

Week of 05/08/23-05/12/23	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	Realize Math Program	Realize Math Program	Realize Math Program	Realize Math Program	Explicit Instruction for Phonics Intervention:	
Reading: 8:45- 9:40						
3rd Grade	Unit:	Unit	Unit	Unit	Unit	
Lesson:	Lesson 7: Spanish Settlements AP 7.1 Spanish Missions; AP 7.1 Spanish Settlements; AP 7.3 Short Answer/Opinion: Spanish Explorers	Lesson 8: John Cabot, Part 1 AP 8.1 Vocabulary Review: John Cabot; AP. 8.2 Comparative and Superlative Adjectives AP 8.3 Word Sort Reader: John Cabot	Lesson 9: John Cabot, Part 2: AP 9.1: Opinion Prewriting Part A; AP 9.2 John Cabot Close Reading; Prefix and suffix review;	Lesson 10: Henry Hudson: AP 10.1 Henry Hudson: Cause-and-Effect, AP. 10. , Reader: Henry Hudson10.2 Vocabulary Review: Henry Hudson, 10.3	Lesson 11: Samuel de Champlin: AP. 11.1 Character Traits of Samuel de Champlain, AP. 11.2 Vocabulary Review: Samual de Champlain AP 11.3 Comparative and Superlative Adjectives Using more and most,	Lesson 12: The Fur Traders and Explorers Review: AP 12.1 Review of English and French Explorers, AP. 12.2 True and False Comprehension Statements about the Fur Trade, AP 12.3 Vocabulary Review: The Fur Trade, AP 12.4 Prewriting Graphic Organizer for Opinion Writing,

Objectives: Students will...	Summarize information about Spanish missions in North America; Write an opinion paragraph using facts about Spanish explorers; Student will use linking words for example to connect reasons and to connect ideas with categories of information;	compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus; Preview of the reading and background knowledge, students will make predictions about the chapter; Apply suffixes –er and –est to make comparisons;	Interpret a painting illustrating John Cabot's journey to find the Northwest Passage, using complete sentences and domain vocabulary; Closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text; Apply spelling patterns to correctly spell words containing the /oo/ sound; Use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot's crew would be worth the glory or adventure;	Compare the journeys and experiences of Henry Hudson to other explorers. Evaluate the success of Henry Hudson's explorations of North America; Determine cause and effect relationships between the events in the exploration and journey of Henry Hudson; Apply spelling patterns to correctly spell words containing the /f/ sound;	Describe the long-term effects of Champlain's expeditions in North America; Evaluate and compare the success of European explorers in North America; Interpret information from the text to assign character traits to Samuel de Champlain; Apply words more and most to comparative and superlative adjectives;	
Standards						
2nd Grade	Knowledge: Skills: 6	Knowledge : Skills 6	Knowledge Skills :6	Knowledge: 6 Skills: Week:	Knowledge: Skills: Week:	
Lesson:	Knowledge: Lesson 10: Immigration and Citizenship: E Pluribus Unum Puzzle 1.1-6.1; Song: "The Star-Spangled Banner" Skills: Lesson 26: Reading Close Reading: "The End of the War" ; AP 26.4 Alphabetize Words; PP. 22 punctuation, PP.26 Changing Nouns, PP.29 Compound Words, PP.30 Synonyms, antonyms	Knowledge: Lesson 11: Knowledge 11 Domain Assessment: DA1, DA. 2, DA.3; Skills Lesson 27: Unit Assessment: The War of 1812: AP 27.1-27.4	Knowledge: Lesson 1: People Who Fought for a Cause: AP 1.1 Skills: Lesson 28: Writing: Paragraphs: AP. 28.1: The War of 1812: A Report by Mr. Mowse, AP.28.2: Staying on Topic, AP 28.3: Alphabetize Words; AP 28.4: Find the Secret Message Tricky Spelling 'a';	Knowledge: Lesson 2 Susan B. Anthony: An Advocate for Women's Rights: AP 2.1 Free verse poem; Skills: Lesson 29: Writing: Write a Report: AP 29.1: The Writing Process for Reports AP 29.2 Report Editing Checklist; AP 29.3 Topic Sentences and Concluding Sentences;	Knowledge: Lesson 3: AP. 3.1 Concept Map AP 3.2 Eleanor Roosevelt Free Verse Poem: Skills: Lesson 30: Spelling Assessment : Reader: Chapter 8, "Francis Scott Key and the National Anthem," AP 30.1: Spelling Assessment, 30.2: Identify Topic and Irrelevant Sentences;	

	Will review citizenship and the importance of the U.S. Constitution; Explain the rights and responsibilities of U.S. citizens; identify similarities and differences in the experiences of immigrants in different parts of the United States. Closely read the text by answering text-dependent questions review /o/ > 'a' and 'wa' will read two- and three-syllable words featuring the sound/spelling, and will read sentences featuring words with /o/ > 'a' and 'wa' and match pictures with the sentences.	Answer multiple-choice questions and one short-answer question assessing their knowledge of the information they have read in The War of 1812; Read a letter and questions about the national anthem from Mr. Mowse; Read words with the tricky spelling 'a' > /a/, /ae/, /o/, and /ə/;	review the various meanings of the words fighting and cause; describe the reasons the author gives to support the statement that the people in this domain made the world a fairer place; demonstrate an understanding of the Tier 2 word courage; Study the structure and form of free verse poetry; select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify and cross out sentences that do not stay on the topic; Alphabetize words to the second letter; Read words with the tricky spelling 'a,' and will use those words to complete fill-in-the-blank sentences	Read questions addressing information about the War of 1812, and will produce topic listings that cover the questions asked; Fill in a template outlining the writing process for reports; Students will read sentences that go with a topic, and will write a topic sentence and a concluding sentence for each topic.	Write a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements. Demonstrate an understanding of the Tier 2 word admirable. Explain the connection between Eleanor Roosevelt and the fight for human rights; Review information about civil rights, Susan B. Anthony, and Abraham Lincoln; Partner read "Francis Scott Key and the National Anthem," and will answer inferential and evaluative questions about key details in the text;
Objectives: Students will...					
Standards					
Bathroom Break 9:40-9:45					
Reading:9:40-10:20					
Lesson:					
Objectives: Students will...					
Standards					
Math10:20-11:20					
2nd Grade					
Lesson:	time, money, place value, arrays, math facts, end of year review	time, money, place value, arrays, math facts, end of year review	time, money, place value, arrays, math facts, end of year review	time, money, place value, arrays, math facts, end of year review	time, money, place value, arrays, math facts, end of year review
Objectives: Students will...					
Standards					
3rd Grade					

Lesson:	2.1: Daily Skills Practice 2.1 reteach and practice pg 55-60	2.2 Daily skills Practice, 2.2 Reteach and extra practice; pg 61-66	2.3 Daily Skills Practice 2.3 Reteach and extra Practice pg.67-72	2.4 Daily SKills Practice 2.4 Reteach and extra Practice; pg73-78	Lesson 2.5 Daily Skills Practice, 2.5 Reteach and Extra Practice pg 79-84
Objectives: Students will...	complete equations for the models given;	Use different strategies to complete the model and the equations;	Use different strategies to complete the model and the equations	Use different strategies to complete the model and the equations	Use different strategies to complete the model and the equations
Standards					
Clean up/Wash Hands 11:48-11:50					
Lunch/Recess: 11:50-12:17					
Writing 12:20-12:42					
Lesson:	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons
Objectives: Students will...	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons	Edit/Compose Final Draft of Opinion Paper on the Earths Seasons
Standards					
Science/Social Studies 12:42-1:35	Science	Social Studies	Science	Social Studies	Science
Lesson:					
Objectives: Students will...					
Standards					
PE/Music 1:35-2:30					
Special: 2:30-3:10	Library	STEM	Health	Keyboarding	Art
Lesson:		Plant Journals:	Lesson 3: It's the Skin that I'm In PT 3; How am I special; Special friends poster.		Butterfly Watercolor resisent painting; Mothers Day Frame
Objectives: Students will...		track the growth of their plant and write a description of the plant	Create a poster stating what makes their friends special and what it takes to be a good friend.		use 3 mediums to complete a art piece.
Standards:			National Health Education Standards: cc, inf, ic, sm, adv;		
Spiral Review 3:15-3:00					
Clean up 3:15--3:25 Dismissal					