



Monday 08/25/2025	Tuesday 08/26/2025	Wednesday 08/27/2025	Thursday 08/28/2025	Friday 08/29/2025
Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
ELA 8:30am - 9:45am <b>U1 L1 D1</b>	ELA 8:30am - 9:45am <b>U1 L1 D2</b>	ELA 8:30am - 9:30am <b>U1 L1 D3</b>	ELA 8:30am - 9:45am <b>U1 L1 D4</b>	ELA 8:30am - 9:00am <b>U1 L1 D5</b>
<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /ā/ spelled <i>a</i> and <i>a_e</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_e</i>.</li> <li>spell dictated words with /ā/, /ī/, and /ō/ correctly.</li> <li>build oral language skills.</li> </ul> <b><u>Reading and Responding</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>discuss the elements of a biography.</li> <li>listen attentively.</li> <li>build vocabulary.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will complete skills practice pages 1 and 2 on their own.</li> </ul> <b>Intervention:</b> <ul style="list-style-type: none"> <li>For the students who need additional support, I will use the Intervention Teacher's Guide</li> </ul>	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>spell dictated words with /ā/, /ī/, and /ō/ correctly.</li> <li>learn new high-frequency words.</li> <li>read a <b><i>Decodable Story</i></b>.</li> <li>build fluency.</li> </ul> <b><u>Reading and Responding</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>learn and apply the comprehension strategy Predicting.</li> <li>read the entire selection.</li> <li>learn new vocabulary words.</li> <li>focus on reading accurately.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will complete skills practice pages 5-8 on their own.</li> </ul> <b>Intervention:</b> <ul style="list-style-type: none"> <li>For the students who need additional support, I will use the Intervention</li> </ul>	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>understand compound words.</li> <li>build oral language skills.</li> </ul> <b><u>Reading and Responding</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>reread "The Origami Master" while digging deeper into the text.</li> <li>build fluency.</li> <li>review the selection vocabulary words.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will complete skills practice pages 3 &amp; 4 on their own. Spelling Practice pages 11-12.</li> </ul> <b>Intervention:</b> <ul style="list-style-type: none"> <li>For the students who need additional support, I will use the Intervention Teacher's Guide to reteach skills taught in the lesson during</li> </ul>	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>build fluency.</li> </ul> <b><u>Reading and Responding</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>reread excerpts from "The Origami Master" to focus on writer's craft.</li> <li>answer questions to better understand the selection.</li> <li>build on the vocabulary they have learned this week.</li> <li>build fluency.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will complete skills practice pages 13-14 on their own.</li> </ul> <b>Intervention:</b> <ul style="list-style-type: none"> <li>For the students who need additional support, I will use the Intervention Teacher's Guide to reteach skills taught in the lesson during</li> </ul>	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /ā/ spelled <i>a</i> and <i>a_e</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_e</i>.</li> <li>understand compound words</li> <li>build oral language skills.</li> <li>build fluency.</li> </ul> <b><u>Reading and Responding</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review the selection vocabulary words.</li> <li>review the comprehension strategies.</li> <li>review elements of accessing complex text.</li> <li>review writer's craft elements.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will be assessed by taking their reading and spelling tests individually.</li> </ul> <b>Intervention:</b> <ul style="list-style-type: none"> <li>For the students who need</li> </ul>



to reteach skills taught in the lesson during our intervention time.

**Enrichment:**

- For enrichment, students will be writing sentences using their spelling words.

**Standards**

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

**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.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.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

**1.3**

**1.3 Math is in My World**

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

**Enrichment:**

- For enrichment students will be working with a partner to create a list of other two or three-syllable words with a, i, and o long vowels.

**Standards**

**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.

**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

our intervention time.

**Enrichment:**

- For enrichment students will be identifying causes in the text that we read together.

**Standards**

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

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

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

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

**3.RF.4.b** Read

our intervention time.

**Enrichment:**

- Students will practice reading aloud expressively to a partner.

Math 9:45am - 10:45am

**2.1**

2.1 Represent 4-Digit Numbers

**Objective:** Students will recognize they can use 4-digit numbers to represent large quantities.

**Assessment:**

**Intervention:** I will have a small group at my back table for students who need extra support. We will go over the "reinforce understanding" page together.

**Extension:** Students can work on the STEM Adventure online.

**Standards**

**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

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

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

**Enrichment:**

- Students who finish their tests will go to moby max and work within the reading section.

**Standards**

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

**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

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**2.2**

2.1 Round Multi-Digit Numbers

**Objective:** Students will be able to round numbers to the nearest 10 and 100.

**Assessment:**



**Objective:** Students will be able to represent a real-world situation using mathematics.

**Assessment:** Students will complete the exit ticket on their own.

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 1: Development of Early Civilizations**

**Objective:** Students will be able to explain the factors that impacted and influenced the development of early civilizations.

**Assessment:** Students will answer 4 questions after "Prehistoric

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.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 the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

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

**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.5.b** Identify real-life connections

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.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**1.5**

**1.5 Math is Finding Patterns**

**Objective:** Students will be able to use patterns to develop efficient strategies to solve problems.

**Assessment:** Students will complete the exit ticket on their own.

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

**Blue Band**

**Language Arts Objectives:**

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**

**Motion**

We will start by watching the motion video. We will then read page 6 together. Students will then get into groups to complete the lab on page 7.

**Objective:**

**Assessment:** Students will write down their findings from their experiment in the 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 can do the Interactivities on Savvas.

**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)

**Intervention:** I will have a small group at my back table for students who need extra support. We will go over the "reinforce understanding" page together.

**Extension:** Students can work on the STEM Adventure online.

**Standards**

**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

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

**Blue Band**

**Language Arts Objectives:**

- use a completed TREE diagram to begin drafting opinion writing.
- take the spelling assessment.
- review nouns.

**Standards**

**3.SL.3** Ask and



humans" and 4 questions after "Hunting and Gathering".

**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.A** The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the

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.

Math 9:45am - 10:45am

#### 1.4

#### 1.4 Math is Explaining and Sharing

**Objective:** Students will be able to construct an argument to explain their thinking.

**Assessment:** Students will complete a three question exit ticket on their own.

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 12:20pm - 12:50pm

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

ELA 1:25pm - 1:40pm

#### Blue Band

#### Language Arts Objectives:

- choose an idea for an opinion piece.
- identify common and proper nouns.
- review spelling words.

#### Standards

**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

#### Social Studies

#### Ancient Civilizations in Asia

#### Week 1: Development of Early Civilizations

**Objective:** Students will be able to explain the factors that impacted and influenced the development of early civilizations.

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

**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

#### Blue Band

#### Language Arts

#### Objectives:

- evaluate a TREE diagram as a plan for opinion writing.
- set goals for opinion writing.
- learn about linking words.
- review nouns.

#### Standards

**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

answer questions about information from a speaker, offering appropriate elaboration and detail.

**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

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

#### Social Studies

#### Ancient Civilizations in Asia Week 1: Development of Early Civilizations

**Objective:** Students will be able to explain the factors that impacted and influenced the development of early civilizations.

**Assessment:** Students will answer questions after reading the articles we covered in class. ("The Agricultural Revolution" and





development of early civilizations.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

**Blue Band**

### Language Arts

#### **Objectives:**

- Learn about the writing process
- discuss facts versus opinions
- learn about /ā/, /ī/, and /ō/ spelling patterns and compound words.

#### **Standards**

**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

- discuss good and bad models of opinion writing.
- learn about using a graphic organizer to plan their writing.
- develop handwriting skills by practicing cursive undercurve and downcurve strokes.

#### **Standards**

**3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### **Science**

### Motion and Forces

We will start the lesson by watching the Quest video about the "Pinball Wizard". We will then complete a lab.

**Objective:** Students will be able to explain how forces on an object affect it's motion.

**Assessment:** Students will be filling out their findings from their lab in their

class. ("Why Migrate", "Where Did They Go and Why?", "Land Bridges", and "Boats")

**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.A** The student explains the roles of climate and environmental changes, hunter-gatherer societies,

"Timelines")

**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.A** The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations.

Study Hall/End of Day



science books.

**Intervention:** I will be walking around to give more explanation to groups who may be struggling.

**Extension:** Students can think of another item that would work well for our experiment. 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

metallurgy, and agriculture in the development of early civilizations.

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

Routines 2:45pm - 3:15pm