



	Monday	Tuesday	Wednesday	Thursday	Friday
6th Grade LA P1 8:00-8:50 P2 8:53-9:43	Apply classroom warm up procedure Word Work Focus Lesson: plurals -Pre-test with U2W1 Word List -pages 33/34 (crossword) Work on Writing: Students will write a choice or weekend topic in their writer's notebook -remind students to use a topic sentence, supporting details, and concluding sentence. *Read to Self If time, students can read their Good Fit novel from their book boxes. They follow the Read to Self Guidelines (I-Chart Poster on back wall) -Review Check for Understanding	Focus Lesson- Ask questions throughout the reading process strategy -Read a chapter from, <i>The Tiger Rising</i> by Kate DiCamillo -model skill -Read aloud chapters 10-11 Brain Break (Flocabulary) *Work on Writing: Reading Response Questions from Chapters 8-11 (worksheet) *Build Read to Self Stamina and practice skill	Lesson: Review Check for Understanding Strategy -Read Chapters 12-13 from <i>The Tiger Rising</i> -model strategies -Build Stamina Brain Break Read to Someone: -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner	Word Work: Spelling Test 1-25 -correct and hand in Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic *9:00 One Act Play Performance	No School
	RL.6.2, RI. 6.2, L.6.4	RL.6.1, RI.6.2, W.6.10	RL.6.10, RI.6.0, W.6.10	L.6.4, W.6.10	

<p>6th Grade Daily 5/ Social Skills P8 2:25- 3:15</p>	<p>Essential Question: <i>What details help you make inferences about events in the plot?</i></p> <p>Word Work: Unit 2, Week 1 Vocabulary (L.6.4a) *Review Group Work Expectations -Discuss Words together then work together with partners on Vocabulary Graphic Organizer (L.6.4b)</p> <p>Daily 5 Strategies: Read to Someone "An Aunts Baseball Dreams" pages 130-131 and "How Tia Lola Came to Stay" pages 132-146 (RL.6.1)</p>	<p>Reading: Read together "An Aunts Baseball Dreams" pages 130-131 (RL.6.1) -Discuss Inferences -Project page 40 and analyze inferences together</p> <p>Analyze Comprehension: Project page 39a and discuss inferencing examples</p> <p>Read to Self: "How Tia Lola Came to Stay" pages 132-146</p>	<p>*Reading Comprehension Activity (RL.6.1) -Review Inferencing Assign: PB page 39 -grade and hand in</p> <p>Word Work: Spelling Practice with plural words pages 36-37</p> <p>Read to Self to build stamina: Check for Understanding (RL.6.10)</p>	<p>Parent Teacher Conferences 1:00-7:00pm *Please Call the Office to Schedule</p>	<p>No School</p>
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<p>5th Grade LA P3 9:46-10:36</p>	<p>Apply classroom warm up procedure</p> <p>Word Work Focus Lesson: /o/ -Pre-test with U2W1 Word List page 31 -32 (crossword in class)</p> <p>Brain Break (Song)</p> <p>Work on Writing: Students will write a choice or weekend topic in their writer's notebook -remind students to use a topic sentence, supporting details, and concluding sentence.</p> <p>*Read to Self If time, students can read their Good Fit novel from their book boxes. They follow the Read to Self Guidelines (I-Chart Poster on back wall) -Review Check for Understanding</p> <p>RI.5.4, L.5.6, W.5.10</p>	<p>*Apply Entering Classroom Procedure</p> <p>Focus Lesson- Subjects and Predicates -mini lesson on skill -practice sheet page 6-7 *Work on Writing circle subjects and underline predicate</p> <p>Brain Break (Fable)</p> <p>Focus Lesson: Ask Questions throughout the reading process strategy-read chapter from Dear Mr. Henshaw to model skill</p> <p>Practice Skill and Build Stamina</p> <p>W. 5.10, RL.5.1</p>	<p>*Focus Lesson: Make a picture or mental image strategy -read an entry from Dear Mr. Henshaw to model skill -Practice Skill and Build Stamina (15 minutes)</p> <p>Brain Break (poem from Poetry book bin)</p> <p>Work on Writing: Writers Notebook Entry to Build Writing Stamina -review Subjects and Predicates and highlight examples in writer's notebooks</p> <p>W.5.10, RL.5.10, RI.5.10</p>	<p>Apply classroom warm up procedure</p> <p>Word Work: Spelling Test 1-25 -correct and hand in</p> <p>Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic</p> <p>Read to Someone: -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner</p> <p>W.5.10, L.5.6</p>	<p>No School</p>
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5th Grade Daily 5 P6 12:39-1:29	<p>Focus Lesson: Retell Story Events</p> <ul style="list-style-type: none"> -prompt students to retell what they know so far about the story's plot -Read aloud one-two chapters from Dear Mr. Henshaw aloud (10 min) *Have students Check for Understanding -Practice Skill with their Read to Self novels while Building Stamina (15 min) Brain Break (Stretch/run in place) Read to Someone: <ul style="list-style-type: none"> -Review aloud I Chart behaviors from poster -Students will select a partner and each student will apply "I Read, You Read" strategy while Checking for Understanding -practice skill with partner (15-17 Minutes of stamina) <p>W.5.10, RL.5.10</p>	<p>Focus Lesson-Word Work</p> <ul style="list-style-type: none"> -look carefully at letters and words strategy -Review I- Chart -Practice Spelling words with Word Work materials Brain Break (Song) Read to Someone: <ul style="list-style-type: none"> -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner <p>W.5.10, RL.5.1, RF.5.2</p>	<p>Word Work: Apply word strategies to practice spelling words</p> <ul style="list-style-type: none"> -review materials and I Chart process Brain Break (Stretch break) Listen to Reading (Tumblebooks) or Word Work (Spellingcity.com) -Review I Chart behaviors and work independently -students use assigned Asus computers and their personal head set <p>L.5.4, RL.5.10, RI.5.10</p>	<p>Parent Teacher Conferences 1:00-7:00pm</p> <p>*Please Call the Office to Schedule</p>	<p>No School</p>
7th Grade LA P 7 1:32-2:22	<p>*Work on Writing: In students' Writer's Notebooks, they can write about a Choice or Weekend topic. Goal is to write for 10-15 minutes</p> <p>*Parts of Speech Packet</p> <p>*Read to Self when finished</p> <p>SL.7.1c, L.7.1, W.7.4</p>	<p>*Parts of Speech Assessment</p> <p>SL.7.1c, L.7.1, W.7.4</p>	<p>7th Grade Field Trip Today</p>	<p>Parent Teacher Conferences 1:00-7:00pm</p> <p>*Please Call the Office to Schedule</p>	<p>No School</p>