



Monday 09/15/2025	Tuesday 09/16/2025	Wednesday 09/17/2025	Thursday 09/18/2025	Friday 09/19/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L3 D5</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> read words with /j/ spelled <i>ge</i> and <i>g i_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i>. understand shades of meaning. build oral language skills. build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> review the selection of vocabulary words. review the comprehension strategies. review elements of accessing complex text. <p>Assessment: Students will be assessed by taking their reading and vocabulary tests individually.</p> <p>Intervention: I will read the test aloud for the students who need additional support.</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L4 D1</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> read words with /ā/ spelled <i>ai_</i> and <i>ay</i> and /əl/ spelled <i>le</i>, <i>el</i>, <i>al</i>, and <i>il</i>. spell dictated words with /ā/ and /əl/ correctly. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> learn and apply the comprehension strategies Summarizing and Making Connections. read the entire selection. learn new vocabulary words. focus on reading at an appropriate rate. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 34- 35 and 38. <p>Intervention:</p> <ul style="list-style-type: none"> We will work through a mini-lesson for the students who need additional support and then complete similar questions together. 	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U1 L4 D2</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> build oral language skills. spell dictated words with /ā/ and /əl/ correctly. learn new high-frequency words. read a <i>Decodable Story</i>. build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> reread "Bummer and Lazarus" while digging deeper into the text. build fluency. review the selection vocabulary words. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice on pages 47-48 and 38. <p>Intervention:</p> <ul style="list-style-type: none"> We will work through a mini-lesson for the students who need additional support and then complete similar questions together. 	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L4 D3</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> understand regular plural nouns. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> finish reading "Bummer and Lazarus." read and analyze poetry. review the selection vocabulary words. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 44-45, 49-50, and 53-54. <p>Intervention:</p> <ul style="list-style-type: none"> We will work through a mini-lesson for the students who need additional support and then complete similar questions together. <p>Enrichment:</p> <ul style="list-style-type: none"> For enrichment, students will be going onto vocab a-z to practice both 	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U1 L4 D4</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> read excerpts from "Bummer and Lazarus" to focus on writer's craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency. read the science connection. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 51 and 55-56. <p>Intervention:</p> <ul style="list-style-type: none"> We will work through a mini-lesson for the students who need additional support and then complete similar questions together. <p>Enrichment:</p> <ul style="list-style-type: none"> For enrichment, students will be



Enrichment:
Students who finish their tests will read their decodable reader for the week.

Math 9:45am -
10:45am

2.9

2.6 Use Addition to Subtract

Objective: Students will be able to show how addition and subtraction are related.

Assessment:

- Students will complete the 2.9 additional practice.

Intervention:

- 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 15.

Enrichment:

- Students who did well will move onto their xtramath facts and then to the STEM online adventure.

Standards

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on

lesson for the students who need additional support and then complete similar questions together.

Enrichment:

- For enrichment, students will be writing their spelling words in their planners. They will then write sentences using their spelling words.

Standards

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

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.b Follow agreed-upon rules for discussions

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.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.

together.

Enrichment:

- For enrichment, students will be working with a partner to read through their decodable reader fluently with expression. They will also be writing sentences with words that have different patterns of long /a/.

Standards

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

3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.

3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

their spelling words and their vocabulary words.

Standards

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.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.

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

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

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

working on finishing up their work on vocab a-z. The spelling and vocab lessons usually take two days to complete.

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.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.a Read grade-level text with purpose and understanding.

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

3.L.1.c Form and use regular and irregular plural nouns.



place value, properties of operations, and/or the relationship between addition and subtraction.

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

Science

Patterns in Motion

We will finish reading 22 and answer the lesson 2 check questions.

Objective: Students will use patterns to predict future motion.

Assessment: Students will answer the lesson 2 quiz questions on their own.

Standards

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence for how a pattern can be

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

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.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.3.c Decode multi-syllable words.

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

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

consecutive readings.

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

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

3.RF.3.d Read grade-appropriate high frequency words.

Choir 9:35am -
10:00am

Math 10:00am -
10:45am

2.10

2.6 Fluently Add within 1,000

Objective: Students will be able to use different strategies to add 3-digit numbers.

Assessment:

- Students will complete the 2.10 additional practice.

Intervention:

- 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 19.

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

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

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

3.L.1.e Form and use regular and irregular verbs.

Math 9:45am -
10:45am

2.11

2.11 Fluently Subtract within 1,000

Objective: Students will be able to explain different strategies to subtract 3-digit numbers.

Assessment:

- Students will complete the 2.11 additional practice.

Intervention:

- 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 21.

Computers 9:00am -
9:30am

Choir 9:35am -
10:00am

Math 10:00am -
10:45am

2.12

2.12 Solve Two-Step problems involving Addition and Subtraction

Objective: Students will be able to write and solve equations to represent a two-step word problem.

Assessment:

- Students will complete the 2.12 additional practice.

Intervention:

- 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 21.

Enrichment:

- Students who did well will move onto their xtramath facts and then to the STEM online adventure or can continue their path on aleks.

Standards

3.OA.8 Solve two-



used to predict future motion. (SEP: 3; DCI: PS2.A; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- receive feedback about their drafts during a writers' conference.
- take the spelling assessment.
- review subjects and predicates.
- review the formation of lowercase cursive letters *i* and *t*.

Standards

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

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

and their functions in particular sentences.

Math 9:45am - 10:45am

2.9 Additional Practice

2.6 Use Addition to Subtract

Objective: Students will be able to show how addition and subtraction are related.

Assessment:

- Students will complete the 2.9 assignment on Aleks.

Intervention:

- Students who struggle with the questions on their own will come to a small group with me where we will work through example problems using a bar diagram.

Enrichment:

- Students who did well will move onto their xtramath facts and then to the STEM online adventure.

Standards

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or operations, and/or

come to a small group with me where we will work through the reinforce understanding page 17.

Enrichment:

- Students who did well will move onto their xtramath facts and then to the STEM online adventure.

Standards

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.

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:

- create a clean and final copy of

xtramath facts and then to the STEM online adventure or can continue their path on aleks.

Standards

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.

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

Social Studies

Ancient Civilizations in Asia

Week 3: Ancient India

Objective:

Students will explain major historical events, cultural features,

step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).

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 possible opinions and choose one to write about.



the relationship between addition and subtraction.

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

Language Arts

Objectives:

- review the writer's goals for their opinion writing.
- revise and edit their opinion writing drafts.
- learn about ā/ and /əl/ spelling patterns and regular plurals.

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

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

Social Studies

the opinion writing.

- share their opinion writing with others.
- evaluate opinion writing based on writer's goals.
- develop handwriting skills by practicing the formation of cursive lowercase letters / and e.

Standards

3.W.4 With guidance and support, produce 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.)

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

Science

Forces and Motion

We will watch the video first to get us into the new lesson. We will then read page 24 together. Students will then complete the lab on page 25 with partners.

Objective: I can

stories, and civil contributions of ancient India.

Assessment: Students will answer questions after reading the articles we covered in class. ("Society and Government", "Caste System", and "Religion")

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.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

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.

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,

- use a model of good opinion writing to review the elements of a TREE diagram.
- review complete simple sentences.

Standards

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

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

Social Studies

Ancient Civilizations in Asia

Week 3: Ancient India

Objective:

Students will explain major historical events, cultural features, stories, and civil contributions of ancient India.

Assessment: Students will answer questions after reading the articles we covered in class.

("Agriculture", "Transportation in Ancient India", and "Specialization and Trade")

Intervention: If



Ancient Civilizations in Asia

Week 3: Ancient India

Objective:

Students will explain major historical events, cultural features, stories, and civil contributions of ancient India.

Assessment: Students will answer questions after reading the articles we covered in class. ("Introduction to Ancient India" and "Timeline of Ancient India")

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.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

Standards

3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the

identify the forces acting on an object.

Assessment: Students will write down their findings from their experiment in their science books.

Standards

3-PS2-1 Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (SEP: 3; DCI: PS2.A, PS2.B; CCC: Cause/Effect)

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

1776, etc.

3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- review facts versus opinions.
- decide on a topic for their opinion writing.
- use an idea Web to generate possible opinions for their writing.
- learn about complete simple sentences.
- review spelling words.

Standards

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

students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

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.

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.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and



following tasks, completing each task with relative ease by the end of 3rd grade.

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.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.

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

discussion

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

writing.

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