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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 10/30/17 | **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 strategies  I can explain why my addition strategy worked  **Procedure:**  Number Talk: 19+5  -Unit 5 Task 4 Part 2  Using a number line to add 26 + 50, look at the answer and analyze how the number line was used to add those numbers  Part 2 of 2  Solve the number sentences using Samar’s way | **Objective:** I can use a map  I 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 models  New vocabulary: chemicals, volcanoes, magma, lava  -read page 44  Write sentences with new vocabulary words |
| Tuesday 10/31/17  Halloween | **Objective:** I can plan and write  I 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 strategies  I can explain why my addition strategy worked  **Procedure:**  Number Talk: 9+ 26  Unit 5 Task 4 Looking at one equation solved two different ways  Students will analyze the two solutions and discuss why both answers worked  Write 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 map  I 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 hear  I 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 strategies  I 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 story  I 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 map  I 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 |
| Friday  11/3/17 | **Objective:** I can summarize  I 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 |