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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 9/25/17 | **Objective:** I can identify nouns and write complete sentences. I can follow simple directions**Procedure:****-** Daily Language Review warm-up, complete sentences and word family –an- Grammar: simple sentences, focus on nouns- listening skills: Monty’s Little Sister-Grammar Tales: Introduce nouns, take notes and share examples | **Objective**: I can read with comprehension, fluency and accuracy **Procedure:****-** practice guided reading procedure- centers for today:1. Sentence builder linking cubes2. Story cube writing prompt3. Listening center4. Cursive practice/sight word practice  | **Objective:** I can count to 120 **Procedure:**- review skip counting by 2, 5 and 10 (whoever gets the ball has to count to 100 by skip counting)- Write an example on the board, Ms. O is making 8 gift bags and wants to put 3 pencils in each one, draw a picture and write a sentence to show an answer- complete unit 4 task 5 in student journal- if there is time leftover we will play “I Have Who Has” with money | **Objectives**: I can describe the difference between climate and weather  **Procedure:**- New vocabulary words: weather, temperature, moisture, climate, climate map- Video on climate verse weather[**https://www.youtube.com/watch?v=VHgyOa70Q7Y**](https://www.youtube.com/watch?v=VHgyOa70Q7Y)-sentences and pictures for new vocabulary words- frayer model for climate and weather   | **Objective:** I can identify parts of a plant and describe the funtions**Procedure:**- Review for quiz- Vocabulary Quiz  |
| Tuesday 9/26/17  | **Objectives:** I can identify nouns and write complete sentences. I can follow simple directions **Procedure:**- Daily Language Review warm-up, finish the sentences and fix capitalization and punctuation - Grammar: simple sentences-listening skills: Monster Shoe Sale- Grammar Tales: Read book Chicken in the City, students will listen for nouns   | **Objectives**: I can read with comprehension, fluency and accuracy  **Procedure:**Guiding Reading: Meet with small groupsDuring Guided Reading: 1. Cursive/sight word practice
2. Listening Center
3. Sentence building linking cubes
 | **Objectives:** I can understand 10 as a bundle of ten ones called a ten **Procedure:**- give pairs of students bags with 46 counters, have them count, in their student journal answer the questions that correspond to unit 4 task 6How many objects are in the bag? How did you count the objects? Think of another way to count the objects.Discuss the number of tens and ones and write on the paperPass out groups of ten recording sheetPass out bags of items to countSW work with a partner to count objects and record with a picture and also how many tens and ones there were in each bag   | **Objectives:** I can explain the difference between climate and weather**Procedure:** - read pages 12-14 and answer questions in notebook-partner read pages 12-14- write a short paragraph describing the weather, climate, and landforms in your region (be sure to include name of state and of region)   | **Objectives:** I can explain how Earth changes and analyze evidence **Procedure:**- introduce new unit: Understanding Earth, read page 28 and answer questions - video on Continental Drift <https://www.youtube.com/watch?v=_5q8hzF9VVE> - pass out handout on Continental Drift, read the short passage as a class- SW assemble continental drift booklets and answer questions  |
| Wednesday 9/27/17  | **Objectives:** I can identify nouns and write complete sentences. I can follow simple directions **Procedure:****-** daily language review-grammar: word order and naming words-listening skills: Fireman Fred-Grammar Tales: pass out student booklets, follow along as I read “Chicken in the City” and highlight as many nouns as you hear  | **Objectives: I can read with comprehension, fluency and accuracy** **Procedure:**Guiding Reading: Meet with small groupsDuring Guided Reading: 1. Cursive/sight words
2. Parts of speech: silly sentences
3. Compare and contrast

  | **Objectives**: I can understand 10 as a bundle of ten ones is called a tenI can understand that the two digits of a two-digit number represent amounts of tens and ones  **Procedure:**- pass out bags of beans, have students count them- group them into bundles of ten using craft sticks and glue- count them again, ask them why it’s easier to count now- answer questions in student journal (Why should the bean stick be called a ten? How can the bean stick help you with counting a large number? ) - pass out additional practice sheet (SW circle bundles of ten to help them count objects)- if time, play “I have who has” money  | **Objectives:** **Procedure:**- pass out white board maps of USA- identify states using the side with labels- turn over and identify states without labels- use map in books to outline the different regions of the US- review all vocabulary words from the chapter on quizlet- classroom game of GRAVITY to practice vocabulary words from the chapter- HW reread chapter 1  | **Objectives:** I can explain how Earth changes and analyze evidence **Procedure:**- introduce new vocabulary words: crust, plates, mantle, and core- take notes on “evidence” from page 31- draw pictures for four new words and also use them in a sentence  |
| Thursday 9/28/17 | **Objectives:** I can identify nouns and write complete sentences. I can follow simple directions**Procedure:**- Daily language review- Grammar: question sentences - listening skills: Let’s Swing-Grammar Tales: read Chicken in the City as students follow along and highlight any nouns they missed during the first reading | **Objectives: I can read with comprehension, fluency, and accuracy****Procedure:**Guiding Reading: Meet with small groupsDuring Guided Reading: 1. Cursive/sight words
2. Parts of speech silly sentences
3. Compare and contrast
 | **Objectives:** I can understand 10 as a bundle of ten ones called a tenI can understand that the two digits of a two-digit number represent amounts of tens and ones **Procedure:**- provide each pair of students with 14 fake pennies and have them count them-ask students how counting has been made easier the last few days (bundles of ten)- trade each pair of partners ten pennies for a dime- ask how many tens and how many ones do you have- have students write down in their math notebooks “one ten and four ones is 14”- pass out additional practice sheet (SW fill in place value chart with amount of dimes and pennies)- give directions for penny trading game and allow students to practice the game  | **Objectives:** I can describe regions of the United States **Procedure:**- review vocabulary as a class- reread chapter as a class- complete chapter checkup (students will answer questions in their notebook to turn in) | **Objectives:** I can explain how Earth changes and analyze evidence **Procedure:** **-** review vocabulary words crust, plates, mantle, and core- new words: rock, oceans, surface, continents, and plates- pictures and sentences for each word- Frayer model for oceans and continents  |
| Friday9/29/17 | **Objectives:** I can identify nouns and write complete sentences. I can follow simple directions**Procedures:** - Daily Language Review - Grammar: assessment- Listening Skills: Starlight- Grammar Tales: complete the “Name that noun” handout as a class, students will identify nouns as people/animals, places, things, or ideas | **Objectives: I can read with comprehension, fluency, and accuracy****Procedure:**Guiding Reading: Meet with small groupsDuring Guided Reading: 1. Writing prompt: story cube
2. Spell science vocabulary words with letter beads
3. Cursive/Sight words
 | **Objectives:** I can understand 10 as a bundle of ten ones called a tenI 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 explain the importance of laws **Procedure:**- introduce new vocabulary words: governments, laws, local government and services- as a class, brainstorm a list of rules/laws that they know- brainstorm what would happen if each of these laws didn’t exist- SW write a paragraph explaining why laws are important  | **Objectives:** I can understand how Earth changes over time **Procedure:** -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  |