

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	Math Facts	Star 360	Star 360	Math Facts	Math Facts	
Reading: 8:45- 9:40						
3rd Grade						
Lesson:	Unit 10: Domian Assessment; Lesson 1: Introduction to Early Explorations of North America AP 1.1; Opinion Piece Draft; "The Lure of Spices" : Toscanelli's Map	Lesson 2: A year That Changed the World: AP 2.1: Navigation in the Age of Exploration, AP 2.2: Creating Sentences Using Linking Words "for example"	Lesson 2: A year That Changed the World: AP 2.1: Navigation in the Age of Exploration, AP 2.2: Creating Sentences Using Linking Words "for example"	Lesson 3 Columbus and the Conquistadors AP 3.1 Expedition Log, AP 3.2 " Navigation in the Age of Exploration " Close Reading; AP 3.3-3.6 pro- and anti AP 3.7 Linking Words "in conclusion"	Lesson 3 Columbus and the Conquistadors AP 3.1 Expedition Log, AP 3.2 " Navigation in the Age of Exploration " Close Reading; AP 3.3-3.6 pro- and anti AP 3.7 Linking Words "in conclusion"	Lesson 4: Juan Ponce De Leon: AP 4.1: Expedition Log, AP. 4.2: "El Castillo de San Marcos
Objectives: Students will...	will locate key places visited by early explorers; answer questions about the European quest for spices and Toscanelli's map	determine the main idea and recout the key details; answer questions about navigation; Explain how explorers kept track of where they were going;	determine the main idea and recout the key details; answer questions about navigation; Explain how explorers kept track of where they were going;	catergorize and organize facts about the explorations of Christopher Columbus; closely read "Navigation in the Age of Exploration" and determine the meaning of words and phrases relevant and Navigation;	catergorize and organize facts about the explorations of Christopher Columbus; closely read "Navigation in the Age of Exploration" and determine the meaning of words and phrases relevant and Navigation;	Write down information you hear about Ponce de Leon; Use linking words in the same way and in contrast to connect reasons; use the prefixes pro- and anti-
Standards	3.RI.1; 3.W.1a	3.RI.2; 3.RI.1;	3.RI.2; 3.RI.1;	3.W.8; 3.RI.1; 3.w.1C; 3.W.2c; 3.L.4d.	3.W.8; 3.RI.1; 3.w.1C; 3.W.2c; 3.L.4d.	3RI.1; 3.W.1c; 3.RF.3a; 3.RI.1; 3.SL.4;
2nd Grade	Knowledge 10: Skills Week	Knowledge 11; Skills Week	Knowledge11 Skills : Week	Knowledge 11: Skills	Knowlege 11: Skills:	

Lesson:	Knowledge unit 10 Domail assessment	Knowledge 11: Lesson 1: Review E Pluribus Unum; Lesson 2: Charles Steinmetz Comes to America AP 2.1; PP36 Antonym; pp 37 verbs; PP.7 /o/>'w' Fill in the blank;	Knowledge 11: Lesson 3: Life in the City: AP 3.1 E Pluribus Unum Puzzle	Knowledge 11: Lesson 3: Life in the City: AP 3.1 E Pluribus Unum Puzzle	Knowledge 11: Lesson 4: From Ireland to New York City: AP. 4.1: E Pluribus Unum Puzzle Students will record information about Irish immigration.	Knowledge 11: Lesson 5: Gold Mountain: AP. 5.1: E Pluribus Unum Puzzle
Objectives: Students will...		explain the meaning of e pluribus unum and why people immigrate; Record information about immigration; Explain why Charles Steinmetz immigrated to America;	explain the meaning of e pluribus unum and why people immigrate; Record information about immigration; Explain why Charles Steinmetz immigrated to America;	Describe the lives of immigrants living in major United States cities; record information about the lives of immigrants in major United States cities; Identify common routes of immigration in the 1880s- 1920's	Identify the potato blight as a major push factor for Irish immigrants in the late 1800s. explain why the United States was known as the "land of opportunity." record information about Irish immigration. identify and generate adjectives.	Students will record information about Irish immigration. Explain the push and pull factors of Chinese immigration in the 1880s– 1920s. demonstrate an understanding of the antonyms exhausting and refreshing. record information about Chinese immigration.
Standards						
Bathroom Break 9:40-9:45						
Reading:9:40-10:20						
Lesson:						
Objectives: Students will...						
Standards						
Math10:20-11:20						
2nd Grade						
Lesson:	Lesson 9.6 Reteach pg 441 Lesson 9.7 Reteach pg 417; Lesson 9.7 Enrichment and Extension pg 418	Lesson 9.6 Reteach pg 441 Lesson 9.7 Reteach pg 417; Lesson 9.7 Enrichment and Extension pg 418	Lesson 9.8 Daily Skill practice pg 419-420, Lesson 9.8 Extra Practice pg 421,	Lesson 9.9 Daily Skills Practice pg 425-426; Lesson 9.9 Extra Practice pg 427-428	Lesson 10.1 Reteach pg 441-442;	Lesson 10.7 Reteach pg 477- 478

Objectives: Students will...	Use different strategies to add three digit numbers;	Use addition strategies to add 3 two digit numbers;	Use addition strategies to		Use place value to find the difference;	Use different strategies to find the difference of 2 three digit numbers;
Standards						
3rd Grade						
Lesson:	Lesson 1.1 Daily skills practice pg 5-6 Lesson 1.1 Extra Practice pg 7-8	Lesson 1.2 Daily Skills practice pg 11-12; Lesson 1.2 Extra Practice pg 13-14	Lesson 1.3 Daily Skills Practice pg. 17.18; Lesson 1.3 Extra Practice pg 19-20	Lesson 1.4 Daily Skills Practice pg 23-24 Lesson 1.4 Extra Practice pg 25-26;	Lesson 1.5 Daily Skills Practice pg. 29-30 Lesson 1.5 Extra Practice pg 31-32;	
Objectives: Students will...	Use repeated addition and grouping to multiply;	Use a numberline to multiply	Use an array to multiply	Use an array to multiply;	Use Groups to multiply;	
Standards						
Clean up/Wash Hands 11:48-11:50						
Lunch/Recess: 11:50-12:17						
Writing 12:20-12:42						
Lesson:	Rough Draft Opinion Paper	Rough Draft Opinion Paper	Rough Draft Opinion Paper	Rough Draft Opinion Paper	Rough Draft Opinion Paper	
Objectives: Students will...	Will compose a rough draft of their curriculum map using completed graphic organizers.	Will compose a rough draft of their curriculum map using completed graphic organizers.	Will compose a rough draft of their curriculum map using completed graphic organizers.	Will compose a rough draft of their curriculum map using completed graphic organizers.	Will compose a rough draft of their curriculum map using completed graphic organizers.	
Standards						
Science/Social Studies 12:42-1:35	Science	Social Studies	Science	Social Studies	Science	
Lesson:	Lesson 1 What is Motion pg 138-141: Finish Electromagnet exploration	Finish Lesson 2: Cultures in Our Country Lesson 3: American Stories	Lesson 1: What is Motion? pg 142-145	Finish Lesson 3 American Stories pg 192-197	Lesson 1: What is Motion? pg 146-148	
Objectives: Students will...	describe ways that unbalanced forces affect the motion of an object	Know about American Stories	describe ways that unbalanced forces affect the motion of an object	Know about American Stories	describe ways that unbalanced forces affect the motion of an object	
Standards						
PE/Music 1:35-2:30						
Special: 2:30-3:10	Library	STEM	Health	Keyboarding	Art	
Lesson:			Lesson 4: Skin Problems and Remedies TM pg. 26-31			
Objectives: Students will...						

Standards:						
Spiral Review 3:15-3:00						
Clean up 3:15--3:25 Dismissal						