



Monday 11/09/2020	Tuesday 11/10/2020	Wednesday 11/11/2020	Thursday 11/12/2020	Friday 11/13/2020
<p>Rti 7:45am</p> <p>Lesson</p> <p>Lexia Freckle Small Group instruction</p>	<p>Rti 7:45am</p> <p>Lesson</p> <p>Lexia Freckle Small Group instruction</p>	<p>Rti 7:45am</p> <p>Lesson</p> <p>Lexia Freckle Small Group instruction</p>	<p>Math 8:30am</p> <p>Topic 5</p> <p>Lesson</p> <ul style="list-style-type: none"> Essential Question/How can you find the number that is 1 before or after another number? Objective/Students will identify and write numbers counting forward and backward Vocabulary/before, after Quick Check/5-4 aCIP Technology/smartboard/Freckle <p>Standards</p> <p>5 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</p> <p>6 Count within 1000; skip-count by 5s, 10s, and 100s. [NBT.2.2]</p>	<p>Rti 7:45am</p> <p>Lesson</p> <p>Lexia Freckle Small Group instruction</p>
<p>Math 8:30am</p> <p>Topic 5</p> <p>Lesson</p> <ul style="list-style-type: none"> Essential Question in a two digit number what do the 1st and 2nd Digit tell you? Objective students will group objects into 10's and 1's Vocabulary Quick Check 5-1 aCIP Technology/smartboard/Freckle 	<p>Math 8:30am</p> <p>Topic 5</p> <p>Lesson</p> <ul style="list-style-type: none"> Essential Question/ How are numbers through 99 written as words? Objective/ Students will read and write number words through 99 Vocabulary/ digit, number word Quick Check/ 5-2 aCIP Technology/smartboard/Freckle 	<p>Math 8:30am</p> <p>Topic 5</p> <p>Lesson</p> <ul style="list-style-type: none"> Essential Question/ How can you use symbols to compare numbers Objective/ students will compare 2 digit numbers using symbols Vocabulary/ greater than/ less than/equal to Quick Check/ 5-3 aCIP Technology/smartboard/Freckle 	<p>Standards</p> <p>5 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</p> <p>6 Count within 1000; skip-count by 5s, 10s, and 100s. [NBT.2.2]</p>	<p>Math 8:30am</p> <p>Topic 5-5 10 More or Less</p> <p>Lesson</p> <ul style="list-style-type: none"> Essential Question/How do you find a number that is 10 more or less Objective/Students will identify and write numbers that are 10 more or less Vocabulary Quick Check/5-5 aCIP Technology/smartboard/Freckle
<p>Standards</p> <p>5 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</p>	<p>Standards</p> <p>5 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</p>	<p>Standards</p> <p>5 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</p>	<p>Standards</p> <p>9 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [NBT.2.5]</p> <p>10 Add up to four two-digit numbers using strategies based on place value and properties of operations. [NBT.2.6]</p>	<p>Standards</p> <p>9 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [NBT.2.5]</p> <p>10 Add up to four two-digit numbers using strategies based on place value and properties of operations. [NBT.2.6]</p> <p>Leader in Me</p> <p>Begin With the End in Mind</p>



hundreds (and 0 tens and 0 ones). [NBT.2.1]

Leader in Me

Begin With the End in Mind

Lesson

- Essential Question: How to begin with the end in mind
- Learning Objective: Explore the habit
- Materials: LIM Website

Standards

Habit 2 Begin With the End in Mind

P.E.

Reading

The Breman Town Musicians

Lesson

- Phonics Skill/Plurals
- Comprehension Skill/ Cause and Effect
- **aCIP**
- **Technology/iPad smartboards**

Standards

- 20** Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- 20.f** Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
- 21** Read with sufficient accuracy and fluency to

hundreds (and 0 tens and 0 ones). [NBT.2.1]

Leader in Me

Begin With the End in Mind

Lesson

- Essential Question: How to begin with the end in mind
- Learning Objective: Explore the habit
- Materials: LIM Website

Standards

Habit 2 Begin With the End in Mind

P.E.

Reading

The Breman Town Musicians

Lesson

- Phonics Skill/Plurals
- Comprehension Skill/ Cause and Effect
- **aCIP**
- **Technology/iPad smartboards**

Standards

- 20** Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- 20.f** Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
- 21** Read with sufficient accuracy and fluency to

hundreds (and 0 tens and 0 ones). [NBT.2.1]

8 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. [NBT.2.4]

Leader in Me

Begin With the End in Mind

Lesson

- Essential Question: How to begin with the end in mind
- Learning Objective: Explore the habit
- Materials: LIM Website

Standards

Habit 2 Begin With the End in Mind

P.E.

Reading

The Breman Town Musicians

Lesson

- Phonics Skill/Plurals
- Comprehension Skill/ Cause and Effect
- **aCIP**
- **Technology/iPad smartboards**

Standards

20 Know and apply grade-level phonics and word

Leader in Me

Begin With the End in Mind

Lesson

- Essential Question: How to begin with the end in mind
- Learning Objective: Explore the habit
- Materials: LIM Website

Standards

Habit 2 Begin With the End in Mind

P.E.

Reading

The Breman Town Musicians

Lesson

- Phonics Skill/Plurals
- Comprehension Skill/ Cause and Effect
- **aCIP**
- **Technology/iPad smartboards**

Standards

- 20** Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- 20.f** Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
- 21** Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]

Lesson

- Essential Question: How to begin with the end in mind
- Learning Objective: Explore the habit
- Materials: LIM Website

Standards

Habit 2 Begin With the End in Mind

P.E.

Reading

Lesson

- Phonics Skill/ vowel pattern a, ai, ay
- Comprehension Skill/ Compare & Contrast
- **aCIP**
- **Technology/iPad smartboards**

Standards

- 20** Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- 20.a** Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
- 20.b** Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
- 20.c** Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]



support comprehension.
[RF.2.4]

Science/Social Studies

Lesson

Students will expand their knowledge of the Earth's waterways-oceans, rivers, lakes, and ponds, and will understand that clean water is important to living things

They will understand that water can exist as a liquid, a solid or a gas.

Standards

SC.2.1 Identify states of matter as solids, liquids, and gases.

support comprehension.
[RF.2.4]

Science/Social Studies

Lesson

Students will expand their knowledge of the Earth's waterways-oceans, rivers, lakes, and ponds, and will understand that clean water is important to living things

They will understand that water can exist as a liquid, a solid or a gas.

Standards

SC.2.1 Identify states of matter as solids, liquids, and gases.

analysis skills in decoding words. [RF.2.3]

20.f Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

21 Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]

Science/Social Studies

Lesson

Students will expand their knowledge of the Earth's waterways-oceans, rivers, lakes, and ponds, and will understand that clean water is important to living things

They will understand that water can exist as a liquid, a solid or a gas.

Standards

SC.2.1 Identify states of matter as solids, liquids, and gases.

Rti - 7:45am

Lesson

Lexia
Freckle
Small Group instruction

Science/Social Studies

Lesson

Students will expand their knowledge of the Earth's waterways-oceans, rivers, lakes, and ponds, and will understand that clean water is important to living things

They will understand that water can exist as a liquid, a solid or a gas.

Standards

SC.2.1 Identify states of matter as solids, liquids, and gases.

Science/Social Studies

Lesson

Students will learn how to use technology in the classroom. They will also learn about primary sources and how they help us learn about history.

Write a report about your favorite person from history.

Standards

6.3 Recognizing technological resources such as a virtual globe, satellite images, and radar