

2026-2027 School Year

|                        | MONDAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TUESDAY                                                                                                                                                                                                   | WEDNESDAY                                                                                                                                                              | THURSDAY                                                                                                        | FRIDAY                                                                                                                             |
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| 8:20-8:50              | Win Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Win Time                                                                                                                                                                                                  | Win Time                                                                                                                                                               | Win Time                                                                                                        | SEL                                                                                                                                |
| 8:50 – 9:50            | P.E. and Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Computer and Exact Path                                                                                                                                                                                   | P.E. and Music                                                                                                                                                         | Computer and Exact Path                                                                                         | Study Hall/Library                                                                                                                 |
| 9:50 – 10:50<br>Math 1 | Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Place Value                                                                                                                                                                                               | Place Value                                                                                                                                                            | Place Value                                                                                                     | Place Value                                                                                                                        |
| Objective              | Students will be doing a place value review. Students will be doing a mystery math reviewing place value. Students will be working with a partner and solving the mystery.                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students will be continuing with place value. Students will be working on ordering and comparing decimals. Students will be watching a video and working on a comparing and ordering decimals assignment. | Students will be going through their place value FIAB. Once students complete, we will be walking through each answer and giving students the chance to ask questions. | Students will be continuing with place value. Students will be completing task cards that are over place value. | Students will be continuing with place value. Students will be continuing the task cards that are over place value from yesterday. |
| Assessment             | Students will be assessed on their answers on their mystery math.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students will be getting homework.                                                                                                                                                                        | Students will be assessed on their answers on the FIAB review.                                                                                                         | Students will be assessed on their answers on the task cards.                                                   | Students will be assessed on their answers on the task cards.                                                                      |
| Standards covered      | A. Understand the place value system 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the placement of the decimal point with respect to the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. |                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                 |                                                                                                                                    |
| 10:50– 11:50<br>Math 2 | Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Place Value                                                                                                                                                                                               | Place Value                                                                                                                                                            | Place Value                                                                                                     | Place Value                                                                                                                        |
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| <b>Assessment</b>        | Students will be assessed on their answers on their mystery math.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students will be getting homework.                                                                                                                                                                        | Students will be assessed on their answers on the FIAB review.                                                                                                         | Students will be assessed on their answers on the task cards.                                                   | Students will be assessed on their answers on the task cards.                                                                      |
| <b>Standards covered</b> | A. Understand the place value system 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the placement of the decimal point with respect to the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. |                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                 |                                                                                                                                    |
| 12:20-12:35              | <b>RECESS(Duty)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>RECESS(Duty)</b>                                                                                                                                                                                       | <b>RECESS</b>                                                                                                                                                          | <b>RECESS</b>                                                                                                   | <b>RECESS(1/2 Duty)</b>                                                                                                            |
| 12:15–12:55              | <b>LUNCH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>LUNCH</b>                                                                                                                                                                                              | <b>LUNCH</b>                                                                                                                                                           | <b>LUNCH</b>                                                                                                    | <b>LUNCH</b>                                                                                                                       |
| 1:00-2:00<br>Math 3      | Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Place Value                                                                                                                                                                                               | Place Value                                                                                                                                                            | Place Value                                                                                                     | Place Value                                                                                                                        |
| <b>Objective</b>         | Students will be doing a place value review. Students will be doing a mystery math reviewing place value. Students will be working with a partner and solving the mystery.                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students will be continuing with place value. Students will be working on ordering and comparing decimals. Students will be watching a video and working on a comparing and ordering decimals assignment. | Students will be going through their place value FIAB. Once students complete, we will be walking through each answer and giving students the chance to ask questions. | Students will be continuing with place value. Students will be completing task cards that are over place value. | Students will be continuing with place value. Students will be continuing the task cards that are over place value from yesterday. |
| <b>Assessment</b>        | Students will be assessed on their answers on their mystery math.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students will be getting homework.                                                                                                                                                                        | Students will be assessed on their answers on the FIAB review.                                                                                                         | Students will be assessed on their answers on the task cards.                                                   | Students will be assessed on their answers on the task cards.                                                                      |
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| 2:10-2:40<br>Health      | <b>Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Guidance</b>                                                                                                                                                                                           | <b>Common Planning</b>                                                                                                                                                 | <b>SEL Lesson</b>                                                                                               | <b>SEL Lesson</b>                                                                                                                  |
| <b>Objective</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                 |                                                                                                                                    |

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|                   | Guidance  | Guidance                                                                                                                                        | Common Planning | Students will be doing an SEL lesson over getting smart with our goals | Students will be doing an SEL lesson over getting smart with our goals |
| Assessment        | Guidance  | Guidance                                                                                                                                        | Common Planning | Students will be assessed on the post test                             | Students will be assessed on the post test                             |
| 2:45-3:15 Health  |           |                                                                                                                                                 |                 |                                                                        | Flex friday                                                            |
|                   | Guidance  | Setting Reachable Goals                                                                                                                         | Common Planning | SEL Lesson                                                             |                                                                        |
| Objective         | Guidance  | Students will be going through their first lesson in their student workbook. Students will be filling out any activity/worksheet in the lesson. | Common Planning | Students will be doing an SEL lesson over getting smart with our goals | Flex friday                                                            |
| Assessment        | Guidance  | Students will be assessed on their answers on their worksheets/activities                                                                       | Common Planning | Students will be assessed on the post test                             | Flex friday                                                            |
| Standards covered |           |                                                                                                                                                 |                 |                                                                        |                                                                        |
| 3:15 – 3:30       |           |                                                                                                                                                 |                 |                                                                        |                                                                        |
|                   | Home Room | Home Room                                                                                                                                       | Home Room       | Home Room                                                              | Home Room                                                              |