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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 12/3/18 | **Objectives:** I can discriminate final consonant digraphs  I can classify  **Procedures:**  Daily phonics: consonant digraphs  Read U.S. Tour of Food  Categorize foods into 4 categories | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers | **Objectives:** I can find patterns in multiplication  **Procedures:**  **Number talk**  Complete multiplication as arrays packet together as a class | **Objectives:** I can identify people and places in a community  **Procedures:**  Review for communities assessment | **Objectives:** I can differentiate between weather and climate  I can explain the difference between the climate zones  **Procedures:**  Read climate and weather chapter/answer questions  Climates: climate groups article |
| Tuesday 12/4/18 | **Objectives: :** I can discriminate final consonant digraphs  I can classify  **Procedure:**  Daily phonics: consonant digraphs  Build background with vocabulary words from US Tour of Food  Re-read and listen to US Tour of Food  Share writing “What I Want to Be When I Grow Up” | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:** | **Objectives:** I can find patterns in multiplication  **Procedures:**  Number Talk  Unit 2 task 6 | **Objectives:** I can identify people and places in a community  I can identify the different types of communities  **Procedures:**  Communities assessment | **Objectives:** I can differentiate between weather and climate  I can explain the difference between the climate zones  **Procedures:**  Re-read climate/weather chapter  Pass out Discover the Rain Forest Article, read and answer questions |
| Wednesday  12/5/18 | **Objectives** : **:** I can discriminate final consonant digraphs  I can go through the writing process  I can write about a process using steps and transition words  **Procedures:**  Daily phonics: consonant digraphs  Complete final copy of writing piece “What I want to be when I grow up” and turn in  How to card: students will write about how to make some type of food using action words such as pick, cut, add, etc. | Objective: I can read with fluency, accuracy, comprehension and pace  Procedure: | **Objective:** I can find patterns in multiplication  Procedure::  Number Talk  Pass out counters: 32 and then 48, using counters and graph papers show as many ways to make the two numbers as possible (review from yesterday)  Unit 2 task 7 | **Objectives** I can distinguish the difference between needs and wants  **Procedure:**  Introduction to Needs and Wants unit  Watch videos  Pass out leveled reader “Needs and Wants”  Read as a class and complete comprehension activities | **Objectives** I can differentiate between weather and climate  I can explain the difference between the climate zones  **Procedure:**  Review quizlet climate/weather vocabulary  Climate weather assessment REVIEW |
| Thursday  12/6/18 | **Objectives** : **:** I can discriminate final consonant digraphs  I can express likes/dislikes  I can use key vocabulary such as shapes, colors and sizes  I can use action verbs  **Procedures:**  Daily phonics: consonant digraphs  Review all Unit 2 vocabulary words on Quizlet  Unit2 assessment  When finished write final version of how to paragraph | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers | **Objectives:** I can solve multiplication word problems using different strategies  I can understand the meanings of multiplication  **Procedures:**  **Number Talk**  **Unit 2 task 8 and 9** | **Objectives:** can distinguish the difference between needs and wants  **Procedures:**  Re-read needs and wants leveled reader  Pass out needs and wants WS and complete the pages as a class | **Objectives:** I can differentiate between weather and climate  I can explain the difference between the climate zones  **Procedures:**  Climate/Weather Assessment |
| Friday  12/7/18 | **Objectives:** I can discriminate final consonant digraphs  **Procedures:**  Daily phonics: consonant digraphs  Introduction to Unit 3: On the Job, use picture on page 64 to brainstorm a list of jobs as a class  Uses careers/action box on page 66 to write 4 sentences and draw 4 pictures | **Objectives:** I can read with fluency, accuracy, comprehension and pace  **Procedures:**  Small group guided reading and literacy centers | **Objectives:** I can understand the meanings of multiplication  I can use drawings to represent a problem  **Procedures:**  ***Unit 2 tasks 10 and 11*** | **Objectives** :can distinguish the difference between needs and wants  **Procedures:**  Review needs and wants videos  Re-read needs and wants book  Needs and wants writing prompts | **Objectives:** I can explain the difference between rotate and revolve  **Procedures:**  Introduction to Seasonal Patterns unit  Video: <https://www.youtube.com/watch?v=l64YwNl1wr0>  <https://www.youtube.com/watch?v=b25g4nZTHvM>  new vocabulary words: rotates/revolves/axis  draw illustrations and sentences to correspond with vocabulary words |