 99-22  Borrow calculators from Suzette  Unit 2 task 2  Students 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 review  Watch short video on water cycle  <https://www.youtube.com/watch?v=ncORPosDrjI>  new vocabulary words: clouds, evaporates, water cycle, seeps  Frayer models |
| Wednesday  12/13/17 | **Objective**: I can use high frequency words  I can differentiate the short /i/ vs the short /a/ sound  I 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 reading  During Guided Reading   1. 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 ways  2 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 review  New words: spring, runoff, vapor, boils, humidity and condensation  Reap pages 70-71  Frayer models on vapor, boils, humidity and condensation |
| Thursday  12/14/17 | **Objective**: I can name body parts  I can describe people  I can use high frequency words  **Procedure:**  -daily language review  -review body part words from yesterday  -describing words on page 209  Describe yourself page 210 and Say and Write page 211  High 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 reading  During Guided Reading   1. 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**: 88-79  Check homework from yesterday  Pass out 3 array practice sheets and work on independently  Check as a class | **Objective:** I can describe the people of the Southeast Region  **Procedure:**  daily map skills  read pages 66-67  video 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 |
| Friday  12/15/17 | **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 Reading   1. 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 skills  reread entire chapter  chapter checkup | **Objective:** I can explain the water cycle  **Procedure:**  Daily science review  Students will finish their summaries about the water cycle  Read to class, make corrections, revisions and re-write  Illustrate summary |