



Monday 12/08/2025	Tuesday 12/09/2025	Wednesday 12/10/2025	Thursday 12/11/2025	Friday 12/12/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L1 D1</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • read words with /o?o/ spelled oo and /oo/ spelled oo. • spell dictated words with /o?o/ and /oo/ correctly. • build oral language skills. <p>Reading and Responding</p> <p>Objectives:</p> <ul style="list-style-type: none"> • discuss the elements of narrative nonfiction. • listen attentively. • build vocabulary <p>Assessment: Students will complete skills practice pages 157-158 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this week.</p> <p>Enrichment: Students who are ready to move on can write their</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L1 D2</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /o?o/ spelled oo and /oo/ spelled oo. • learn new high-frequency words. • read a <i>Decodable Story</i>. • build fluency. <p>Reading and Responding</p> <p>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. <p>Assessment: Students will complete skills practice pages 161 - 162 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this week.</p> <p>Enrichment: Students who are ready to move on can practice their</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U3 L1 D3</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • understand words with the inflectional endings -ing and -ed. • build oral language skills. <p>Reading and Responding</p> <p>Objectives:</p> <ul style="list-style-type: none"> • reread "A New Life for Mei" while digging deeper into the text. • build fluency. • review the selection vocabulary words. <p>Assessment: Students will complete skills practice pages 159 - 160 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this week.</p> <p>Enrichment: Students who are ready to move on can practice their</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L1 D4</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. <p>Reading and Responding</p> <p>Objectives:</p> <ul style="list-style-type: none"> • reread excerpts from "A New Life for Mei" to focus on writer's craft. • answer questions to better understand the selection. • build on the vocabulary they have learned this week. • build fluency by reading with expression. • read the social studies connection. • choose a research question for Inquiry. <p>Assessment: Students will complete the "A New Life for Mei" comprehension page and page 167-168 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this week.</p> <p>Enrichment: Students who are ready to move on can practice their</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U3 L1 D5</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • read words with /o?o/ spelled oo and /oo/ spelled oo. • understand the inflectional endings -ing and -ed. • build oral language skills. • build fluency <p>Reading and Responding</p> <p>Objectives:</p> <ul style="list-style-type: none"> • review the selection vocabulary words. • review the comprehension strategies. • review elements of accessing complex text. • review writer's craft elements. • build fluency. <p>Assessment: Students will be assessed by taking their reading and spelling tests individually.</p> <p>Intervention: For the students who need additional support, I will read aloud the</p>



vocabulary words in their planners. They will then write/type the definitions for each using their books.

Standards

- 3.L.1.j Produce simple, compound, and complex sentences
- 3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

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

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

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

3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..

3.SL.3 Ask and answer questions about information

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.4.d Use print and digital reference materials to determine or clarify meaning of words and phrases.
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
- 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.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text

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

3.L.1.f Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk)

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

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

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

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.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.

3.W.8 Recall

for a small group lesson where we will work on the 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.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.

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

3.L.1.f Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk)

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.RL.3 Describe characters in a story

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.f Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk)

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

x9 games

We will be playing the fly swatter game. There will be answers on the front of the board. I will split the class into two teams.

Then say an equation allowed. Once I've said the equation, students will take their fly swatter and swat the answer on the board. The first to swat the answer



from a speaker, offering appropriate elaboration and detail.

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.

Math 9:45am - 10:45am

5.6

Lesson 5.6 Use Properties to multiply by 7 & 9, video, discussion and practice problems. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

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

Objective: Gain fluency in multiplication when using 9 as a factor.

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

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

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.

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.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known

information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

x9

Students will be completing a worksheet all about the math fact 9. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact. 2.2

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

Objective: Gain fluency in multiplication when using 9 as a factor.

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

and explain how their actions contribute to the plot.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

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.

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

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

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

Math 9:45am - 10:45am

gets a point for their team. This is the last day for students to pass their timed tests. This afternoon we will be having our banana split party where students had to earn their ingredients.

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

Objective: Gain fluency in multiplication when using 9 as a factor.

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: 5 Min Timed Test

Standards

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a



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

Assignment/
Assessment/
Closure: 5 Min
Timed Test &
Group Discussion

Standards

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 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 5×7 .

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.

3.OA.5 Apply properties of

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

5.6 Additional Practice

Lesson 5.6: 7 & 9 additional practice is what students will complete on their own. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact. 2.2

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

Objective: Gain fluency in multiplication when using 9 as a factor.

Intervention:
Discuss strategies used/needed to determine unknown

practice.

Assignment/
Assessment/
Closure: 5 Min
Timed Test & WS

Standards

3.OA.7.b Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.7 Multiply and divide within 100.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

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

3.OA.3 Use multiplication and division within 100 to

x9 Task Cards

Students will be completing a task card worksheet all about math fact 9. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next test.

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

Objective: Gain fluency in multiplication when using 9 as a factor.

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: 5 Min
Timed Test & WS

Standards

3.OA.7.b Demonstra

context in which a total number of objects can be expressed as 5×7 .

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.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

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3.OA.7.b Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and



<p>operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p> <p>3.OA.7 Multiply and divide within 100.</p> <p>3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p> <p>3.OA.7.b Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.</p>	<p>answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Review all facts using math wrap ups and/or math sleeve practice.</p> <p>Assignment/Assessment/Closure: 5 Min Timed Test & Group Discussion</p>	<p>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.</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 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 5×7.</p>	<p>te fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.</p> <p>3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p> <p>3.OA.7 Multiply and divide within 100.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>	<p>accurately) for all products of two one-digit numbers.</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 writing a personal narrative. • evaluate a model of good personal narrative writing using a WWW-H2-W2 graphic organizer. • plan a personal narrative using a WWW-H2-W2 graphic organizer. • review compound sentences. <p>Standards</p> <p>3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting</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>Social Studies</p> <p>Triorama Project In week 18 of our studies weekly</p>	<p>Standards</p> <p>3.W.5 With guidance</p>	<p>Standards</p> <p>3.W.5 With guidance</p>	<p>Standards</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 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 5×7.</p>	



lesson, we read one paragraph about the three types of communities. To expand on what they read, students will be creating a triorama project where they will create a picture of a rural, urban, and suburban community.

Students will be starting their triorama projects for the three different types of communities. We will start with the Suburban community today.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- learn about including figurative language in their stories.
- finish drafting their tall tales.
- learn about /aw/ spelling patterns and irregular comparatives and superlatives.

Standards

3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words

division equation relating three whole numbers.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.7.b Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit 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

Guidance 12:25pm - 12:55pm

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

ELA 1:25pm - 1:40pm

Language Arts Objectives:

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.i Use coordinating and subordinating conjunctions.

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

Triorama Project

Students will continue working on their triorama projects for the three different types of communities. We will start with the Urban community today.

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

numbers, e.g., interpret 5×7 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 5×7 .

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

Topic 5 Life Cycles Traits

Lesson 2: Inherited Traits

We will read pages 184-185. Students will then complete the lab on page 185.

Objective: Students will explain that living things inherit many characteristics from their parents. Students will provide evidence showing that traits vary in a group of similar organisms.

Standards

reference materials as needed.

3.L.1.i Use coordinating and subordinating conjunctions.

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

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.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Social Studies

Triorama Project

Students will continue working on their triorama projects for the three different types of communities. We will start with the rural community today. Projects must be completed by the end of the day.

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



correctly, consulting reference materials as needed.

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

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

- meet in writers' conferences to review their drafts and receive feedback.
- revise their tall tales.

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.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.)

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. (SEP: 4; DCI: LS3.A, LS3.B; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- create clean final copies of their tall tales.
- share their tall tales with others.
- evaluate the tall tales based writer's goals and elements of narrative writing.
- review compound sentences.

Standards

3.L.1.i Use coordinating and subordinating conjunctions.

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

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



2:10pm - 2:45pm

Science

Topic 5 Life Cycles

Traits

Lesson 1: Life Cycles

- Students will start with the interactivity on Savvas.
- Students will then complete the lesson 1 quiz on their own.

Objective: Students will describe how all life cycles follow the same pattern.

Standards

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (SEP: 1 ; DCI: LS1.B; CCC: Patterns)

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

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