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| 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  11/6/17 | **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+11  Unit 5 Task 9: subtraction with base ten blocks  Complete student journal together as a class  Pass out subtracting groups of 10 handout, SW complete on their own in class | **Objective:** I can describe the southeastern region of the USA  I 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 11/7/17  Election Day: No School | Tuesday 11/7/17  Election Day: No School | Tuesday 11/7/17  Election Day: No School | Tuesday 11/7/17  Election Day: No School | Tuesday 11/7/17  Election Day: No School | Tuesday 11/7/17  Election Day: No School |
| Wednesday  11/8/17 | **Objective**: I can narrow my writing down to a specific idea in time  I 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: 15-6  Unit 5 Task 10: base ten models to subtract  Complete student journal part 1 and 2 as a class  Extension activity on their own or with a partner in class | **Objective:** I can describe the southeastern region of the USA  I can read a resource map  **Procedure:**  -daily geography review: reading a resource map  -turn in frayer models gulf/hurricane  Video 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 details  I 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: 16-11  Unit 5 task 11: using hundreds chart to subtract  Complete student journal as a class  Pass out hundreds charts with subtraction problems: student will complete in class | **Objective:** I can describe the southeastern region of the USA  I can read a resource map  **Procedure:**  - daily geography review: reading a resource map  -review gulf/hurricane  -reread pages 54-55  Answer questions in notebook  Pass 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 |
| Friday  11/10/17 | **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 line  Complete student journal as a class  Extension activity on their own in class | **Objective:** I can describe the southeastern region of the USA  I 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 |