

	Monday	Tuesday	Wednesday	Thursday	Friday
6th Grade LA P1 8:00-8:50 P2 8:53-9:43	<p>Apply classroom warm up procedures -book box ready</p> <p>Review: Read to Self I-Chart and Build Stamina</p> <p>Word Work: Review Set Up and Clean up Materials -teach "choosing materials and words to use" with U1W1 Word list</p> <p>Brain Break (Song)</p> <p>Focus Lesson: Back Up and Reread (ready reference Guide in Café) -add strategy card to board</p> <p>Dismissal Procedure</p>	<p>*Apply Entering Classroom Procedure</p> <p>*Believe Fundraiser Introduction in gymnasium @ 8:15 (Period1)</p> <p>Review: Read to Self I-Chart and Build Stamina</p> <p>Brain Break: Flocabulary Song</p> <p>*Foundation Lesson: Review EEKK and I Read, You Read</p> <p>Review Check for Understanding with book</p> <p>Practice</p> <p>Apply Dismissal Procedure</p>	<p>Apply Entering Classroom Procedure</p> <p>*Review: Read to Self I-Chart and Build Stamina</p> <p>Foundation Lesson: Listen to Reading: Set Up Technology -intro devices to use on Smartboard</p> <p>Brain Break (song)</p> <p>Focus Lesson: Café Reading Skill: Check for Understanding</p>	<p>*Apply Entering Classroom Procedure</p> <p>*Focus Lesson: Use prior knowledge to connect with text (Reference Guide from Café) (Day 6 177) -create strategy card and put on café board</p> <p>* Review: Read to Self I-Chart and Build Stamina Practicing strategy</p> <p>Foundation Lesson: Work on Writing -finding and marking place in notebook -Review Chart and Build Stamina</p> <p>Dismissal Procedure</p>	<p>Apply classroom warm up procedures -book box ready</p> <p>Word Work: Spelling Test 1-25 -correct and hand in</p> <p>Focus Lesson: Café Check for Understanding Lesson -review book mark and model checking for understanding</p> <p>Review: Read to Self I-Chart and Build Stamina</p> <p>Dismissal Procedure</p>

<p>6th Grade Daily 5 P8 2:25- 3:15</p>	<p>Introduce Work on Writing 10 Steps to Independence -create I-Chart</p> <p>Foundation Lesson: What to Write About</p> <p>Review Work on Writing I-Chart and practice</p> <p>*Build Read to Self Stamina</p> <p>W.6.10</p>	<p>Apply Entering Classroom Procedure Focus Lesson: Prior Knowledge to Connect with Text (Ready Reference Guide Café)</p> <p>*Review: Read to Self I-Chart and Build Stamina</p> <p>*Foundation Lesson: Core Belief: Review Transitions as Brain Breaks -create I-chart</p> <p>*Review Work on Writing I-Chart and Build Stamina</p> <p>Focus Lesson: Reading Skill/Strategy -combine Check for Understanding and Back up and Reread (use Ready Reference Guide from Café)</p> <p>Build Writing Stamina again</p> <p>W.6.10</p>	<p>Apply Entering Classroom Procedure</p> <p>*Review: Read to Self I-Chart and Build Stamina</p> <p>*Review Spellingcity.com On Smartboard -computer cart: Asus Computers to Practice -set procedure and practice (L.6.4)</p> <p>Read Aloud</p>	<p>Apply Entering Classroom Procedure</p> <p>*Focus Lesson: Reading Skill/Strategy. Tune in to interesting Words (Ready Reference Guide from Café)</p> <p>Review: Build Writing Stamina</p> <p>Brain Break</p> <p>Read Aloud</p>	<p>Apply Entering Classroom Procedure</p> <p>I PICK Good Fit Books: Library for checkout 2:30-2:50</p> <p>Build Read to Self stamina</p>
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5th Grade LA P3 9:46- 10:36	Apply classroom warm up procedures -book box ready Review: Read to Self I-Chart and Build Stamina Word Work: Review Set Up and Clean up Materials -teach "choosing materials and words to use" with U1W1 Word list Brain Break (Song) Focus Lesson: Back Up and Reread (ready reference Guide in Café) -add strategy card to board Dismissal Procedure	*Apply Entering Classroom Procedure Review: Read to Self I-Chart and Build Stamina Brain Break: Flocabulary Song *Foundation Lesson: Review EEKK and I Read, You Read Review Check for Understanding with book Practice Apply Dismissal Procedure	Apply Entering Classroom Procedure *Review: Read to Self I-Chart and Build Stamina Foundation Lesson: Listen to Reading: Set Up Technology -intro devices to use on Smartboard Brain Break (song) Focus Lesson: Café Reading Skill: Check for Understanding	*Apply Entering Classroom Procedure *Focus Lesson: Use prior knowledge to connect with text (Reference Guide from Café) (Day 6 177) -create strategy card and put on café board * Review: Read to Self I-Chart and Build Stamina Practicing strategy Foundation Lesson: Work on Writing -finding and marking place in notebook -Review Chart and Build Stamina Dismissal Procedure	Apply classroom warm up procedures -book box ready Word Work: Spelling Test 1-25 -correct and hand in Focus Lesson: Café Check for Understanding Lesson -review book mark and model checking for understanding Review: Read to Self I-Chart and Build Stamina Dismissal Procedure

5th Grade Daily 5 P6 12:39-1:29	<p>Introduce Work on Writing 10 Steps to Independence</p> <p>-create I-Chart</p> <p>Foundation Lesson: What to Write About</p> <p>Review Work on Writing I-Chart and practice</p> <p>*Build Read to Self Stamina</p>	<p>Apply Entering Classroom Procedure</p> <p>Focus Lesson: Prior Knowledge to Connect with Text (Ready Reference Guide Café)</p> <p>*Review: Read to Self I-Chart and Build Stamina</p> <p>*Foundation Lesson: Core Belief: Review Transitions as Brain Breaks</p> <p>-create I-chart</p> <p>*Review Work on Writing I-Chart and Build Stamina</p> <p>Focus Lesson: Reading Skill/Strategy</p> <p>-combine Check for Understanding and Back up and Reread (use Ready Reference Guide from Café)</p> <p>Build Writing Stamina again</p>	<p>Apply Entering Classroom Procedure</p> <p>*Review: Read to Self I-Chart and Build Stamina</p> <p>*Review Spellingcity.com On Smartboard</p> <p>-computer cart: Asus Computers to Practice</p> <p>-set procedure and practice (L.5.4)</p>	<p>Apply Entering Classroom Procedure</p> <p>*Focus Lesson: Reading Skill/Strategy. Tune in to interesting Words (Ready Reference Guide from Café)</p> <p>Review: Build Writing Stamina</p> <p>Brain Break</p>	<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</p> <p>*Build Stamina with Library books</p> <p>Dismissal Procedure</p>
7th Grade LA P 7 1:32-2:22	<p>The Parts of Speech</p> <p>*Flocabulary Pronouns song</p> <p>-Review Pronouns pages 431 1-5</p> <p>*Pronoun worksheet</p> <p>SL.7.1c, L.7.1, W.7.4</p>	<p>The Parts of Speech</p> <p>*Flocabulary Adjectives song</p> <p>*Adjectives Worksheet in class</p> <p>HW: Page 437 Exercise 10</p> <p>SL.7.1c, L.7.1, W.7.4</p>	<p>The Parts of Speech</p> <p>*Flocabulary song</p> <p>*Parts of Speech Review Page 441 Posttest 1</p>	<p>Writing and Identifying the Parts of Speech</p> <p>Write 10 sentences using at least one noun, one pronoun, one adjective, and one verb then identify them</p> <p>SL.7.1c, L.7.1, W.7.4</p>	<p>Parts of Speech Quiz</p> <p>Begin introduction to Verbs</p> <p>SL.7.1c, L.7.1, W.7.4</p>