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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 10/16/17 | **Objectives:** I can distinguish beginning consonantsDaily language review I can introduce a person, give an address, and give a phone number **Procedures:** -Introduce word sort: beginning consonants b,m,r,s-sort as a class on ELMO-Game: Got Your Name, Got Your Number (page 13) | **Objectives:** I can read with fluency, pace, comprehension and accuracy **Procedures:**Guided Reading | **Objectives:** I can find 10 more or less mentally **Procedures:**Unit 4 Task 14: Making numbers on a hundreds chart-display hundreds chart and discuss different ways to count from one number to another (by 2, 5, 10)-practice counting to 100 by 2,5,10-assign practice in student journal  | **Objectives:** I can explain how I use natural resources **Procedures:**-re-read pages 26-27-answer question, “Write two ways you use water” in blue SS notebook-read page 28 and look at diagram about paper being recycled-watch video on recycling paper-answer question, “What do we know today about natural resources that the colonists didn’t know?” from page 28 into blue SS notebook-video about writing letters  | **Objectives:** I can explain why earthquakes happen **Procedures:**-Daily science review -vocabulary: earthquake, scrape, fault, settles-read page 37 as a class-read page 37 with a partner -frayer models: earthquake and fault  |
| Tuesday 10/17/17  | **Objectives:** I can distinguish beginning consonants I can name members of my family **Procedures:**Daily language review -listen to family word chant on page 14-discuss family vocabulary page 15-pass out word sorts (beginning consonants) to students and have them sort on their own today  | **Objectives:** I can read with fluency, pace, comprehension and accuracy **Procedures:**Guided Reading | **Objectives:****Procedures:**-Unit 4 Task 15: Comparing numbers using <, >, and =- build several numbers on ELMO and discuss which one is bigger and how students know they are bigger -do part one in student journal as a classStudent practice: comparing numbers, part 2 of unit 4 task 15  | **Objectives:** I can explain jobs and natural resources in my community I can write a letter **Procedures:****-**review letter writing skills and format-write a letter to a friend describing jobs and natural resources in my community  | **Objectives:** I can explain the layers of the earth and how plate tectonics affect earth **Procedures:**Daily science review-review all vocabulary words on quizlet -taking notes using a web: Plate tectonics and evidence -practice notetaking skill using a web (earthquakes or volcanoes)  |
| Wednesday 10/18/17  | **Objectives: :** I can distinguish beginning consonants I can name members of my family **Procedures:**Daily language review -practice reading sentences about family (newcomer page 86)-use a word bank to complete sentences about family (newcomers 87) -arrange family word tiles into family tree -re-sort beginning consonant word sort  | **Objectives:** I can read with fluency, pace, comprehension and accuracy **Procedures:**Guided Reading | **Objectives:** I can compare two-digit numbersI can explain the reasoning I used to find 10 more or 10 less **Procedures:**Unit 4: Task 16 Ordering Numbers on a Hundreds Chart-complete lesson with class and write down “I notice” statements about patterns seen on the hundreds chart | **Objectives:** I can explain jobs and natural resources in my community I can write a letter **Procedures:****-**share letters about jobs and community with the class- make corrections/revisions-re-write letters  | **Objectives:** I can explain the layers of the earth and how plate tectonics affect earth**Procedures:**-daily science review -share web/notes created in class yesterday -re-read chapter “Understanding Earth” to class-re-read with a partner -review vocabulary words on quizlet as a class  |
| Thursday 10/19/17 | **Objectives:** I can distinguish beginning consonants I can name members of my family **Procedures:**Daily language review -practice reading sentences again (students have handout from yesterday)-polite words: please, thank you and you’re welcome (page 17)-re-sort beginning consonants sort and glue to paper, take home to practice, quiz tomorrow  | **Objectives:** I can read with fluency, pace, comprehension and accuracy **Procedures:**Guided Reading | **Objectives:** I can count to 120 by 10s I can estimate using a number line **Procedures:** - Unit 4 Task 17: Number Line Estimation -complete part 1, whole group activity as a class-part 2 for practice | **Objectives:** I can explain jobs and natural resources in my community**Procedures:**-read about John Muir on page 29-answer the question “What do you think could happen if we want too many goods made from trees?” from page 29 in blue SS notebook -review all vocabulary from Chapter 3, “How Do Americans Live Together” on quizlet-take review quiz  | **Objectives:** I can explain the layers of the earth and how plate tectonics affect earth**Procedures:****-**daily science review -pass out reading passage “The Earth’s Features”-pass out two-column note template-read passage as a class and complete two-column notes as a class-answer questions from reading passage  |
| Friday10/20/17Picture retake day | **6** | **Objectives:** I can read with fluency, pace, comprehension and accuracy **Procedures:**Guided Reading | **Objectives:** I can compare 2-digit numbersI can record the comparison of two-digit numbers using symbols**Procedures:**-Unit 4 Task 18: comparing 2 digit numbers-complete task as a class -unit review: complete together in class-**Quiz MONDAY October 23**  | **Objectives:** I can read a bar graphI can discuss jobs in my community and the importance of natural resources **Procedures:**-skills builder: Reading a Bar Graph (Immigrants to the United States 1951-2000)-examine bar graph together-look at questions and provide students with sentence stems-review vocabulary on quizlet (individually)-vocabulary review and chapter **check-up on Monday October 23**  | **Objectives:** I can explain the layers of the earth and how plate tectonics affect earth**Procedures:**-daily science review daily science review -pass out reading passage “Plate Tectonics”-pass out two-column note template-read passage as a class and complete two-column notes as a class-answer questions from reading passage |