Monday 09/04/2023	Tuesday 09/05/2023	Wednesday 09/06/2023	Thursday 09/07/2023
No School	School Day 13	School Day 14	School Day 15
	Prep 7:30am - 8:00am	**Prep 7:30am - 8:00am**	**Prep 7:30am - 8:00am**
	Staff meeting in Library at 7:30 a.m.	**Copies/Calendar/Morning Work**	**Lesson Plans DUE at 4:30 p.m.**
	Teacher Notes Scott check-in w/ Mrs. Liza	**Teacher Notes** Scott check in w/ Ms. Liza	Print/Prep for upcoming week.
	Language Arts Journal 8:00am - 8:30am	**Language Arts Journal 8:00am - 8:30am**	**Language Arts Journal 8:00am - 8:30am**
	Week 4 Journal Writing: Proofreading, If I had..... finish the sentence, pre write.	**Week 4; Wednesday LA** Writing: Proofreading, If I had..... finish the sentence, pre write.	**Week 4; Thursday/Friday LA** Writing: Proofreading, If I had..... finish the sentence, pre write.
	READING 9:00am - 10:30am	READING 9:00am - 10:30am	READING 9:00am - 10:30am
	The Trial of Cardigan Jones **Lesson 2: Day 4** Students will compare and contrast different genre's. Students will learn about how different schools operated through pictures/text. What: How is learning at school	**The Trial of Cardigan Jones** **Lesson 2: Day 5** Students will compare and contrast different genre's. Students will learn about how different schools operated through pictures/text. What: How is learning at school	**Lesson 3: Day 1 :Destiny's Gift** ***Genre:*** Realistic Fiction Students will learn about how different schools operated through pictures/text. What: How is learning at school different than learning at home?

	different than learning at home? Why: Students will see how other families lived and went to school compared to today. How: Students will compare picture information and text. Students will also compare and contrast facts in a text. **Direction Instruction:** Reader's Guide: The Trial of Cardigan Jones Self-Selected Reading Apply Vocabulary Knowledge **Guided Practice** Vocabulary & Oral Language: *Apply Vocabulary Knowledge* **Target Vocabulary:** *trial, jury, convinced, guilty, pointed, honest, murmur, stand* **Phonics & Fluency**	different than learning at home? Why: Students will see how other families lived and went to school compared to today. How: Students will compare picture information and text. Students will also compare and contrast facts in a text. **Direction Instruction:** Reader's Guide: The Trial of Cardigan Jones Self-Selected Reading Apply Vocabulary Knowledge **Guided Practice** Vocabulary & Oral Language: *Apply Vocabulary Knowledge* **Target Vocabulary:** *trial, jury, convinced, guilty, pointed, honest, murmur, stand* **Phonics & Fluency**	Why: Students will see how other families lived and went to school compared to today. How: Students will compare picture information and text. Students will also compare and contrast facts in a text. Direction Instruction: Reader's Guide: The Trial of Cardigan Jones Self-Selected Reading Apply Vocabulary Knowledge Teacher Read Aloud, "*Open Your Eyes*!" T200-T201 **Vocabulary Context Words 17-24** **Template (Vocabulary, Phonics, High Frequency Words)** **Definitions worksheet**

	Words with the VCCV Pattern Fluency: Accuracy **Text-Based Comprehension** Independent Reading Reader's Guide Fluency: Accuracy **Grammar & Writing** Simple Sentences Narrative Writing: Descriptive Paragraph **Spelling** Long Vowels Independent Practice Take tests over the story. Vocabulary, Phonics, and Comprehension. *Reader's Notebook* pages 18-19 **Homework**	Words with the VCCV Pattern Fluency: Accuracy **Text-Based Comprehension** Independent Reading Reader's Guide Fluency: Accuracy **Grammar & Writing** Simple Sentences Narrative Writing: Descriptive Paragraph **Spelling** Long Vowels Independent Practice Take tests over the story. Vocabulary, Phonics, and Comprehension. *Reader's Notebook* pages 18-19 **Homework**	**Phonics Skills (worksheet)** **Picture Walk/Listen to the story(p. 82-109) *** **Leveled Readers** - Caroline's Treats --Above Level (Think, Pair, Share/Turn and Talk) **Writing Activity** **Guided Practice** Vocabulary & Oral Language: • *Apply Vocabulary Knowledge* Target Vocabulary: pp. 82-83 • *afford, customers, contacted, raise, earn, figure, block, spreading* Phonics & Fluency • Words with the VCCV Pattern • Fluency: Accuracy Text-Based Comprehension • Independent Reading

	Complete pages 18-19 (If students do not finish in class). **Agenda** Vocabulary Cards 9 - 16 (2nd four words) Dolch/Fry Words PP Picture cards: flute, globe, skate, slide, stone, tube, whale, white Template Day 2 Graphic Organizer- Draw & Complete Partner Read- Read the story Projectables Reader Notebook Vol. 1 pp. **Objectives** RI.9Compare and contrast the most important points and key details presented in two texts on the same topic. RI.8Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,	Complete pages 18-19 (If students do not finish in class). **Agenda** Vocabulary Cards 9 - 16 (ALL Words) Dolch/Fry Words PP Picture cards: Graphic Organizer- Draw & Complete Projectables Kahoot Game - briefly Reader Notebook Vol. 1 pp. *Turn In/Grade ****U1L2 ***Assessment*** Comprehension/Phonics/Vocabulary **Objectives** RI.5Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.9Compare and contrast the most important points and key	• Reader's Guide • Fluency: Accuracy Grammar & Writing • Simple Sentences • Narrative Writing: Descriptive • Paragraph Spelling • Long Vowels Projectables 3.1, 3.2, 3.3 Sound/Spelling Cards: acorn, eagle Strategy Projectables S1 - S8. Independent Practice Reader's Notebook pages 29. 30 Homework Complete pages (If students do not finish in class).

	cause/effect, first/second/third in a sequence). RI.7Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.5Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.4Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.2Determine the main idea of a text and recount the key details to explain how they support the main idea. RI.1Ask and answer questions to demonstrate understanding of a	details presented in two texts on the same topic. RI.8Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.7Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.2Determine the main idea of a text and recount the key details to explain how they support the main idea. RI.1Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.	**Objectives** RF.3.dRead grade-appropriate irregularly spelled words. L.2.iUse underlining, quotation marks, or italics to indicate titles of works. L.2.hUse a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). L.2.gUse a comma to separate an introductory element from the rest of a sentence. L.1Within the context of authentic English writing21 and speaking… Introduce: L.1.aProduce complex and compound-complex sentences. L.1.cForm and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. L.1.bForm and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. L.2.fUse punctuation to separate items in a series.

	text (textual evidence), referring explicitly to the text as the basis for the answers. Math Centers 10:30am - 11:00am **Word of the Week** Students will complete "Word of the Week (W.O.W). Students who have missing work will use this time to complete. **LUNCH 11:00am - 11:30am** **LIBRARY (Ms. Wittmeyer) 11:45am - 12:15pm** **Recess 11:45am - 12:00pm** **St. Pierre duty** MATH 12:15pm - 1:15pm **Module 2: Lesson 1** 1:1 Mr. Fortune Review Module 1 Form B Test. Start **Module 2**: Relate Multiplication and Area.	RI.4Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Math Centers 10:30am - 11:00am **Math Center Time** Multiplication Money Story/Word Problem Teacher 1:1 assessment **LUNCH 11:00am - 11:30am** **CULTURE (Miss Lexius) 11:45am - 12:15pm** **Recess 11:45am - 12:00pm** **St. Pierre Duty** MATH 12:15pm - 1:15pm **Module 2: Lesson 2** 1:1 Mr. Fortune Understand Area by Counting Unit Squares: M2.L2 (1 day) *Connect Concepts & Skills Learning Objective: Students will use concrete	Math Centers 10:30am - 11:00am **Math Center Time** Multiplication Money Story/Word Problem Teacher 1:1 assessment **LUNCH 11:00am - 11:30am** **COMPUTERS (Ms. McKay) 11:45am - 12:15pm** **Recess 11:45am - 12:00pm** **St. Pierre Duty** MATH 12:15pm - 1:15pm **M2:L3 - Relate Area to Addition & Multiplication** 1:1 Mr. Fortune Relate Area to Addition & Multiplication Lesson 3: 1 Day **Connect Concepts and Skills Learning Objective: Relate finding area to using an array to find a product.

	I read, you read (Objectives) I am..... (affirmation) How many blue tiles will cover the top of the yellow block? (P. 33); Turn & Talk. Are You Ready? Page 34. Whole group. Understand Area by Counting Unit Squares: Spark Your Learning P. 35. Build Understanding: P. 36-37. Check Understanding: P. 37 On Your Own: P. 38 **Objectives** MA.3.1.13Add and subtract whole numbers between 0 and 10,000 MA.3.1.1Count and order numbers up to 10,000 MA.3.1.2Read and write numerals to 10,000	representations of unit squares to cover a plane figure, and find the area by counting the number of unit squares. Understand Area by Counting Unit Squares: M2.L1 (1 Day) *Build Understanding I Can objective: I can describe area. I can measure and describe the area of a figure in square units. Spark Your Learning: Page 39 /Turn & Talk Build Understanding: Page 40-41 Check Understanding: Page 41 On Your Own: Page 42 **TIER GROUPS 1:15pm - 1:45pm** **FCRR Games**	Understand Area by Counting Unit Squares: M2.L1 (1 Day) *Build Understanding Learning Objective: Explore area as an attribute of a two-dimension shape, and explore how to find area by counting unit squares. I Can objective: I can use repeated addition and multiplication to find the area of a rectangle. Spark Your Learning: Page 43 Turn & Talk Build Understanding: Page 44 Check Understanding: Page 45 On Your Own: Page 46 **Objectives**

	MA.3.5.4Solve addition, subtraction, multiplication, and division equations with unknown numbers, MA.3.4.4Read and measure temperature with a thermometer using Fahrenheit and Celsius scales MA.3.4.1Tell time to the nearest minute using digital and analog clocks **TIER GROUPS 1:15pm - 1:45pm** **FCRR Games** Dolch Words Phonemic Awareness Fluency Segmentation/Blending **MUSIC (Mr. Hines) 1:45pm - 2:15pm** **Spelling/Language 2:15pm - 3:15pm** **Science/Health 3:15pm - 3:45pm** **Research Study**	Dolch Words (Sight Words) Phonemic Awareness Fluency (Read/Reread) Segmentation/Blending Phonics Bag Game Teacher will have own table to call students who need a little bit more assistance. **PHY-ED (Mr. Fortune) 1:45pm - 2:15pm** **Spelling/Language 2:15pm - 3:15pm** **L. 2: Day 4 The Trial of Cardigan Jones** Daily Proofreading Practice, T153 Review Writing Subjects & Predicates, T152 Social Studies 3:15pm - 3:45pm **Robots Built to Take Human Jobs** Then, the next time you have to do chores, what if a robot could do	MA.3.1.1Count and order numbers up to 10,000 MA.3.1.4Identify the odd and even whole numbers from 0 to 10,000 MA.3.4.4Read and measure temperature with a thermometer using Fahrenheit and Celsius scales MA.3.1.2Read and write numerals to 10,000 MA.3.1.13Add and subtract whole numbers between 0 and 10,000 MA.3.5.4Solve addition, subtraction, multiplication, and division equations with unknown numbers, MA.3.4.1Tell time to the nearest minute using digital and analog clocks **TIER GROUPS 1:15pm - 1:45pm** **FCRR Games** Dolch Words Phonemic Awareness Fluency

	Continent Research **Clean Up/Dismissal 3:45pm - 4:00pm** Clean up areas. Stack chairs Wipe of desks. Check mailbox(s) **Bathroom/Snack** **Bathroom/eat snack**	them for you, a solution is closer than you might think. And if you think that's cool what about a robot basketball player. All that and more on today's episode of CNN 10. **Clean Up/Dismissal 3:45pm - 4:00pm** Clean up areas. Stack chairs Wipe of desks. Check mailbox(s) **Bathroom/Snack** **Bathroom/eat snack**	Segmentation/Blending **MUSIC (Mr. Hines) 1:45pm - 2:15pm** **Spelling/Language 2:15pm - 3:15pm** **L.2: Day 5 The Trial of Cardigan Jones** Daily Proofreading Practice, T160 Connect Grammar to Writing, T158-T159 ***Spelling **POST** Test **Science/Health 3:15pm - 3:45pm** **Current Events: Global Community** What is the Urban Heat Island Effect? **Clean Up/Dismissal 3:45pm - 4:00pm** Clean up areas. Stack chairs Wipe of desks.

			Check mailbox(s) Bathroom/Snack Bathroom/snack