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|  | 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  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** |
| Wednesday  2/15/17 | **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 |