|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beer Middle School  Marcie Osmanagaj | 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  11/13/17  At administration building:  guest teacher | **Objective: I can follow the rules of capitalization in my writing**  **Procedure:**  Daily Language Review  -read book “The Mega-Deluxe Capitalization Machine”  -SW take notes about capitalization rules as it’s being read to them  -pass out student copy of the book and have them fold  -SW partner read the book  -complete capitalization activities throughout student copy of book | **Objective: I can follow the rules of capitalization in my writing**  **I can write an organized paragraph**  **Procedure:**  Show students example paragraph, have them identify and write down all proper nouns included in my sample paragraph  (written at bottom of lesson plans)  Write a paragraph about yourself discussing your name, family members’ names, name of city, state, favorite book, movie, or shows, favorite bands or sports teams, favorite holidays too. Check capitalization for all proper nouns | **Objective:** I can model place value up to the hundreds  **Procedure:**  Play I have Who Has Place Value | **Objective:** I can find the states on a map  **Procedure:**  Play State bingo | **Objectives**: I can explain the rock cycle  **Procedures:**  Read all about rocks chapter |
| Tuesday 11/14/17 | **Objective:**  I can use proper capitalization in my writing  I can revise and publish  **Procedure:**  Daily Language Review  -take out paragraphs from yesterday (capitalization paragraphs)  -share them with the class and make corrections  -type personal narratives | **Objective:**  I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group leveled guided reading  **During Guided Reading:**   1. Guided reading with teacher 2. Sight word handout and 2 sentences each 3. Sticker story: complete graphic organizer with story elements and write story 4. Beginning Sound Match Dominoes | **Objective:** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  **Number Talk: 55+13**  Unit 3 Task 2 and task 3: solving word problems | **Objective:** I can identify places in the Southeast Region  **Procedure:**  Identify states of the Southeast Region on the whiteboard maps  Read Chapter 6 “Geography of the southeast Region” | **Objective:** I can explain the steps of the rock cycle  **Procedure:**  Rock Cycle Crayon Lab |
| Wednesday  11/15/17  Guest teacher in afternoon: hours 4,5,6 | **Objective**:  I can revise and publish  I can present my writing  **Procedure:**  Daily Language Review  -finish typing personal narrative if necessary  -share personal narrative with a partner  -partners pair up with another set of partners and share with groups  -share personal narratives with the class | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group leveled guided reading  **During Guided Reading:**   1. Guided reading with teacher 2. Write y/z/v words 3X each alphabetical order and choose 12 words from word sort and illustrate 3. Sight word handout and 2 sentences each 4. All About Alliteration: carpet | **Objective:** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  Addition and subtraction story problems practice | **Objective** **:** I can explain the importance of community  **Procedure:**  Map Skills  Read Unit “People and Places”  Discussion questions | **Objective**: I can explain the rock cycle  **Procedure:**  Draw and summarize the rock lab using key academic vocabulary |
| Thursday  11/16/17 | **Objective**: I can read and retell a story  I can compare and contrast  **Procedure:**  Daily Language Review  - read and retell  -read aloud From Cuba to the United States  -complete a word web with family words from the book  -compare/contrast Martiza’s life in Cuba vs. Miami filling out a graphic organizer  -following format of read aloud, students will write their own story “From \_\_\_\_\_ to the United States” | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group leveled guided reading  **During Guided Reading:**   1. Guided reading with teacher 2. Sight word handout and sentences 3. Choose 10 sort words and write sentences 4. Which Inflectional Ending? Carpet | **Objective** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  **Number Talk: 63+12**  Unit 3 Task 4: adding whole numbers within 100 on a chart  Unit 3 Task 5: adding on a number line | **Objective:** I can identify places in the Southeast Region  **Procedure:**  Map skills  Identify states of Southeastern region on the map  Chapter checkup assessment | **Objective**: I can explain the rock cycle  **Procedure:**  Daily science review  **-** review Rock vocabulary on quizlet  Reread chapter  Rock cycle assessment |
| Friday  11/17/17 | **Objective:** I can edit and revise  **Procedure:**  Daily Language Review  -complete “From \_\_\_\_\_ to the United States” stories  -share with class, edit and revise as a class  -write a second draft with corrections | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group leveled guided reading  **During Guided Reading:**   1. Guided Reading with teacher 2. Revise/edit/rewrite sticker story from Monday 3. Sight word handout and sentences 4. Vowel Pattern Bingo | **Objective:** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  **Number Talk: 66-12**  Unit 3: Task 6 adding on a number line | **Objective:** I can explain the importance of community  **Procedure:**  Map skills  Re-read “People and Places”  Draw pictures of important vocabulary words | **Objective:** I can explain the difference between climate and weather  **Procedure:**  Daily science review  New vocabulary: climate, weather, temperature and precipitation  Videos on climate verse weather  Frayer models: climate and weather |
| Monday  11/20/17  PTC  LIFTETOUCH group pictures 8:00-11:30 | **Objective:**  **Procedure:**  Daily Language Review  -if necessary, complete second draft of “From \_\_\_\_\_ to the United States” stories  -illustrate a series of pictures to correspond to stories  -share second drafts with a partner, then a group, then the class  Begin typing final copy if there is time | **Objective:** I can read with fluency, comprehension, and accuracy  **Procedure:**  Small group leveled guided reading  **During Guided Reading:**   1. Guided reading with teacher 2. Sight word/grammar handouts 3. Parts of speech: silly sentences 4. Beginning sound match dominoes | **Objective:** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  Number Talk: 87-15  Unit 3 Task 7: adding on a number line  Practice | **Objective:** I can explain the importance of a community  **Procedure:**  Map skills  Use vocabulary words in original sentences  Re-read “people and places”  Chapter checkup | **Objective:** I can explain the difference between climate and weather  **Procedure:**  Daily science review  Review vocabulary words from yesterday  Collect frayer models  Review videos climate vs. weather  Read pages 66-67 in book  Frayer models temperature and precipitation |
| Tuesday  11/21/17  Half Day: Hours 4,5,6  PTC | **Half Day: Hours 4,5,6 only**  **NO CLASS** | **Half Day: Hours 4,5,6 only**  **NO CLASS** | **Objectives:** I can solve word problems with an unknown number  I can perform operations with whole numbers within 100  **Procedure:**  Number Talk: 99-13  Collect Homework  Unit 3 Task 8: representing addition different ways  Practice | **Objectives:** I can discuss communities and their resources  **Procedure:**  Map skills  Introduce vocabulary words from “Communities and Their Geography”  Write original sentences with vocabulary words  Read new chapter | **Objectives;**  **Procedure:**  Daily science review  Collect temperature and precipitation frayer models  New vocabulary: energy, solar energy, atmosphere and equator  Video on solar energy and equator  Frayer models: solar energy, equator |

Example Paragraph for Capitalization

My name is Marcie Osmanagaj. I live in Roseville, Michigan. I am a teacher at Beer Middle School. I have two sisters, Marisa and Jamie, and a brother named Troy. My sisters live in West Bloomfield and my brother lives in Ann Arbor. I have three dogs named Opie, Rusty, and Jimmy. My favorite movie is To Kill a Mockingbird. My favorite books are the Strega Nona series. My favorite singer is Ben Folds and my favorite sports team is the Detroit Tigers. My favorite place to go is Sevilla, Spain. I like to travel and have been to England, Albania, Mexico, Italy, Gibraltar, and Spain.