



Monday 09/01/2025	Tuesday 09/02/2025	Wednesday 09/03/2025	Thursday 09/04/2025	Friday 09/05/2025
Labor Day	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
Labor Day - No School	ELA 8:30am - 9:45am U1 L2 D1	ELA 8:30am - 9:30am U1 L2 D2	ELA 8:30am - 9:45am U1 L2 D3	ELA 8:30am - 9:00am U1 L2 D4
<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> read words with /ē/ spelled e and e_ e and /ū/ spelled u and u_ e. spell dictated words with /ē/ and /ū/ correctly. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> learn and apply the comprehension strategies Predicting and Asking and Answering Questions. read the entire selection. learn new vocabulary words. focus on reading at an appropriate rate. <p>Assessment: Students will complete Skills practice pages 15-16, 10 and 23 on their own.</p>	<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> build oral language skills. spell dictated words with /ē/ and /ū/ correctly. learn new high-frequency words. read a <i>Decodable Story</i>. build fluency. <p>Reading and Responding Objectives:</p> <p>Objectives:</p> <ul style="list-style-type: none"> reread "Little Havana" while digging deeper into the text. build fluency. review the selection vocabulary words. <p>Assessment: Students will complete skills practice pages 17-18, 21-22, and 24-26 on their own.</p>	<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> understand antonyms and synonyms. build oral language skills. <p>Reading and Responding Objectives:</p> <p>Objectives:</p> <ul style="list-style-type: none"> finish reading "Little Havana." read and analyze poetry. review the selection vocabulary words. <p>Assessment: Students will complete skills practice pages 19-20 on their own.</p>	<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> understand antonyms and synonyms. build oral language skills. <p>Reading and Responding Objectives:</p> <p>Objectives:</p> <ul style="list-style-type: none"> build on the vocabulary they have learned this week. build fluency. read the social studies connection. <p>Assessment: Students will complete the comprehension page for "Little Havana" on their own.</p>	<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> build oral language skills. <p>Reading and Responding Objectives:</p> <p>Objectives:</p> <ul style="list-style-type: none"> read excerpts from "Little Havana" to focus on the writer's craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency. read the social studies connection. <p>Assessment: Students will complete the comprehension page for "Little Havana" on their own.</p>



<p>Intervention: For the students who need additional support, I will use the Intervention Teacher's Guide to reteach skills taught in the lesson during our intervention time.</p> <p>Enrichment: Students will be finding their vocabulary words in the back of their reading book.</p>	<p>reteach skills taught in the lesson during our intervention time.</p> <p>Enrichment: Students will be using one of the decodable stories to work on adding more expression when they are reading aloud.</p>	<p>working on a synonym and antonym activity.</p> <p>Math 9:45am - 10:45am</p> <p>2.4</p> <p>2.4 Use Addition Properties to Add</p>	<p>reteach skills taught in the lesson during our intervention time.</p> <p>Enrichment: Students will be working on their vocab a-z vocabulary assignment.</p>
<p>Standards</p> <p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p> <p>3.SL.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.1.b Follow agreed-upon rules for discussions</p> <p>3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known</p>	<p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>2.3</p> <p>2.3 Estimate Sums and Differences</p> <p>Objective:</p> <ul style="list-style-type: none"> Students will use compatible numbers to estimate sums and differences. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete the exit ticket questions independently. <p>Intervention:</p> <ul style="list-style-type: none"> Students who struggle with the questions on their own will come to a small group with me where we will work through the reinforce understanding page 7. <p>Enrichment:</p> <ul style="list-style-type: none"> Students who did well will complete the STEM adventure online. 	<p>Standards</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or</p>	<p>Computers 9:00am - 9:30am</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>2.5</p> <p>2.5 Addition Patterns</p> <p>Objective: Students can use addition patterns to help find a sum.</p> <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete the additional practice 2.4 <p>Intervention:</p> <ul style="list-style-type: none"> Students who struggle with the questions on their own will come to a small group with me where we will work through the reinforce understanding page 9. <p>Enrichment:</p> <ul style="list-style-type: none"> Students who did well will move onto the STEM adventure online.



<p>about the topic to explore ideas under discussion</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.</p> <p>3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>3.RL.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.RL.10 By the end of the year, read and comprehend a variety of literary texts.</p> <p>3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>3.L.2.e Use high frequency words and spelling patterns to spell grade</p>	<p>adventure.</p> <p>Standards</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>Tier II/III Math 10:45am - 11:15am</p> <p>Lunch 11:20am - 11:45am</p> <p>Recess 11:45am - 12:10pm</p> <p>Bathroom/Drink Break 12:10pm - 12:15pm</p> <p>Tier III Reading 12:15pm - 12:45pm</p> <p>Journals 12:45pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p> <p>Social Science 1:25pm - 1:55pm</p> <p>Science</p> <p>Patterns in Motion We will start by watching the video about patterns in motion.</p> <p>Objective: Students will use patterns in motion by observing how two balls of different masses move around a curved bowl.</p> <p>Assessment: Students will write down their findings from their experiment in their science books.</p> <p>Intervention: I will be walking around the room helping groups by giving further instructions</p>	<p>the relationship between addition and subtraction.</p> <p>Tier II/III Math 10:45am - 11:15am</p> <p>Lunch 11:20am - 11:45am</p> <p>Recess 11:45am - 12:10pm</p> <p>Bathroom/Drink Break 12:10pm - 12:15pm</p> <p>Tier III Reading 12:15pm - 12:45pm</p> <p>Journals 12:45pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p> <p>ELA 1:25pm - 1:40pm</p> <p>Blue Band</p> <p>Language Arts Objectives:</p> <ul style="list-style-type: none"> • create a clean, finished copy of the opinion writing. • learn about the publishing step of the writing process. • evaluate the opinion writing based on writer's goals. • review verbs and verb phrases. <p>Standards</p> <p>3.W.4 With guidance and support, produce</p>
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<p>appropriate words correctly, consulting reference materials as needed.</p> <p>3.L.1.j Produce simple, compound, and complex sentences</p> <p>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.</p> <p>3.RF.3.c Decode multi-syllable words.</p>	<p>proofreading marks.</p> <p>Standards</p> <p>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.)</p>	<p>if needed.</p> <p>Extension: When students finish their experiment and their writing, they will think of other objects that would work well with this lab. (If the resources are available they may try it)</p> <p>Standards</p> <p>3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence for how a pattern can be used to predict future motion. (SEP: 3; DCI: PS2.A; CCC: Patterns)</p>	<p>clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.1.j Produce simple, compound, and complex sentences</p>
<p>Math 9:45am - 10:45am</p> <p>2.2</p>	<p>Handwriting 1:40pm - 1:55pm</p> <p>PM Recess 1:55pm - 2:10pm</p>	<p>Social Science 2:10pm - 2:45pm</p> <p>Social Studies</p> <p>Ancient Civilizations in Asia</p> <p>Week 2: The Geography of Ancient Asia</p> <p>Objective: Students will be able to round numbers to the nearest 10 and 100.</p> <p>Assessment: Additional Practice 2.2</p> <p>Intervention: I will have a small group at my back table for students who need extra support. We will go over the "reinforce understanding" page together.</p> <p>Extension: Students can work on the STEM Adventure online.</p> <p>Standards</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the</p>	<p>Handwriting 1:40pm - 1:55pm</p> <p>PM Recess 1:55pm - 2:10pm</p> <p>Social Science 2:10pm - 2:45pm</p> <p>Social Studies</p> <p>Ancient Civilizations in Asia</p> <p>Week 2: The Geography of Ancient Asia</p> <p>Objective: Students will demonstrate knowledge of ancient civilizations in Asia, the Middle East, and North Africa.</p> <p>Assessment: Students will answer questions after reading the articles we covered in class. ("Geography", "Geography of Ancient India", and</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> help you edit the revised opinion writing. learn about verbs and verb phrases. review spelling words. <p>Standards</p> <p>3.L.1.e Form and use regular and irregular verbs.</p> <p>3.W.5 With guidance and support from peers and adults,</p>		<p>Objectives: Students will demonstrate knowledge of ancient civilizations in Asia, the Middle East, and North Africa.</p> <p>Assessment: Students will answer questions after reading the articles we covered in</p>



nearest 10 or 100.	"Mountains and Monsoons")	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.)	class. ("Geography of Ancient China", "Rivers and Rice", and "China's Mighty Mountains")
Tier II/III Math 10:45am - 11:15am	Intervention: If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.		Intervention: If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.
Lunch 11:20am - 11:45am			
Recess 11:45am - 12:10pm	Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.		Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.
Bathroom/Drink Break 12:10pm - 12:15pm	Standards 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.		Standards 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.
Guidance 12:25pm - 12:55pm	3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.		3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.
Tier II Reading 12:55pm - 1:25pm	3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.		3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.
ELA 1:25pm - 1:40pm Blue Band			
Language Arts Objectives:			
<ul style="list-style-type: none"> learn about and participate in revising the opinion writing draft. generate descriptive details about the opinion writing topic. learn about /ē/ and /ū/ spelling patterns and synonyms and antonyms. 			
Standards			
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	Study Hall/End of Day Routines 2:45pm - 3:15pm		Study Hall/End of Day
PM Recess 1:55pm - 2:10pm			



Social Science 2:10pm - 2:45pm	Routines 2:45pm - 3:15pm
Science	
Motion and Forces	
Students will be accessing the quiz for the first time online.	
Objective: Students will be able to explain how forces on an object affect it's motion.	
Assessment: Students will be complete the motion quiz.	
Intervention: I will be walking around to help read questions for students who may need it.	
Extension: Students will move on to the interactivity.	
Standards	
3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence for how a pattern can be used to predict future motion. (SEP: 3; DCI: PS2.A; CCC: Patterns)	
Study Hall/End of Day Routines 2:45pm - 3:15pm	