

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| 6th Grade LA P1 8:00- 8:50 P2 8:53- 9:43 | Apply classroom warm up procedure Word Work Focus Lesson: ie or ei Vowel Sounds -Pre-test with U1W3 Word List -pages 13/15 (Word Sort) Brain Break (Poem) Work on Writing: -Introduce Narrative Writing -Project Topic and Rubric -Brainstorm ideas | *Apply Entering Classroom Procedure Focus Lesson-Work on Writing: Writing an Introduction -anchor chart for examples -model example introduction -Build Stamina for P1 Brain Break (Flocabulary) Focus Lesson: Monitor and Fix Up -Miraculous Journey of Edward Tulane -Practice Skill | 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 (Ready Reference Guide in Café text) -review I Chart and Build Stamina | *Apply Entering Classroom Procedure Focus Lesson-Work on Writing: Conclusion -create anchor chart for concluding writing -model conclusion -Practice skill Brain Break Read to Someone: Introduce I Chart -review foundation lessons and urgency -practice skill with partner | Apply classroom warm up procedures -book box ready Word Work: Spelling Test 1-25 -correct and hand in Brain Break (movement) Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic or continue drafting stage of Narrative essay |
| | L.6.4, W.6.10 | RL.6.10, W.6.10 | RL.6.10, RI.6.0, W.6.10 | W.6.10, RL.6.10 | L.6.4, W.6.10 |

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| 6th Grade Daily 5/ Social Skills P8 2:25-3:15 | Focus Lesson: Retelling with Who, What, Where *Check for Understanding Rotation: *Review Read to Self I Chart -Build Stamina Word Work: Focus Lesson: Flip the Sound (Ready Reference Guide Café) *Practice Unit 2 Week 3 List -spellingcity.com | Focus Lesson: Retelling with Who, What, Where *Check for Understanding Rotation: *Review Read to Self I Chart -Build Stamina Word Work: *Practice Unit 2 Week 2 List -spellingcity.com | Apply Entering Classroom Procedure Rotation: *Review Listen To Reading Process with Tumblebooks -practice *Review Read to Self I Chart -Build Stamina *Read Aloud | Apply Entering Classroom Procedure Rotation: *Review Listen To Reading Process with Tumblebooks -practice *Review Read to Self I Chart -Build Stamina *Read Aloud | Apply Entering Classroom Procedure I PICK Good Fit Books: Library for checkout 2:30-3:00 Build Read to Self Stamina |
| | RL.6.10, L.6.4, L.6.2 | RL.6.10, L.6.4, L.6.2 | RL.6.10, L.6.4, L.6.2 | RL.6.10, L.6.4, L.6.2 | RL.6.10, RI.6.10 |

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| 5th Grade LA P3 9:46- 10:36 | Apply classroom warm up procedure | *Apply Entering Classroom Procedure | Apply Entering Classroom Procedure | *Apply Entering Classroom Procedure | Apply classroom warm up procedures -book box ready |
| | Word Work Focus Lesson: /u/ Vowel Sounds -Pre-test with U1W3 Word List -pages 13/15 word sort | Focus Lesson-Work on Writing: Review topic sentences and adding life saver words to sentences -glue Writing Strategy to Work on Writing notebook -Build Stamina | Focus Lesson-Work on Writing: Using Transitions and Signal words -create Transition Word anchor Chart -Review Work on Writing I Chart -model topic sentence with transition words -Practice and Build Stamina | *Work on Writing-Focus Lesson: Writing a quality paragraph -practice sheet with 2 topics to practice -model on Smartboard | Word Work: Spelling Test 1-25 -correct and hand in |
| | Brain Break (Song) | Brain Break (Fable) | Brain Break: Poem | Brain Break Read to Someone: Introduce I Chart -review foundation lessons and urgency -practice skill with partner | Brain Break Work on Writing: Review Writing I Chart, Build Stamina *Choice/Weekend Topic |
| | Focus Lesson-Work on Writing: Topic Sentences -powerpoint and practice sheet | Focus Lesson: Review Make and adjust predictions; use text to confirm Strategy -read chapter from Dear Mr. Henshaw to model | *Focus Lesson: review Monitor and Fix Up Comprehension Strategy -read chapter from Dear Mr. Henshaw to model skill | | |
| | Practice and Build Stamina | Practice Skill and Build Stamina | -Practice Skill and Build Stamina | | |
| | RI.5.4, L.5.6 | 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 |

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| 5th Grade Daily 5 P6 12:39-1:29 | <p>Apply Entering Classroom Procedure</p> <p>Focus Lesson-Work on Writing: Review Topic Sentences *Practice writing topic sentences (practice sheet)</p> <p>Brain Break</p> <p>Focus Lesson: Monitor and Fix Up Comprehension Strategy -Read one chapter Dear Mr. Henshaw aloud -Practice Skill and Build Stamina</p> <p>W.5.10, RL.5.10</p> | <p>Apply Entering Classroom Procedure</p> <p>Word Work: /u/ Flip the sound</p> <p>Brain Break</p> <p>Focus Lesson: Using Prior Knowledge to connect with text strategy; -read another chapter from Dear Mr. Henshaw to model</p> <p>*Students practice skill with Read to Self I-Chart and Build Stamina</p> <p>W.5.10, RL.5.1, RF.5.3</p> | <p>Apply Entering Classroom Procedure</p> <p>Listen to Reading: Follow along using words and pictures -Tumblebooks</p> <p>Brain Break</p> <p>*Focus Lesson: review Monitor and Fix Up Comprehension Strategy -read chapter from Dear Mr. Henshaw to model skill -Practice Skill and Build Stamina</p> <p>L.5.4, RL.6.10, RI.6.10</p> | <p>Apply Entering Classroom Procedure</p> <p>*Focus Lesson: Reading Skill/Strategy- Using Prior Knowledge to connect with texts (Ready Reference Guide from Café) -model with Dear Mr. Henshaw -Practice with Read to Self</p> <p>Brain Break</p> <p>Word Work: practice /u/ spelling words -review materials and clean up procedure -Practice skills</p> <p>RI.5.4, RL.5.10</p> | <p>Review I PICK Good-Fit Books -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>RL.5.10, RI.5.10</p> |
| 7th Grade LA P 7 1:32-2:22 | <p>Introduce Patriots Pen Writing Essay Assignment -Writing Process Review -Topic: <i>The America I Believe In</i> https://www.vfw.org/PatriotsPen/</p> <p>-Brainstorm/Word Web Due Tomorrow</p> <p>SL.7.1, W.7.2,4,5</p> | <p>*Review Brainstorms</p> <p>*View Student Models</p> <p>*Outline Mini-Lesson -Assign Outline Worksheet</p> <p>SL.7.1, W.7.2,4,5</p> | <p>Model Introduction Component *Begin Drafting Stage of Writing Process</p> <p>SL.7.1, W.7.2,4,5</p> | <p>*Continue Drafting Essay *Model Writing a Conclusion</p> <p>SL.7.1, W.7.2,4,5</p> | <p>*Peer Edit Mini Lesson</p> <p>*Edit Essay Drafts</p> <p>SL.7.1, W.7.2,4,5</p> |