|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beer Middle School Marcie Osmanagaj | 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 11/12/18 | **Objectives:** I can express likesI can name food, shape, and color vocabulary wordsI can write complete sentences **Procedures:**Listening practice: four seasons Introduction to Unit 2, Set the Table, Look at pictures on page 34, discuss with a partner what is wrong with the picturesIntroduction to vocabulary via Quizlet presentationAcademic language frame: How to Express LikesDiscuss with a partner: 3 foods you like with an adjective, for example, “I like red tomatoes.” After discussing, write down sentencesNotes on shapes from page 37Build sentences: using provided sentence stems from page 37, write 8 sentences about food items that describe shape and color  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers 1. Listening center
2. Express likes and dislikes handout
3. Vocabulary words page 38 picture, alphabetize and write 5 times each
4. Choose 5 and use in original sentences
 | **Objectives:** I can subtract using a hundreds chartI can count money **Procedures:**Number TalksUnit 5 Task 11, subtraction with a hundreds chartReview: money writing money in words  | **Objectives:** I can describe the culture and geography of the Midwest **Procedures:**Daily Geography: Map Grid Pass out Midwest map Practice labeling state and capitals Reread Midwest chapter in Regions book as a classAnswer questions we have not yet answered in notebook  | **Objectives:** I can explain the process of the water cycle **Procedures:**Daily Science: Where do animals sleep? Water cycle videoWater cycle diagram and notes / 2 pages  |
| Tuesday 11/13/18 | **Objectives:** I can describe foods using shape, size and colorI can write sentences and tell about a process using action verbs **Procedures:**Review food, shape, color vocabulary via quizletListening practice page 38 Academic Listening Frame: How to Describe Things Under My NG Connect, listening models, “Describe Who’s Talking”Pass out “describe” handouts words that describe and match the describing words, complete together as a class Notes from page 39, “action verbs” Complete sentences 1-6 on page 39 in notebook Action words and match the action words handouts | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**1. Listening center
2. Two vocabulary practice pages
3. Action verbs: put, get, open, push, cut, wash (write 5 times each in alphabetical order and write one sentence for each word)
4. Independent read

Small group guided reading and literacy centers | **Objectives:**  I can understand place valueI can regroup when subtracting two digits **Procedures:**Place Value understanding assessmentWhen finished, practice subtracting/regrouping using base ten blocks | **Objectives:** I can describe the culture, people and geography of the Midwest **Procedures:**Daily Geography: Map Grid Reread Midwest chapter in Regions bookComplete chapter checkup assessment Pass out “Community Laws” bookRead to class and discussEcho readPartner readPass out activities that correspond to book and complete | **Objectives:** I can explain the water cycle I can use the words evaporates/condensation/precipitation in context **Procedures:**Daily Science: Where do animals sleep?Review water cycle notes from yesterday Review water cycle videoPass out water cycle article/read to class Answer questions together looking for evidence of answers in the text  |
| Wednesday 11/14/18SS curriculum meeting/Guest Teacher  | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** | **Guest Teacher** |
| Thursday 11/15/18 | **Objectives:** I can use a sequence chart to identify steps in a processI can use color, shape and food vocabulary **Procedures:**Listening Practice: Blending Word PartsReview action verbs, handouts 60-63 together as a classReview chapter vocabulary via quizletSteps in a Process: read “I Make Pictures Move”Create a sequence chain, directions on page 41, about the bookIdentify steps in a process: handout practice sheet, steps for making a hamburger and fill out sequence chart  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers1. Let’s Eat Salad: action verb handout
2. Action verb and describing worksheets pages 28, 29, 31
3. More practice with adjectives and describing, handouts pages 77, 78, 83 and 32
4. Independent Read
 | **Objectives:** I can discuss math using proper academic vocabularyI can subtract using an open number line**Procedures:**Number TalkUnit 5 Task 12, subtraction using an open number line   | **Objectives:** I can explain what a community is **Procedures:**Daily Geography: Map Grid A Community of People Article and comprehension questions  | **Objectives:** I can identify different types of weatherI can explain the process of the water cycle using words such as evaporates, condensation and precipitation **Procedures:**Daily Science: Where do animals sleep?Water cycle notes: students are given definitions, they must draw a picture and write the corresponding wordTypes of weather matching game |
| Friday11/16/18 | **Objectives:** I can use action verbsI can describe items with adjectives **Procedures:**Listening Practice: short vowel sounds Review notes from action verbsReview quizlet vocabularyAssessment: describing items (adjectives)Introduce new HFW (something, make, long, large, move, different, small, open, same, eat)Take notes  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers1. High frequency word handouts
2. 5 times each, alphabetical order HFW
3. Original sentences with HFW
4. Independent read
 | **Objectives:****Procedures:** I can discuss math using proper academic vocabularyI can subtract using an open number lineProcedure: Number TalkPractice: more subtraction on a number line  | **Objectives:****Procedures:** I can differentiate between urban, rural and suburban Daily Geography: Map Grid Review types of communities (video)Complete types of communities booklet/sortWrite 3 sentences about each type of community  | **Objectives:****Procedures: :** I can identify different types of weatherI can explain the process of the water cycle using words such as evaporates, condensation and precipitation Daily Science: Where do animals sleep?More notes on water cycle, given the picture, students give the correct word and definition, may use notes from yesterdayArticle: The Whys of Weather: RainRead article, answer comprehension questions, find supporting evidence in text  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beer Middle School Marcie Osmanagaj | 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 11/19/18 | **Objectives:** I can use high frequency words I can identify the short I and short u vowel sounds I can distinguish the ch sound and the tch sound**Procedures:**Review HFW flashcardsListen to passage on page 44 (from MY NG connect)Notes on words with short I, u ch and tchWord work: use letter cards to make new words to correspond to the picture, from page 45Pass out “Pop” booklet which focuses on short I, short u, and tch, read as a class  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers1. Re-read “Pop” to self
2. Make a list of all words in the book that have short o, or short I, ch or tch, copy those words onto word sort template
3. Cut word sort and sort words, transfer them onto paper
4. Short u, ug word family picture book, short I, it word family picture book
5. The Big Hit packet focusing on short I vowel sounds
 | **Objectives:** I can use repeated addition to solve problemsI can use drawings to represent a problem **Procedures:**Number talkPass out Quarter 2 math booklet Unit 2 Task 1/multiplication through repeated additionUnit 2 task 3  | **Objectives:** I can differentiate between rural, urban, and suburban **Procedures:**Daily geography: Map KeyReview types of communitiesComplete types of communities word sortWrite one sentence for each word from word sort and read with a partner  | **Objectives:** I can identify different types of weatherI can explain the process of the water cycle using words such as evaporates, condensation and precipitation **Procedures:**Daily Science: Where do animals sleep?A Hurricane is a Big Storm PacketRead/answer questions/find evidence to support answers as a class  |
| Tuesday 11/20/18Half Day: Hours 4,5,6  | Half Day: No Class | Half Day: No Class | **Objectives:** I can use repeated addition to solve problemsI can use drawings to represent a problem **Procedures:**Number TalkUnit 2 task 4/5Practice sheets  | **Objectives:** I can use a Venn Diagram to compare and contrast an urban and suburban community **Procedures:**Daily geography: Map KeyRead book “My New City” Complete compare/contrast activity (comparing an urban community to that of a suburban community)  | **Objectives:** I can identify different types of weatherI can explain the process of the water cycle using words such as evaporates, condensation and precipitation **Procedures:** A Hurricane is a Big Storm PacketRead/answer questions/find evidence to support answers as a class |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beer Middle School Marcie Osmanagaj | 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 11/26/18 | **Objectives:** I can distinguish the short I and short u vowel sound I can distinguish the ch and tch soundI can write about steps in a process **Procedures:**Review short I and short u, pass out Gus the Duck, short u packetPass out short I and short u booklets, complete in classPass out phonics tch story, “Mitch and the Scratch at the Door” Read story as class, high light all words ending in tch, then write them down in notebookFirst,Second Third handout, identifying steps in a process   | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers 1. Short u and I word family booklets
2. List of all words from short I and u boooklets, write on word sort template
3. Cut word sort , sort and write words under appropriate heading
4. Write HFW again, 5 times each, alphabetical order, and new sentences for each word

  | **Objectives:** I can add and subtract within 100 using many different strategies (number line/hundreds chart/base ten blocks) **Procedures:**Number TalkReview for addition and subtraction test  | **Objectives:** I can describe a community, community roles, and types of community **Procedures:**Daily geography: Map KeyCommunity review  | **Objectives:** I can differentiate between weather and climate I can identify different types of weather **Procedures:**Daily Science: Why do camels have humps? Review all vocabulary from book on quizlet Reread weather/climate chapter Types of weather matching game  |
| Tuesday 11/27/18 | **Objectives:** I can use action verbs I can use proper form of a verb **Procedure:** Action verb reviewAction verb assessment  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**1. Listening center
2. Sentence builder linking cubes
3. Choose a picture/write a story or descriptive sentences
4. Literacy game folder
 | **Objectives:** I can add and subtract within 100 using many different strategies (number line/hundreds chart/base ten blocks) **Procedures:**Addition and subtraction assessment  | **Objectives:** I can describe community, types of community and roles in the community **Procedures:**Daily geography: Map KeyCommunity assessment  | **Objectives:** I can differentiate between weather and climate I can identify different types of weather **Procedures:**Daily Science: Why do camels have humps? Review all vocabulary on quizletReread Climate/Weather chapter Answer questions in bookPlay vocabulary matching game (from Quizlet)  |
| Wednesday 11/28/18 | **Objectives** : I can read the genre realistic fictionI can read high frequency words **Procedures:**Read “Something Good for Lunch” on pae 47On word sort template, write down all words that have a short I or u or ch or tch, cut sort and glueTake notes on negative sentence page 48Complete activities on page 48 Negative sentence handouts  | Objective:Procedure:1. Copy word sort words down into categories
2. Negative sentence handout practice
3. Use words from “Something Good For Lunch” in original sentences
4. Negative sentence practice
 | Objectives:: I can identify patterns in multiplication Procedure::Number TalkUnit 2 task 6, identifying patterns in multiplication Array practice with counters | **Objectives:** I can differentiate between needs and wants **Procedure:** Daily geography: Map KeysIntroduction to Need and Wants (videos from website) Read article, “Earning, Spending, and Saving” about needs and wantsComplete comprehension questions  | **Objectives**: **:** I can differentiate between weather and climate I can identify different types of weather **Procedure:**Daily Science: Why do camels have humps?Review climate and weather videos Review vocabulary on quizletPractice climate and weather assessment  |
| Thursday 11/29/18 | **Objectives** : I can classify wordsI can read a fact book **Procedures:**Quizlet : US Tour of FoodRate key vocabulary sheetRead US Tour of Food on page 52, answer information and conclusion questions as we read  | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:**Small group guided reading and literacy centers1. Practice book phonics review sheets
2. Classify food words into grains, vegetables, dairy, meat
3. Close reading: paragraph on page 60
4. Writing prompt on page 60 about favorite meal

  | **Objectives:** I can identify patterns in multiplication **Procedures:**Number TalkUnit 2 tasks 7 and 8Array practice handouts   | **Objectives:** I can differentiate between Needs and Wants **Procedures:**Daily Geography: Map of United States Read Needs and Wants bookComplete Needs and Wants book corresponding activities  | **Objectives:** I can differentiate between weather and climate I can identify different types of weather **Procedures:**Daily Science: Why do camels have humps?Review climate and weather videos Review vocabulary Practice test number 2  |
| Friday11/30/18 | **Objectives:** I can write the steps in the a process **Procedures:**Read about “how to” on page61 and take notesCheck your work, how to handoutPass out “plan and write” sheet and complete MONDAY: Unit 2 Quick check   | **Objectives:** I can read with fluency, accuracy, comprehension and pace**Procedures:** During guided reading, unit 2 vocabulary practice quiz and original sentencesChoose 2 to illustrate, one on the front of paper and second on the back   | **Objectives:**  I can solve multiplication problems with various strategies **Procedures:**More practice with arrays  | **Objectives:** I can differentiate between needs and wants **Procedures:**Daily Geography: map of the United StatesRe-read Needs and Wants bookPass out Needs and Wants Writing promptFirst, complete cloze questions then complete writing promptGame: countries of the United States  | **Objectives:****Procedures:**Daily Science: Why do camels have humps?Climate/Weather assessment  |