



Monday 09/08/2025	Tuesday 09/09/2025	Wednesday 09/10/2025	Thursday 09/11/2025	Friday 09/12/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L2 D5</p> <p>Foundational Skills</p> <p>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 “Little Havana” 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 social studies connection. <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>Enrichment: Students who finish</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L3 D1</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • read words with /j/ spelled ge and g i_ and /s/ spelled ce, ci_ , and cy. • spell dictated words with /j/ and /s/ correctly. • build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies of Asking and Answering Questions and Visualizing. • read the entire selection. • learn new vocabulary words. • focus on reading with accuracy. <p>Assessment: Students will complete Skills practice pages 29-30 on their own.</p>	<p>1:15 Dismissal - Teacher In-Service</p> <p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U1 L3 D2</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. • spell dictated words with /j/ and /s/ 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 “Damon and Pythias” while digging deeper into the text. • build fluency. • review the selection vocabulary words. <p>Assessment: Students will complete skills practice pages 31-32, 35-36, and 39-40 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>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L3 D3</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • understand shades of meaning. • build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • finish reading “Damon and Pythias.” • read and analyze poetry. • review the selection vocabulary words. <p>Assessment: Students will complete skills practice pages 31-32, 35-36, and 39-40 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>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U1 L3 D4</p> <p>Foundational Skills</p> <p>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 “Damon and Pythias” 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 social studies connection. <p>Assessment: Students will complete the comprehension page for “Damon and Pythias” independently.</p> <p>Intervention: For the students who need additional support, I will use the Intervention Teacher’s Guide to</p>



their tests will go to moby max and work within the reading section.

Standards

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.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

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.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,

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.

Enrichment: Students will be finding their vocabulary words in the back of their reading book.

Standards

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

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

will use the Intervention Teacher's Guide to reteach skills taught in the lesson during our intervention time.

Enrichment: Students will be using one of the decodable stories to work on adding more expression when they are reading aloud.

Standards

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 recognition and understanding, rereading as necessary.

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

working on a fact and opinion activity.

Standards

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

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.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.

Math 9:45am - 10:45am

2.5 Additional Practice

2.5 Addition Patterns Additional Practice

Objective: Students can use addition patterns to help find a sum.

Assessment:

- Students will complete the

reteach skills taught in the lesson during our intervention time.

Enrichment: Students will be working on their vocab a-z vocabulary assignment.

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

2.6

2.6 Use Partial Sums to Add

Objective: Students will be able to use horizontal and vertical formats to add partial sums.

Assessment:

- Students will complete the i

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 11.

Enrichment:

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



<p>intonation, and expression) on consecutive readings.</p> <p>3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>discussion</p> <p>3.RL.10 By the end of the year, read and comprehend a variety of literary texts.</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>convey ideas precisely.</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.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.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.4.a Read grade-level text with purpose and understanding.</p> <p>3.RF.3.c Decode multi-syllable words.</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: • Students will complete the 2.5 exit ticket.</p> <p>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 9.</p>	<p>additional practice 2.5.</p> <p>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 9.</p> <p>Enrichment: • Students who did well will move onto the STEM adventure online.</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>Math 9:45am - 10:45am</p> <p>2.4</p> <p>2.4 Use Addition Properties to Add</p> <p>Objective: • Students will be able to apply addition properties as strategies to help add more efficiently.</p> <p>Assessment: • Students will complete the exit ticket online.</p> <p>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 7.</p> <p>Enrichment: • Students who did well will complete the STEM adventure online.</p>	<p>Math 9:45am - 10:45am</p> <p>2.4 Additional Practice</p>	<p>Standards</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</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>Language Arts Objectives:</p> <ul style="list-style-type: none"> • learn about opinion words. • review goals for their writing. • review helping and linking verbs. • learn about precise word choice. • finish drafting their opinion writing. • review subjects and predicates. 		<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>Standards</p> <p>3.NBT.2 Fluently add and subtract</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>Language Arts Objectives:</p> <ul style="list-style-type: none"> • learn about opinion words. • review goals for their writing. • review helping and linking verbs. • learn about precise word choice. • finish drafting their opinion writing. • review subjects and predicates.
					<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>Standards</p> <p>3.NBT.2 Fluently add and subtract</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>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>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>



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 2: The
Geography of
Ancient Asia**

Objective:
Students will demonstrate knowledge of ancient civilizations in Asia, the Middle East, and North Africa.

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

2.4 Use Addition Properties to Add Additional Practice

Objective:

- Students will be able to apply addition properties as strategies to help add more efficiently.

Assessment:

- Students will complete the 2.4 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 7.

Enrichment:

- Students who did well will complete the STEM adventure online.

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

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

Patterns in Motion

We will read through and discuss pages 18 - 22 together.

Objective: Students will use patterns to predict future motion.

Assessment: Students will answer the lesson 2 quick check 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 used to predict future motion. (SEP: 3; DCI: PS2.A; CCC: Patterns)

PM Recess 1:55pm -
2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- begin drafts of their opinion writing.
- review transition/linking words.
- set additional goals for their writing.
- learn about subjects and predicates.

Handwriting 1:40pm -
1:55pm

PM Recess 1:55pm -
2:10pm

Social Science
2:10pm - 2:45pm

Social Studies

Ancient Civilizations in Asia

Week 2: The Geography of Ancient Asia

Objective: Students will demonstrate knowledge of ancient civilizations in Asia, the Middle East, and North Africa.

Assessment: Students will answer questions after reading the articles we covered in class. ("Geography of Ancient China", "Rivers and Rice", and "China's Mighty Mountains")

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



("Geography", "Geography if Ancient India", and "Mountains and Monsoons")

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, 1776, etc.

3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.

PM Recess 1:55pm -

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 using a graphic organizer to plan their writing.
- work with a partner to choose an opinion to write about.
- use an idea web to generate reasons that support the opinion.
- learn about /j/ and /s/ spelling patterns and shades of meaning.

Standards

3.W.1.b Provide reasons that support the opinion

3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.

Handwriting 1:40pm -

- review spelling words.

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.)

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 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.

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



2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm -
3:15pm

ELA

Language Arts

Objectives:

- review facts versus opinions.
- review using a graphic organizer to plan writing.
- begin brainstorming topics for opinion writing.
- take the spelling assessment.
- review verbs and verb phrases.

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 discussion

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.a Write legibly in print or cursive, using appropriate spacing and margins.

1:55pm

PM Recess 1:55pm -
2:10pm

Social Science
2:10pm - 2:45pm

Science

Patterns in Motion

We will start by watching the video about patterns in motion.

Objective: Students will use patterns in motion by observing how two balls of different masses move around a curved bowl.

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

Intervention: I will be walking around the room helping groups by giving further instructions if needed.

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)

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