



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 U1 L1 D1	ELA 8:30am - 9:45am U1 L1 D2	ELA 8:30am - 9:30am U1 L1 D3	ELA 8:30am - 9:45am U1 L1 D4	ELA 8:30am - 9:00am U1 L1 D5
<p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> read words with /ā/ spelled a and a_e, /ī/ spelled i and i_e, and /ō/ spelled o and o_e. spell dictated words with /ā/, /ī/, and /ō/ correctly. build oral language skills. <p>Reading and Responding</p> <p>Objectives:</p> <ul style="list-style-type: none"> discuss the elements of a biography. listen attentively. build vocabulary. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 1 and 2 on their own. <p>Intervention:</p> <ul style="list-style-type: none"> For the students who need additional support, I will use the Intervention Teacher's Guide 	<p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> build oral language skills. spell dictated words with /ā/, /ī/, and /ō/ 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 strategy Predicting. read the entire selection. learn new vocabulary words. focus on reading accurately. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 5 -8 on their own. <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 	<p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> understand compound words. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> reread "The Origami Master" 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 pages 3 & 4 on their own. Spelling Practice pages 11-12. <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 	<p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> build oral language skills. build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> reread excerpts from "The Origami Master" to focus on writer's craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency. <p>Assessment:</p> <ul style="list-style-type: none"> Students will complete skills practice pages 13-14 on their own. <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 	<p>Foundational Skills Objectives:</p> <ul style="list-style-type: none"> read words with /ā/ spelled a and a_e, /ī/ spelled i and i_e, and /ō/ spelled o and o_e. understand compound words. 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. <p>Assessment:</p> <ul style="list-style-type: none"> Students will be assessed by taking their reading and spelling tests individually. <p>Intervention:</p> <ul style="list-style-type: none"> For the students who need



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 its 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, metallurgy, and agriculture in the development of early civilizations.

"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)

metallurgy, and agriculture in the development of early civilizations.

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

Routines 2:45pm - 3:15pm

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