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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  2/6/17 | **Objective:** I can draft a personal narrative in chronological order  I can use the correct subject pronoun in my writing and speaking  **Procedure:**  Students began a personal narrative last week, students will turn in first draft for feedback or type final copy  Past the Verb: handout working with object pronouns | **Objective:** I can read with fluency, accuracy, expression, and comprehension  **Procedure: Guided Reading**  **During Guided Reading:**  **Group 1:** introduce word sort ap and ag word families with words and pictures  **Group 2:** introduce word sort s,h, and sh digraph  **Group 3:** introduce sort adding –ing to words with VC and VCC patterns  **Group 4**: introduce sort adding –ing to words with VC and VCC patterns  **All groups:** sight word practice, 5X each alphabetical order (all,am, are, at, ate, be, black, brown, but, came) | **Objective:** I can show different ways numbers can be arranged into equal groups  **Procedure:**  I Have Who Has: time  Practice problems: making equal groups by evenly distributing  Unit 2 Task 15 making equal groups and writing equations | **Objective**: I can write a narrative  **Procedure:**  **Collect homework: vocabulary word pictures (rags, belly, run away, beggars, rifles, memory)**  Narratives returned with feedback, use the feedback to write second draft  Turn in homework (page 65 questions)  When done with second draft of narrative, copy down vocabulary sentences on page 67  Use context clues to solve the meaning of the words in red | **Objective**: I can explain how the systems in the body work together  **Procedure:**  Review vocabulary words from yesterday  Video on digestive system:  [**https://www.youtube.com/watch?v=eYO-cDSJSBU**](https://www.youtube.com/watch?v=eYO-cDSJSBU)  frayer models: digestive system and nutrients brain and bundles |
| Tuesday 2/7/17 | **Objective:**  I can brainstorm ideas for writing  **Procedure:**  Writing: pass out writing prompt: select an object to help you remember about the past, and write about the memory  I will model: brainstorm some important objects: allow students to vote on one and I will model a story | **Objective:** I can read with fluency, accuracy, expression, and comprehension  **Procedure: Guided Reading**  **During Guided Reading:**  **Group 1:** Phonological Awareness: Initial Sound Animal Match  Choose 5 sight words and write 5 sentences  **Group 2:** Phonological Awareness: Final Sound Concentration  Choose 5 sight words and write 5 sentences  **Group 3:** Word work: Finish the Story  Choose 5 sight words and write 5 sentences  **Group4:** Grammar and Mechanics: Contraction Go Fish  Choose 5 sight words and write 5 sentences | **Objective**: I can multiply whole numbers  **Procedure:**  Review multiplication flashcards to 12 on quizlet  Vocabulary words (multiplication, multiply, factors, product, and partial object) page 63 in Basic mathematics  Students will work in two separate groups: each group will create an illustration that represents the vocabulary words | **Objective:** I can explain the main reasons for the Vietnam War  I can identify Historical Fiction  **Procedure:**  Build background: review vocabulary words that are in reading selection, “A Boat to Nowhere”  Watch short video on Vietnam War to gain an understanding  [**https://www.youtube.com/watch?v=aoXySB-WlZE**](https://www.youtube.com/watch?v=aoXySB-WlZE)  Read “A Boat to Nowhere” to class | **Objective:** I can explain how organ systems work together  **Procedure:**  Introduce new words: organs and epithelial  Video on organ systems  [**https://www.youtube.com/watch?v=HpWd\_SuF6mE**](https://www.youtube.com/watch?v=HpWd_SuF6mE)  Frayer models: organs and epithelial |
| Wednesday  2/8/17 | **Objective:** I can draft a personal narrative in chronological order  **Procedure:**  Review ideas and model story from yesterday  Students will brainstorm 3 objects that they may want to write about and then select one  Begin drafting | **Objective:** I can read with fluency, accuracy, expression, and comprehension  **Procedure: Guided Reading**  **During Guided Reading:**  **Group 1:** word sort of the week, alphabetize 5X each  Write sentences for the other 5 sight words  **Group 2**: word sort of the week, alphabetize 5X each  Write sentences for the other 5 sight words  **Group 3:** word sort of the week, alphabetize 5X each  Write sentences for the other 5 sight words  **Group 4:** word sort of the week, alphabetize 5X each  Write sentences for the other 5 sight words | **Objective**: I can multiply whole numbers  I can use a multiplication chart  **Procedure:**  Take notes from page 64 about multiplication  Practice A: writing repeated addition problems as multiplication  Notes: page 65 using a multiplication chart to multiply  Practice: page 65 1-16 | **Objective:** I can identify Historical Fiction  I can use vocabulary words in context  Procedure:  Introduce vocabulary words from Historical Fiction selection  Students will write sentences with these words in class (if not finished we will resume on Thursday) | **Objective:** I can explain how organ systems work together  **Procedure:**  Introduce new vocabulary words: organ systems and circulatory system  Take notes from page 155: Human organ systems  Frayer models: organ systems and circulatory systems |
| Thursday 2/9/17 | **Objective**: I can draft a narrative in an organized way  **Procedure:**  Share what was started yesterday  Finish drafting story, turn in for feedback | **Objective:** I can read with fluency, accuracy, expression, and comprehension  **Procedure: Guided Reading**  **During Guided Reading:**  **Group 1:** Phonological Awareness: Final Sound Dominoes  6 illustrations: word sort words  **Group 2:** word work: antonym go fish  6 illustrations: word sort words  **Group 3:** grammar and mechanics: contraction go fish  Write sentences for the other 5 sight words  **Group 4:** word work: finish the story  Write sentences for the other 5 sight words | **Objective:** I can multiply larger numbers  **Procedure:**  Notes page 66: multiplying larger numbers  Practice problems on the board: each student  Practice: page 67 1-10 | **Objective:** I can connect Historical Fiction to real events  **Procedure:**  Read “A Boat to Nowhere” to class  Choral read  Partner read | **Objective:** I can describe the human organ systems  **Procedure:**  Read pages 154-155  Choral read and partner read  Matching activity: match name of system to function |
| Friday  2/10/17 | **Objective**: I can publish my writing  **Procedure:**  Use feedback to write second draft of object narrative | **Objective:** I can read with fluency, accuracy, expression, and comprehension  **Procedure: Guided Reading**  **During Guided Reading:**  **All groups:**  Sort words into appropriate categories and glue on paper, turn in  Sight word assessment | **Objective:** I can multiply whole numbers  **Procedure:** check practice from yesterday  Practice 2 by 2 digit problems on the board, each student  Practice: page 68 11-34 | **Objective**: I can list events in chronological order  **Procedure:**  Read “A Boat to Nowhere” to class  Put sentence strips in chronological order (events of the story) in groups  Groups will share and compare with the class  Use this to write a summary of the story | **Objective:** I can explain how plants and animals both have transport systems  **Procedure:**  Celery lab: to demonstrate a vascular system |