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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 10/2/17 | **Objective:** I can identify nouns and write complete sentences.  I can follow simple directions  **Procedure:**  **-** Daily Language Review warm-up,  - Grammar: Capitalize proper nouns  - listening skills: Sailing (following directions and building vocabulary)  -Phonics: short a words, pass out short a book and assemble, name pictures, practice writing words, practice reading book as a class and with partners  -create anchor chart with other short a words as a class  -Writing: Introduce topic “I Come From” discuss the questions and answer them aloud | **Objective**: I can read with comprehension, fluency and accuracy  **Procedure:**  **Guided Reading: Meet in small groups**  **During Guided Reading:**   1. Write down questions from “I Come From” and answer them in notebook 2. Practice spelling all addition and subtraction words using magnet letters and cookie sheets, after spelling words with letters write them in notebook 3X each (words are on anchor charts on the board) 3. Compare and Contrast: Use pictures cards to write about similarities and differences in complete sentences | **Objectives:** I can understand 10 as a bundle of ten ones called a ten  I can understand that the two digits of a two-digit number represent amounts of tens and ones  **Procedure:**  - review bundles of ten  - play penny trading game  - assessment: counting and number patterns | **Objectives:** I can discuss the role of local government and the purpose of laws  **Procedures:**  -discussion: rules for people who drive cars, what rules do they have to follow? What would the consequences be if there were no laws?  -after class discussion SW write a short paragraph to answer this questions  -read pages 23-24 How do Americans Live Together? Read to class, read and repeat, partner read  -pass out firefighter article  -read to class and answer comprehension questions | **Objectives:** I can understand how Earth changes over time  I understand that living things have basic needs to survive  **Procedure:**  **-**daily science: can a rock grow?  -collect pictures and sentences from yesterday  - read pages 32-33 as a class  -watch video on layers of the Earth  <https://www.youtube.com/watch?v=eXiVGEEPQ6c>  - talk and share: with your partner, talk about how the crust of Earth is different from other layers of Earth  - now write a short paragraph answering the questions to turn in |
| Tuesday 10/3/17 | **Objectives:** I can identify nouns and write complete sentences.  I can follow simple directions  **Procedure:**  - Daily Language Review warm-up  Grammar: verbs, complete worksheet and also read book “Slide and Slurp, Scratch and Burp: More About Verbs” to class  -listening skills: Patty Platypus (listening skills and building vocabulary) | **Objectives**: I can read with comprehension, fluency and accuracy  **Procedure:**  Guiding Reading: Meet with small groups  During Guided Reading:   1. Listening Center: listen to a book and follow along 2. Complete “I Come From” questions, if already completed then silent read 3. Sentence Builder Linking Cubes | **Objectives:** I can understand 10 as a bundle of ten ones called a ten  I understand that the 2 digits of a 2-digit number represent amounts of tens and ones  **Procedure:**  - Unit 4 Task 9 Math Journal (Ruben’s toy cars)  - complete task as a class  - math task 10  -determine as a class if the following are true (in journal)  1. 46=40+6  2. 1+7=17  3. 60+8=68  -work with partner to complete part 2 (building numbers with base ten blocks)  -build numbers with expanded form number cards and write in expanded form  -extension activity: reading and writing numbers (including expanded form) | **Objectives:** I can discuss the role of local government and the purpose of laws  **Procedures:**  -reread pages 23-24 How Americans Live Together  -answer question on page 24  Look at the picture of the fireman, local governments provide this service, write the reason why this service is important to you  -new vocabulary words: mayor, democracy, vote, governor, President, Congress, Senate, House of Representatives  -video about government  <https://www.youtube.com/watch?v=n9defOwVWS8> | **Objectives:**  I can understand how Earth changes over time  I understand that living things have basic needs to survive  **Procedure:**  Daily Science: Can a rock grow?  -review layer, crust, rock, mantle, core, oceans, surface, continents and plates  -videos on tectonic plates  <https://www.youtube.com/watch?v=1PVMs2NSdmc>  <https://www.youtube.com/watch?v=FIgksa3x11w>  -new vocabulary words: mountains and trenches  -complete Frayer models for mountains and trenches |
| Wednesday  10/4/17  Guest Teacher: curriculum meeting | When students enter, have them fill out their agendas, complete daily language review and then silent read  Have students silent read until 8:15. At 8:15, tell them to finish the page they are on and put their books away. During silent reading, please monitor to make sure students are on task and reading.  Check Daily Language review with the class and collect  Pass out story “The Twins of Siam”   1. Look at pre-reading questions and discuss 2. Read story to class 3. After, ask student so ask questions about words or phrases they don’t understand, write them on the board and explain 4. Read it to the class again (they should be following along on their paper as you read) 5. Have students read the story with a partner, they each read the story to each other 6. Answer vocabulary questions after the story as a class | Continue working on “The Twins of Siam”   1. Answer comprehension questions with class, have them find evidence for the answers in the text and highlight it 2. Follow same procedure for the understanding details section and the understanding reasons section 3. Discussion: pose the discussion questions and have each student answer each questions aloud 4. Writing: read them the directions, do an example on the board and have students complete the thought bubbles 5. When they are all finished have them share 6. Now have students read the story aloud to the class (volunteers can read the entire story)   If you are finished and have read the story a few times again they may silent read some more | Math  Have students pass out white boards, erasers, and markers.  Practice listening skills and words for subtraction. Call of these words and have students write the words on the whiteboards. (First move the yellow anchor chart on the board so they can’t see it)  Minus, how many more, less than, remove, fewer, difference, take away, decrease, remain, left  After each word, have students hold up their boards and then write the correct spelling on the board in case anyone has made mistakes with spelling  Next, number practice: tell students you will be calling numbers 1 to 1,000 and they must write the number on their board  Call off these numbers…  8, 15, 12, 34, 35, 65, 75, 99, 234, 459, 1000, 999, 650, 615, 83, 477, 322, 896, 2, 4, 14, 40 932, 998  Say each number three times, have students hold up their board, then write the number on the board in case anyone didn’t understand  **We have B lunch which means that at 11:34 you break for lunch in the middle of class, at 11:34 send students to lunch, math class resumes promptly at 12:08**  After lunch:  Multiplication Bingo, you are the caller, students are still learning their multiplication facts so give them a minute to figure out the answer before calling the next number, 5 in a row wins, after a winner I usually do a coverall and then have them clear their boards and switch cards before starting a new game | Social Studies  Review:  Write the following sentences on the board. (This is review, if the students say they have already done this, that’s ok)   1. I live in \_\_\_\_\_\_ (city). 2. I live in \_\_\_\_\_ (country). 3. I live in \_\_\_\_\_ (state). 4. I live on \_\_\_\_\_ (continent). 5. My address is \_\_\_\_\_.   Tell students to copy down and fill in the blanks with the appropriate words. Then have each student read to the class. Collect papers and leave in a neat and labeled pile on my desk  Pass out “All About the Tropical Region” handout  Read the article to class then have them ask questions about words they don’t know  Read it to them again  Answer all questions together as a class  Collect papers and leave in a neat labeled pile on my desk | Daily science review:  Science  Pass out landform papers, read directions to students one step at a time and have them complete each task one at a time, read short passages that are on the pages to the class two times  Have students work with a partner to write their own original sentence for the following words: mountain, valley, canyon, plains, and peninsula  Collect all papers before the end of class and place in a neatly labeled pile |
| Thursday  10/5/17 | **Objectives:** I can identify nouns and write complete sentences.  I can follow simple directions  **Procedure:**  - Daily language review  - Grammar: adjectives, complete worksheet and also read book “Quirky, Jerky, Extra Perky: More About Adjectives” to class  - listening skills: It’s Good to Share (listening skills and building vocabulary)  -use answers to questions (I Come From, that were answered on Monday) to begin writing in composition book (to be completed during guided reading and next week) | **Objectives: I can read with comprehension, fluency, and accuracy**  **Procedure:**  Guiding Reading: Meet with small groups  During Guided Reading:   1. Continue drafting “I Come From” in composition book 2. Parts of Speech: BROGY, identify all verbs in the sentences and highlight, create and write 5 sentences 3. Listening Center: listen to a book and follow along | **Objective:** I can understand 10 ones is equal to one tens u  **Procedure:**  **-**pass out new bags of objects to count and also groups of ten recording sheet  -students will repeat activity from last week to practice grouping ones into tens | **Objectives:** I can discuss the role of local government and the purpose of laws  **Procedure:**  -review vocabulary words from Tuesday  Read page 25  -answer question: If you were in Congress, what law would you like to make and why?  -share answers with the class  -Frayer models: mayor and president | **Objectives:** I can explain how Earth changes and analyze evidence  -I can explain that living things need food, water, and air to survive  **Procedure:**  -Daily Science: Can a rock grow?  -review mountains and trenches  -collect Frayer models  -new vocabulary words: theory, evidence, support, plate tectonics  -videos to show scientific evidence  <https://www.youtube.com/watch?v=3QJrunuIve0>  [**https://www.youtube.com/watch?v=NmNpzteP434**](https://www.youtube.com/watch?v=NmNpzteP434)  **-**read page 34 to the class, read and repeat, partner read |
| Friday  10/6/17  Guest Teacher: curriculum meeting | When students enter, have them fill out their agendas, daily language review and then silent read  Have students silent read until 8:15. At 8:15, tell them to finish the page they are on and put their books away. During silent reading, please monitor to make sure students are on task and reading.  Check Daily Language review with the class and collect  Pass out reading passage “The Baby Exchange”  Look at picture and discuss pre-reading questions together   1. Read to the class 2. Ask students if there are words they don’t know, write them on the board and explain 3. Read to the class again as they follow along 4. Answer vocabulary questions as a class 5. Answer comprehension and finding information questions as a class, have students highlight evidence of answers in the passage | Continue working on “The Baby Exchange”   1. Work together to answer cause and effect questions 2. Answer discussion questions as a class, have ALL students answer all questions to get them to participate 3. Writing: read directions and have the students write 4. If there is time leftover, go to google, type in bookflix mel (the students know how to do it if you need help) then, click on the imagination tab then the one that says 25-28, click on the book called Scrambled States of America: Talent Show and hit play   Students read along and listen as it reads to them | Math  Have Rafat and Sumiya pass out white boards, erasers, and markers.  Practice listening skills and words for subtraction and addition Call of these words and have students write the words on the whiteboards. (First move the yellow anchor chart on the board so they can’t see it)  Minus, how many more, less than, remove, fewer, difference, take away, decrease, remain, left, add, sum, more than, combined, in all, altogether, total, and, plus  After each word, have students hold up their boards and then write the correct spelling on the board in case anyone has made mistakes with spelling  Next, addition and subtraction practice: call several addition and subtraction problems (1 or 2 digit minus or plus 1 digit)  Have students hold up their boards, after all boards are up tell them the correct answer, do several of these  **We have B lunch which means that at 11:34 you break for lunch in the middle of class, at 11:34 send students to lunch, math class resumes promptly at 12:08**  After lunch:  Multiplication Bingo, you are the caller, students are still learning their multiplication facts so give them a minute to figure out the answer before calling the next number, 5 in a row wins, after a winner I usually do a coverall and then have them clear their boards and switch cards before starting a new game | Social Studies  Review:  Write the following sentences on the board. (This is review, if the students say they have already done this, that’s ok)   1. There are \_\_\_\_\_ continents. 2. There are \_\_\_\_\_ oceans. 3. The names of the continents are \_\_\_\_\_. 4. The names of the oceans are \_\_\_\_\_. 5. The continent I live on is called \_\_\_\_\_. 6. There are \_\_\_\_\_ states in the USA. 7. I live in a state called \_\_\_\_\_. 8. I live in a city called \_\_\_\_\_. 9. My address is \_\_\_\_\_\_. 10. I used to live in \_\_\_\_\_ (name of country) and now I live in \_\_\_\_\_.   Tell students to copy down and fill in the blanks with the appropriate words. Then have each student read to the class. Collect papers and leave in a neat and labled pile on my desk  Pass out “Hawaii and Puerto Rico” handout  Read the article to class then have them ask questions about words they don’t know  Read it to them again  Answer all questions together as a class  Collect papers and leave in a neat labled pile on my desk | Science  Daily Science Review  Pass out landform papers, read all definitions to the class and have them read and repeat  Assign these partners:  Maryana-Saima,  Rafat-Faten  Ly-Juliana  Aahed-Sumiya  Abdullah-Naima  Tell them that one of them needs to quickly but out all of the words, definitions and pictures, set the pictures off to the side, we won’t use those for activity  Tell students to put all word and definition cards face down in NEAT rows, they will play Memory with the words and definitions, every time they turn over a card they must read the word and definition aloud, the person who has the most matches wins, if they finish tell them to play again |