



Monday 02/15/2021	Tuesday 02/16/2021	Wednesday 02/17/2021	Thursday 02/18/2021	Friday 02/19/2021
<p><b>President's Day</b></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 20</p> <p>Introduce Vocabulary words Unit 3 week 2</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>ELA Morning 8:40am - 9:05am</p> <p>Review Spelling words/week 20</p> <p>Review Vocabulary words Unit 3 week 2</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>ELA Morning 8:40am - 9:05am</p> <p>Review Spelling words/week 20</p> <p>Review Vocabulary words Unit 3 week 2</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>ELA Morning 8:40am - 9:05am</p> <p>Review Spelling words/week 20</p> <p>Review Vocabulary words Unit 3 week 2</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>ELA Morning 8:40am - 9:05am</p> <p>Review Spelling words/week 20</p> <p>Review Vocabulary words Unit 3 week 2</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>



| Specials 9:05am - 9:50am  |
|---|---|---|---|
| <b>STEM</b>   | <b>Art</b>  | <b>Music</b>  | <b>PE</b>   |
| WIN/STAR 9:50am - 10:20am   |
| <p>Work with L25<br/>Phonics,<br/>Comprehension,<br/>Fluency</p> <p>LHB: Lesson 4 -<br/>Adjectives,<br/>Lesson 5 -<br/>Adverbs,<br/>Lesson 13 -<br/>Comparative and<br/>Superlative<br/>Adjective and<br/>Adverbs<br/>Lesson 30 -<br/>Literal &amp;<br/>Nonliteral<br/>Meanings<br/>Lesson 2 -<br/>Pronouns<br/>Lesson 12 -<br/>Pronoun;<br/>antecedent<br/>agreement<br/>Lesson 21 -<br/>Possessive<br/>pronouns</p> | <p>Work with L25<br/>Phonics,<br/>Comprehension,<br/>Fluency</p> <p>LHB: Lesson 4 -<br/>Adjectives,<br/>Lesson 5 -<br/>Adverbs,<br/>Lesson 13 -<br/>Comparative and<br/>Superlative<br/>Adjective and<br/>Adverbs<br/>Lesson 30 -<br/>Literal &amp;<br/>Nonliteral<br/>Meanings<br/>Lesson 2 -<br/>Pronouns<br/>Lesson 12 -<br/>Pronoun;<br/>antecedent<br/>agreement<br/>Lesson 21 -<br/>Possessive<br/>pronouns</p> | <p>Work with L25<br/>Phonics,<br/>Comprehension,<br/>Fluency</p> <p>LHB: Lesson 4 -<br/>Adjectives,<br/>Lesson 5 -<br/>Adverbs,<br/>Lesson 13 -<br/>Comparative and<br/>Superlative<br/>Adjective and<br/>Adverbs<br/>Lesson 30 -<br/>Literal &amp;<br/>Nonliteral<br/>Meanings<br/>Lesson 2 -<br/>Pronouns<br/>Lesson 12 -<br/>Pronoun;<br/>antecedent<br/>agreement<br/>Lesson 21 -<br/>Possessive<br/>pronouns</p> | <p>Work with L25<br/>Phonics,<br/>Comprehension,<br/>Fluency</p> <p>LHB: Lesson 4 -<br/>Adjectives,<br/>Lesson 5 -<br/>Adverbs,<br/>Lesson 13 -<br/>Comparative and<br/>Superlative<br/>Adjective and<br/>Adverbs<br/>Lesson 30 -<br/>Literal &amp;<br/>Nonliteral<br/>Meanings<br/>Lesson 2 -<br/>Pronouns<br/>Lesson 12 -<br/>Pronoun;<br/>antecedent<br/>agreement<br/>Lesson 21 -<br/>Possessive<br/>pronouns</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>  |
| ELA 10:20am - 11:45am   |



<p>What are Plays?</p> <p>LAFS pages 228-241</p> <p>Centers: Teacher - Readers Theaters Vocabulary Freckle ELA AR - Books, MyOn, Epic</p> <p>Para (10:30 - 11:00) - Small Group</p> <p><b>Standards</b></p> <p><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)</p> <p><b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p> <p><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>LAFS.3.L.3.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>What are Plays?</p> <p>LAFS pages 228-241</p> <p>Centers: Teacher - Readers Theaters Vocabulary Freckle ELA AR - Books, MyOn, Epic</p> <p>Para (10:30 - 11:00) - Small Group</p> <p><b>Standards</b></p> <p><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)</p> <p><b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p> <p><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>LAFS.3.L.3.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>What are Plays?</p> <p>LAFS pages 228-241</p> <p>Centers: Teacher - Readers Theaters Vocabulary Freckle ELA AR - Books, MyOn, Epic</p> <p>Para (10:30 - 11:00) - Small Group</p> <p><b>Standards</b></p> <p><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)</p> <p><b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p> <p><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>LAFS.3.L.3.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>What are Plays?</p> <p>LAFS pages 228-241 Assessment</p> <p>Centers: Teacher - Readers Theaters Vocabulary Freckle ELA AR - Books, MyOn, Epic</p> <p>Para (10:30 - 11:00) - Small Group</p> <p><b>Standards</b></p> <p><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)</p> <p><b>LAFS.3.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p> <p><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>LAFS.3.L.3.4.a</b> Use sentence-level context as a clue to</p>
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<p><b>LAFS.3.L.3.6</b> Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (DOK 1)</p>	<p><b>LAFS.3.L.3.6</b> Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (DOK 1)</p>	<p><b>LAFS.3.L.3.6</b> Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (DOK 1)</p>	<p>the meaning of a word or phrase. <b>LAFS.3.L.3.6</b> Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (DOK 1)</p>
<p><b>Attachments</b> ReadersTheaterTheStinkyCheeseMan.pdf ReadersTheaterScriptThePeacockandtheCraneAesopsFable.pdf FreeReadersTheaterPoemFreePoetryTheTrexfromMyCereal-1.pdf FreeReadersTheaterFreePoetryIGaveMyselfaHaircutOtherSillyPoems-1.pdf</p>	<p>Math WIN 11:45am - 12:15pm L25 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 WIN 11:45am - 12:15pm L25 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 MAFS Lesson 16 Add Areas Pages 339-356  Vocabulary to know: Area: the amount of space inside a closed 2-dimensional figure Product: the result of multiplication Square Unit: the area of a square with side lengths of 1 unit</p>	<p>Math 12:15pm - 1:00pm MAFS Lesson 16 Add Areas Pages 339-356  Vocabulary to know: Area: the amount of space inside a closed 2-dimensional figure Product: the result of multiplication Square Unit: the area of a square with side lengths of 1 unit</p>	<p>Math 12:15pm - 1:00pm MAFS Lesson 16 Add Areas Pages 339-356  Test  Vocabulary to know: Area: the amount of space inside a closed 2-dimensional figure Product: the result of multiplication Square Unit: the area of a square with side lengths of 1 unit</p>
<p>Math 12:15pm - 1:00pm MAFS Lesson 16 Add Areas Pages 339-356  Vocabulary to know: Area: the amount of space inside a closed 2-dimensional figure Product: the result of multiplication Square Unit: the area of a square with side lengths of 1 unit</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.7</b> Relate area to the operations of multiplication and addition. (DOK 3) <b>MAFS.3.MD.3.7.a</b> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.7</b> Relate area to the operations of multiplication and addition. (DOK 3) <b>MAFS.3.MD.3.7.a</b> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be</p>	<p><b>Standards</b> <b>MAFS.3.MD.3.7</b> Relate area to the operations of multiplication and addition. (DOK 3) <b>MAFS.3.MD.3.7.a</b> Find the area of a rectangle with whole-number side lengths</p>



**Standards**

**MAFS.3.MD.3.7** Relate area to the operations of multiplication and addition. (DOK 3)

**MAFS.3.MD.3.7.a** Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

**MAFS.3.MD.3.7.b** Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

**MAFS.3.OA.1.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (DOK 2)

SPA/Lunch 1:00pm - 2:00pm

Math Afternoon 2:00pm - 2:40pm

Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math

found by multiplying the side lengths.

**MAFS.3.MD.3.7.b** Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

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Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games

2:10-2:40 - math games with skill of the week

Para (2:10-2:40) - Small Group

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<p><b>Multiplication Games</b></p> <p>2:10-2:40 - math games with skill of the week</p> <p>Para (2:10-2:40) - Small Group</p>	<p>Social Studies/ Science 2:40pm - 3:10pm</p>	<p>Social Studies/ Science 2:40pm - 3:10pm</p>	<p>Social Studies/ Science 2:40pm - 3:10pm</p>
<p>Social Studies/ Science 2:40pm - 3:10pm</p>	<p><b>Science</b></p>	<p><b>Science</b></p>	<p><b>Science</b></p>
<p><b>Science</b></p>	<p><b>Resources:</b> Pearson Realize Topic 5 Lesson 2 Classify Animals pgs.174-181</p> <p><b>Essential Question:</b> What happens to living things when they change?</p> <p>BrainPop</p>	<p><b>Resources:</b> Pearson Realize Topic 5 Lesson 2 Classify Animals pgs.174-181</p> <p><b>Essential Question:</b> What happens to living things when they change?</p> <p>BrainPop</p>	<p><b>Resources:</b> Pearson Realize Topic 5 Lesson 2 Classify Animals pgs.174-181</p> <p><b>Essential Question:</b> What happens to living things when they change?</p> <p>BrainPop</p>
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<p><b>Standards</b> 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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>