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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 2/6/17 | **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: timePractice problems: making equal groups by evenly distributingUnit 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 draftTurn in homework (page 65 questions)When done with second draft of narrative, copy down vocabulary sentences on page 67Use 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 yesterdayVideo 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 memoryI 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 MatchChoose 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 quizletVocabulary words (multiplication, multiply, factors, product, and partial object) page 63 in Basic mathematicsStudents 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 epithelialVideo on organ systems[**https://www.youtube.com/watch?v=HpWd\_SuF6mE**](https://www.youtube.com/watch?v=HpWd_SuF6mE)Frayer models: organs and epithelial  |
| Wednesday2/8/17 | **Objective:** I can draft a personal narrative in chronological order **Procedure:** Review ideas and model story from yesterdayStudents 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 eachWrite sentences for the other 5 sight words**Group 2**: word sort of the week, alphabetize 5X eachWrite sentences for the other 5 sight words**Group 3:** word sort of the week, alphabetize 5X eachWrite sentences for the other 5 sight words**Group 4:** word sort of the week, alphabetize 5X eachWrite 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 multiplicationPractice A: writing repeated addition problems as multiplication Notes: page 65 using a multiplication chart to multiplyPractice: page 65 1-16  | **Objective:** I can identify Historical FictionI can use vocabulary words in context  Procedure:Introduce vocabulary words from Historical Fiction selectionStudents 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 systemTake notes from page 155: Human organ systemsFrayer 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 yesterdayFinish 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 fish6 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 numbersPractice problems on the board: each studentPractice: page 67 1-10 | **Objective:** I can connect Historical Fiction to real events **Procedure:**Read “A Boat to Nowhere” to classChoral readPartner read | **Objective:** I can describe the human organ systems **Procedure:**Read pages 154-155Choral read and partner readMatching 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 inSight word assessment  | **Objective:** I can multiply whole numbers**Procedure:** check practice from yesterdayPractice 2 by 2 digit problems on the board, each studentPractice: page 68 11-34  | **Objective**: I can list events in chronological order**Procedure:**Read “A Boat to Nowhere” to classPut sentence strips in chronological order (events of the story) in groupsGroups will share and compare with the classUse 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  |