## 2020-2021 Mrs. Barriner



## 11/01/2020 - 11/07/2020

Monday	Tuesday	Wednesday	Thursday	Friday
11/02/2020	11/03/2020	11/04/2020	11/05/2020	11/06/2020
	8:30am - 10:00am	8:30am - 10:00am	8:30am - 10:00am	8:30am - 10:00am
	Morning Meeting/	Morning Meeting/	Morning Meeting/	Morning Meeting/
	Reading	Reading	Reading	Reading
	* Restroom,	* Restroom,	* Restroom,	* Restroom,
	Bellwork: Write first	Bellwork: Write first	Bellwork: Write first	Bellwork: Write first
	and last name. Trace	and last name. Trace	and last name. Trace	and last name. Trace
	morning	morning	morning	morning
	message (Formative	message (Formative	message (Formative	message (Formative
	: Paper/Pencil)	: Paper/Pencil)	: Paper/Pencil)	: Paper/Pencil)
	Gratitude Journal	Gratitude Journal	Gratitude Journal	Gratitude Journal
	* Pledge of	* Pledge of	* Pledge of	* Pledge of
	Allegiance, Hawks	Allegiance, Hawks	Allegiance, Hawks	Allegiance, Hawks
	Rise Promise, Folder	Rise Promise, Folder	Rise Promise, Folder	Rise Promise, Folder
	Check, Morning	Check, Morning	Check, Morning	Check, Morning
	Routine (Jack	Routine (Jack	Routine (Jack	Routine (Jack
	Hartmann ABC/	Hartmann ABC/	Hartmann ABC/	Hartmann ABC/
	phonics) Review 10	phonics) Review 10	phonics) Review 10	phonics) Review 10
	Character Traits.	Character Traits.	Character Traits.	Character Traits.
	* Small Group/One-	* Small Group/One-	* Small Group/One-	* Small Group/One-
	on-One: Reading/	on-One: Reading/	on-One: Reading/	on-One: Reading/
	ELA (Unique	ELA (Unique	ELA (Unique	ELA (Unique
	Learning/Vizzle)	Learning/Vizzle)	Learning/Vizzle)	Learning/Vizzle)
	Access: Story~	Access: Story~	Access: Story~	Access: Story~
	Learning About	Learning About	Learning About	Learning About
	American Indians graphic organizer (Lesson 3) Spelling Words (Lesson 9) Trace/Write words, Fill-In missing spelling words	American Indians (Lesson 3) Spelling Words (Lesson 9) Trace/Write words, Fill-In missing spelling words	American Indians (Lesson 3) Spelling Words (Lesson 9) Trace/Write words, Phonics Review (Lesson 10)	American Indians Reading Comprehension Test (Lesson 3) Spelling Words (Lesson 9) Spelling Test
	Sanford Harmony	Sanford Harmony	Sanford Harmony	Sanford Harmony
	Lesson: The Ball	Lesson: The Ball	Lesson: The Ball	Lesson: The Ball
	Situation (Problem	Situation (Problem	Situation (Problem	Situation (Problem
	Solving)	Solving)	Solving)	Solving)
	<b>Objective:</b> The	<b>Objective:</b> The	<b>Objective:</b> The	<b>Objective:</b> The
	student will be able to	student will be able to	student will be able to	student will be able to
	answer	answer	answer	answer
	comprehension	comprehension	comprehension	comprehension
	questions to	questions to	questions to	questions to
	demonstrate	demonstrate	demonstrate	demonstrate
	understanding of the	understanding of the	understanding of the	understanding of the
	text.	text.	text.	text.



Homework	Homework	Homework
Read story 2 times, write spelling words 2 times	Read story 2 times, write spelling words 2 times	Read story 2 times, write spelling words 2 times
		Standards
<ul> <li>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li><b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	<ul> <li>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li><b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	<ul> <li><b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li><b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>
9:10am - 9:55am 5th Grado Special Area		9:10am - 9:55am 5th Grade Special Area
Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie	Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie	Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie
10:00am - 10:45am 3rd Grade Special Area	10:00am - 10:45am 3rd Grade Special Area	10:00am - 10:45am 3rd Grade Special Area
<b>Mrs. Tritch</b> : Jaxon, Hallie, Mariana, Mariana	<b>Mrs. Tritch</b> : Jaxon, Hallie, Mariana, Mariana	<b>Mrs. Tritch</b> : Jaxon, Hallie, Mariana, Mariana
10:00am - 10:45am Teacher Planning	10:00am - 10:45am Teacher Planning	10:00am - 10:45am Teacher Planning
10:56am - 11:21am Lunch	10:56am - 11:21am Lunch	10:56am - 11:21am Lunch
10:56-11:21 am Duty Free	10:56-11:21 am Duty Free	10:56-11:21 am Duty Free
12:30pm - 1:25pm	12:30pm - 1:25pm	12:30pm - 1:25pm
<b>Objective:</b> The student will be able to use number lines or visual representation to round to the nearest 10 and 100. <b>Resources:</b> Unique	<b>Objective:</b> The student will be able to use number lines or visual representation to round to the nearest 10 and 100. <b>Resources:</b> Unique	Math Objective: The student will be able to use number lines or visual representation to round to the nearest 10 and 100. Resources: Unique Learning, Vizzle
	<ul> <li>write spelling words 2 times</li> <li>Standards</li> <li>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>9:10am - 9:55am 5th Grade Special Area</li> <li>Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie</li> <li>10:00am - 10:45am 3rd Grade Special Area</li> <li>10:00am - 10:45am 3rd Grade Special Area</li> <li>10:00am - 10:45am 3rd Grade Special Area</li> <li>10:00am - 10:45am 10:56am - 11:21am Lunch</li> <li>10:56-11:21 am Duty Free</li> <li>12:30pm - 1:25pm Math</li> <li>Objective: The student will be able to use number lines or visual representation to round to the nearest 10 and 100.</li> </ul>	Read story 2 times, write spelling words 2 timesRead story 2 times, write spelling words 2 timesStandards 3.RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.Standards 3.RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.Read story 2 times, write spelling words 2 times3.RL2 Determine the main idea of a text; recount the key details and explain how they support the main idea.3.RL2 Determine the main idea of a text; recount the key details and explain how they support the main idea.9:10am - 9:55am 5th Grade Special Area Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie9:10am - 9:55am 5th Grade Special Area Mrs. Jones: Lucas, Z'Dan (Mrs. Morris) Mrs. Piper: Maddie10:00am - 10:45am 3rd Grade Special Area10:00am - 10:45am 3rd Grade Special Area10:00am - 10:45am Teacher Planning10:00am - 10:45am Teacher Planning10:56a - 11:21 am Duty Free12:30pm - 1:25pm Math12:30pm - 1:25pm Math12:30pm - 1:25pm MathObjective: The student will be able to use number lines or visual representation to round to the nearest 10 and 100. Resources: UniqueResources: Unique0.Resources: Unique

## 2020-2021 Mrs. Barriner



<b>Resources:</b> Unique Learning, Vizzle Access Points: Number Sense	Access Points: Number Sense Lesson 16 Rounding	Access Points: Number Sense Lesson 16 Rounding	Access Points: Number Sense Lesson 16 Rounding
Lesson 16 Rounding	*Review for informal test via whiteboard**	*Review for informal test via whiteboard**	*Review for informal test via whiteboard**
*Review for informal test via whiteboard**			
	Notes	Notes	Notes
	MAFS.3.NBT.	MAFS.3.NBT.	MAFS.3.NBT.
Notes	1.AP.1a	1.AP.1a	1.AP.1a
MAFS.3.NBT.	Use place value	Use place value	Use place value
1.AP.1a	to round to the	to round to the	to round to the
Use place value	nearest 10 or	nearest 10 or	nearest 10 or
to round to the	100.	100.	100.
nearest 10 or 100.			
	MAFS.4.NBT.1	MAFS.4.NBT.1	MAFS.4.NBT.1
MAFS.4.NBT.1	.AP.3a	.AP.3a	.AP.3a
.AP.3a	Use a hundreds	Use a hundreds	Use a hundreds
Use a hundreds	chart or number	chart or number	chart or number
chart or number	line to round to	line to round to	line to round to
line to round to	any place (i.e.,	any place (i.e.,	any place (i.e.,
any place (i.e.,	ones, tens,	ones, tens,	ones, tens,
ones, tens,	hundreds,	hundreds,	hundreds,
hundreds,	thousands).	thousands).	thousands).
thousands).	1:25pm - 1:45pm Recess	1:25pm - 1:45pm Recess	1:25pm - 1:45pm Recess
1:25pm - 1:45pm Recess	1:45pm - 2:15pm Social Studies	1:45pm - 2:15pm Social Studies	1:45pm - 2:15pm Social Studies
1:45pm - 2:15pm Social Studies	Attention Getter:	Attention Getter:	Attention Getter:
Attention Getter:	Brain Pop/Brain Pop Jr/ Home school Pop	Brain Pop/Brain Pop Jr/ Home school Pop	Brain Pop/Brain Pop Jr/ Home school Pop
Brain Pop/Brain Pop	Resource: Brain Pop	Resource: Brain Pop	Resource: Brain Pop
Jr/ Home school Pop Resource: Brain Pop	Topic: American Indians (Iroquois)	Topic: American Indians (Iroquois)	Topic: American Indians (Iroquois)
Topic: American	Objective: The	Objective: The	Objective: The
Indians (Iroquois) Objective: The	students will be able to recognize	students will be able to recognize	students will be able to recognize
students will be able	contributions made	contributions made	contributions made
to recognize	by American Indians.	by American Indians.	by American Indians.
by American Indians.	and watch video,	and watch video,	and watch video,
contributions made by American Indians.	Assignment: Listen and watch video,	Assignment: Listen and watch video,	Assignment: Listen and watch video,



Assignment: Listen and watch video, complete graphic organizer, challenge and quiz.	complete graphic organizer, challenge and quiz. `Character Map	complete graphic organizer, challenge and quiz. `Character Map	complete graphic organizer, challenge and quiz. `Character Map
`Character Map	Notes	Notes	Notes
Notes			
10165	SS.3.G.4.In	SS.3.G.4.In	SS.3.G.4.In
	55.3.6.4.111	55.3.6.4.111	55.3.G.4.III
SS.3.G.4.In	.d	.d	.d
.d	Recognize	Recognize	Recognize
Recognize	contributions	contributions	contributions
contributions	of an ethnic	of an ethnic	of an ethnic
of an ethnic	group to the	group to the	group to the
group to the	United States,	United States,	United States,
United States,	such as Native	such as Native	such as Native
such as Native	Americans or	Americans or	Americans or
Americans or	Africans.	Africans.	Africans.
Africans.	2:15pm - 2:30pm Science	2:15pm - 2:30pm Science	2:15pm - 2:30pm Science
2:15pm - 2:30pm Science	Attention Getter: Brain Pop/Brain Pop	Attention Getter: Brain Pop/Brain Pop	Attention Getter: Brain Pop/Brain Pop
Attention Getter: Brain Pop/Brain Pop Jr Resource Brain Pop/Brain Pop Jr/ Home School Pop Topic: Simple Machines Objective: The students will identify machines that use energy from water and air. Assignment: watch video, graphic organizer, challenge, quiz	Jr <b>Resource Brain</b> <b>Pop/Brain Pop Jr/</b> <b>Home School Pop</b> <b>Topic: Simple</b> <b>Machines</b> Objective: The students will identify machines that use energy from water and air. Assignment: watch video, graphic organizer, challenge, quiz	Jr <b>Resource Brain</b> <b>Pop/Brain Pop Jr/</b> <b>Home School Pop</b> <b>Topic: Simple</b> <b>Machines</b> Objective: The students will identify machines that use energy from water and air. Assignment: watch video, graphic organizer, challenge, quiz	Jr <b>Resource Brain</b> <b>Pop/Brain Pop Jr/</b> <b>Home School Pop</b> <b>Topic: Simple</b> <b>Machines</b> Objective: The students will identify machines that use energy from water and air. Assignment: watch video, graphic organizer, challenge, quiz
Formative assessment:	Formative assessment: Review questions throughout the	Formative assessment: Review questions throughout the	Formative assessment: Review questions throughout the

## 2020-2021 Mrs. Barriner



Review questions throughout the chapter. (paper, oral)	chapter. (paper, oral)	chapter. (paper, oral)	chapter. (paper, oral)
	Notes	Notes	Notes
Notes	SC.4.P.10.I	SC.4.P.10.I	SC.4.P.10.I
SC.4.P.10.I	n.4	n.4	n.4
n.4 Identify machines that use energy from moving water or air, including a windmill and a waterwheel.	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.