

| 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 whiteboard.  | Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the whiteboard.  | Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the whiteboard.                    | Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the whiteboard.  | Meet at the Calendar bulletin board. Together update weather, season, days of the week, discuss the date, up date the whiteboard.  |  |  |  |
| Standards                    |  |  |  |  |  |  |  |  |
| MTSS: 8:25-8:45              | IXL ELA:   | IXL MATH:  | Explicit Instruction for Phonics Intervention: -ck blends Day1   |  | Explicit Instruction for Phonics Intervention:-ck Blends Day 2   |  |  |  |
| Reading: 8:45- 9:40          |  |  |  |  |  |  |  |  |
| 3rd Grade                    | Unit 3: Week 9: Day 3:   | Unit 3: Week 9: Day 4:   | Unit 3: Week 9: Day 5:   | Unit 3: Week 10 Day 1:   | Unit 3: Week 10 Day 2:   |  |  |  |
| Lesson:                      | Lesson 10: Vision:The Parts of the Eye AP 10.1   | Lesson 11: Hearing: The Parts of the Ear AP.11.2   | Lesson 12 A Clean Bill of Health, Lined Paper  | Lesson 13: Overcoming Disabilities: AP. 13.1   | Lesson 14: Unit Assessment   |  |  |  |
| Objectives: Students will... | Describe relationship between parts of the eye; Determine main idea, recount key details and explain how they support main ideas; Write words using spelling patterns and rules for /j/ sound; Identify and use parts of paragraph in writing; | Describe relationship between parts of the ear; Demonstrate understanding of text; Use spelling patterns and generalizations in writing words; Produce Clear, organized writing; | Compare nervous system to other systems; Use spelling patterns and generalizations in writing  | Demonstrate understandig of text; Use subject, pronouns and explain function;  | Write short reflection passage; Identify and spell regular and plural nouns;   |  |  |  |
| Standards                    | 3.RL.3; 3.RI.2; 3.W.2f; 3.W.2a;  | 3.RI.3; 3.RI.1; 3.L.2f; 3.W.4;   | 3.RI.3; 3.L.2f;  | 3.W.8; 3.L.1a;   | 3.W.8; 3.L.1b;   |  |  |  |
| 2nd Grade                    | Knowledge 3 Week 10 Day 1 Skills 3 week 12 Day 3, Day 4  | Knowledge 3: Domain Assessment Skills 3: Week 12 Day 5   | Knowledge 4: Week 10 Day 3; Skills 3: Week 13: Day 1   | Knowledge 4: Week 10: Day 4:   | Knowledge 4: Week 10: Day 5:   |  |  |  |
| Lesson:                      | Lesson 10 : Spelling Assessment : Lesson 11 Spelling Alternatives The /ie/ Sound and its Spellings AP 11.1, 11.2, 11.3   | Lesson 12 Spelling Alternatives and Grammar: review /ie/ and Common and Proper Nouns AP 12.1, Domain Assessment  | Lesson 1: The Twelve Gods of Mount Olympus AP 1.1  | Lesson 2 Prometheus and Pandora AP. 2.2  | Lesson 3: Demeter and Persephone AP3.1;  |  |  |  |
| Objectives: Students will... | Provide words <a href="#">with ie</a> sound/spellings; Read words with /ie/ sounds/spellings. Complete Sentences; Read words with tricky spellings and Tricky Word all;  | Identify certain sounds in spoken words; Review sound/spellings, read and compare one- and two- syllable words; Distinguish between and identify common and proper nouns;        | Explain why Greek myths are considered fiction; Word work: spectators, demonstrate understanding of participants; Record key information about Zeus; | Identify what Prometheus and Pandora tries to explain; Word Work: amusing; Retell story of Prometheus and Pandora; Record Key information about a character's point of view; | Explain purpose of myth and identify events myths explain; Compare and contrast two Greek myths; Word Work: retrieve; Demonstrate understanding of word pine; Record information character from Greek myth "Demeter and Persephone |  |  |  |

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|-----------------------------------|--|---|--|--|--|--|--|--|
| Standards                         | 2.RF.3a; 2.RF.3b; 2.RF.4a; 2.L.4a; 2.RL.1; 2.RF.3d; 2.RF.3e;                       | 2.RF.3a; 2.RF.3c; 2.RF.4a; 2.L.1;   | 2.RL.5; 2.L.5a; 2.W.8;   | 2.SL.2' 2.L.5a; 2.RL.2; 2.RL.6   | 2.RL.2; 2.RL.9; 2.L.5a; 2.L.4; 2.W.8;  |  |  |  |
| Bathroom Break 9:40-9:45          |  |   |  |  |  |  |  |  |
| Reading:9:40-10:20                |  |   |  |  |  |  |  |  |
| Lesson:                           | Complete Above Lessons   | Complete Above Lessons  | Complete Above Lessons   | Complete Above Lessons   | Complete Above Lessons   |  |  |  |
| Objectives: Students will...      |  |   |  |  |  |  |  |  |
| Standards                         |  |   |  |  |  |  |  |  |
| Math10:20-11:20                   |  |   |  |  |  |  |  |  |
| 2nd Grade                         |  |   |  |  |  |  |  |  |
| Lesson:                           | 6.2: Use Models to subtract a one-digit number from a two-digit number. pg.269-274 | 6.3 Use model to subtract a two-digit number from a two-digit number pg 275-280 | 6.4 Subtract from a Two-Digit Number pg 281-286  | 6.5 Use Addition to Check Subtraction pg 287-292   | 6.6 Practice Two Digit Subtraction pg 293-298  |  |  |  |
| Objectives: Students will...      | Use model and regrouping to subtract a on digit number from a two-digit number;    | Use models to subtract a two-digit number from a two-digit number;              | Subtract a one-or two digit number from a two-digit number;  | Use addition to check subtraction;   | Solve one- and two-step problems.  |  |  |  |
| Standards                         | 2.NBT.5; 2.OA.1  | 2.NBT.5; 2.OA.1   | 2.NBT.5; 2.OA.1  | 2.NBT.5; 2.OA.1  | 2.NBT.5; 2.OA.1  |  |  |  |
| 3rd Grade                         | Ch. 6  |   |  |  | Ch.7   |  |  |  |
| Lesson:                           | 6.4 Area and Distributive Property pg 273-278                                      | 6.5 Find Areas of More Shapes pg 279-284  | Chapter 6 Practice pg 287-288  | Chapter 6 Assessment   | 7.1 Place Value  |  |  |  |
| Objectives: Students will...      | Use the Distributive Property to find the area of a rectangle                      | Find the area of a shape made up of rectangles                                  | Use the Distributive Property to find the area of a rectangle. Find the area of a shape made up of rectangles; | Use the Distributive Property to find the area of a rectangle. Find the area of a shape made up of rectangles; | Identify the values of digits in three-digit numbers.                                    |  |  |  |
| Standards                         | <a href="#">3.MD.7c</a> ; <a href="#">3.MD.C.7b</a> ; <a href="#">3.MD.C.7d</a> ;  | 3.MD.7c; 3.MD.C.7b; 3.MD.C.7d;  | 3.MD.7c; 3.MD.C.7b; 3.MD.C.7d;   | 3.MD.7c; 3.MD.C.7b; 3.MD.C.7d;   | 3.NBT.1a   |  |  |  |
| Clean up/Wash Hands 11:48-11:50   |  |   |  |  |  |  |  |  |
| Lunch/Recess: 11:50-12:17         |  |   |  |  |  |  |  |  |
| Writing 12:20-12:42               |  |   |  |  |  |  |  |  |
| Lesson:                           | Outlines: Informative Compare and Contrast Paper                                   | Outlines: Informative Compare and Contrast Paper                                | Outlines: Informative Compare and Contrast Paper   | Complete: Outlines: Informative Compare and Contrast Paper : Composing Topic Sentences                         | Composing Topic Sentences: Support Topic Sentences;                                      |  |  |  |
| Objectives: Students will...      | Organize information researched into an outline;                                   | Organize information researched into an outline;                                | Organize information researched into an outline;   | Organize information researched into an outline;   | Compose a topic sentence to support facts and information researched.                    |  |  |  |
| Standards                         | 2.W.3; 3.W.3   | 2.W.3; 3.W.3  | 2.W.3; 3.W.3   | 2.W.3; 3.W.3   | 2.W.3; 3.W.3   |  |  |  |
| Science/Social Studies 12:42-1:35 | Science  | Social Studies  | Science  | Social Studies   | Science  |  |  |  |
| Lesson:                           | Lesson 3: What Plants and Animals Live in Water Habitats: pg 142-145               | Chapter 2 Lesson 2: Earth's Land and Water. pg 49-51                            | Lesson 3: What Plants and Animals Live in Water Habitats: pg 146-150   | Chapter 2 Lesson 3 Where People live pg 52-55  | Lesson 3: Take It Further: Careers in Science & Engineering: Marine Biologist pg 151-152 |  |  |  |

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|-------------------------------|--|---|--|--|--|--|--|--|
| Objectives: Students will...  | Compare plants and animals in different water habitats   | Identify different kinds of land and water. | Compare plants and animals in different water habitats | know how and why people have moved to the United States from other parts of the world. | Compare plants and animals in different water habitats |  |  |  |
| Standards                     | LS4.d;   |   | LS4.d;   |  | LS4.d;   |  |  |  |
| PE/Music 1:35-2:30            |  |   |  |  |  |  |  |  |
| Special: 2:30-3:10            |  | STEM  | Library  | Keyboarding  | Art  |  |  |  |
| Lesson:                       | Activity 6: It Rhymes with Snack, pg 20  | Straws and Tracks                           |  |  |  |  |  |  |
| Objectives: Students will...  | Identify rhyming words and use them to form rhyming couplets; Identify foods from food groups; |   |  |  |  |  |  |  |
| Standards:                    |  |   |  |  |  |  |  |  |
| Spiral Review 3:15-3:00       |  |   |  |  |  |  |  |  |
| Clean up 3:15--3:25 Dismissal |  |   |  |  |  |  |  |  |