



Monday 09/22/2025	Tuesday 09/23/2025	Wednesday 09/24/2025	Thursday 09/25/2025	Friday 09/26/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L4 D5</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> Objectives: <ul style="list-style-type: none"> read words with /ā/ spelled <i>ai</i> and <i>ay</i> and /əl/ spelled <i>el</i>, <i>al</i>, and <i>il</i>. understand regular plural nouns. build oral language skills. build fluency. <p>Reading and Responding 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 vocabulary tests individually.</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L5 D1</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> read words with /m/ spelled <i>mb</i>, /n/ spelled <i>kn</i>, /r/ spelled <i>wr</i>, /f/ spelled <i>ph</i>, and /w/ spelled <i>wh</i>. spell dictated words with /f/, /m/, /n/, /r/, and /w/ 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"> learn and apply the comprehension strategies Clarifying and Summarizing. read the entire selection. learn new vocabulary words. focus on prosody when reading fluently. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 57-58 and 65. <p>Intervention:</p> <ul style="list-style-type: none"> 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>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U1 L5 D2</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> build oral language skills. spell dictated words with /f/, /m/, /n/, /r/, and /w/ 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 "The Prairie Fire" 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 61-62. <p>Intervention:</p> <ul style="list-style-type: none"> 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>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U1 L5 D3</p> <p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> understand irregular plural nouns. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> finish reading "The Prairie Fire." review the selection vocabulary words. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 59-60, 63-64, and 67-68. <p>Intervention:</p> <ul style="list-style-type: none"> 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>Enrichment:</p> <ul style="list-style-type: none"> For enrichment, students will be going onto 	<p>Homecoming Parade @ 1</p> <p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U1 L5 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 "The Prairie Fire" 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:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 52 and 69-70. <p>Intervention:</p> <ul style="list-style-type: none"> 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.



Intervention:
I will read the test aloud for the students who need additional support.

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

Standards

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

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

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.j Produce simple, compound, and complex sentences

Math 9:45am - 10:45am

3.1

3.1 Understand

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

Enrichment:
• For enrichment, students will find their vocabulary words in the back of their reading books and write them down.

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.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

taught in the lesson during our intervention time.

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 /m/, /n/, /r/, /f/, and /w/.

Standards

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

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

vocab a-z to practice both their spelling words and their vocabulary words.

Standards

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

3.RF.3.d Read grade-appropriate high frequency 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.c Form and use regular and irregular plural nouns.

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.4.b Determine the meaning of words when affixes are added.

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

3.RL.2 Retell stories, including those from diverse cultures; determine

taught in the lesson during our intervention time.

Enrichment:
• For enrichment, students will be 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.c Form and use regular and irregular plural nouns.

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.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context.

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

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

3.RL.6 The student's point of view from



Equal Groups

Objective: Students will be able to explain one meaning of multiplication: equal groups.

Assessment:

- Students will complete the 3.1 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 25.

Enrichment:

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

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 .

writing, speaking, reading, or listening.

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

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

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

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

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.

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.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

Continued array practice

We will be reviewing arrays as we use hands-on tools (candy). Students will have to make an array using M&M's. We will also be practicing matching arrays to the correct multiplication equation.

Assessment:
Students will complete a worksheet where they are matching each array to their correct equation.

Intervention:
The students who

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.

Math 9:45am - 10:45am

Continued Repeated Addition Practice

We will continue to practice using repeated addition as a strategy to solve multiplication equations.

Assessment:
Repeated addition worksheet.

Intervention:
The students who need more practice with the lesson/skill will work in a small group with whiteboards.

Enrichment:
Students who complete the assignment early can go to Xtra Math and then continue

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.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.

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.

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

Multiplication on the Numberline

I will introduce how students can use a number line to solve multiplication equations. 1.2

Assessment:
Students will



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, 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

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.

Math 9:45am -
10:45am

3.2

3.2 Use Arrays to Multiply

Objective: Students will be able to use arrays to represent multiplication.

Assessment:

- Students will complete the 3.2 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 27.

Enrichment:

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

Standards

3.OA.1 Interpret

need more practice with the arrays will come to my back table to watch me model making arrays. They will then practice.

Enrichment:

Students who complete the assignment early can continue their path on Aleks.

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 .

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 goals for opinion writing.

their path on Aleks.

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 .

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

Forces and Motion

We will do a quick review of what we read in this lesson. Students will then complete the interactivity online. Students can then take their lesson 3 quiz on forces and motion.

Objective: I can identify the forces acting on an

complete the 1.2 worksheet.

Intervention:

The students who need more practice with the lesson/skill will work in a small group using a number line.

Enrichment:

Students who complete the assignment early can go to Xtra Math and then continue their path on Aleks.

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 .

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



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 writing.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

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 .

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:

- learn about writing to persuade.
- choose an audience and purpose for their opinion writing.
- evaluate their writing plans with partners and receive feedback.
- set goals for opinion writing.
- begin drafting their opinion writing.
- learn about /m/, /n/, /r/, /f/, and /w/ spelling patterns and irregular plurals.

- finish drafting their opinion writing.
- receive feedback about their opinion writing in a writers' conference.
- develop handwriting skills by practicing formation of cursive lowercase letters o and a.

Standards

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

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",

object.

Assessment: Students will be taking the lesson 3 quiz.

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)

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

Objectives:

- publish their opinion writing.
- evaluate opinion writing based on writer's goals.
- review quotation marks, commas, and capitalization.

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.)

3.L.2.c Use commas and quotation marks in dialogue.

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



Library 2:45pm -
3:15pm

ELA

**Language Arts
Objectives:**

- review linking/ transition words.
- set additional writer's goals, including audience and purpose.
- use TREE diagrams to plan their opinion writing.
- take the spelling assessment.
- review complete simple sentences.
- review forming cursive lowercase letters l and e.

Standards

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.

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

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

Handwriting 1:40pm -
1:55pm

PM Recess 1:55pm -
2:10pm

Social Science
2:10pm - 2:45pm

Science

Forces and Motion

We will read pages 26-31 together as a class. We will be answering the questions together.

Objective: I can identify the forces acting on an object.

Assessment: Students will answer the lesson 3 check questions on their own.

Standards

3-PS2-1 Plan and carry out an investigation to

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

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.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China,

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



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)

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

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