





	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: r controlled vowels -Pre-test with U1W4 Word List -pages 19/20 Brain Break (Poem) Focus Lesson: Summarize Text; include Sequence of main events -refer to anchor chart of sequential events from novel The Miraculous Journey of Edward Tulane -Read final Chapter aloud	*Apply Entering Classroom Procedure Focus Lesson-Work on Writing: Writing a Summary -refer to completed novel: The Miraculous Journey of Edward Tulane -model example -Build Stamina for paragraph Brain Break (Flocabulary) *The Miraculous Journey of Edward Tulane Accelerated Reading Test (10 points graded)	Apply Entering Classroom Procedure Focus Lesson-Work on Writing: Using Transitions and Signal words -create Transition Word anchor Chart -Model skill in paragraph 2 -Practice skill with P2 Brain Break (Fable) Focus Lesson: Review Voracious Reading Strategy -review I Chart and Build Stamina	*Apply Entering Classroom Procedure Focus Lesson: Work on Writing: Kinds of Sentences -powerpoint with mini lesson -Build Stamina practicing skill in paragraph Brain Break Read to Someone: -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner	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
	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	W.6.10, RL.6.10	L.6.4, W.6.10

6th Grade Daily 5/ Social Skills P8 2:25- 3:15	<p>Focus Lesson: Retelling with Who, What, Where *Check for Understanding</p> <p>Rotation: *Review Read to Self I Chart -Build Stamina</p> <p>Word Work: Focus Lesson: Look Carefully at letters and words *Practice Unit 2 Week 4 List -spellingcity.com</p> <p>RF.5.3, L.6.4, L.6.2</p>	<p>Focus Lesson: Retelling with Who, What, Where *Check for Understanding</p> <p>Rotation: *Review Read to Self I Chart -Build Stamina</p> <p>Word Work: *Practice Unit 1 Week 4 List -spellingcity.com</p> <p>RL.6.10, L.6.4, L.6.2</p>	<p>Apply Entering Classroom Procedure</p> <p>Assign: Word Work Spelling Activity pages 22-23 worksheet -complete in class -when finished, can move to:</p> <p>*Review Read to Self I Chart -Build Stamina</p> <p>*Work on Writing -Review I Chart</p> <p>RL.6.10, L.6.4, L.6.2</p>	<p>Apply Entering Classroom Procedure</p> <p>Rotation:</p> <p>*Review Listen To Reading Process with Tumblebooks -practice</p> <p>* Focus Lesson: Make and adjust predictions; use text to confirm -Read aloud from, The Tiger Rising by Kate DiCamillo</p> <p>-Review I chart and Build Stamina</p> <p>Review Read to Self I Chart -Build Stamina</p>	<p>Homecoming Pep Assembly 1:45-3:15</p> 
--	---	--	--	--	--

				RL.6.10, L.6.4, L.6.2	
5th Grade LA P3 9:46- 10:36	<p>Apply classroom warm up procedure</p> <p>Word Work Focus Lesson: r controlled Vowel Sounds -Pre-test with U1W4 Word List -pages 19/20 (Word Sort together on Smartboard)</p> <p>Brain Break (Song)</p> <p>*Focus Lesson: Read to Self Monitor and Fix Up Comprehension Strategy -read an entry from Dear Mr. Henshaw to model skill -Practice Skill and Build Stamina (15 minutes)</p>	<p>*Apply Entering Classroom Procedure</p> <p>Focus Lesson-Work on Writing: Writing an Introduction -anchor chart for examples -model example introduction -Build Stamina for P1 using student outline</p> <p>Brain Break (Fable)</p> <p>Focus Lesson: Review Make and adjust predictions; use text to confirm Strategy -read chapter from Dear Mr. Henshaw to model</p> <p>Practice Skill and Build Stamina</p>	<p>Apply Entering Classroom Procedure</p> <p>Focus Lesson-Work on Writing: Body Paragraph 2 -Review yesterday's modeled writing on anchor chart -refer to student outline sheet for brainstorm -Review Work on Writing I Chart -begin body paragraph 2 -Practice and Build Stamina</p> <p>Brain Break (poem from Poetry book bin)</p> <p>*Focus Lesson: Read to Self review Monitor and Fix Up Comprehension Strategy -read an entry from Dear Mr. Henshaw to model skill -Practice Skill and Build Stamina (15 minutes)</p>	<p>*Apply Entering Classroom Procedure</p> <p>Focus Lesson-Work on Writing: Body Paragraph 3 -Review modeled writing on anchor chart -refer to student outline sheet for brainstorm -Review Work on Writing I Chart -begin body paragraph 3 -Practice and Build Stamina</p> <p>Brain Break (Read paragraph to elbow buddy)</p> <p>Read to Someone: -review foundation lessons and urgency -I Read, You Read -Checking for Understanding -practice skill with partner</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>

	RI.5.4, L.5.6, W.5.10	W. 5.10, RL.5.1	W.5.10, RL.5.10, RI.5.10	L.5.4, W.5.10, RI.5.4	W.6.10, L.5.6
5th Grade Daily 5 P6 12:39-1:29	<p>Apply Entering Classroom Procedure</p> <p>Focus Lesson: Monitor and Fix Up Comprehension Strategy</p> <ul style="list-style-type: none"> -Read one chapter Dear Mr. Henshaw aloud -Practice Skill and Build Stamina <p>Brain Break</p> <p>Read to Someone: Check for Understanding</p> <ul style="list-style-type: none"> -Review I Chart -practice skill with partner 	<p>Apply Entering Classroom Procedure</p> <p>Focus Lesson-Work on Writing: Model Body Paragraph on chart paper</p> <ul style="list-style-type: none"> -highlight topic sentence and transition words -Build Stamina for Body Paragraph 1 <p>Brain Break (Song)</p> <p>Listen to Reading (Tumblebooks) or Word Work (Spellingcity.com)</p> <ul style="list-style-type: none"> -Review I Chart behaviors and work independently on activity -students use assigned Asus computers and their personal head set 	<p>Apply Entering Classroom Procedure</p> <p>Word Work: practice r controlled vowels with spelling words worksheet page 22/23</p> <p>Brain Break (Stretch break)</p> <p>Listen to Reading (Tumblebooks) or Word Work (Spellingcity.com)</p> <ul style="list-style-type: none"> -Review I Chart behaviors and work independently on activity -students use assigned Asus computers and their personal head set 	<p>Apply Entering Classroom Procedure</p> <p>*Focus Lesson: Reading Skill/Strategy- Review Using Prior Knowledge to connect with texts</p> <ul style="list-style-type: none"> -model with Dear Mr. Henshaw -Practice with Read to Self <p>Brain Break</p> <p>Word Work: Review I Chart and material clean up procedure</p> <ul style="list-style-type: none"> *practice r controlled vowels 	<p>Review I PICK Good-Fit Books</p> <p>-Library 12:40-1:00</p> <p>Review: Read to Self I Chart and Build Stamina with library books</p>
	W.5.10, RL.5.10	W.5.10, RL.5.1, RF.5.3	L.5.4, RL.5.10, RI.5.10	RI.5.4, RL.5.10	RL.5.10, RI.5.10
7th Grade LA P 7 1:32-2:22	<p>*Finish Drafting Stage</p> <p>*Peer Edit Essays</p> <ul style="list-style-type: none"> -model procedure -make corrections 	<p>*Continue to Edit Essays</p> <p>*MLA Format Mini Lesson</p> <p>*Print Essays and hand in</p>	<p>Adverbs</p> <p>*Work on Writing Topic: Choice or Weekend</p> <p>-Read pages 545-457</p> <p>Assign: Exercise 11 1-10</p>	<p>Adverbs: Flocabulary</p> <p>*Correct Exercise 11</p> <p>*Assign: Adverb Worksheet page</p>	<p>Homecoming Pep Assembly 1:45</p> 

	SL.7.1, W.7.2,4,5	SL.7.1, W.7.2,4,5	Read to Self if time left SL.7.1	SL.7.1	
--	-------------------	-------------------	-------------------------------------	--------	--