



Monday 01/05/2026	Tuesday 01/06/2026	Wednesday 01/07/2026	Thursday 01/08/2026	Friday 01/09/2026
<b>School Resumes</b>	Morning Routine 8:15am - 8:30am  ELA 8:30am - 9:45am  <b>U3 L2 D1</b>	Morning Routine 8:15am - 8:30am  ELA 8:30am - 9:45am  <b>U3 L2 D2</b>	Morning Routine 8:15am - 8:30am  ELA 8:30am - 9:30am  <b>U3 L2 D3</b>	Morning Routine 8:15am - 8:30am  ELA 8:30am - 9:45am  <b>U3 L2 D4</b>
<b>Foundational Skills</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /ow/ spelled <i>ow</i> and <i>o_u_</i> and /ō/ spelled <i>_ow</i>.</li> <li>spell dictated words with /ow/ and /ō/ correctly.</li> <li>build oral language skills.</li> </ul> <b>Reading and Responding</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>learn and apply the comprehension strategies of Asking and Answering Questions and Visualizing.</li> <li>read the entire selection.</li> <li>learn new vocabulary words.</li> <li>focus on reading with automaticity.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 171-172 on their own.  <b>Intervention:</b> I will pull students for a small group	<b>Foundational Skills</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>practice spelling words with /ow/ spelled <i>ow</i> and <i>ou_</i> and /ō/ spelled <i>_ow</i>.</li> <li>learn new high-frequency words.</li> <li>read a <i>Decodable Story</i>.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>reread "The Harlem Renaissance" while digging deeper into the text.</li> <li>build fluency.</li> <li>review the selection of vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 175-176 on their own.  <b>Intervention:</b> I will pull students for a small group	<b>Foundational Skills</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>understand comparatives and superlatives.</li> <li>build oral language skills.</li> </ul> <b>Reading and Responding</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>finish reading "The Harlem Renaissance."</li> <li>read and analyze poetry.</li> <li>review the selection of vocabulary words.</li> <li>focus on reading with prosody.</li> <li>select conjectures for Inquiry.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 173-174 on their own.  <b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we are working on this	<b>Foundational Skills</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> </ul> <b>Reading and Responding</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>read excerpts from "The Harlem Renaissance" to focus on the writer's craft.</li> <li>answer questions to better understand the selection.</li> <li>build on the vocabulary they have learned this week.</li> <li>build fluency.</li> <li>read the social studies link.</li> </ul> <b>Assessment:</b> Students will complete the "The Harlem Renaissance" comprehension page, 181-182, and 183-184 on their own.  <b>Intervention:</b> I will pull students for a small group lesson where we will work on the	<b>Foundational Skills</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /ow/ spelled <i>ow</i> and <i>ou_</i> and /ō/ spelled <i>_ow</i>.</li> <li>understand comparatives and superlatives.</li> <li>build oral language skills.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>review the selection of vocabulary words.</li> <li>review the comprehension strategies.</li> <li>review elements of accessing complex text.</li> <li>review the writer's craft elements.</li> <li>build fluency.</li> </ul> <b>Assessment:</b> Students will be assessed by taking their reading and vocabulary tests individually.  <b>Intervention:</b> For the students



lesson where we will work on the specific skills we are working on this week.

**Enrichment:**

Students who are ready to move on can write their vocabulary words in their planners. They will then make their vocabulary flash cards.

**Standards**

3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1.j Produce simple, compound, and complex sentences

3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.RF.3.c Decode multi-syllable words.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with

lesson where we will work on the specific skills we are working on this week.

**Enrichment:**

Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.

**Standards**

3.L.1.j Produce simple, compound, and complex sentences

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

3.RF.4.c Use context to confirm or self-correct word

week.

**Enrichment:**

Students who are ready to move on can practice their spelling words on Vocab A-Z.

**Standards**

3.RF.3.c Decode multi-syllable words.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

3.L.1.h Form and use adverbs and adjectives (comparative and superlative).

3.L.1.j Produce simple, compound, and complex sentences

3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text

specific skills we are working on this week.

**Enrichment:**

Students who are ready to move on can practice their vocabulary words on Vocab A-Z.

**Standards**

3.L.1.h Form and use adverbs and adjectives (comparative and superlative).

3.L.1.j Produce simple, compound, and complex sentences

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

who need additional support, I will read aloud the story for the comprehension piece of the test.

**Enrichment:**

Students who finish their tests will go to moby max and work within the reading section or they can read a book of their choice.

**Standards**

3.RF.3.c Decode multi-syllable words.

3.L.1.h Form and use adverbs and adjectives (comparative and superlative).

3.L.1.j Produce simple, compound, and complex sentences

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

4.6

Lesson 4-6: Solve Problems Involving Equal Groups

**Opener:** pg. 151-152 Group Discussion and Practice Problem

**Objective:** Students represent the problem with equal groups and an equation. Students



accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

**3.RI.10** Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RI.7** Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

recognition and understanding, rereading as necessary.

**3.RI.2** Determine the main idea of a text; identify the key details and explain how they support the main idea.

**3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

**3.W.7** Conduct short research projects that build knowledge about a topic.

**3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Math 9:45am - 10:45am

3.5

Lesson 3-5:  
Understand Equal

using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

**3.RL.10** By the end of the year, read and comprehend a variety of literary texts.

**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**3.W.7** Conduct short research projects that build knowledge about a topic.

**3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**3.W.10** Write routinely over extended time frames (time for research, reflection, and

**3.RI.3** Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

**3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**3.RF.4.a** Read grade-level text with purpose and understanding.

**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

Math 9:45am - 10:45am

3.7

Lesson 3-7: Find the Unknown

**Opener:** pg. 117-118 Group Discussion and Practice Problem

**Objective:**  
Students use

use equal groups to solve the equation.

**Intervention:**  
Review math facts using a math wrap-up.

**Extension:** Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/Closure:** 4.6 Additional Practice

### Standards

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm



**3.RI.3** Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

**3.SL.1.b** Follow agreed-upon rules for discussions

**3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

**3.SL.1.d** Explain their own ideas and understanding in light of the discussion.

Math 9:45am - 10:45am

**3.4**

Lesson 3-4:  
Understand Equal Sharing

### Grouping

**Opener:** Division Song

**Objective:** Students represent division with equal grouping.

**Intervention:** We will talk more about multiplication and division fact families. They can think of a multiplication equation to help them solve division equations.

**Extension:** Review all facts using math wrap-ups and/or math sleeve practice.

**Assignment/Assessment/Closure:** 3-5 Additional Practice

### Standards

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and

revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**3.6**

**Lesson 3-6:** Relate Multiplication and Division

**Opener:** pg. 113 Group Discussion Problem

**Objective:** Students use equal groups and arrays to represent the relationship between multiplication and division.

**Intervention:** Review math facts using a math sleeve.

**Extension:** Partner talk about what divisors, dividends, and quotients are.

**Assessment/Closure:** 3-6 Additional Practice

### Standards

**3.OA.1** Interpret products of whole numbers, e.g.,

representations to determine the unknown in a multiplication or division equation.

**Intervention:** Review math facts using a math sleeve.

**Extension:** Write what the dividends, divisors, and quotients are on their assignment.

**Assessment/Closure:** 3-7 Additional Practice

### Standards

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading 12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

Social Science 1:25pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

### Language Arts

#### Objectives:

- practice combining sentences.
- use proofreading marks and a checklist to edit their revised drafts.
- learn about adjectives.
- review spelling words.

### Standards

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

**3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**3.L.1.h** Form and use adverbs and adjectives (comparative and superlative).

Handwriting 1:40pm - 1:55pm



Opener: Multiplication Mash Up  
Song 0, 1, 10, 2, 5, 3, 4, 6, 7, 8, 9s

Objective (What the students are learning):  
Students will represent division using equal sharing. They will demonstrate one of the meanings of division as the total number of objects shared equally among groups.

Intervention:  
Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension:  
Review all facts using math wrap ups and/or math sleeve practice.

Assignment/  
Assessment/  
Closure: 3-4  
Additional  
Practice

#### Standards

equations with a symbol for the unknown number to represent the problem.

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Guidance 12:25pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

#### Testing

We will be taking time to start fast bridge testing today.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

Study Hall/End of Day  
Routines 2:45pm - 3:15pm

interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

#### Language Arts

##### Objectives:

- review the elements of personal narrative writing.
- review the use of action and describing

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

#### ELA

#### Language Arts

##### Objectives:

- review elements of personal narrative writing.

#### Standards

**3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**3.W.3.c** Use temporal words and phrases to signal event order.

**3.W.3.d** Provide a sense of closure conclusion (when appropriate to the genre).

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

Study Hall/End of Day  
Routines 2:45pm - 3:15pm



**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am -  
11:45am

Recess 11:45am -  
12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm -  
12:55pm

Tier II Reading  
12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

**Review Urban,  
Suburban, and  
Rural**

We will reread the last section of the week 18 newsletter. Then go through the review PowerPoint with questions.

PM Recess 1:55pm -  
2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm -  
3:15pm

ELA

words to make writing interesting.

- practice adding action and describing words to sentences.

**Standards**

**3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

Handwriting 1:40pm -  
1:55pm

PM Recess 1:55pm -  
2:10pm

Social Science  
2:10pm - 2:45pm

Study Hall/End of Day  
Routines 2:45pm -  
3:15pm