



Monday 02/22/2021	Tuesday 02/23/2021	Wednesday 02/24/2021	Thursday 02/25/2021	Friday 02/26/2021
<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 21</p> <p>Introduce Vocabulary words Unit 3 week 2</p> <p>Morning Work - M4T & ELA4T Freckle Grammar</p> <p>Standards ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3.a Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) ELA.3.F.1.3.b Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). ELA.3.F.1.3.c Decode multisyllabic words.</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 21</p> <p>Introduce Vocabulary words Unit 3 week 2</p> <p>Morning Work - M4T & ELA4T Freckle Grammar</p> <p>Standards ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3.a Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) ELA.3.F.1.3.b Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). ELA.3.F.1.3.c Decode multisyllabic words.</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 21</p> <p>Introduce Vocabulary words Unit 3 week 2</p> <p>Morning Work - M4T & ELA4T Freckle Grammar</p> <p>Standards ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3.a Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) ELA.3.F.1.3.b Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). ELA.3.F.1.3.c Decode multisyllabic words.</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 21</p> <p>Introduce Vocabulary words Unit 3 week 2</p> <p>Morning Work - M4T & ELA4T Freckle Grammar</p> <p>Standards ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3.a Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) ELA.3.F.1.3.b Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). ELA.3.F.1.3.c Decode multisyllabic words.</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Introduce Spelling words/week 21</p> <p>Introduce Vocabulary words Unit 3 week 2</p> <p>Morning Work - M4T & ELA4T Freckle Grammar</p> <p>Standards ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3.a Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) ELA.3.F.1.3.b Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). ELA.3.F.1.3.c Decode multisyllabic words.</p>



Specials 9:05am - 9:50am Media	Specials 9:05am - 9:50am STEM	Specials 9:05am - 9:50am Art	Specials 9:05am - 9:50am Music	Specials 9:05am - 9:50am PE
<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 & Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</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 & Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</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 & Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</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 & Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</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 & Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>
<p>Standards</p> <p>3.L.1b Form and use regular and irregular plural nouns.</p> <p>3.L.1h Use coordinating and subordinating conjunctions.</p> <p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Standards</p> <p>3.L.1b Form and use regular and irregular plural nouns.</p> <p>3.L.1h Use coordinating and subordinating conjunctions.</p> <p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Standards</p> <p>3.L.1b Form and use regular and irregular plural nouns.</p> <p>3.L.1h Use coordinating and subordinating conjunctions.</p> <p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Standards</p> <p>3.L.1b Form and use regular and irregular plural nouns.</p> <p>3.L.1h Use coordinating and subordinating conjunctions.</p> <p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Standards</p> <p>3.L.1b Form and use regular and irregular plural nouns.</p> <p>3.L.1h Use coordinating and subordinating conjunctions.</p> <p>3.L.5a 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>Author's Point of View</p> <p>LAFS Lesson 11 Pages 174-187</p>	<p>Author's Point of View</p> <p>LAFS Lesson 11 Pages 174-187</p>	<p>Author's Point of View</p> <p>LAFS Lesson 11 Pages 174-187</p>	<p>Author's Point of View</p> <p>LAFS Lesson 11 Pages 174-187</p>	<p>Author's Point of View</p> <p>LAFS Lesson 11 Pages 174-187</p>
<p>Notes</p> <p>I Can: identify the author's point of view in an informational text; give evidence from the text to support the APV; tell how my POV is the same or different from that of the author</p> <p>Vocabulary: point of view topics</p>	<p>Notes</p> <p>I Can: identify the author's point of view in an informational text; give evidence from the text to support the APV; tell how my POV is the same or different from that of the author</p> <p>Vocabulary: point of view topics</p>	<p>Notes</p> <p>I Can: identify the author's point of view in an informational text; give evidence from the text to support the APV; tell how my POV is the same or different from that of the author</p> <p>Vocabulary: point of view topics</p>	<p>Notes</p> <p>I Can: identify the author's point of view in an informational text; give evidence from the text to support the APV; tell how my POV is the same or different from that of the author</p> <p>Vocabulary: point of view topics</p>	<p>Notes</p> <p>I Can: identify the author's point of view in an informational text; give evidence from the text to support the APV; tell how my POV is the same or different from that of the author</p> <p>Vocabulary: point of view topics</p>
<p>Standards</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (DOK 2)</p> <p>LAFS.3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.3.L.3.6 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>LAFS.3.SL.1.1.c Ask questions to check</p>	<p>Standards</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (DOK 2)</p> <p>LAFS.3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.3.L.3.6 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>LAFS.3.SL.1.1.c Ask questions to check</p>	<p>Standards</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (DOK 2)</p> <p>LAFS.3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.3.L.3.6 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>LAFS.3.SL.1.1.c Ask questions to check</p>	<p>Standards</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (DOK 2)</p> <p>LAFS.3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.3.L.3.6 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>LAFS.3.SL.1.1.c Ask questions to check</p>	<p>Standards</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (DOK 2)</p> <p>LAFS.3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.3.L.3.6 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>LAFS.3.SL.1.1.c Ask questions to check</p>



<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p>	<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p>	<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p>	<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p>	<p>understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 3)</p>
<p>Math WIN 11:45am - 12:15pm</p> <p>L25 Multiplication and Division AREA Fractions 100 Day Count Down M4T</p>	<p>Math WIN 11:45am - 12:15pm</p> <p>L25 Multiplication and Division AREA Fractions 100 Day Count Down M4T</p>	<p>Math WIN 11:45am - 12:15pm</p> <p>L25 Multiplication and Division AREA Fractions 100 Day Count Down M4T</p>	<p>Math WIN 11:45am - 12:15pm</p> <p>L25 Multiplication and Division AREA Fractions 100 Day Count Down M4T</p>	<p>Math WIN 11:45am - 12:15pm</p> <p>L25 Multiplication and Division AREA Fractions 100 Day Count Down M4T</p>
<p>Math 12:15pm - 1:00pm</p> <p>Fractions MAFS Lesson 20</p> <p>Pages 461-468</p> <p>Notes Vocabulary: numerator denominator whole fraction bar equal fraction</p> <p>I Can: develop understanding of fractions as numbers and show equal parts of a whole with a fraction in many different ways.</p> <p>Standards MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction</p>	<p>Math 12:15pm - 1:00pm</p> <p>Fractions MAFS Lesson 20</p> <p>Pages 461-468</p> <p>Notes Vocabulary: numerator denominator whole fraction bar equal fraction</p> <p>I Can: develop understanding of fractions as numbers and show equal parts of a whole with a fraction in many different ways.</p> <p>Standards MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction</p>	<p>Math 12:15pm - 1:00pm</p> <p>Fractions MAFS Lesson 20</p> <p>Pages 461-468</p> <p>Notes Vocabulary: numerator denominator whole fraction bar equal fraction</p> <p>I Can: develop understanding of fractions as numbers and show equal parts of a whole with a fraction in many different ways.</p> <p>Standards MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction</p>	<p>Math 12:15pm - 1:00pm</p> <p>Fractions MAFS Lesson 21</p> <p>Pages 473-480</p> <p>Notes Vocabulary: numerator denominator number line diagram fraction</p> <p>I Can: name the equal parts on a number line and show where to put a fraction on a number line.</p> <p>Standards MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity</p>	<p>Math 12:15pm - 1:00pm</p> <p>Fractions MAFS Lesson 21</p> <p>Pages 473-480</p> <p>Notes Vocabulary: numerator denominator number line diagram fraction</p> <p>I Can: name the equal parts on a number line and show where to put a fraction on a number line.</p> <p>Standards MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity</p>



a/b as the quantity formed by a parts of size 1/b. (DOK 2)
MAFS.3.G.1.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. (DOK 1)

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

Math Afternoon 2:00pm - 2:40pm

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

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

Social Studies

Scholastic Reader

Notes

I Can: describe how government is organized at the local level and analyze primary and secondary sources.

Standards

SS.3.C.3.2 Describe how government is organized at the local level.

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Standards

SS.3.C.3.2 Describe how government is organized at the local level.

SS.3.A.1.1 Analyze primary and secondary sources.

formed by a parts of size 1/b. (DOK 2)
MAFS.3.NF.1.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. (DOK 2)

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Math Afternoon 2:00pm - 2:40pm

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

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

Social Studies

Scholastic Reader

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Standards

SS.3.C.3.2 Describe how government is organized at the local level.

SS.3.A.1.1 Analyze primary and secondary sources.

Math Afternoon 2:00pm - 2:40pm

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



SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.1 Analyze primary and secondary sources.

Multiplication Games

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

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

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

Social Studies

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