

	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: Long Vowel Sounds -Pre-test with U1W2 Word List -pages 7-8 Brain Break (Song)	*Apply Entering Classroom Procedure Foundation Lesson: Read to Someone How to Choose a Partner page 98 Brain Break Foundation Lesson: Read to Someone: Coaching or Timing page 96 Brain Break	Apply Entering Classroom Procedure *Focus Lesson: Read appropriate-level texts that are a good fit (Ready Reference Guide from Café) Introduce CHOICE! -practice signing up for Read to Self of Work on Writing -model and practice	*Apply Entering Classroom Procedure Focus Lesson: Review appropriate-level texts that are a good fit -add strategy card to board Review elements of <i>Daily 5 CHOICE!</i> -sign up procedure for Read to Self and Work on Writing -model and practice -review I charts	Apply classroom warm up procedures -book box ready Word Work: Spelling Test 1-25 -correct and hand in Brain Break
	Work on Writing: Review I Chart, Build Stamina Focus Lesson: Tune into interesting words (ready reference Guide in Café) -add strategy card to board -read Chapter from The Miraculous Journey of Edward Tulane -add 1 word to word collector board	Focus Lesson: Check for Understanding -Miraculous Journey of Edward Tulane *Setting and Plot Organizer Practice Skill	*Review I Charts and Build Stamina Focus Lesson: Voracious Reading Strategy (Ready Reference Guide in Café text) -add strategy card to board	Round 1 of Daily 5 Focus Lesson: Check for Understanding/Back Up and Reread (what it looks like when partner reading) Round 2 of Daily 5 Focus Lesson: Tune into interesting words with novel	Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic
	L.6.4, W.6.10	RL.6.3	RL.6.10, RI.6.0, W.6.10	L.6.4, W.6.10, RL.6.10	L.6.4, W.6.10

<p>6th Grade Daily 5/ Social Skills P8 2:25- 3:15</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 2 Week 2 List -spellingcity.com</p> <p>(RL.6.10, 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 2 Week 2 List -spellingcity.com</p> <p>(RL.6.10, L.6.4, L.6.2)</p>	<p>Apply Entering Classroom Procedure</p> <p>Rotation: *Review Listen To Reading Process with Tumblebooks -practice</p> <p>*Review Read to Self I Chart -Build Stamina</p> <p>*Read Aloud</p> <p>(RL.6.10, L.6.4, L.6.2)</p>	<p>Apply Entering Classroom Procedure</p> <p>*Review Listen To Reading Process with Tumblebooks -practice</p> <p>*Review Read to Self I Chart -Build Stamina</p> <p>*Read Aloud</p> <p>(RL.6.10, L.6.4, L.6.2)</p>	<p>Apply Entering Classroom Procedure</p> <p>I PICK Good Fit Books: Library for checkout 2:30-3:00</p> <p>Build Read to Self Stamina</p>
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5th Grade LA P3 9:46- 10:36	Apply classroom warm up procedure Word Work Focus Lesson: Long Vowel Sounds -Pre-test with U1W2 Word List -pages 7-8 Brain Break (Song) Work on Writing: Review I Chart, Build Stamina Focus Lesson: Tune into interesting words (ready reference Guide in Café) -add strategy card to board -read entry from Dear Mr. Henshaw -add 1 word to word collector board	*Apply Entering Classroom Procedure Foundation Lesson: Read to Someone: How to Choose a Partner page 98 Brain Break (Fable) Foundation Lesson: Read to Someone: Coaching or Time? Page 96 Focus Lesson: Make and adjust predictions; use text to confirm -read chapter from Dear Mr. Henshaw to model Practice Apply Dismissal Procedure	Apply Entering Classroom Procedure *Focus Lesson: Read appropriate-level texts that are a good fit (Ready Reference Guide from Café) Introduce CHOICE! -practice signing up for Read to Self of Work on Writing -model and practice *Review I Charts and Build Stamina Foundation Lesson: Read to Someone: review Coaching and Time Rotation Focus Lesson: Voracious Reading Strategy (Ready Reference Guide in Café text) -add strategy card to board	*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 elements of <i>Daily 5 CHOICE!</i> -sign up procedure for Read to Self and Work on Writing -model and practice -review I charts Round 1 of Daily 5 Focus Lesson: Check for Understanding/Back Up and Reread (what it looks like when partner reading) Round 2 of Daily 5 Focus Lesson: Tune into interesting words with novel	Apply classroom warm up procedures -book box ready Word Work: Spelling Test 1-25 -correct and hand in Brain Break Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic
	RI.5.4, L.5.6	RL.5.1	RL.5.10, RI.5.10	L.5.4, W.5.10, RI.5.4	W.6.10, L.5.6

