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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 9/17/18 | **Objective:** I can identify letters and their soundsI can generate ideas for writing **Procedure:** **-Warm up: consonants b,f, r as initial and final sounds** **-**In composition books, finish generating list of ideas for writing-read “Copycats” and work on the letter “c” in alphabet dictionaries | **Objective:** I can read with fluency, comprehension, and accuracy **Procedure:****-Introduce guided reading literacy centers****-listening center and sticker stories****-pass out and explain leveled take home reading folders****-begin small group guided reading** | **Objective: I can identify numbers****I can write number words****I can identify coins****I can count money****Procedure:****-review number words on quizlet****-practice number words on whiteboard****-two money handouts, writing money in words**  | **Objective:** I can identify parts of a mapI can explain how a globe represents the EarthI can explain where I live **Procedure:** **-SS warm up: globe****-review symbol words****-review me on a map****-review vocabulary: continent, address, country, state, city, street****-complete Maps and Globes booklet**  | **Objective:** I can identify parts of a plant and explain their functionsI can explain why plants need water and how they get water **Procedure:****Daily science: “How do plants get water from roots to leaves?”** **-re-read plant chapter****-handout “Plants, stems, leaves”** |
| Tuesday 9/18/18Staff Meeting   | **Objectives: I can identify letters and their sounds** **I can identify words with the short a vowel sound** **Procedure:****-Warm up: k, m, p as beginning and final consonants****-pass out short a handout****-as a class generate a list of short a words on chart paper****-re-read “Copycats”****-pass out student copies, assemble and highlight all words that begin with the letter “c”** | **Objectives:** I can read with fluency, comprehension, and accuracy **Procedure:****-review literacy centers sticker stories and listening center****-introduce building sight words****-small group guided reading**  | **Objectives:** I can identify numbersI can identify coinsI can count money**Procedure:****-review number words on quizlet****-review coins, coins packet , identifying coins, counting coins, and adding coins**  | **Objectives:** I can identify parts of a mapI can explain how a globe represents the EarthI can explain where I live I can use a map key and compass rose **Procedure:****-SS warm up: globe**Assessment: me on a map and symbol words-Directions and Map Keys, pages 8-9 of Maps-Globes-Graphs Level C-read pages together, write question down in blue SS notebook and answer in complete sentences, sentence frames will be provided  | **Objective:** I can identify parts of a plant and explain their functionsI can explain why plants need water and how they get water **Procedure:****Daily science: “How do plants get water from roots to leaves?”** **-pass out photosynthesis and flowers handout** **-watch video on photosynthesis**[**https://www.youtube.com/watch?v=3pD68uxRLkM**](https://www.youtube.com/watch?v=3pD68uxRLkM)**-re-read photosynthesis and flower paragraphs with a partner**  |
| Wednesday 9/19/18 | **Objectives: I can identify letters and their sounds****I can differentiate between the short and long a vowel sounds****I can identify words that begin with the letters a, b and c****Procedure:****Warm up: review consonants b, f, k, m, p and r****Pass out long a handout and complete****-generate a list of long a words on chart paper** **-pass out Long A booklet, assemble, complete and read** **-Reading comprehension strategy: order and sequencing, read short passage and use pictures to sequence events from the story**  | **Objectives:** I can read with fluency, comprehension, and accuracy **Procedure:****-review centers, sticker story, listening center, building site words and introduce new center** **-new center beginning sound Go Fish****-small group guided reading**  | **Objectives:** I can identify numbersI can count money**Procedure:**Numbers/coins quizWhen finished, work on coin packet, making change and adding coins  | **Objectives:** I can identify parts of a mapI can find where I live on a map I can explain how a globe represents the EarthI can use intermediate directionsI can find Michigan on a map **Procedure:****-SS warm up: globe****-page 10 from book, using symbols and directions, project page 10 on board, add symbols on board using directions****-page 11, intermediate directions, copy questions in blue SS notebook and answer** **-pass out dry erase US maps, read and pronounce all states****-find Michigan** |  **Objective:** I can identify parts of a plant and explain their functionsI can explain why plants need water and how they get waterI can explain how plant seeds are dispersed **Procedure:****Daily science: “How do plants get water from roots to leaves?”** **-pass out seed travel handout and read**[**https://www.youtube.com/watch?v=6hcjxaBz8mw**](https://www.youtube.com/watch?v=6hcjxaBz8mw)[**https://www.youtube.com/watch?v=3CCOWHa-qfc**](https://www.youtube.com/watch?v=3CCOWHa-qfc)**Seed dispersal activity handout** |
| Thursday 9/20/18Guest Teacher |  **Objectives:** I can read with fluency, comprehension, and accuracy **Procedure:****Warm up: consonants d,l and n as beginning and final consonants****-In notebooks, review word lists a, b, and c****-divide class into 3 groups, each group makes a poster for each letter using our words and illustrations** **-If there is time, we will read a book on bookflix**  | **Objectives:** I can read with fluency, comprehension, and accuracy **Procedure:****-review all centers from this week****-introduce new center, Rhyming Go Fish****-Small group Guided reading**  | **Objectives:** I can identify numbersI can count moneyI can make change**Procedure:****-review number words on white boards** **-math packet, making change, adding coins**  | **Objectives:** I can find where I live on a mapI can explain how a globe represents the Earth-I can use intermediate directionsI can identify and say the states**Procedure:****-SS warm up: globe****-page 12 using symbols and intermediate directions, write questions in blue ss notebook and answer questions****-pass out skill check and complete****-pass out dry erase US maps****-read all 50 states****-copy in notebook** | **Objective:** I can identify parts of a plant and explain their functionsI can explain why plants need water and how they get waterI can identify plants that we eat **Procedure:****Daily science: “How do plants get water from roots to leaves?”** **Review parts of a plant and parts of a tree, label the parts****Review plats that we eat, identify the type of fruit or vegetable, identify the part of a plant that it is**  |
| Friday9/21/18Half DayHours 4,5,6  | NO CLASS HALF DAY | NO CLASS HALF DAY | **Objectives:** I can identify numbersI can count coins I can make changeI can add money **Procedure:**-review number words-continue on coin, making change packet  | **Objectives:** I can name and identify the continentsI can name and identify my state on a map I can explain how a globe represents the EarthI can locate the states on a map**Procedure:****-SS warm up: globe****-pass out dry erase maps****-read each state****-I will call a state, students will find and color with a dry erase marker and check answers****-practice writing names of states on a whiteboard** | **Objective:** I can identify parts of a plant and explain their functionsI can explain why plants need water and how they get waterI can explain the life cycle of a seed/plant **Procedure:****Daily science: “How do plants get water from roots to leaves?”** **Videos: life cycle of tomatoes** [**https://www.youtube.com/watch?v=30OiCI9aNXA**](https://www.youtube.com/watch?v=30OiCI9aNXA)[**https://www.youtube.com/watch?v=LICDb8nM5rs**](https://www.youtube.com/watch?v=LICDb8nM5rs)**Videos: life cycle of an apple tree**[**https://www.youtube.com/watch?v=eBzTCbGnlWo**](https://www.youtube.com/watch?v=eBzTCbGnlWo)[**https://www.youtube.com/watch?v=AQ7l40Y2zAU**](https://www.youtube.com/watch?v=AQ7l40Y2zAU)**life cycle handouts, students must correctly sequence the life cycle of a tomato and of an apple tree**  |