|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marcie OsmanagajBeer Middle School | 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 3/13/17 | **Objective:** I can use new vocabulary words in my own writing and speech**Procedure:** Introduce “How We Feel” wordsRead sentences, copy in notebook, write original sentences for each word, HW (what isn’t finished in class)  | **Objective:** I can read with fluency, expression, pace and comprehension **Procedure:** Guided Reading:During Guided Reading:1. Sight word practice: am/any
2. Compound words handout
3. Independent read
 | **Objective:** I can find the least common multiple of two numbers **Procedure:** Check homework from Friday (page 151 1-8)Do numbers 9-16 in class then checkPass out least common multiple handout, practice on the board then independent practice  | **Objective: I can explain the Louisiana Purchase** **Procedure:** Reread pages 94-95Turn in frayer modelsAssessment: vocabulary quizNew words: wilderness and Louisiana Purchase Videos on Louisiana Purchase | **Objective: I can identify 3 types of matter** **Procedure:** Read Lesson 1: describing matter, quick check on page 131Read “What is mass?” and complete quick check on page 133State of things: sort into 3 states of matter  |
| Tuesday 3/14/17 | **Objective:** I can use words about emotions I can identify adverbs **Procedure:** **NWEA**each student will share two of their sentences that they wrotepass out handout “How We Feel”, complete top half as a class, bottom half independently, then check as a classpass out handout titled “How, Where or When: Adverbs”read and complete together, in yellow notebook make a list of all adverbs from the handoutwith a partner, brainstorm at least 5 more adverbs to add to list  | **Objective:** I can read with fluency, expression, pace and comprehension **Procedure:** 1. Sight word practice: are/ask
2. Opposites handout
3. Independent read
 | **Objective**: I can differentiate between a prime and composite number **Procedure:** **NWEA**Check yesterday’s assignmentNotes: vocabulary words: prime number and composite number Notes from page 152 Video on prime/composite numbers <https://www.youtube.com/watch?v=jpMYfW9XziU>page 153 numbers 1-12   | **Objective:** I can describe an expedition **Procedure:** Assessment: vocabulary quizNew vocabulary words: expedition and frontierVideo: Lewis and Clark<https://www.youtube.com/watch?v=mQNMyFqC4rA>read pages 96-97  | **Objective: I can identify 3 types of matter** **Procedure:** Lab: Making Goo |
| Wednesday3/15/17 | **Objective:** I can use words about emotions I can use adverbs in my writing **Procedure:** Practice writing “how we feel” words on whiteboardsReview list of adverbs from yesterdayPass out hand out “How Was it Done” and discuss that adverbs tell us how, where or when something happenedPass out “How We Feel” word tiles, sort into alphabetical order and copy into notebook Pass out writing prompt: Who is Your Hero? Glue in notebook and brainstorm some ideas  | **Objective:** I can read with fluency, expression, pace and comprehension **Procedure:** Leveled readingDuring Guided Reading1. Sight word practice: at/ate
2. Write sentences for all six sight words from this week
3. Choose 5 adverbs from list: look them up in thesaurus and find at least 2 synonyms for each word
4. Independent read
 | **Objective:** I can differentiate between prime and composite numbers **Procedure:** Assessment: least common multiple and prime/composite numbersIntroduce lesson: prime factorization, notes from page 154Practice problems on the board   | **Objective:** I can describe an expedition **Procedure:** New vocabulary words: policy and isolationismRe read pages 96-97 and then read page 98Frayer models: policy, isolationism, expedition and frontier   | **Objective:** I can identify the 3 statesOf matter **Procedure:**Summary of yesterday’s lab (illustrated and in words) |
| Thursday 3/16/17Half Day: Hours 1,2,3 | **Objective:** I can use words about emotionsI can determine when an adjective ends in –ed verse –ingI can write in an organized manner **Procedure:** pass out page 95: use word bank to answer questionsDevelop Language: take notes on adjectives ending on –ed and –ing, complete sentences with correct format of the adjectiveWriting from yesterday: students have brainstormed, share with the class who they will write about and then begin first draft  | **Objective:** I can read with fluency, expression, pace and comprehension **Procedure:** Leveled ReadingDuring Guided Reading:1. Write new original sentences for site words
2. Almost alike handout: working with synonyms
3. Illustrate emotion words angry, bored, confused, embarrassed, excited and nervous
4. Independent read
 | Half Day: Hours 1,2,3 | **No Class: half day Hours 1,2,3** | **No Class: half day Hours 1,2,3**  |
| Friday 3/17/17 | **Objective: I can use emotion words and adverbs****I can add details to my writing** **Procedure:** Assessment: “How We Feel” words and adverbsShare writing from yesterday with a partner, zoom in on details by adding two   | **Objective:** I can read with fluency, expression, pace and comprehension **Procedure:** Leveled ReadingDuring Guided Reading1. Sight word assessment
2. Choose 6 adverbs from this week, illustrate on the back of illustrations from yesterday, turn in today
3. Independent read
 | **Objective:** I can complete prime factorization **Procedure:** Video on prime factorization<https://www.youtube.com/watch?v=9YOuETNDqik>review factor trees: sample problemsindependent practice: page 155 numbers 1-16 | **Objective:** I can explain the purpose of the Monroe Doctrine **Procedure:** Turn in Frayer modelsNew vocabulary words: foreign policy, Monroe Doctrine, and hemisphereVideo: Monroe doctrine<https://www.youtube.com/watch?v=apKiEixzyDs>Frayer models | **Objective:** I can identify the 3 statesOf matter **Procedure:**Vocabulary words: energy, vibrate, Kinetic energy, temperatureRead pages 224-225  |