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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 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 1/10/17  Guest 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** |
| Wednesday  1/11/17 | **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** |
| 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 |
| 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** |