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|  | 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 2/13/17 | **Objective**: I can use the correct homophone in the correct context **Procedure:****WIDA practice** | **Objective:** I can read with fluency, accuracy, expression, and comprehension**VOCABULARY WORD: Diagram****WIDA practice**  | **Objective: I can multiply with regrouping** **Procedure:****Check homework from Friday** **Multiply with regrouping: demonstration problems****Practice on board: set A on page 70, all students will try one on the board****HW: page 71 set B** | **Objective**: I can write a summary in chronological order **Procedure:****Re read “A Boat to Nowhere”** **Complete story sort with group****Check with the class****Write summary of story**  | **Objective**: I can explain how the systems in the body work together**Objective:** **Procedure:****Collect Friday’s homework****New vocabulary: transport system, organisms, vascular systems, cardiovascular system, and radioisotopes** **Videos:** [**https://www.youtube.com/watch?v=-s5iCoCaofc**](https://www.youtube.com/watch?v=-s5iCoCaofc)[**https://www.youtube.com/watch?v=bvPM6sfidY4**](https://www.youtube.com/watch?v=bvPM6sfidY4)**exit ticket: how are human and plant transport systems similar?** **Frayer models: transport system and vascular system** |
| Tuesday 2/14/17 | **WIDA** | **WIDA** | **Objective**: I can multiply whole numbers**Procedure:****Check yesterday’s homework****I have who has multiplication** **Practice in class: page 71: set C**   | **Objective: I can explain why Sudan’s Lost Boys had to leave their home**  **Procedure:****Introduction to Sudan’s Lost Boys**[**https://www.youtube.com/watch?v=4kQSg0z6vEA**](https://www.youtube.com/watch?v=4kQSg0z6vEA)**introduce new words civil war, ethnic, conflict, and troops** | **Objective: I can explain how the human systems work together** **Procedure:****Review yesterday’s vocabulary words****Turn in Frayer models****Read page 156 as a class****Frayer models: cardiovascular system and organisms** |
| Wednesday2/15/17 | **Objective:** I can draft a personal narrative in chronological order **Procedure:** **Watch video about homophones: pause to write down homophones in yellow notebook** **Practice sheet with homophones**  | **Objective:** I can read with fluency, accuracy, expression, and comprehension**Procedure: Guided Reading** **During Guided Reading:**1. **Sentences with homophones**
2. **Literacy center folder: groups can choose from any we have already worked on**
3. **Silent read**
 | **Objective**: I can multiply who numbers with regrouping I can solve multiplication story problems **Procedure:****Check yesterday’s homework** **Problem solving: read the multiplication story problems on page 71 with the class****Do number 1 as an example****Students will do 2 and 3 with a partner then share****Multiplication I have who has**  | **WIDA** | **WIDA** |
| Thursday 2/16/17 | **Objective**: I can write with details **Procedure:** **Pass out writing prompt: brainstorm as a class****Watch video about different careers** [**https://www.youtube.com/watch?v=etGdRIKNf98**](https://www.youtube.com/watch?v=etGdRIKNf98)  | **Objective:** I can read with fluency, accuracy, expression, and comprehension**Procedure: Guided Reading** **During Guided Reading:**1. **Choose 4 sets of homophones to illustrate to show the difference**
2. **Group choice of literacy folder**
3. **Silent read**
 | **Objective:** I can multiply larger numbers**Procedure:****Notes on multiplication with more than one regrouping on page 72****Set A practice on board****Set B: practice in class, HW if not finished**  | **Objective: I can explain why Sudan’s Lost Boys had to leave their home** **Procedure:****Introduce new words: slaves, refugee camps, relief workers** **Frayer models: civil war, conflict, refugee camps, relief workers**  | **Objective**: I can explain how the systems in the body work together**Procedure:****Objective:** I can explain how plants and animals both have transport systems **Procedure:**Celery lab: to demonstrate a vascular system |
| Friday 2/17/17 | **Objective**: I can write with details and purpose **Procedure: begin draft of writing prompt: what type of career would you like to have?** **Practice with homophones**  | **Objective:** I can read with fluency, accuracy, expression, and comprehension**Procedure: Guided Reading** **During Guided Reading:**1. **Choose 4 more sets of homophones to illustrate**
2. **Group choice literacy center**
3. **Silent read**
 | ½ day, no class  | ½ day, no class  | ½ day, no class   |