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| Beer Middle School  Marcie Osmanagaj | 1st: Writing  7:51-8:52 | 2nd: Reading  8:56-9:56 | 4th: Math  11:38-12:38 | 5th: Social Studies  12:42-1:42 | 6th: Science  1:46-2:46 |
| Monday  2/11/19 | **Objectives:** I can use the tools and components for taking WIDA  I can spell the long /o/ digraphs /oa/ and /oe/  **Procedure:**  Daily Phonics: long o vowel digraphs  WIDA practice | **Objectives:** I can read with accuracy, fluency, pace and comprehension  **Procedure:**  Small group guided reading | **Objectives:** I can use arrays to solve division problems  **Procedure:**  Number Talk  Division Word Problems using arrays handout  Quick check: Division facts assessment | **Objectives:** I can use a physical map to identify landforms  I can explain supply and demand  **Procedure:**  Daily Geography: A Physical Map: Colorado  Introduction to Supply and Demand/ watch videos  Assemble books: Making Big Bolstead Bucks | **Objectives:** I can explain how people affect the Earth  I can explain how something becomes a fossil  **Procedure:**  Daily science: fossils  Unit assessment: How People Affect the Earth |
| Tuesday  2/12/19 | **Objectives:** I can spell the long /o/ digraph /ow/  **Procedure:**  Daily Phonics: long /o/ digraph  WIDA TESTING | **Objectives:** I can read with accuracy, fluency, pace and comprehension  **Procedure:**  Small group guided reading | **Objectives:** I can solve two-step word problems using operations  **Procedure:**  Number Talk  Unit 3: Task 14/15 | **Objectives:** I can use a physical map to identify landforms  I can explain supply and demand  **Procedure:**  News in Levels  Daily Geography: A Physical Map: Colorado  Introduce vocabulary words from book:  Capital, capitalism, consumers, demand, economy, entrepreneurial, free market, interest, investor, products, profit, supply | **Objectives:** I can identify the layers of the Earth  I can explain how something becomes a fossil  **Procedure:**  Daily Science: Fossils  Introduction to Understanding Earth vocabulary on quizlet  Introduction to unit: watch videos |
| Wednesday  2/13/19 | **Objective:** I can spell long /o/ digraphs  I can use research to write a paper  I can identify problem and solution  **Procedure**:  Daily Phonics: long /o/ digraphs  Re-write country research questions and answers in composition book, with corrections  Finish writing piece about problem and solution from Friday | **Objectives:** I can read with accuracy, fluency, pace and comprehension  **Procedure:**  Small group guided reading | **Objective:** I can understand the relationship between multiplication and division  **Procedure:**  **Example notes on board**  Unit 3: Task 17/18 | **Objective:** I can use a physical map to identify landforms  **Procedure:**  **News in Levels and 5 W chart**  Daily Geography: A Physical Map: Colorado  Review vocabulary words from book:  Capital, capitalism, consumers, demand, economy, entrepreneurial, free market, interest, investor, products, profit, supply  Begin reading book: “Making Big Bolstead Bucks” | **Objective:**  I can explain how something becomes a fossil  I can explain why earthquakes happen  **Procedure:**  Daily Science: Fossils  Review vocabulary and videos  Read Article: The Power of the Earth, answer questions and find evidence |
| Thursday  2/14/19 | **Objectives:** I can spell long /o/ digraphs  I can present my writing using good volume and clarity  **Procedure:**  Daily Phonics: long /o/ digraphs  Share problem/solution writing piece with a partner and then the class  Chapter 4 quick check | **Objectives:** I can read with accuracy, fluency, pace and comprehension  **Procedure:**  Small group guided reading | **Objectives:** I can use an equation with a variable to represent a problem  **Procedure:**  Number Talk  Unit 3 Task 18/19  Review break apart method: quiz break apart method | **Objectives:** I can use a physical map to identify landforms  I can explain supply and demand  **Procedure:** Daily Geography: A Physical Map: Colorado  Continue reading book “Making Big Bucks” | **Objectives:**  I can explain how something becomes a fossil  I can explain how an earthquake happens  **Procedure:**  Daily Science: Fossils  Re-read “The Power of the Earth”  Fill out main idea and details graphic organizer |
| Friday  2/15/19  ½ Day Hours 1,2,3 | **Objectives:** I can spell long /o/ digraphs  I can use research to write about a topic and work through the writing process  **Procedure:**  Daily Phonics: long /o/ digraphs  Final copy of research paper complete with map and flag | **Objectives:** I can read with accuracy, fluency, pace and comprehension  **Procedure:**  Small group guided reading | NO CLASS: HALF DAY | NO CLASS: HALF DAY | NO CLASS: HALF DAY |