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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 10/30/17 | **Objective:** I can use high frequency words in sentences I can use words for greetings and places in the world I can plan and write **Procedure:** -daily language review -Say and write: page 29 ITUSA, practice reading and writing where people are from -write about yourself, read the model on page 32 ITUSA and students will write a draft using that model and writing frame-high frequency word practice game: students spin a spinner and complete the sentence with the correct high frequency word: am, I, is, my, name, and you  | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** 1. Guided reading with teacher
2. Final sound concentration
3. Writing: sticker story
4. Sight word handouts
 | **Objective:** I can add 2-digit numbers using different strategiesI can explain why my addition strategy worked **Procedure:**Number Talk: 19+5-Unit 5 Task 4 Part 2Using a number line to add 26 + 50, look at the answer and analyze how the number line was used to add those numbersPart 2 of 2Solve the number sentences using Samar’s way | **Objective:** I can use a mapI can describe the geography of the Northeast Region **Procedure:**-Daily Map Skills: Directions and Map Keys, Maps, Globes, Graphs C pages 8-9-Geography of the Northeast Region: Chapter 4, new vocabulary: capital-read pages 34-35 of Regions of Our Country-answer the questions on page 35-also, identify the 11 state capitals of the Northeast Region  | **Objectives:** I can describe the types of rocks **Procedures:**-daily science review-review yesterday’s notes, 3 types of rock -turn in Frayer modelsNew vocabulary: chemicals, volcanoes, magma, lava-read page 44Write sentences with new vocabulary words |
| Tuesday 10/31/17Halloween   | **Objective:** I can plan and writeI can revise and share I can determine beginning consonants **Procedure:****-daily language review** -share write about yourself from yesterday-revise/edit paragraphs on the ELMO as a class-rewrite paragraphs: turn in -introduce new word sort: beginning consonants l,k,j,w-write words on the pictures and practice writing words on the white boards  | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** 1. Guided reading
2. Conjunction sort
3. Word work: write l/k/j/w words 3X each alphabetical order
4. Grammar handout
 | **Objective:** I can add 2-digit numbers using different strategiesI can explain why my addition strategy worked **Procedure:**Number Talk: 9+ 26Unit 5 Task 4 Looking at one equation solved two different waysStudents will analyze the two solutions and discuss why both answers workedWrite 34 + 20 down, ask students to solve two different ways on a number line and then discuss how the strategies were the same and different, repeat with 37 + 40  | **Objective:** I can use symbols on a mapI can describe the geography of the Northeast Region **Procedure:**-Daily Map Skills: Using Symbols and Directions-review vocabulary from yesterday “capital” -locate the 11 states and capitals from the Northeast Region on whiteboards and label-watch video about the Northeast Region<https://www.youtube.com/watch?v=_EGaSP2-LHM>-new vocabulary: highlands, bays, harbors, ports-use each word in a sentence-complete Frayer models for bays and ports  | **Objective:** I can explain seafloor spreading **Procedure:****-**Daily science review-new vocabulary words: mid-ocean ridge, plates, pressure, seafloor spreading -video on seafloor spreading<https://www.youtube.com/watch?v=GyMLlLxbfa4><https://www.youtube.com/watch?v=oXYAdzmwQsc>-Confusing word pairs: form and from, read definitions, find them on page 45 and write down the sentences in which they occur  |
| Wednesday 11/1/17  | **Objective:** I can identify the meaning of vocabulary that I hearI can determine beginning consonants**Procedure:****-daily language review** -Listening practice: students will have a paper “What’s Your First Name?” Students will answer questions they hear about the pictures-l/k/j/w word sort: sort on ELMO as a class -read aloud-vocabulary game | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** 1. Guided reading
2. Doodle, draw and write
3. Word work: choose 10 words from l/k/j/w sort and write 10 original sentences
4. Grammar handout
 | **Objective:** I can add 2-digit numbers using different strategiesI can use the language of addition and subtraction **Procedure:**-Number Talk: 16+19-review addition and subtraction words, complete two word story problems using language of addition and subtraction -Unit 5 Task 5 Making a number different ways with base-10 blocks-Unit 5 Task 5 part 2, adding 37+6 using base ten blocks and one other strategy  | **Objective:** I can use intermediate directions I can describe the geography of the Northeast Region **Procedure:**-Daily Map Skills: Using Intermediate Directions: Maps, Globes, and Graphs page 11-identify 11 states and capitals of Northeast Region on the whiteboard maps-review vocabulary from yesterday: highlands, bays, harbors, ports Video on Northeast Region <https://www.youtube.com/watch?v=64PpR8vM7AE>- read pages 36-37 -complete Frayer models for highlands and ports | **Objective:** I can explain the three main types of rocks **Procedure:**-daily science review-re read page 45 in book (Under the Ocean)-review definition of three types of rocks-read pages 46-47 -video on the rock cycle <https://www.youtube.com/watch?v=EGK1KkLjdQY> |
| Thursday 11/2/17 | **Objective:** I can identify the elements of a storyI can summarize **Procedure:****-daily language review** - read aloud same story-pass out story elements, students will sort them into appropriate categories-students will use this information to write a summary of the story-share summaries with the class-vocabulary game  | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** 1. Guided reading
2. Complete Sentences Concentration
3. Word work: choose 10 different words from the l/k/j/w sort and write 10 original sentences
4. Site word handout
 | **Objective:** I can add 2-digit numbers using different strategies **Procedure:**-Number Talk: 25+25-language of addition and subtraction quiz -Unit 5 Task 6, solving an addition problem multiple ways (all parts)Using number lines and base ten blocks to add | **Objective:** I can use symbols and intermediate directions on a mapI can describe the highlights of a historical figure’s life **Procedure:**-Daily Map Skills Using symbols and intermediate directions: Maps, Globes, and Graphs page 12 -read page 38: Eleanor Roosevelt -Video: “Hot Dog: Eleanor Roosevelt Throws a Picnic”<https://www.youtube.com/watch?v=IPGIHKcw_Gs>-Video: Biography on Eleanor Roosevelt <https://www.youtube.com/watch?v=0Q3J__T8_JA>- Identify 11 states and capitals on whiteboard map  | **Objective:** I can explain the steps in the rock cycle **Procedure:****-daily science review** New vocabulary: cycle, pattern, rock cycle, weathered-new video on rock cycle <https://www.youtube.com/watch?v=9LzHQ5bojWo>Frayer models: cycle and weathered  |
| Friday11/3/17 | **Objective:** I can summarizeI can identify story elements I can determine beginning consonants **Procedure:****-daily language review** - Read “From Cuba to the United States” to class-complete family word web-complete graphic organizer (life in Cuba vs. Miami)- sort l/k/j/w word sort on own and turn in  | **Objective:**I can read with fluency, comprehension, and accuracy**Procedure:**Small group leveled guided reading**During Guided Reading:** 1. Guided reading
2. Antonym Go fish
3. Word work: illustrate 12 l/k/j/w words
4. Site word handout
 | **Objective:** I can relate the addition strategy to a written method I can add 2-digit numbers using different strategies **Procedure:****-**Number Talk: 25+26-Unit 5 Task 8, breaking apart a number to add-practice several as a class-complete part 2 for independent practice  | **Objective:** I can identify key elements on a map such as map key, title, intermediate directions, and compass rose-I can describe the geography of the Northeast Region **Procedure:**- Daily Map Skills assessment: map key, title, intermediate directions and compass rose - reread chapter 4: Geography of the Northeast Region- Chapter 4 Assessment  | **Objective:** I can explain the steps in the rock cycle **Procedure:**-Daily science review-review yesterday’s vocabulary: cycle, pattern, rock cycle, and weathered-collect 2 Frayer models-new vocabulary: minerals, cement, gens-read page 48 and 49  |