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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 10/29/18 | **Objectives:** I can read and comprehend realistic fictionI can use communication vocabulary words I can read, spell, and use high frequency words**Procedure:** Practice high frequency wordsFrom, home, new, go, there, many, first, next, then, and one using flashcards on ELMOPractice HFW on whiteboardsHFW practice sheetPass out “How Can You Communicate?” complete together, assign partners, practice dialogue and present to class   | **Objectives:** I can read with fluency, accuracy, expression and comprehension **Procedure:**Small group guided reading and literacy centers  | **Objectives:** I can understand 10 I can understand the meaning of two digit numbers I can mentally find 10 more or l0 less from a given numberI can use an open number line to add **Procedure:** **Number Talk** Model adding on a number line (Unit 5 task 4)Unit 5 task 4: part two, complete on own and turn in Complete unit 5 task 4 part 3 with a partner  | **Objectives:** I can use a map to tell where places areI can identify where I live in relation to the rest of the world I can describe places and jobs in my community I can describe the land, life, and jobs of the North Central Region **Procedure:**Re-read article “Officer Harry” Review answers from article and find supporting evident in text Introduction to the North Central Region video New vocabulary words: route, prairies, canal, definition, draw, use in sentences  | **Objectives:** I can differentiate between climate and weather I can describe different climate zones **Procedure:**Review all weather wordsVideo on climate zonesRead pages 68-69Partner questions: How does the sun affect the temperature of the earth? Answer in a sentence OR a pictureDescribe 3 climate zones: use sentences OR pictures  |
| Tuesday 10/30/18 | **Objectives: :** I can use correct pronouns when I talk about peopleI can use forms of “to be” correctly **Procedure:** Halloween book read aloudReview pronouns and am/is/areComplete practice sheet reviewing pronouns and am/is/areCopy down “Cat Fun” in notebook, highlight all short a words in one color and short o words in another colorRepeat with “I See a Van” Then complete short a and short 0 handouts  | **Objectives:** I can read with fluency, accuracy, expression and comprehension**Procedure:**Small group guided reading and literacy centers | **Objectives:** I can add two-digit numbers using different strategiesI can understand the meaning of two digit numbers I can use an open number line to add **Procedure:**Number talkUnit 5 task 5 building numbers with place value blocks, parts 1 and 2Unit 5 task 6 using several strategies to solve addition problems  | **Objectives:** I can use a map to tell where places areI can describe places and jobs in my community I can describe the land, life, and jobs of the North Central Region **Procedure:**review vocabulary words from yesterdaypass out Midwest map, practice the names of cities and states, use map to label states on blank map read pages 74-75 (Regions) answer question on page 75watch 2 videos about Great Lakes (on my website) | **Objectives:** I can differentiate between climate and weather I can describe the climate zonesI can explain the water cycle **Procedure:**Video on the water cycle New vocabulary: cycle, clouds, evaporates, water cycleDraw pictures of new words and use in sentences |
| Wednesday 10/31/18 | **Objectives:** I can explain the genre realistic fictionI can use transition wordsI can use proper punctuation **Procedure:**Page 16/17 in INSIDE read “New at School” realistic fiction piece Students will retell story to a partner using the words first, next, then, and last As a class, we will write a retelling on chart paper using the transition wordsIntroduce statements and exclamations, page 18 in INSIDE   | **Objectives:** I can read with fluency, accuracy, expression and comprehension**Procedure:**Small group guided reading and literacy centers | **Objectives:** I can add two-digit numbers using different strategiesI can understand the meaning of two digit numbers I can participate in number talks using math language I can label a number line **Procedure:**Number talks Using number lines to add practice sheets  | **Objectives:** I can use a map to tell where places areI can describe places and jobs in my community I can describe the land, culture and jobs of the Midwest Region **Procedure:**Review the states/capitals of Midwest regions, try to label mapRead pages 76-77 (Regions) answer question on page 76 and first question on page 77Read page “Land and Water” in Midwest packet   | **Objectives:** I can differentiate between climate and weather I can describe the climate zonesI can explain the water cycle **Procedure:**Read articles about tropical and arctic climates and complete questions   |
| Thursday 11/1/18 | **Objectives: :** I can use correct punctuationI can use key vocabulary **Procedure:**Pass out punctuation packet and complete as a classPass out “Everything is New” practice sheet and complete independently (punctuation) and then turn inPass out “Many People to Meet” Key VocabularyRate words, check understanding, deepen understanding of words | **Objectives:** I can read with fluency, accuracy, expression and comprehension**Procedure:**Small group guided reading and literacy centers | **Objectives:** I can add two-digit numbers using different strategiesI can understand the meaning of two digit numbers I can add using a number line **Procedure:**Number talk Assessment: using a number line to add  | **Objectives:** I can use a map to tell where places areI can describe places and jobs in my community I can describe the land, culture, and jobs in the Midwest **Procedure:**Re-read pages 74-77 in RegionsQuiz: geography of Midwest RegionWhen finished read pages “Products/Natural Resources and Landmarks” in Midwest packet   | **Objectives:** I can differentiate between climate and weather I can describe the climate zonesI can explain the water cycle **Procedure:**Introduce new vocabulary words: air mass, fronts, cold front, warm front, tornadoes, hurricanes Define, illustrate, sentences for tornadoes and hurricanesVideos on hurricanes and tornadoes (on website)  |
| Friday11/2/18 | **Objectives:** I can use proper punctuation I can make a sequence chain **Procedure:** Punctuation quizThen read page 21 INSIDERead “Many People to Meet” Complete sequence chart as a classUse sequence chart to write short paragraph that includes first, next and last |  | **Objectives:** I can participate in number talks using math language I can add using different strategies **Procedure:**Unit 5 task 8, breaking numbers into smaller numbers to add Practice sheets: breaking numbers apart to add   | **Objectives:** I can use a map to tell where places areI can describe places and jobs in my community I can describe the land, culture and jobs of the Midwest Region **Procedure:**Introduce new vocabulary: homesteading, sod, population, assembly lineDefine, illustrate, sentencesRead pages 80-81 in RegionsAnswer questions on page 81 and turn in  |  **Objectives:** I can differentiate between climate and weather I can describe the climate zonesI can explain the water cycle I can explain severe weather **Procedures:** Read two articles: water cycle and thunderstormsAnswer questions Weather illustrations handout  |