



Monday 01/25/2021	Tuesday 01/26/2021	Wednesday 01/27/2021	Thursday 01/28/2021	Friday 01/29/2021
<p>Morning Welcome Work 8:10am - 8:40am</p> <p>Greetings! Wash hands, unpack, write in agenda, morning work, attendance, etc.</p>	<p>Morning Welcome Work 8:10am - 8:40am</p> <p>Greetings! Wash hands, unpack, write in agenda, morning work, attendance, etc.</p>	<p>Morning Welcome Work 8:10am - 8:40am</p> <p>Greetings! Wash hands, unpack, write in agenda, morning work, attendance, etc.</p>	<p>Morning Welcome Work 8:10am - 8:40am</p> <p>Greetings! Wash hands, unpack, write in agenda, morning work, attendance, etc.</p>	<p>Morning Welcome Work 8:10am - 8:40am</p> <p>Greetings! Wash hands, unpack, write in agenda, morning work, attendance, etc.</p>
<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 17</p> <p>Introduce Vocabulary words week 7</p> <p>12 Powerful Words</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 17</p> <p>Introduce Vocabulary words week 7</p> <p>12 Powerful Words</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 17</p> <p>Introduce Vocabulary words week 7</p> <p>12 Powerful Words</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 17</p> <p>Introduce Vocabulary words week 7</p> <p>12 Powerful Words</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 17</p> <p>Introduce Vocabulary words week 7</p> <p>12 Powerful Words</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>
<p><b>Standards</b></p> <p><b>ELA.3.F.1.3</b> Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p><b>ELA.3.F.1.3.a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3.b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p><b>ELA.3.F.1.3.c</b> Decode multisyllabic words.</p>	<p><b>Standards</b></p> <p><b>ELA.3.F.1.3</b> Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p><b>ELA.3.F.1.3.a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3.b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p><b>ELA.3.F.1.3.c</b> Decode multisyllabic words.</p>	<p><b>Standards</b></p> <p><b>ELA.3.F.1.3</b> Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p><b>ELA.3.F.1.3.a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3.b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p><b>ELA.3.F.1.3.c</b> Decode multisyllabic words.</p>	<p><b>Standards</b></p> <p><b>ELA.3.F.1.3</b> Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p><b>ELA.3.F.1.3.a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3.b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p><b>ELA.3.F.1.3.c</b> Decode multisyllabic words.</p>	<p><b>Standards</b></p> <p><b>ELA.3.F.1.3</b> Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p><b>ELA.3.F.1.3.a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3.b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p><b>ELA.3.F.1.3.c</b> Decode multisyllabic words.</p>



<p>Specials 9:05am - 9:50am</p> <p><b>Media</b></p>	<p>Specials 9:05am - 9:50am</p> <p><b>STEM</b></p>	<p>Specials 9:05am - 9:50am</p> <p><b>Art</b></p>	<p>Specials 9:05am - 9:50am</p> <p><b>Music</b></p>	<p>Specials 9:05am - 9:50am</p> <p><b>PE</b></p>
<p>WIN/STAR 9:50am - 10:20am</p> <p>Work with L25 Phonics, Comprehension, Fluency</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings</p>	<p>WIN/STAR 9:50am - 10:20am</p> <p>Work with L25 Phonics, Comprehension, Fluency</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings</p>	<p>WIN/STAR 9:50am - 10:20am</p> <p>Work with L25 Phonics, Comprehension, Fluency</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings</p>	<p>WIN/STAR 9:50am - 10:20am</p> <p>Work with L25 Phonics, Comprehension, Fluency</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings</p>	<p>WIN/STAR 9:50am - 10:20am</p> <p>Work with L25 Phonics, Comprehension, Fluency</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings</p>
<p><b>Standards</b></p> <p><b>3.L.1b</b> Form and use regular and irregular plural nouns.</p> <p><b>3.L.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>3.L.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><b>Standards</b></p> <p><b>3.L.1b</b> Form and use regular and irregular plural nouns.</p> <p><b>3.L.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>3.L.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><b>Standards</b></p> <p><b>3.L.1b</b> Form and use regular and irregular plural nouns.</p> <p><b>3.L.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>3.L.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><b>Standards</b></p> <p><b>3.L.1b</b> Form and use regular and irregular plural nouns.</p> <p><b>3.L.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>3.L.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><b>Standards</b></p> <p><b>3.L.1b</b> Form and use regular and irregular plural nouns.</p> <p><b>3.L.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>3.L.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
<p>ELA 10:20am - 11:45am</p> <p>LAFS Lesson 13 What are Stories? Pages 214 - 227</p> <p>Centers: Teacher - Guided Reading</p>	<p>ELA 10:20am - 11:45am</p> <p>LAFS Lesson 13 What are Stories? Pages 214 - 227</p> <p>Centers: Teacher - Guided Reading</p>	<p>ELA 10:20am - 11:45am</p> <p>LAFS Lesson 13 What are Stories? Pages 214 - 227</p> <p>Centers: Teacher - Guided Reading</p>	<p>ELA 10:20am - 11:45am</p> <p>LAFS Lesson 13 What are Stories? Pages 214 - 227</p> <p>Centers: Teacher - Guided Reading</p>	<p>ELA 10:20am - 11:45am</p> <p>LAFS Lesson 13 What are Stories? Pages 214 - 227</p> <p>Chapter Test</p> <p>Centers:</p>



<p>Vocabulary Freckle ELA AR - Books, MyOn, Epic</p>	<p>Teacher - Guided Reading Vocabulary Freckle ELA AR - Books, MyOn, Epic</p>			
<p><b>Notes</b> I Can: Refer to parts of stories to give examples when writing or speaking about literary text using the word chapter. I Can: describe how successive parts of a text build on earlier sections.</p>	<p><b>Notes</b> I Can: Refer to parts of stories to give examples when writing or speaking about literary text using the word chapter. I Can: describe how successive parts of a text build on earlier sections.</p>	<p><b>Notes</b> I Can: Refer to parts of stories to give examples when writing or speaking about literary text using the word chapter. I Can: describe how successive parts of a text build on earlier sections.</p>	<p><b>Notes</b> I Can: Refer to parts of stories to give examples when writing or speaking about literary text using the word chapter. I Can: describe how successive parts of a text build on earlier sections.</p>	<p><b>Notes</b> I Can: Refer to parts of stories to give examples when writing or speaking about literary text using the word chapter. I Can: describe how successive parts of a text build on earlier sections.</p>
<p><b>Standards</b> <b>3.L.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>LAFS.3.RL.2.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2) <b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3) <b>LAFS.3.SL.1.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>Standards</b> <b>3.L.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>LAFS.3.RL.2.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2) <b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3) <b>LAFS.3.SL.1.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>Standards</b> <b>3.L.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>LAFS.3.RL.2.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2) <b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3) <b>LAFS.3.SL.1.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>Standards</b> <b>3.L.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>LAFS.3.RL.2.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2) <b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3) <b>LAFS.3.SL.1.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>Standards</b> <b>3.L.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>LAFS.3.RL.2.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2) <b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3) <b>LAFS.3.SL.1.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<p>Math WIN 11:45am - 12:15pm L25</p>				



<p>Multiplication and Division AREA 100 Day Count Down M4T</p>	<p>Math WIN 11:45am - 12:15pm L25 Multiplication and Division AREA 100 Day Count Down M4T</p>			
<p>Math 12:15pm - 1:00pm</p>				
<p>MAFS Lesson 14 - Area  Pgs. 303 - 312</p>	<p>MAFS Lesson 14 - Area  Pgs. 303 - 312</p>	<p>MAFS Lesson 14 - Area  Pgs. 303 - 312</p>	<p>MAFS Lesson 14 - Area  Pgs. 303 - 312  Quiz</p>	<p>MAFS Lesson 14 - Area  Pgs. 303 - 312  Quiz</p>
<p><b>Notes</b> I Can: measure the area of a figure by counting the unit squares and use square units to cover the space inside a plane figure without leaving gaps or overlapping.</p>	<p><b>Notes</b> I Can: measure the area of a figure by counting the unit squares and use square units to cover the space inside a plane figure without leaving gaps or overlapping.</p>	<p><b>Notes</b> I Can: measure the area of a figure by counting the unit squares and use square units to cover the space inside a plane figure without leaving gaps or overlapping.</p>	<p><b>Notes</b> I Can: measure the area of a figure by counting the unit squares and use square units to cover the space inside a plane figure without leaving gaps or overlapping.</p>	<p><b>Notes</b> I Can: measure the area of a figure by counting the unit squares and use square units to cover the space inside a plane figure without leaving gaps or overlapping.</p>
<p><b>Standards</b> <b>MAFS.3.MD.3.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. (DOK 1) <b>MAFS.3.MD.3.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (DOK 1)</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. (DOK 1) <b>MAFS.3.MD.3.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (DOK 1)</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. (DOK 1) <b>MAFS.3.MD.3.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (DOK 1)</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. (DOK 1) <b>MAFS.3.MD.3.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (DOK 1)</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. (DOK 1) <b>MAFS.3.MD.3.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (DOK 1)</p>
<p>SPA/Lunch 1:00pm - 2:00pm</p>				
<p>Math Afternoon 2:00pm - 2:40pm</p>				
<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math</p>	<p>Math Centers Rotations: 3 /12 minute centers</p>	<p>Math Afternoon 2:00pm - 2:40pm</p>



Multiplication Games/Area Games  
  
2:10-2:40 - math games with skill of the week

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Teacher Freckle Math Multiplication Games/Area Games  
  
2:10-2:40 - math games with skill of the week

Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games/Area Games  
  
2:10-2:40 - math games with skill of the week

Social Studies/ Science 2:40pm - 3:10pm

**Resources:**  
Pearson Realize Topic 5 Lesson 2 Classify Animals pgs.174-181

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**Essential Question:** What happens to living things when they change?

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BrainPop

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**Standards**  
**SC.3.L.15.1** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. (DOK 2)

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