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| 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 11/6/17 | **Objective:** I can narrow my ideas for writing to a specific moment in time **Procedure:** -daily language review -video on “tiny seed” stories<https://www.youtube.com/watch?v=f1UctktEyds><https://www.youtube.com/watch?v=nU17_PTc2ps>- give students several story ideas and they have to identify them as a tiny seed or a watermelon -Model: select a person and narrow it down to a specific moment in time, model writing a story (shoe story) after modeling filling out a graphic organizer with the story elements filled out -have students select a person and narrow it down to a tiny seed topic   | **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 **Procedure:**Number Talk: 35+11Unit 5 Task 9: subtraction with base ten blocksComplete student journal together as a classPass out subtracting groups of 10 handout, SW complete on their own in class  | **Objective:** I can describe the southeastern region of the USAI can read a resource map **Procedure:**- resource maps (daily geography review) -introduction to the southeast region: read page 53-look at map on page 54, identify all southeastern states on the whiteboard map-new vocabulary: gulf/hurricane (frayer models)  | **Objectives:** I can explain the steps in the rock cycle **Procedures:****-**Daily Science Review - reread chapter “All About Rocks” -with partner: answer question “what are three different types of rock and what makes them different? “  |
| Tuesday 11/7/17Election Day: No School   | Tuesday 11/7/17Election Day: No School  | Tuesday 11/7/17Election Day: No School  | Tuesday 11/7/17Election Day: No School  | Tuesday 11/7/17Election Day: No School  | Tuesday 11/7/17Election Day: No School  |
| Wednesday 11/8/17  | **Objective**: I can narrow my writing down to a specific idea in timeI can draft a personal narrative **Procedure:****-daily language review** **-introduce y/z/v word sort** -students will fill out a graphic organizer with their story elements for their personal narrative-once their graphic organizer has been reviewed they will draw a picture-after their picture they will draft their personal narrative  | **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 subtract using different strategies **Procedure:**Number Talk: 15-6Unit 5 Task 10: base ten models to subtractComplete student journal part 1 and 2 as a classExtension activity on their own or with a partner in class  | **Objective:** I can describe the southeastern region of the USAI can read a resource map **Procedure:**-daily geography review: reading a resource map -turn in frayer models gulf/hurricaneVideo on Southeastern region:<https://www.youtube.com/watch?v=ateponX7oyY>read pages 54-55 | **Objective:** I can explain the steps in the rock cycle **Procedure:****-**Daily Science Review -stages of rock cycle lab  |
| Thursday 11/9/17 | **Objective**: I can zoom in on detailsI can revise **Procedure:****-daily language review** **-**Review my original story and show students where I can “zoom in” on details and use a sticky note-model rewriting with my revisions -Students will share their drafts of their personal narratives on the ELMO and we will help them revise as a class -Students will find two areas to “zoom in” on details and then write a second draft of their personal narrative  | **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 subtract numbers using different strategies **Procedure:**Number Talk: 16-11Unit 5 task 11: using hundreds chart to subtractComplete student journal as a classPass out hundreds charts with subtraction problems: student will complete in class  | **Objective:** I can describe the southeastern region of the USAI can read a resource map **Procedure:**- daily geography review: reading a resource map-review gulf/hurricane-reread pages 54-55Answer questions in notebookPass out white boards and identify all the SE states  | **Objective:** I can describe the process of the rock cycle **Procedure:****-**Daily Science Review - review vocabulary words from rock chapter-write a summary on the rock lab  |
| Friday11/10/17 | **Objective:** **Procedure:****-daily language review** **-**Students will share their second drafts with the class-We will edit as a class-students will write a third copy   | **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:** **Procedure:**Number Talks: 22-12 Unit 5 Task 12 subtracting on a number lineComplete student journal as a classExtension activity on their own in class   | **Objective:** I can describe the southeastern region of the USAI can read a resource map **Procedure:**-daily geography review: reading a resource map and skill check -vocabulary words: swamps/flood-read pages 56-57-frayer models swamp/flood   | **Objective: I can describe the steps of the rock cycle** **Procedure:****-**Daily Science Review -rock cycle assessment   |