

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
Calendar/Pledge 8:15-8:25					
Daily Morning Routine:	Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the white board.	Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the white board.	Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the white board.	Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the white board.	Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the white board.
Standards					
MTSS: 8:25-8:45	IXL ELA:	IXL:Math	Explicit Instruction for Phonics Intervention:	Big Ideas:	Explicit Instruction for Phonics Intervention:
Reading: 8:45- 9:40					
3rd Grade					
Lesson:	Lesson 4: "Stolen Thunder" ,AP. 4.1 Mid Year Assessment. AP 4.3, AP 4.2	Lesson 5: A Plan is Made: AP. 5.2: "A Plan Is Made" Quest: Journal Entry; Reader: Chapter 4: "A Plan is Made" ; E4 Suffixes -ive and -ly;	Finish Lesson 5; Lesson 6: The Wedding Feast: AP. 6.1: "The Wedding Feast", Journal Entry: Character Comparison, Spelling/Handwriting Practice; Reader: Chapter 5: The Wedding Feast	Lesson 7: Balder, the Beautiful Activity Page 7.1: "Balder, the Beautiful"; Journal Entry: Character Paragraph; AP 7.2: Practice Conjunction: because; Vocabulary Handwriting; Spelling Test	
Objectives: Students will...	answer questions about a text and explicitly cite the text as the basis for their answers; write a description of a character from a Norse myth;	interpret the meaning of sentences that use the conjunction because; answer questions, orally and in writing, about main ideas and details from a Norse myth;	will make and confirm predictions about the concluding events of a story; answer questions about a text and explicitly cite the text as the basis for their answers; compare and contrast two characters from Norse mythology and plan a short narrative about one character. categorize words using different spelling patterns for /s/.	Identify a series of cause and effect relationships in a Norse myth; Answer questions about a text and explicitly cite the text as the basis for their answers; Draft a paragraph to describe a character from a Norse myth; Interpret the meaning of sentences that use the conjunction because;	
Standards					

2nd Grade	Knowledge 6: Skills 5 Week	Knowledge 6: Skills Week	Knowledge Skills : 5 Week	Knowledge: Skills 5 Week	Knowledge 6; Skills 5
Lesson:	Knowledge: Lesson 4: Westward Expansion: The Story of Sequoyah: AP 4.2; Lesson 6 Subject and Predicate AP 6.1 Spelling Alternatives; AP 6.2;	Knowledge: Lesson 5: The Trail of Tears: AP. 5.1 Westward Expansion Quilt; Lesson 7: Spelling Alternatives Introduce /e/> 'a' and 'e'	Lesson 6: Westward on the Oregon Trail; Lesson 8: Spelling Alternatives Review /e/>'a' and 'e' AP 8.1 Beat the Spoilers; AP 8.2 Story questions;	Lesson 7 The Pony Express Lesson 9 Review Apostrophes AP 9.1 Subject and Predicate; AP 9.2 Story Questions	Lesson 10 Review and Practice Spelling Assessment AP 10.1 spelling assessment; AP 10.2 Write sentences'
Objectives: Students will...	Create a T-Chart for the advantages and disadvantages of steamboat travel; Identify the main topic of "The Story of Sequoyah" demonstrate an understanding of the Tier 2 word create; Write a short informational text in which they explain why sequoyah thought it was important to invent a writing system for the Cherokee language. Read words with the vowel teams /u/> "ou' and o_e, /ee/> ie and ey and /ie/ . i_e and y ;	explain why Sequoyah was important to the cherokee people; describe the forced journey known as the Trail of Tears; Demonstrate an understanding of the Tier 2 word encountered; write a shor informational text in which they describe the Trail of Tears;learn the sound/spellings /e/>'a' and 'e' and will read two- and three-syllable words with these features; identify the subject and predicate in sentences and will complete fill in the blank sentence with a noun, a verb and adjective;	Describe the forced relocation of the Cherokee people on the Trail of Tears. Identify the main topic of "Westward on the Oregon Trail"; Demonstrate an understanding of the Tier 3 word territory; reenact scenes from "Westward on the Oregon Trail." Read short sentences with words featuring spellings for /ie, /oe/, /e/, /ee/, and ae; Read with putpose and understandng will write complete sentences to answer comprehension questions about key details in the text;	Students will review various modes of transportation used by people moving west in the nineteenth century; identify the main topic of "The Pony Express; Demonstrate an understanding of the Tier 3 word endurance; reenact scenes from the "Pony Express"; Read with putpose and understandng will write complete sentences to answer comprehension questions about key details in the text;	Spell dictated words; read and correctly identify the subjects and predicates of sentences;
Standards	2.RF.3b; 2.L.1; 2.L.6 2. RI.6; 2.RI.2; 2.L.5; 2.L.5a; 2.W.1;	2.RF.3E; 2.L.3; 2.RF. 4b; 2.RF.4c; 2.RL.1; 2. RL.3;	2.RF.3a; 2.RF.4a; 2.L.3; 2.RL.1; 2.RL.3; 2.RL.7;	2.RL.3; 2.RF.4a; 2.L.2; 2. RF.4a; 2.RL.3; 2.L.2c; <u>2. SL</u> .2; 2.RI.2; 2.L.5; 2.L. 5a; 2.RI.4;	2.1.2d; 2.L.1;
Bathroom Break 9:40-9:45					
Reading:9:40-10:20					
Lesson:	Continue with above lessons	Continue with above lessons	Continue with above lessons	Continue with above lessons	Continue with above lessons

Objectives: Students will...					
Standards					
Math10:20-11:20					
2nd Grade	Chapter 10				
Lesson:	10.5 Use Models to Subtract Three-Digit Numbers pg 485-488	10.6 Subtract Three-digit Numbers pg 491-493	10.7 Subtract from Numbers that Contain Zeros 497-500	10.8 Use Addition to Subtract pg 503-506	
Objectives: Students will...	Use models to subtract three-digit numbers;	Subtract Three Digit Numbers;	Subtract from three digit numbers with zeros;	Use addition to subtract on an open number line;	
Standards	2.OA.5;	2.OA.5;	2.OA.5;	2.OA.5;	
3rd Grade					
Lesson:	Instruction:10.5 Fractions on a Number Line: Greater than 1, pg 469-472 Independent: 10.4 Homework & Practice pg 467-468	Instruction: Performance Task pg. 477-480 Independent:, Fractions Circles Worksheet;	CH. 10 Practice pg.477-480	CH 10 Assessment	
Objectives: Students will...	Plot fractions greater than 1 on a numberline;	Plot fractions greater than 1 on a numberline;	Identify and write fractions , plot fractions on a numberline;		
Standards	<a href="#">3.NF.A.1</a> ; <a href="#">3.NF.A.2</a> ; 3.NF.A.2a; 3.NF.A.2b;	3.NF.A.1; 3.G.A.2; 3.NF.A.2; 3.NF.A.2a; 3.NF.A.2b;	<a href="#">3.NF.A.1</a> ; 3.G.A.2; <a href="#">3.NF.A.2</a> ; <a href="#">3.NF.A.2a</a> ; <a href="#">3.NF.A.2b</a> ;	3.NF.A.1; 3.G.A.2; 3.NF.A.2; 3.NF.A.2a; 3.NF.A.2b;	
Clean up/Wash Hands 11:48-11:50					
Lunch/Recess: 11:50-12:17					
Writing 12:20-12:42					
Lesson:	Habitat: plants and trees paragraphs; Body: Supporting Facts;	Habitat: plants and trees paragraphs; Body: Supporting Facts;	Habitat: Plants and trees supporting facts, Conclusion Sentence;	Habitat: Evaluate Paragraph; Make sure that all the parts of the paragraph are there. People: Topic sentence; Start body: Supporting facts;	Habitat: People: Supporting Facts; Conclusion sentences; Evaluate Paragreaph: Make sure that all the parts of the paragraph are there.
Objectives: Students will...	Students will use information from Outline to compose a rough draft;	Students will use information from Outline to compose a rough draft;	Students will use information from Outline to compose a rough draft;	Students will use information from Outline to compose a rough draft;	Students will use information from Outline to compose a rough draft;
Standards					

Science/Social Studies 12:42-1:35	Science	Social Studies	Science	Social Studies	Science
Lesson:	What Changes on Earth Happen Slowly? Hands-On Activity: Model Erosion pg 237-238	Chapter 4: Lesson 1: Needs, Wants, and Choices, pg. 108-110	Take It Further Careers in Science & Engineering: Farming pg 239-240; Lesson Check pg 241-243	Chapter 4: Lesson 1: Needs, Wants, and Choices, pg 111-113	
Objectives: Students will...		Know the difference between a need and a want;		Know the difference between a need and a want,	
Standards					
PE/Music 1:35-2:30					
Special: 2:30-3:10	Library	STEM	Health	Keyboarding	Art
Lesson:		Elephant Toothpaste	Lesson 4: Have a Heart		Hand Design Line Art
Objectives: Students will...			Explain why the heart is used as a symbol of love and caring;		
Standards:					
Spiral Review 3:15-3:00					
Clean up 3:15--3:25 Dismissal					