



Monday 10/02/2023	Tuesday 10/03/2023	Wednesday 10/04/2023	Thursday 10/05/2023
School Day 28	School Day 29	School Day 30	School Day 31
Prep 7:30am - 8:00am Staff meeting in Library @ 7:30 a.m.	Prep 7:30am - 8:00am PLC 11:45 - 12:15 p.m.	Prep 7:30am - 8:00am Dibels PM - Tier III	Prep 7:30am - 8:00am 3:15 p.m. Guidance Lesson
Reading Theme Halloween		Language Arts Journal 8:00am - 8:30am	Mrs. Alyssa Davis (Guidance Lesson) @ 3:15 p.m.
Language Arts Journal 8:00am - 8:30am	Language Arts Journal 8:00am - 8:30am	Week 8 (Wednesday)	Language Arts Journal 8:00am - 8:30am
Week 8 (Monday)	Week 8 (Tuesday)	Students will work on their morning work (Week 8 Wednesday) At 8:10 a.m., teacher will go over assignment through screenshare on the board. - Go over Morning Meeting template/PowerPoint - Start writing/cursive book.	Week 8 (Wednesday)
Students will work on their morning work (Week 8, Monday) At 8:10 a.m., teacher will go over assignment through screenshare on the board. - Go over Morning Meeting template/PowerPoint - Start writing/cursive book.	Students will work on their morning work (Week 8- Tuesday) At 8:10 a.m., teacher will go over assignment through screenshare on the board. - Go over Morning Meeting template/PowerPoint - Start writing/cursive book.	Journal - Writing Prompt	Students will work on their morning work (Week 8 Wednesday) At 8:10 a.m., teacher will go over assignment through screenshare on the board. - Go over Morning Meeting template/PowerPoint - Start writing/cursive book.
***Word of the week (Principal will announce this in the morning before the pledge of allegiance)	Journal - Writing Prompt	Teacher Notes Students MUST use the bathroom before Reading (Before 9:00 a.m.)	Journal - Writing Prompt
	Teacher Notes Students MUST use the bathroom before Reading (Before 9:00 a.m.)		Teacher Notes Students MUST use the bathroom before Reading (Before 9:00 a.m.)



<p>-- Teacher will screenshare Word of the Week on the board, displaying on google the word definition. Students will write this definition on their paper.</p> <p>Journal - Writing Prompt</p> <p>READING 9:00am - 10:30am L. 5 Day 3</p> <p>Tier III Reading Group - 6th grade (Kom Group) 9:00 - 10:00 a.m.</p> <p>Lesson 5: Pass It Down- Biography (The Myers Family) Essential Question: <i>How can people communicate through the arts?</i> Author's Purpose/Analyze Events</p> <p>1) Heggerty (Segmentation/Syllables) 2) Teacher Read Aloud: *Day 1 "Book...Camera...Action"</p>	<p>During teacher instruction, students DO NOT use the bathroom until complete).</p> <p>READING 9:00am - 10:30am L. 5 Day 4</p> <p>Tier III Reading Group - 6th grade (Kom Group) 9:00 - 10:00 a.m.</p> <p>Lesson 5: Pass It Down- Biography (The Myers Family) Essential Question: <i>How can people communicate through the arts?</i> Author's Purpose/Analyze Events</p> <p>1) Heggerty (Segmentation/Syllables) 2) Vocabulary In Context Words; aspect, genuinely, tendency, predominantly, aptly, credit, innovation, parallel, welfare, tension 4) Graphic Organizer (Fact/Opinion)</p>	<p>During teacher instruction, students DO NOT use the bathroom until complete).</p> <p>READING 9:00am - 10:30am L. 5 Day 5: Roberto Clemente</p> <p>Tier III Reading Group - 6th grade (Kom Group) 9:00 - 10:00 a.m.</p> <p>Lesson 5: Pass It Down- Biography (The Myers Family) Essential Question: <i>How can people communicate through the arts?</i> Author's Purpose/Analyze Events</p> <p>1) Heggerty (Segmentation/Syllables) 2) Vocabulary In Context Words; aspect, genuinely, tendency, predominantly, aptly, credit, innovation, parallel, welfare, tension 3) Graphic Organizer (Fact/Opinion) Assessment</p>	<p>During teacher instruction, students DO NOT use the bathroom until complete).</p> <p>READING 9:00am - 10:30am UNIT 1 End of Unit - Benchmark</p> <p>Both 3rd graders and 6th graders will be taking end of unit benchmark.</p> <p>Math Centers 10:30am - 11:00am Math Rotations</p> <p>Multiplication Money Moby Max Story Problems Area/Perimeter LUNCH 11:00am - 11:30am Recess 11:30am - 11:45am Ms. Kom Duty COMPUTERS (Ms. McKay) 11:45am - 12:15pm MATH 12:15pm - 1:15pm M4L4: Multiply with 7</p> <p>1 minute time up (Start this right away)</p>
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<p>3) Vocabulary In Context Words; aspect, genuinely, tendency, predominantly, aptly, credit, innovation, parallel, welfare, tension</p> <p>4) Graphic Organizer (Fact/Opinion)</p> <p>5) Decoding - VCCCV Syllable Pattern</p> <p>6) Leveled Reader: Saving Planet Earth</p> <p>7) Write in Reader</p> <p>8) RN worksheet.</p> <p><i>I'aesyss needs to complete his Definitions from last week (He was absent)</i></p> <p>LESSON 5: 3RD GRADE TIER II/III</p> <p>Students will understand the traits of a hero.</p> <p>Students will learn why volunteering is good for a community and its people.</p>	<p>5) Decoding - VCCCV Syllable Pattern</p> <p>6) Leveled Reader: Saving Planet Earth (Partner read)</p> <p>7) Write in Reader</p> <p>8) RN worksheet.</p> <p>LESSON 5: 3RD GRADE TIER II/III</p> <p>Students will learn why volunteering is good for a community and its people.</p> <p>What: How volunteering is important.</p> <p>Why: Students will determine if Clemente has qualities of an everyday hero. Students will also recognize their strengths.</p> <p>How: Students will compare picture information and text. Students will also compare and contrast facts in a text.</p>	<p>4) Lesson 5 Comprehension/Vocabulary/Phonics Assessment</p> <p>4) Write in Reader (Make sure students completed)</p> <p>Lesson 5: 3rd grade Tier II/III</p> <p>Students will learn why volunteering is good for a community and its people.</p> <p>What: How volunteering is important.</p> <p>Why: Students will determine if Clemente has qualities of an everyday hero. Students will also recognize their strengths.</p> <p>How: Students will compare picture information and text.</p>	<p>Module 4 Lesson 4</p> <p>Students will multiply with 7. Students will apply the distributive property or the commutative Property of Multiplication or use known facts to multiply with the factor 7.</p> <p>Complete pages 95- 98</p> <p>Objectives</p> <p>MA.3.4.3Count mixed coins and bills, i.e., \$1, \$5, \$10, \$20</p> <p>MA.3.1.3Represent numbers up to 10,000 in standard, expanded, and word form</p> <p>MA.3.1.1Count and order numbers up to 10,000</p> <p>MA.3.1.13Add and subtract whole numbers between 0 and 10,000</p> <p>MA.3.1.4Identify the odd and even whole numbers from 0 to 10,000</p> <p>MA.3.1.2Read and write numerals to 10,000</p>
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<p>What: Students will read words and sentences to improve fluency.</p> <p>Why: Students will blend and read irregularly spelled words with long i spelled i, ie, and igh.</p> <p>How: Students will identify words that can signal cause-and-effect connections.</p> <p>Teacher Read Aloud: The Tennessee Tornado," T388-T389</p> <p>Introduce Vocabulary Template</p> <p>FRY Sight words Template</p> <p>Picture Walk</p> <p>Listen to Story</p> <p><u>Direction Instruction:</u> Reader's Guide: Roberto Clemente (Biography) Self-Selected Reading</p> <p>Apply Vocabulary Knowledge</p>	<p><u>Direction Instruction:</u> Reader's Guide: Roberto Clemente Self-Selected Reading</p> <p>Apply Vocabulary Knowledge</p> <p>Guided Practice</p> <p>Vocabulary Strategies</p> <ul style="list-style-type: none"> • Word Families <p>Target Vocabulary:</p> <ul style="list-style-type: none"> • pronounced, stands, fans, league, score, polish, style, slammed <p>Phonics & Fluency</p> <ul style="list-style-type: none"> • Long i Spelled i, ie, igh • Fluency: Intonation <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> • Independent Reading • Reader's Guide <div style="border: 1px solid black; padding: 5px;"> <p>Independent Practice</p> <p>Reader's Notebook pages * 62</p> </div>	<p>Students will also compare and contrast facts in a text.</p> <p>Weekly Assessment!</p> <p><u>Direction Instruction:</u> Reader's Guide: Roberto Clemente Self-Selected Reading</p> <p>Apply Vocabulary Knowledge</p> <p>Guided Practice</p> <p>Vocabulary Strategies</p> <ul style="list-style-type: none"> • Word Families <p>Target Vocabulary:</p> <ul style="list-style-type: none"> • pronounced, stands, fans, league, score, polish, style, slammed <p>Phonics & Fluency</p> <ul style="list-style-type: none"> • Long i Spelled i, ie, igh • Fluency: Intonation <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> • Independent Reading • Reader's Guide 	<p>TIER GROUPS 1:15pm - 1:45pm</p> <p>Dolch Words</p> <p>Phonemic Awareness</p> <p>Fluency</p> <p>Segmentation/Blending</p> <p>Writing Center</p> <p>Waterford/Moby Max</p> <p>MUSIC (Mr. Hines) 1:45pm - 2:15pm</p> <p>Mr. Hines</p> <p>Bathroom/Snack 2:15pm - 2:30pm</p> <p>Bathroom/Snack</p> <p>Spelling/Language 2:15pm - 3:15pm</p> <p>L. 6 Day 1</p> <p>Lesson 6 - Spelling PRE* Test Action Verb: RN. Page 72</p> <p>Science/Health 3:15pm - 3:45pm</p> <p>Mrs. Davis (Alyssa)</p>
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<p>Guided Practice</p> <p>Vocabulary Strategies</p> <ul style="list-style-type: none"> Antonyms <p>Target Vocabulary:</p> <ul style="list-style-type: none"> <i>afford, earn, customers, figure, contacted, block, raise, spreading</i> <p>Phonics & Fluency</p> <ul style="list-style-type: none"> Common Vowel Pairs <i>ai, ay, ee, ea</i> Fluency: Reading Rate <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Independent Reading Reader's Guide Fluency: Accuracy <p>Grammar/Writing</p> <ul style="list-style-type: none"> Compound Sentences Narrative Writing: Personal Paragraph <p>Focus Trait: Development</p> <p>Spelling</p> <ul style="list-style-type: none"> Long a and Long e Spellings 	<div data-bbox="577 180 1026 407">Homework</div> <hr/> <p>Objectives</p> <p>RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</p> <p>RL.2 Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.</p> <p>RI.2 Determine the main idea of a text and recount the key details to explain how they support the main idea.</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring</p>	<p>Independent Practice</p> <p>Reader's Notebook pages * 62</p> <p>Homework</p> <hr/> <p>Objectives</p> <p>RF.3.c Decode multi-syllable words.</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</p> <p>RF.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.d Read grade-appropriate irregularly spelled words.</p>	<p>Guidance lesson with Mrs. Davis</p> <div data-bbox="1528 269 2011 362">Clean Up/Dismissal 3:45pm - 4:00pm</div> <p>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</p>
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<p>Projectable 4.9, 5.1, 5.2, 5.3</p> <div> <p>Independent Practice</p> <p>Reader's Notebook pages *57, 58</p> <p>Vocabulary Definitions</p> <p>Homework</p> </div>	<p>explicitly to the text as the basis for the answers.</p> <p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.a Read grade-level text with purpose and understanding.</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.1.c Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.</p> <p>L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>RI.2 Determine the main idea of a text and recount the key details to explain how they support the main idea.</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.</p>	
<p>Agenda</p> <p>Objectives/I Can statement/PowerPoint</p> <p>Review Vocabulary Words Template</p> <p>Sight/Fry Words</p> <p>Kahoot Game - Review</p> <p>Comprehension - Graphic Organizer Test</p> <p>Phonics - Test</p>	<p>Math Centers 10:30am - 11:00am</p> <p>Math Rotations</p> <p>Multiplication</p> <p>Money</p> <p>Moby Max</p> <p>Story Problems</p> <p>Area/Perimeter</p> <p>LUNCH 11:00am - 11:30am</p> <p>Recess 11:30am - 11:45am</p> <p>Kom Duty</p> <p>LIBRARY (Ms. Wittmeyer) 11:45am - 12:15pm</p>	<p>Math Centers 10:30am - 11:00am</p> <p>Math Rotations</p> <p>Multiplication</p> <p>Money</p> <p>Moby Max</p> <p>Story Problems</p> <p>Area/Perimeter</p> <p>LUNCH 11:00am - 11:30am</p> <p>Recess 11:30am - 11:45pm</p> <p>Kom Duty</p> <p>CULTURE (Miss Lexius) 11:45am - 12:15pm</p> <p>MATH 12:15pm - 1:15pm</p> <p>M4L3: Understand the Associative Property of Multiplication</p> <p>1 minute time up - (Start this right away)</p>	



<p>Location: DRAWER #3</p> <p>Multiplication Money Moby Max Story Problems Area/Perimeter</p> <p>LUNCH 11:00am - 11:30am</p> <p>Recess 11:30am - 11:45am</p> <p>Kom Duty</p> <p>COMPUTERS (Ms. McKay) 11:45am - 12:15pm</p> <p>MATH 12:15pm - 1:15pm</p> <p>M4L1</p>	<p>MATH 12:15pm - 1:15pm</p> <p>M4L2: Understand the Distributive Property</p> <p>1 minute multiplication time up.</p> <p>Module 4 L 2. (Build understanding) Page 87.</p> <p>Students will use the distributive property as a strategy to find products by breaking apart a factor.</p> <p>New Vocabulary: Distributive Property.</p> <p>Complete pages 87- 90</p> <p>Objectives</p> <p>MA.3.1.2 Read and write numerals to 10,000</p> <p>MA.3.1.4 Identify the odd and even whole numbers from 0 to 10,000</p> <p>MA.3.1.3 Represent numbers up to 10,000 in standard, expanded, and word form</p> <p>MA.3.5.4 Solve addition, subtraction, multiplication, and</p>	<p>Students will use the associative Property of multiplication as a strategy to multiply with three factors.</p> <p>New Vocabulary: Associative Property of Multiplication</p> <p>Complete pages 91 - 94</p> <p>Objectives</p> <p>MA.3.4.4 Read and measure temperature with a thermometer using Fahrenheit and Celsius scales</p> <p>MA.3.4.3 Count mixed coins and bills, i.e., \$1, \$5, \$10, \$20</p> <p>MA.3.1.13 Add and subtract whole numbers between 0 and 10,000</p> <p>MA.3.1.1 Count and order numbers up to 10,000</p> <p>MA.3.1.2 Read and write numerals to 10,000</p> <p>MA.3.1.3 Represent numbers up to 10,000 in standard, expanded, and word form</p>	
<p>Apply Multiplication Properties as Strategies</p> <p>Next, students will begin Module 4, Lesson 1. <i>Build Understanding</i> (Day 1) Page 81.</p> <p>Understand the identity and Zero Properties of Multiplication</p> <p>Students will use the identity and zero properties of</p>			



<p>multiplication and patterns to write multiplication equations with the factors 1 and 0.</p> <p>New Vocabulary: Identity Property of Multiplication, Zero Property of Multiplication.</p> <p>COMPLETE Pages 81-85. Students will complete independently bottom of page Check Understanding and ON your own page 85 - 86.</p>	<p>division equations with unknown numbers, MA.3.1.1 Count and order numbers up to 10,000</p> <p>TIER GROUPS 1:15pm - 1:45pm</p> <p>Dolch Words</p> <p>Phonemic Awareness</p> <p>Fluency</p> <p>Segmentation/Blending</p> <p>Writing Center</p> <p>Waterford/Moby Max</p> <p>MUSIC (Mr. Hines) 1:45pm - 2:15pm</p> <p>Bathroom/Snack 2:15pm - 2:30pm</p> <p>Bathroom/snack</p> <p>Spelling/Language 2:15pm - 3:15pm</p> <p>L. 5 Day 4</p>	<p>MA.3.1.4 Identify the odd and even whole numbers from 0 to 10,000</p> <p>MA.3.1.5 Identify place values from ten-thousands through the hundredths place</p> <p>TIER GROUPS 1:15pm - 1:45pm</p> <p>Dolch Words</p> <p>Phonemic Awareness</p> <p>Fluency</p> <p>Segmentation/Blending</p> <p>Writing Center</p> <p>Waterford/Moby Max</p> <p>PHY-ED (Mr. Fortune) 1:45pm - 2:15pm</p> <p>Bathroom/Snack 2:15pm - 2:30pm</p> <p>Bathroom/Snack</p> <p>Spelling/Language 2:15pm - 3:15pm</p> <p>L. 5 Day 5</p>	
<p>Objectives</p> <p>MA.3.1.8 Round numbers to tens, hundreds, and thousands</p> <p>MA.3.1.3 Represent numbers up to 10,000 in standard, expanded, and word form</p> <p>MA.3.1.2 Read and write numerals to 10,000</p>	<p>Plural Nouns with -s: RN Page 59</p> <p>Daily Proofreading Practice, RN Page 69</p>	<p>Lesson 5 POST Spelling Test</p>	



<p>MA.3.1.6 Use symbols to compare whole numbers from 0 to 10,000, i.e., >, <, =</p> <p>MA.3.1.5 Identify place values from ten-thousands through the hundredths place</p> <p>MA.3.1.4 Identify the odd and even whole numbers from 0 to 10,000</p> <p>MA.3.1.1 Count and order numbers up to 10,000</p> <p>TIER GROUPS 1:15pm - 1:45pm</p> <p>Dolch Words</p> <p>Phonemic Awareness</p> <p>Fluency</p> <p>Segmentation/Blending</p> <p>Writing Center</p> <p>Waterford/Moby Max</p> <p>PHY-ED (Mr. Fortune) 1:45pm - 2:15pm</p> <p>Mr. Fortune</p> <p>Bathroom/Snack 2:15pm - 2:30pm</p> <p>Bathroom/snack</p>	<p>Plural Nouns with -s and -es, RN 68</p> <p>Science/Health 3:15pm - 3:45pm</p> <p>All About Climate - leveled reader</p> <p>Teacher will display Leveled Reader on the promethean board. (Science - Savaas book)</p> <p>***Students will listen and talk about climate through the leveled reader.</p> <p>http://www.savvasrealize.com/dashboard/program/93a6180f-70fa-3b13-a75e-c2cada9c037e/29</p> <p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas.</p> <p>Stack chairs</p> <p>Wipe of desks.</p> <p>Check mailbox(s)</p>	<p>**Students make sure their spelling packets are completed, and turn into the homework bin.</p> <p>Plural Nouns with -s and -es</p> <p>Social Studies 3:15pm - 3:45pm</p> <p>Scholastic/ S.S. 1 review</p> <p>Scholastic News</p> <p>If students finish, or if time allows, Students will complete chapter 1 review on page 38.</p> <p>Vocabulary #1-5</p> <p>Facts & Main Ideas #6-10</p> <p>Critical Thinking #11-12</p> <p>Skills #13</p> <p>Objectives</p> <p>SS.3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants</p>	
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Spelling/Language 2:15pm - 3:15pm			
L. 5 Day 3			
<p>Spelling Word Sort - RN Page 60.</p> <p>Long I Spelling: RN Page 66</p> <p>Plural Nouns with -s and -es. - RN p. 65</p>		<p>SS.3.2.2 Describe how community life has changed from past (i.e., pioneer and tribal) to the present</p> <p>SS.3.1.5 Construct time lines (i.e. periods in their own lives and the lives of their family members)</p> <p>SS.3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events</p>	
Social Studies 3:15pm - 3:45pm			
Find Directions and Distances			
Page 30.			
Find the directions and distances.			
<p>A map can show you a community's location. It can also show you directions and distances.</p>			
<p>Students will practice using a compass rose and the map scale on the map on page 31 to answer all questions on page. 30.</p>		<p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas.</p> <p>Stack chairs</p> <p>Wipe of desks.</p> <p>Check mailbox(s)</p>	



NOTE: Social Studies books are on the shelf by Ms. Kom's desk.

Objectives

SS.3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map

SS.3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home)

SS.3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events

SS.3.1.5 Construct time lines (i.e. periods in their own lives and the lives of their family members)

SS.3.2.1 Explain the importance of the accomplishments of scientists and inventors (e.g., light bulb, automobile, discovery of electricity, computer, telephone)



<div>SS.3.6.2Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)</div> <div>Clean Up/Dismissal 3:45pm - 4:00pm</div> <div>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</div>			
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