Week of	Monday	Tuesday	Wednesday	Thursday	Friday		
Calendar/Pledge 8:15-8:							
25 Daily Morning Routine: Standards		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.		:
			Explicit Instruction for		Explicit Instruction for		
MTSS: 8:25-8:45	IXL ELA:	IXL Math:	Phonics Intervention		Phonics Intervention:		
Reading: 8:45- 9:40							
3rd Grade	Unit 4:	Unit 4	Unit 4	Unit 5	Unit 5		
Lesson:	Lesson 13: "Androcles and the Lion" AP 13.1	Lesson 14: Roman Detectives: Cases 1 and 2;	Lesson 15: Roman Detective: Cases 3 and 4	Lesson 1 What is Light? Part 1 AP 1.1	Lesson 2: What is Light? Part 2 AP 2.1; 2.2, Video Summary;		
Objectives: Students will	Describe characters and events in Androcles and the Lion" Identify parts of a play, accurately read parts of play aloud; Provide reasons to support opinion	Determine meaning of words after adding suffixes; Identify author's point of view, state opinion, idetify facts about Latin; Identify author's point of view, state opinion, identify facts about Roman architecture;	Indentify author's point of view, state opinion, identify facts about Rome; Write opinion paragraph; Form and use irregular verbs, Use spelling patterns for /ee/	Describe concept of light; Find key ideas and details in text; Take notes and write in response to text about light; Review spelling sound /ee/;	Describe and compare characters in narrative; Read and answer questions about light; Compare and contrast two text; Summarize main idea and supporting details presented in a videp; Creat advervs that show how;		
Standards	3.RL.3; 3.RL.5; <u>3.SL</u> .5; 3. RF.4; 3.W.1;	3.RI.6; 3.W.1; <u>3.Lb</u>	2.RI.6; 3.W.1; 3.L.1d; 3. L.2f;	3.RI.2; 2.W.8; 2.L.2f;	3.RL.2; 3RI.1 3.RI.9; <u>3.</u> <u>SL</u> .2; 3.L.1a;		
2nd Grade	Knowledge 5: Week 13: Day 5; Skills 4: Week 16 Day 4	Knowledge 5: Week 14: Day 1; Skills 4: Week 16: Day 5	Knowledge 5: Week 14 Day 4 Skills 4: Week 17 Day 1:	Knowledge 5: Week 14: Day 5 Skills 4: Week 17 Day 2;	Knowledge 5: Week 15: Day 1; Skills 4: Week 17 Day 3:		
Lesson:	Lesson 3: Mr and Mrs. Madison, AP 3.1, exit pass Lesson 1:Spelling Alternatives Introduce /er/ > 'er', 'ir' and 'ur'	Lesson 4: Another War Alread? AP 3.1, AP 4.1; Lesson 2: Spelling Alternatives: Introduce /er/ > 'er', 'ir' and 'ur'	Lesson 5: The Attack on Washington D.C. AP 5.1; Lesson 3: Spelling Alternative Introduction /i/>y	Lesson 6 Broad Stripes and Bright Stars; Lesson 4: Review: Tricky Spelling 'i'	Lesson 7: The Battle After the War, Exit Pass; Lesson 5: Spelling Assessment; AP 5.1, AP 5.2, AP 5.3;		
Objectives: Students will	Review cause of War of 1812; Describe connection batween James and Dolley; Generate words using - ful, -less; Write Persuasive speeches; Produce and read words with /er/ sound; Read previously taught Tricky Words and all ; Read and spell words with sound. spellings /aw/	Recond information on T-Chart; Explain importance of waterways in War of 1812; Present persuasive speech; Indicate whether spoken word is common or proper noun; Read one- and two- syllable words featuring previously taught sound/spellings; Read "Morning," Answer questions about text;	Explain benefits of familiarity of waterways during war of 1812; Identify main topic; Sequene events; Read singular nounds, add correct ending to form plural; Read one- and two- syllable words with <i>ili</i> ; Read word pairs; Determine 'y' sound Read " Brooklyn", answer questions about the text	Summarize events of attack on Washington DC; Explain origins of " The Star Spangled Banner"; Sequence events; Read simple decodable phrases, identify action verbs; Show understanding of phrases; Review sound/spellings, determine /i/ pr /ie/ sound; Read words with 'i' spellings, fill in the blanks; Read " Drummer's Grove', answer questions about text;	Summarize events of Battle of Baltimore; Explain why War of 1812 is called Americ's second war of indendence; Summarize key i; deas; Spell words featuring /aw/, /oi/; Review sound/Spellings /ie/; Read words with /ie/ complete fill in the blank; Read "Dwight's Lights", answer questions about text;		

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	2.sl.1; 2.Rl.3; 2.L.5; 2.L.			2.SL.2; 3.L.5; 2.L.5a; 2.	2.RI.2; 2.RI.2; 2.L.5; 2.		
	5a; 2.L.4; 2.L.4c; 2.W.1; 2.RF.2a; 2.RF.3f; 2.RF.	2.RI.9; 2.RI.2; 2.L.5; 2. L.5a; 2.SL.4; 2.L.1; 2.	2.SL.2; 2.L.5; 2.L.5a; 2. RI.3; 2.RF.3d; 2.L.1b; 2.	RI.3; 2.RL.4a; 2.RF.3b. 2. RF.3c; 2.RF.4; 2.RL.1; 2.	L.5a; 2.W.7; 2.RF.3c; 2.L.2d; 2.RF.3e; 2.RF.		
Standards	3A; 2.RF.3b; 2.I.2d;		RF.3e; 2.RF.4a; 2.RL.1;	W.3; 2.W.3; 2.L.1f;	3b; 2.RF.4a; 2.RL.1;		
		Bathroom Bre					
Reading:9:40-10:20							
		Complete lessons			Complete lessons		
Lesson:	Complete lessons above	above	Complete lessons above	Complete lessons above	above		
Objectives: Students will							
Standards							
Math10:20-11:20							
2nd Grade							
Lesson:	Introduction to: Run a Candy Story PBL Task #1 - Task #3	Task #4: Grand Opening: Spin the Wheel, Guess the number of Candies	Task #5: Mystery Guest, Task #6 The First Big Order	Task #7 Inventory Day, Task #8 Surprise Bags,	Task #9 : Working the Cash Register; Task #10 Candy Spill Task #11 Gummy Sales		
Objectives: Students will	Students will Create an advertisement to attract customers to thier store; Identify the amount of each candy combining hundreds, tens, and ones; Find the sum and differences between the different candies; Use data from a bar graph to identify the favorite candy of the students in the school; find the sum and differences between different kinds of candy;	Apply knowledge of base ten blocks, and expanded form to decode prizes won at grand opening; will use base ten blockks to answer questions; will compose an addition equation, write the sum in standard and word form;	Use place value to complete the picture; Compose numbers in standard form using place values; Use data on a picture graph to answer questions; Skip count by 2's. 5,s, and 10's to identify the number of candies sold.	Use a graph to answer the questons; Use skip counting to interpret data on a graph; Compose an addition equation to shoe the total number of surprise bags;	Use addtion to find the cost of each order; Use the cent symbol and dollar sign when composing their answers; use and array to find the answer to questions; write answers in word form; Write an addition equation; Use a tally chart to identify the number of packages sold; Write an addition equation; Identify the number of tens and ones in the sum of an addition equation;		
Standards					,		
3rd Grade							
Lesson:	Introduction to: Run a Candy Story PBL Task #1 - Task #3	Task #4: Grand Opening: Spin the Wheel, Guess the number of Candies	Task #5: Mystery Guest, Task #6 The First Big Order	Task #7 Inventory Day, Task #8 Surprise Bags,	Task #9 : Working the Cash Register; Task #10 Candy Spill Task #11 Gummy Sales		
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<u> </u>	Clean up/Wash H	ands 11:48-11:50	1	1				
	Lunch/Recess	: 11:50-12:17						
Complete Peer editing and turn in	Final draft of Informational Paper:	Final draft of Informational paper	Final draft of Informational Paper	Final Draft of Informational Paper				
informatonal writing;	draft of paper	draft of paper	will work on typing final draft of paper	will work on typing final draft of paper				
3.W.2	3.W.2	3.W.2	3.W.2;	3.W.2				
Science	Social Studies	Science	Social Studies	Science				
Introduction Island Survival : Vacation TIme pg 9, Something has Happened pg 10, Title Page, pg 11;	Island Survival: Taking Stock: pg 12, Must Do Now pg. 13 Starting a Fire pg 14	Island Survival: Build a Shelter pg 15; What's on the Island; pg 16;	Land forms and More pg 17,18 ; Water Source pg 19	Journal Entries pg 20- 26				
Students will plan their dream vacations, include 10 items to pack;	Students will evaluate the top three resource they brought and how these can help them now; decide 4 crucial must-do actions that need to happen quicly to help them survive; create fire. They can draw how they did it, including labeling and writing how they were successful;	items on the island; Decide the types of	must pick 8 types of landformas that are on the island, and then draw what they look like; must design/create a way to get drinkable water;	given prompts and a possibility of writing 13 joutnal entries about their experiences on the island.				
	PE/Music	1:35_2:30						
	STEIVI		Reyboarding	AIL				
<u> </u>	Spiral Poviou	N 3:15-3:00		1				
	and turn in Students will use editing marks to edit a peers informatonal writing; 3.W.2 Science Introduction Island Survival : Vacation TIme pg 9, Something has Happened pg 10, Title Page, pg 11; Students will plan their dream vacations, include	Lunch/Recess Complete Peer editing and turn in Final draft of Informational Paper: Students will use editing marks to edit a peers informatonal writing; will work on typing final draft of paper 3.W.2 3.W.2 Science Social Studies Introduction Island Survival : Vacation TIme pg 9, Something has Happened pg 10, Title Page, pg 11; Island Survival: Taking Stock: pg 12, Must Do Now pg. 13 Starting a Fire pg 14 Students will evaluate the top three resource they brought and how these can help them now; decide 4 crucial must-do actions that need to happen quicly to help them survive; create fire. They can draw how they did it, including labeling and writing how they were successful; StEM STEM State STEM	and turn inInformational Paper:Informational paperStudents will use editing marks to edit a peers informatonal writing;will work on typing final draft of paperwill work on typing final draft of paper3.W.23.W.23.W.2ScienceSocial StudiesScienceIntroduction Island Survival : Vacation Time pg 9, Something has Happened pg 10, TitleIsland Survival: Taking Stock: pg 12, Must Do Now pg. 13 Starting a Fire pg 14Island Survival: Build a Shelter pg 15; What's on the Island; pg 16;Students will plan their dream vacations, include 10 items to pack;Students will plan their writing how they were successful;Students tableg them successful;PE/Music 1:35-2:30	Lunch/Recess: 11:50-12:17 Complete Peer editing and turn in Final draft of Informational Paper Final draft of Informational Paper Students will use editing marks to edit a peers will work on typing final draft of paper will work on typing final draft of paper will work on typing final draft of paper 3.W.2 3.W.2 3.W.2 3.W.2 Science Social Studies Science Social Studies Introduction Island Survival : Vacation Time pg 9, Something has Happened pg 10, Title Island Survival: Taking Students will evaluate the top three resource they brought and how these can help them now; decide 4 crucial must-do actions that need to happen quicy; create fire. They can draw how they did it, including labeling and writing how they were successful; Students must design a makeshifr shelter using items on the island; Decide the types of animals, tree,s, plants, and climate of the island; must pick 8 types of landformas that are on the island; PE/Music 1:35-2:30 STEM Library Keyboarding	Lunch/Recess: 11:50-12:17 Complete Peer editing and turn in Final draft of Informational Paper Final draft of Informational Paper Final draft of Informational Paper Final Draft of Informational Paper Students will use editing marks to edit a peers 3.W.2 will work on typing final draft of paper July 2 July 2 Students will stand Survival: Taking page, pg 11; Island Survival: Taking Fire pg 14 Island Survival: Students must design a news to help them now; decide 4 crucial must do actions that need to happer guive the ble types of including labeling and writing how they weri, stand; Students must design a must pick 8 types	Lunch/Recess: 11:50-12:17 Complete Peer editing and turn in Final draft of informational Paper: Final draft of informational Paper Final draft of informational Paper Final draft of informational Paper Students will use editing marks to edit a peers informatonal writing; will work on typing final draft of paper 3.W.2 3.W.2 3.W.2 3.W.2 3.W.2 Science Social Studies Science Social Studies Science Introduction Island Survival: Vacation Time Jappened p10, Title Page, pg 11; Island Survival: Taking Stock p12, Must Do Fire p14 Island Survival: Build a balter pg 15; What's on the Island; pg 16; Land forms and More pg 10; Wat's Socience pg 10; Wat's Socience the top three resource the top three resource they brought and how the led on the usland; pg 16; must pick 8 types of indication sthat need to happen quive; create fire. They can draft whow they (di t), including labeling and writing how they were successful; Students must design a must pick 8 types of animals, trees, plants, and, and then draw with they look like; must design/create a way to get drinkable water; given prompts and a possibility of writing 13 youral entries about thei spanet. PE/Music 1:35-2:30 STEM Library Keyboarding Art	Lunch/Recess: 11:50-12:17 Complete Peer editing and turn in Final draft of informational paper Final draft of informational Paper Final draft of informational Paper Students will use editing will work on typing final draft of paper will work on typing final draft of paper will work on typing final draft of paper will work on typing final draft of paper Students will use editing informational writing; 3.W.2 3.W.2 3.W.2 Science Social Studies Science Social Studies Science Indoduction Island Surviva: Vacation Time page, pg 11; Island Surviva: Taking students will evaluate the top three resource they brought and how must do actions that need to happen quicty to help them survive: draft for a put of the island; pg 16; Island Surviva: Baild and pg 5; Omthing has Happened pg 10; Title Page, pg 11; Students will evaluate the top three resource they brought and how must do actions that need to happen quicty to help them survive: draw how they did it, draw how t	Lunch/Recess: 11:50-12:17 Image: Complete Peer editing and Lurn in informational Paper: Final draft of informational paper: I