

| Angileri 6th Science 10-31-16 | Monday Sub AM | Tuesday | Wednesday Sub All Day NGSX | Thursday | Friday |
|--------------------------------------|--|--|--|--|---|
| GLCE | | | E.SE.06.13: Describe how soil is a mixture made up of weather eroded rock and decomposed organic material. | | Team Meeting |
| CONTENT OBJECTIVE: | SW demonstrate comprehension of examples of bullying by summarizing examples from the movie. | SW demonstrate comprehension of examples of bullying by summarizing examples from the movie. | SW demonstrate comprehension of how soils form by paraphrasing information on the Guided Reading assignment. | SW demonstrate analysis of the Bully movie by reflecting on how various events made them feel. | SW demonstrate comprehension of student expectations for team events by representing themselves in a positive manner. |
| LANGUAGE OBJECTIVE: | SW write to give feedback about the Bully movie using examples for the video. | SW write to reflect about how people responded to bullying using examples from the movie. | SW write to answer questions about how soils form using sentence frames. | SW write to respond to my feelings associated with the Bully documentary. | SW orally respond to the Feak The Mighty play and team meeting agenda. |
| ACADEMIC VOCABULARY | Flash Cards Due | Sentence Building Week 5 due | | Week 5 Vocabulary quiz/Introduce week 6 | |
| CONTENT VOCABULARY | Soil, Bedrock, Humus, Fertility, | Loam, Soil Horizon, Top Soil, Litter, | Sub Soil, Decomposer | | |
| IN CLASS TODAY: | Bully Movie | Bully Movie Soil Vocabulary | Read How Soils Form Pages 48-54 Guided Reading | Complete Bully Movie Follow: After the Movie | Locker clean out Play Freak the Mighty Team Meeting |
| Target Learning | I can list evidence/examples of Bullying from the documentary. | I can describe three people's reaction to bullying from the documentary | I can read for information to identify key elements of soil formation. | I can write to describe how the documentary made me feel using examples. | I can be respectful and responsible for the play and team meeting. |

Retake Quiz 4 on Tuesday or Thursday Before or after school.

WEEK FOUR

Area: a) the size of a surface b) a piece of land or space.

Unit: the amount of something that is counted as “one”.

Percent: the number of parts in a hundred.

Estimate: to guess the size of something without having an exact count or measurement.

Symbol: a letter or simple picture that has a particular meaning.

Equation: a symbolic way of showing the kind and amount of starting materials and products in a reaction.

No retakes for week 5 vocabulary.

WEEK FIVE

Describe: to tell what something is like using words, gestures or pictures.

Similar: almost the same, sharing some characteristics.

Least: smallest in size or importance.

Decrease: to go down in size, amount, number, or intensity.

Period: a length of time.

Quantitative: how much there is of something.

Assume: to think that something is true without knowing it is.

Introduce week 6 on Friday if time

WEEK SIX

Approach: a way of dealing with a situation or problem.

Criteria: a standard, rule, or test you used to judge something.

Develop: to grow or change into something bigger, stronger, or more advanced.

Assessment: or assess, to determine the importance.

Categorize: to put things in groups according to the type of thing they are.

Component: one part that connects to other parts.

Agent: a substance that can bring about a reaction or change.