



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



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



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



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



<p>Review questions throughout the chapter. (paper, oral)</p>	<p>chapter. (paper, oral)</p>	<p>chapter. (paper, oral)</p>	<p>chapter. (paper, oral)</p>
<p>Notes</p> <p>SC.4.P.10.I n.4</p> <p>Identify machines that use energy from moving water or air, including a windmill and a waterwheel.</p>	<p>Notes</p> <p>SC.4.P.10.I n.4</p> <p>Identify machines that use energy from moving water or air, including a windmill and a waterwheel.</p>	<p>Notes</p> <p>SC.4.P.10.I n.4</p> <p>Identify machines that use energy from moving water or air, including a windmill and a waterwheel.</p>	<p>Notes</p> <p>SC.4.P.10.I n.4</p> <p>Identify machines that use energy from moving water or air, including a windmill and a waterwheel.</p>
<p>2:30pm - 2:50pm AR/Dismissal</p>	<p>2:30pm - 2:50pm AR/Dismissal</p>	<p>2:30pm - 2:50pm AR/Dismissal</p>	<p>2:30pm - 2:50pm AR/Dismissal</p>