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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 10/29/18 | **Objectives:** I can read and comprehend realistic fiction  I can use communication vocabulary words  I can read, spell, and use high frequency words  **Procedure:**  Practice high frequency words  From, home, new, go, there, many, first, next, then, and one using flashcards on ELMO  Practice HFW on whiteboards  HFW practice sheet  Pass 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 number  I 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 are  I 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 words  Video on climate zones  Read pages 68-69  Partner questions:  How does the sun affect the temperature of the earth? Answer in a sentence OR a picture  Describe 3 climate zones: use sentences OR pictures |
| Tuesday 10/30/18 | **Objectives: :** I can use correct pronouns when I talk about people  I can use forms of “to be” correctly  **Procedure:**  Halloween book read aloud  Review pronouns and am/is/are  Complete practice sheet reviewing pronouns and am/is/are  Copy down “Cat Fun” in notebook, highlight all short a words in one color and short o words in another color  Repeat 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 strategies  I can understand the meaning of two digit numbers  I can use an open number line to add  **Procedure:**  Number talk  Unit 5 task 5 building numbers with place value blocks, parts 1 and 2  Unit 5 task 6 using several strategies to solve addition problems | **Objectives:** I can use a map to tell where places are  I 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 yesterday  pass 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 75  watch 2 videos about Great Lakes (on my website) | **Objectives:** I can differentiate between climate and weather  I can describe the climate zones  I can explain the water cycle  **Procedure:**  Video on the water cycle  New vocabulary: cycle, clouds, evaporates, water cycle  Draw pictures of new words and use in sentences |
| Wednesday  10/31/18 | **Objectives:** I can explain the genre realistic fiction  I can use transition words  I 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 words  Introduce 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 strategies  I 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 are  I 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 map  Read pages 76-77 (Regions) answer question on page 76 and first question on page 77  Read page “Land and Water” in Midwest packet | **Objectives:**  I can differentiate between climate and weather  I can describe the climate zones  I 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 punctuation  I can use key vocabulary  **Procedure:**  Pass out punctuation packet and complete as a class  Pass out “Everything is New” practice sheet and complete independently (punctuation) and then turn in  Pass out “Many People to Meet” Key Vocabulary  Rate 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 strategies  I 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 are  I 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 Regions  Quiz: geography of Midwest Region  When finished read pages “Products/Natural Resources and Landmarks” in Midwest packet | **Objectives:**  I can differentiate between climate and weather  I can describe the climate zones  I 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 hurricanes  Videos on hurricanes and tornadoes (on website) |
| Friday  11/2/18 | **Objectives:** I can use proper punctuation  I can make a sequence chain  **Procedure:**  Punctuation quiz  Then read page 21 INSIDE  Read “Many People to Meet”  Complete sequence chart as a class  Use 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 are  I 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 line  Define, illustrate, sentences  Read pages 80-81 in Regions  Answer questions on page 81 and turn in | **Objectives:** I can differentiate between climate and weather  I can describe the climate zones  I can explain the water cycle  I can explain severe weather  **Procedures:**  Read two articles: water cycle and thunderstorms  Answer questions  Weather illustrations handout |