



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6<sup>th</sup> Grade LA</b> P1 8:00- 8:50  P2 8:53- 9:43	Apply classroom warm up procedure  Word Work Focus Lesson: Compound words -Pre-test with U2W2 Word List page 39 *practice page 40	*Apply Entering Classroom Procedure  Focus Lesson- Ask questions throughout the reading process strategy -Read a chapter from, <i>The Tiger Rising</i> by Kate DiCamillo -model skill while reading Chapters 16-17 -Build Stamina and practice skill	Apply Entering Classroom Procedure  Focus Lesson: Review Voracious Reading Strategy; Check for Understanding Strategy -Read Chapters 18-19 from <i>The Tiger Rising</i> -model strategies -Build Stamina  Brain Break	*Apply Entering Classroom Procedure  Focus Lesson: Review Voracious Reading Strategy; Check for Understanding Strategy -Read Chapters 20-21 from <i>The Tiger Rising</i> -model strategies -Build Stamina  Brain Break	Apply classroom warm up Procedure  Word Work: Spelling Test 1-25 -correct and hand in  Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic
	Focus Lesson: Make and Adjust predictions; use text to confirm -Begin Reading <i>The Tiger Rising</i> by Kate DiCamillo -Read Chapters 14-15 Reading Response Questions  -Build stamina	Brain Break (Flocabulary)  *Work on Writing: *predict what will happen next	Work on Writing: Reading Response Questions 16-19 from novel -add word collector vocab in writing	Read to Someone: -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner	Read aloud from, <i>The Tiger Rising</i> Chapters 22-23
	RL.6.1, L.6.4	RL.6.1, RI.6.2, W.6.10	RL.6.10, RI.6.0, W.6.10	W.6.10, RL.6.2, RI.6.2	L.6.4, W.6.10

<b>6<sup>th</sup> Grade</b> <b>Daily</b> <b>5/ Social Skills</b> <b>P8</b> 2:25-3:15	Halloween Readers Theater Activity *Word Work: Vocabulary for selection page 1  *Read to Self script "Halloween that Almost Wasn't"	Halloween Readers Theater Script Activity *Read Aloud Script whole class  *Divide into groups and determine script cast parts  *Read aloud in small groups	Halloween Readers Theater Script Activity -Practice in groups  *Answer Reader Response Questions individually	Halloween Readers Theater Script Activity -practice in groups  *Work on Writing -write summary of "Halloween that Almost Wasn't"	Halloween Readers Theater Script Activity -practice in groups  Script Vocabulary Quiz
	RL.6.4, RI.6.4	RL.6.4, RI.6.4	RL.6.4, RI.6.4	RL.6.4, RI.6.4	RL.6.4, RI.6.4
<b>5<sup>th</sup> Grade</b> <b>LA</b> <b>P3</b> 9:46-10:36	Superhero Assembly 9:00-10:00  Word Work Focus Lesson: Plurals -Pre-test with U2W2 Word List page 37 *Word Sort page 39  Brain Break (Boo Poem)  Work on Writing: Use plurals correctly in writing today. Focus on Subjects and Predicates	*Apply Entering Classroom Procedure  Focus Lesson: Make a picture or mental image/ monitor predictions strategies -introduce new book, Shiloh -draw/visualize -Read, Chapter 1 aloud  Practice Skill and Build Stamina  Work on Writing: Reading Response to Chapter 1 Shiloh	Apply Entering Classroom Procedure  *Focus Lesson: Recognize and explain cause and effect relationships café Strategy -read Chapter 2 from Shiloh and model skill -Cause and Effect Graphic Organizer -Practice Skill and Build Stamina (15 minutes)  Brain Break (Boo! Poetry)  Work on Writing: Reading Response to Chapter 2 Shiloh	5 <sup>th</sup> Grade Band Field Trip	Apply classroom warm up procedure  Word Work: Spelling Test 1-25 -correct and hand in  Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic
	RI.5.4, L.5.6	RL.5.7, RL.5.1	W.5.10, RL.5.10, RI.5.10		W.6.10, L.5.6

<b>5<sup>th</sup> Grade</b> <b>Daily 5</b> <b>P6</b> 12:39-1:29	<p>Focus Lesson: Comprehension Strategy</p> <ul style="list-style-type: none"> <li>-Read Last chapter Dear Mr. Henshaw aloud</li> <li>-review predictions</li> <li>-AR Book Test (graded)</li> </ul> <p>Brain Break</p> <p>Read to Someone: Check for Understanding</p> <ul style="list-style-type: none"> <li>-Review I Chart</li> <li>-practice skill with partner</li> </ul>	<p>Word Work: Review Word Work Independent Chart</p> <ul style="list-style-type: none"> <li>-gather materials and build word work stamina using this week's spelling words</li> </ul> <p>Brain Break (GoNoodle.com)</p> <p>Listen to Reading (Tumblebooks) or Word Work (Spellingcity.com)</p> <ul style="list-style-type: none"> <li>-Review I Chart behaviors and work independently on activity</li> <li>-students use assigned Asus computers and their personal head set</li> </ul> <p>Read to Self: practice Café strategy while building reading stamina</p>	<p>Word Work: Review Word Work Independent Chart</p> <ul style="list-style-type: none"> <li>-gather materials and build word work stamina using this week's spelling words</li> </ul> <p>Brain Break (Stretch break)</p> <p>Listen to Reading (Tumblebooks) or Word Work (Spellingcity.com)</p> <ul style="list-style-type: none"> <li>-Review I Chart behaviors and work independently on activity</li> <li>-students use assigned Asus computers and their personal head set</li> </ul> <p>Read to Self: practice Café strategy while building reading stamina</p>	5 <sup>th</sup> Grade Band Field Trip	<p>Review I PICK Good-Fit Books</p> <p><b>-Library 12:40-1:00</b></p> <p>Review: Read to Self I Chart and Build Stamina with library books</p>
<b>7<sup>th</sup> Grade</b> <b>LA</b> <b>P 7</b> 1:32-2:22	<p>Focus: to compare three texts view on human nature</p> <p>Scope Article "Once A Crook, Always a Crook?"</p> <p>Theme: Can People Change?</p>	<p>Focus: Folktale, Legends, Fables</p> <p>*Read "The Legend of the Man-Eating Monster"</p> <p>*Compare and Contrast stories</p> <p>-graphic organizer</p>	<p>Scholastic Essay Outline</p> <p>*Model on board</p> <p>Scope Article Comparison</p> <p><i>Writing Prompt:</i></p> <p>* Can people change? If so, what makes them change? Choose at least two texts—the play, fable, and/or folktale—and explain how they answer these questions.</p>	<p>Work on Writing Compare and Contrast Essay</p>	<p>Work on Writing Compare and Contrast Essay</p>
	RL.7.6, RL.7.7, RL.7.9, RI.7.3	RL.7.6, RL.7.7, RL.7.9, RI.7.3	RL.7.6, RL.7.7, RL.7.9, RI.7.3	W.7.10	W.7.10