



Monday 03/08/2021	Tuesday 03/09/2021	Wednesday 03/10/2021	Thursday 03/11/2021	Friday 03/12/2021
<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>Test Spelling words/week 22</p> <p>Test Vocabulary words Unit 3 week 3</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Test Spelling words/week 22</p> <p>Test Vocabulary words Unit 3 week 3</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Test Spelling words/week 22</p> <p>Test Vocabulary words Unit 3 week 3</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Test Spelling words/week 22</p> <p>Test Vocabulary words Unit 3 week 3</p> <p>Morning Work - M4T &amp; ELA4T Freckle Grammar</p>	<p>ELA Morning 8:40am - 9:05am</p> <p>Test Spelling words/week 22</p> <p>Test Vocabulary words Unit 3 week 3</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>



| Specials 9:05am - 9:50am   |
|--|--|--|--|--|
| <b>Media</b>   | <b>STEM</b>  | <b>Art</b>   | <b>Music</b>   | <b>PE</b>  |
| WIN/STAR 9:50am - 10:20am  |
<p>Work with L25 Phonics, Comprehension, Fluency</p> <p>Pacing Opportunity to work on 20 minute comprehension passage with UNRAVEL and FSA preparation including portfolio assessment</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>	<p>Work with L25 Phonics, Comprehension, Fluency</p> <p>Pacing Opportunity to work on 20 minute comprehension passage with UNRAVEL and FSA preparation including portfolio assessment</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>	<p>Work with L25 Phonics, Comprehension, Fluency</p> <p>Pacing Opportunity to work on 20 minute comprehension passage with UNRAVEL and FSA preparation including portfolio assessment</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>	<p>Work with L25 Phonics, Comprehension, Fluency</p> <p>Pacing Opportunity to work on 20 minute comprehension passage with UNRAVEL and FSA preparation including portfolio assessment</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>	<p>Work with L25 Phonics, Comprehension, Fluency</p> <p>Pacing Opportunity to work on 20 minute comprehension passage with UNRAVEL and FSA preparation including portfolio assessment</p> <p>LHB: Lesson 4 - Adjectives, Lesson 5 - Adverbs, Lesson 13 - Comparative and Superlative Adjective and Adverbs Lesson 30 - Literal &amp; Nonliteral Meanings Lesson 2 - Pronouns Lesson 12 - Pronoun; antecedent agreement Lesson 21 - Possessive pronouns</p>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
3.L.1b Form and use regular and irregular plural nouns.	3.L.1b Form and use regular and irregular plural nouns.	3.L.1b Form and use regular and irregular plural nouns.	3.L.1b Form and use regular and irregular plural nouns.	3.L.1b Form and use regular and irregular plural nouns.



<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>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>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>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>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><b>STAR Reading</b></p> <p>Begin Review of all reading standards for FSA testing</p> <p>Centers: 15 minute rotations Guided Reading - Teacher Guided Skill/Game - Mrs. H Freckle AR/MyOn</p>	<p>ELA 10:20am - 11:45am</p> <p><b>STAR Math</b></p> <p>Begin Review of all reading standards for FSA testing</p> <p>Centers: 15 minute rotations Guided Reading - Teacher Guided Skill/Game - Mrs. H Freckle AR/MyOn</p>	<p>ELA 10:20am - 11:45am</p> <p>Begin Review of all reading standards for FSA testing</p> <p>Centers: 15 minute rotations Guided Reading - Teacher Guided Skill/Game - Mrs. H Freckle AR/MyOn</p>	<p>ELA 10:20am - 11:45am</p> <p>Begin Review of all reading standards for FSA testing</p> <p>Centers: 15 minute rotations Guided Reading - Teacher Guided Skill/Game - Mrs. H Freckle AR/MyOn</p>	<p>ELA 10:20am - 11:45am</p> <p>Begin Review of all reading standards for FSA testing</p> <p>Centers: 15 minute rotations Guided Reading - Teacher Guided Skill/Game - Mrs. H Freckle AR/MyOn</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>MAFS Lesson 23 Equivalent Fractions</p> <p>Pages 495 - 520</p> <p><b>Notes</b> I Can: use fraction models and number lines to identify and create equivalent fractions.</p> <p><b>Standards</b> <b>MAFS.3.NF.1.3</b> Explain equivalence of</p>	<p>Math 12:15pm - 1:00pm</p> <p>MAFS Lesson 23 Equivalent Fractions</p> <p>Pages 495 - 520</p> <p><b>Notes</b> I Can: use fraction models and number lines to identify and create equivalent fractions.</p> <p><b>Standards</b> <b>MAFS.3.NF.1.3</b> Explain equivalence of</p>	<p>Math 12:15pm - 1:00pm</p> <p>MAFS Lesson 23 Equivalent Fractions</p> <p>Pages 495 - 520</p> <p><b>Notes</b> I Can: use fraction models and number lines to identify and create equivalent fractions.</p> <p><b>Standards</b> <b>MAFS.3.NF.1.3</b> Explain equivalence of fractions in special cases, and compare</p>	<p>Math 12:15pm - 1:00pm</p> <p>MAFS Lesson 23 Equivalent Fractions</p> <p>Pages 495 - 520</p> <p><b>Notes</b> I Can: use fraction models and number lines to identify and create equivalent fractions.</p> <p><b>Standards</b> <b>MAFS.3.NF.1.3</b> Explain equivalence of fractions in special cases, and compare</p>	<p>Math 12:15pm - 1:00pm</p> <p>MAFS Lesson 23 Equivalent Fractions</p> <p>Pages 495 - 520</p> <p>Quiz</p> <p><b>Notes</b> I Can: use fraction models and number lines to identify and create equivalent fractions.</p> <p><b>Standards</b> <b>MAFS.3.NF.1.3</b> Explain equivalence of</p>



<p>fractions in special cases, and compare fractions by reasoning about their size. (DOK 3)</p> <p><b>MAFS.3.NF.1.2.a</b> R epresent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.2.b</b> R epresent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.3.a</b> U nderstand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>fractions in special cases, and compare fractions by reasoning about their size. (DOK 3)</p> <p><b>MAFS.3.NF.1.2.a</b> R epresent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.2.b</b> R epresent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.3.a</b> U nderstand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>fractions by reasoning about their size. (DOK 3)</p> <p><b>MAFS.3.NF.1.2.a</b> R epresent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.2.b</b> R epresent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.3.a</b> U nderstand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>fractions by reasoning about their size. (DOK 3)</p> <p><b>MAFS.3.NF.1.2.a</b> R epresent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.2.b</b> R epresent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.3.a</b> U nderstand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>fractions in special cases, and compare fractions by reasoning about their size. (DOK 3)</p> <p><b>MAFS.3.NF.1.2.a</b> R epresent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.2.b</b> R epresent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>MAFS.3.NF.1.3.a</b> U nderstand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
<p>SPA/Lunch 1:00pm - 2:00pm</p>	<p>SPA/Lunch 1:00pm - 2:00pm</p>	<p>SPA/Lunch 1:00pm - 2:00pm</p>	<p>SPA/Lunch 1:00pm - 2:00pm</p>	<p>SPA/Lunch 1:00pm - 2:00pm</p>
<p>Math Afternoon 2:00pm - 2:40pm</p>	<p>Math Afternoon 2:00pm - 2:40pm</p>	<p>Math Afternoon 2:00pm - 2:40pm</p>	<p>Math Afternoon 2:00pm - 2:40pm</p>	<p>Math Afternoon 2:00pm - 2:40pm</p>
<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games</p> <p>2:10-2:40 - math games with skill of the week</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games</p> <p>2:10-2:40 - math games with skill of the week</p>	<p>Math Centers Rotations: 3 /12 minute centers Teacher Freckle Math Multiplication Games</p>



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**

Social Studies  
Weekly week 12  
Point of View

**Notes**

I Can: investigate how people perceive places and regions differently by studying news, poems, legends and songs from a region or area.

**Standards**

- SS.3.A.1.1** Analyze primary and secondary sources.
- SS.3.A.1.2** Utilize technology resources to gather information from primary and secondary sources.
- SS.3.A.1.3** Define terms related to the social sciences.
- SS.3.G.1.1** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.3.G.1.2** Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .

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Social Studies  
Weekly week 12  
Point of View

[http://cdn.studieswee.com/online/resources/panels\\_media/fl312a001.pdf#toolbar=0](http://cdn.studieswee.com/online/resources/panels_media/fl312a001.pdf#toolbar=0)

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**SS.3.G.1.3** Label the continents and oceans on a world map.

**SS.3.G.2.3** Label the states in each of the five regions of the United States.

**SS.3.G.2.6** Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

(coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .

**SS.3.G.1.3** Label the continents and oceans on a world map.

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