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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 10/16/17 | **Objectives:** I can distinguish beginning consonants  Daily 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 class  Student 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 numbers  I 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 |
| Friday  10/20/17  Picture retake day | **6** | **Objectives:** I can read with fluency, pace, comprehension and accuracy  **Procedures:**  Guided Reading | **Objectives:** I can compare 2-digit numbers  I 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 graph  I 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 |