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|  | 1st: Writing7:51-8:52 | 2nd: Reading8:56-9:56 | 4th: Math11:04-12:04 | 5th: Social Studies 12:42-1:42 | 6th: Science1:46-2:46 |
| Monday 1/9/17 | **Objective: I can name the places in my home and activities I do at home****Procedure:** * **Introduce new high frequency vocabulary words: Things to do at Home and Places at Home**
* **Practice new words by labeling pictures and using words in sentences (handouts)**
* **Practice reading sentences with new words from the book**
 | **Objective: I can read with fluency, accuracy, pace, and comprehension****Procedure:****Introduce new literacy centers****Writing: Complete Sentences****Grammar and Mechanics: Verb Tense Sort****Phonics: Final Consonant Race****Phonological Awareness: Syllable Concentration**  | **Objective: I can use arrays to solve multiplication problems****Procedure:*** **Read 100 Hungry Ants**
* [**https://www.youtube.com/watch?v=OojY7vRiKeg**](https://www.youtube.com/watch?v=OojY7vRiKeg)
* **How did the ants reorganize themselves after every interruption by the littlest ant? Draw a picture to show how they reorganized themselves. Label your pictures with the number of rows and the number of ants in each row.**
* **Why didn’t the littlest ant ask them to get into 6 rows?**
* **Practice with arrays (handouts)**
 | **Objective: I can discuss important people in history and the challenges they faced** **Procedure:*** **New vocabulary**
* **Engineering, potential, give up, skilled**
* **Discuss words: students will work in 4 groups, each group will illustrate one word from above then share with the class**
 | **Objective: I can explain the relationship between the Earth, moon and sun****Procedure:*** **New vocabulary words: moon, gravity, force, phases**
* **Video on gravity**
* [**https://www.youtube.com/watch?v=EwY6p-r\_hyU**](https://www.youtube.com/watch?v=EwY6p-r_hyU)
* **Frayer model: moon and gravity**

**COGNITIVE VOCABULARY WORD: EXPRESS**  |
| Tuesday 1/10/17Guest Teacher (PM only)  | **Objective: I can name the places in my home and activities I do at home****Procedure:*** **Review new words on overhead (spelling, pronunciation and meaning)**
* **With a partner, write sentences for words 1-10 on both handouts (total of 20 sentences)**
* **Copy sentences from page 88 (Things to do at home)**
 | **Objective: I can read with fluency, accuracy, pace, and comprehension****Procedure:****Guided Reading****During Guided Reading** **Group 1: Listening Center****Group 2: Complete sentences****Group 3: Final Consonant Race****Group 4: Syllable Concentration**  | **Objective: : I can use arrays to solve multiplication problems****Procedure:****More practice with arrays handouts** | **Objective: : I can discuss important people in history and the challenges they faced** **Procedure:*** **Review vocabulary words from yesterday (engineering, potential, give up and skilled)**
* **With a partner write a sentence for each word and write on a sentence strip underlining the key word**
* **Place on board**
* **Read pages 54-55**
 | **Objective: : I can explain the relationship between the Earth, moon and sun****Procedure:*** **Review vocabulary words from yesterday**
* **Video: phases of the moon**
* [**https://www.youtube.com/watch?v=ZAb32Sfgo7E**](https://www.youtube.com/watch?v=ZAb32Sfgo7E)
* **Frayer models force and phases**
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| Wednesday1/11/17 | **Objective: I can name the places in my home and activities I do at home****Procedure:*** **Share 2 sentences from yesterday**
* **For words 11-20 write sentences with a partner (from both handouts)**
* **Copy sentences from page 90 (Places at Home)**
 | **Objective: I can read with fluency, accuracy, pace, and comprehension****Procedure:****Guided Reading****During Guided Reading****Group 1: Final Consonant Race****Group 2: Syllable Concentration****Group 3: Complete Sentences****Group 4: Verb Tense Sort**  | **Objective: : I can use arrays to solve multiplication problems****Procedure:****Unit 2: Task #4****Solve a problem using an illustration or manipulatives to solve array problems****Multiplication array word problem handout** | **Objective: : I can discuss important people in history and the challenges they faced** **Procedure:*** With partners share sentences from yesterday with new vocabulary words
* Reread pages 54-55
* Answer questions from page 55
* Why is Ellen Ochoa an extraordinary person?
* In what way is Erik Weihenmayer unusual as a mountain climber?
* Of the people you read about, which did you find most interesting and why?
 | **Objective: I can describe the relationship between the sun, moon, and Earth** **Procedure:*** **Collect Frayer models from Monday and Tuesday**
* **New vocabulary words: tides, eclipses, solar eclipse and lunar eclipse**
* **Videos on eclipse:**
* [**https://www.youtube.com/watch?v=E6OtLfszaVI**](https://www.youtube.com/watch?v=E6OtLfszaVI)
* [**https://www.youtube.com/watch?v=rVE8PFYlwSM**](https://www.youtube.com/watch?v=rVE8PFYlwSM)
* [**https://www.youtube.com/watch?v=\_UH\_h99CI1Q**](https://www.youtube.com/watch?v=_UH_h99CI1Q)
* **With a partner, illustrate a solar and a lunar eclipse**
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| Thursday 1/12/17 | **Objective: I can name the places in my home and activities I do at home****Procedure:*** **Share two sentences from yesterday**
* **Word sort: places at home: sort into 3 categories: places at home, things and home, position words**
* **Review results with class**
* **Review game**
 | **Objective: I can read with fluency, accuracy, pace, and comprehension****Procedure:****Guided Reading****During Guided Reading:****Group 1: Listening Center****Group 2: Final Consonant Race****Group 3: Syllable Concentration****Group 4: Complete Sentences**  | **Objective: : I can use arrays to solve multiplication problems****Procedure:****Unit 2: Task 5****Students will use a visual representation to explain why 7X2 has the same product as 2X7** **Practice: commutative property of multiplication handouts**  | **Objective: : I can discuss important people in history and the challenges they faced** **Procedure:*** **Reread pages 50-55 (Extraordinary People)**
* **Copy chart from page 56 into notebook (challenges and choices for each extraordinary person)**
* **Students must complete the chart**
 | **Objective: I can describe the relationship between the sun, moon and Earth** **Procedure:*** Review solar and lunar eclipse
* Have two students illustrate each on the board
* Read pages 84-85
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| Friday 1/13/17 | **Objective: I can name the places in my home and activities I do at home****Procedure:*** **Review high frequency vocabulary words**
* **Quiz on high frequency vocabulary words**
 | **Objective: I can connect literature to writing** **Procedure:****Read Aloud: Jumanji****After reading:** In *Jumanji*, wild creatures and events enter into Peter and Judy's normal home life. Imagine a situation in which strange animals or events enter into the context of a very familiar situation (home, school, grandma's house, etc.) and then write about it. | **Objective: : I can use arrays to solve multiplication problems****Procedure:****Unit 2: Task 6*** Handout: students will explain why 5 rows of 6 is the same as 6 rows of 5
* Demonstrate building an array on graph paper in two different ways
* Students will try their own
 | **Objective: : I can discuss important people in history and the challenges they faced** **Procedure:*** **Go over discussion questions on page 57 about extraordinary people**
* **Students will work with a partner to answer them**
* **After they have answered we will have a discussion where everyone must participate**
 | **Objective: I can explain the relationship between the moon, sun and Earth** **Procedure:****The Reasons for the seasons activity page 296 of science is**  |