



Monday 09/29/2025	Tuesday 09/30/2025	Wednesday 10/01/2025	Thursday 10/02/2025	Friday 10/03/2025
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 L5 D5	ELA 8:30am - 9:45am U1 L6 D1	ELA 8:30am - 9:30am U1 L6 D2	ELA 8:30am - 9:45am U1 L6 D3	ELA 8:30am - 9:00am U2 L1 D1
<u>Foundational Skills</u> Objectives: <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>. review irregular plural nouns. build oral language skills. build fluency. <u>Reading and Responding</u> Objectives: <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 Assessment: Students will be assessed by taking their reading and vocabulary tests individually.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> review words with /ā/ spelled <i>a</i> and <i>a_</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_</i>, as well as compound words. learn new high-frequency words. read a <i>Decodable Story</i> build writing skills. build fluency. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> learn and apply the comprehension strategies Predicting, Asking Questions, and Clarifying. read the first half of the selection. focus on accuracy when reading fluently. Assessment: Students will read	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> review words with /ē/ spelled <i>e</i> and <i>e_</i>, /ū/ spelled <i>u</i> and <i>u_</i>, plus antonyms and synonyms. build writing skills. build fluency. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> read the second half of "The White Spider's Gift." build fluency. learn new vocabulary words. Assessment: Students will complete Skills Practice pages 75-76 on their own.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> review words with /j/ spelled <i>ge</i> and <i>g_i_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i>, as well as shades of meaning. build writing skills. build fluency. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> reread "The White Spider's Gift" while digging deeper into the text. build fluency. review the selection vocabulary words. Assessment: Students will read the fluency story with a partner on pages 73-74.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> read words with /ē/ spelled <i>ee</i>, <i>ea</i>, <i>_ie_</i>, <i>_y</i>, and <i>ey</i>. spell dictated words with /ē/ correctly. build oral language skills. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> discuss the elements of a legend. listen attentively. build vocabulary. Assessment: Students will complete Skills Practice pages 79-80 on their own.
Intervention: I will read the test		Intervention: I will pull students for a small group lesson where we will work on the specific skills for this week.	Intervention: I will pull students for a small group lesson where we will work on the specific skills for this week.	Intervention: I will pull students for a small group lesson where we will work on the specific skills for this week.
		Enrichment:		Enrichment: Students who are ready to move on can write their



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
3.3
3.3 Understand the Commutative Property

the fluency story with a partner on pages 71-72.

Intervention:
I will pull students for a small group lesson where we will work on the specific skills for this week.

Enrichment:
Students who are ready can look through their decodable story and find the high-frequency words for the week.

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

Math 9:45am - 10:45am
3.3
Review 3.3 Understand the Commutative Property

Objective:
Students will be able to explain why the order in which two factors are multiplied does not

Students who are ready can go to Vocab A-Z to practice their vocabulary words for the week.

Standards
3.RF.3.c Decode multi-syllable words.
3.L.1.j Produce simple, compound, and complex sentences
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.

Choir 9:35am - 10:00am
Math 10:00am - 10:45am
Mixed Review
Repeated Addition, skip counting, number lines, equal groups, and arrays
Students will practice using all of the different strategies to solve multiplication equations.

Assessment:
Students will complete the task cards on their own.

Intervention:

Enrichment:
Students who are ready can go to Vocab A-Z to work on their phonics practice for the week.

Standards
3.RF.3.b Decode words with common Latin suffixes.
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.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.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.

Math 9:45am - 10:45am
Mixed Review
Repeated

vocab words in their planners. They will then find the words in the glossary.

Standards
3.RF.3.c Decode multi-syllable words.
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 writing, speaking, reading, or listening.
3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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
Foldable
We will create a foldable that contains all of the strategies we have been reviewing. Students will keep this in their desks to help remind them how to solve



<p>Objective: Students will be able to explain why the order in which two factors are multiplied does not change the product.</p> <p>Assessment: Students will complete the 3.3 additional practice page on their own.</p> <p>Intervention: The students who need more practice with the lesson/skill will work in a small group on the reinforce understanding page 29.</p> <p>Enrichment: Students who complete the assignment early can go to Xtra math and then work on the application station, make a birdfeeder.</p> <p>Standards 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.5 Apply</p>	<p>change the product.</p> <p>Assessment: Students will complete the commutative assignment.</p> <p>Intervention: The students who need more practice with the lesson/skill will work in a small group with me, practicing problems using the commutative property.</p> <p>Enrichment: Students who complete the assignment early can go to Xtra math and then continue to work on their path on Aleks.</p> <p>Standards 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.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p>	<p>As students are working I will be walking around the classroom, available to help when students need it.</p> <p>Enrichment: Once students have finished their packet, they do Xtra math. Once that is complete, they will continue their path on Aleks.</p> <p>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.</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>	<p>Addition, skip counting, number lines, equal groups, and arrays Students will practice using all of the different strategies to solve multiplication equations.</p> <p>Assessment: Students will complete the task cards on their own.</p> <p>Intervention: As students are working I will be walking around the classroom, available to help when students need it.</p> <p>Enrichment: Once students have finished their packet, they do Xtra math. Once that is complete, they will continue their path on Aleks.</p> <p>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.</p> <p>Tier II/III Math 10:45am - 11:15am</p>	<p>multiplication equations when we start next week.</p> <p>Assessment: Students will complete an exit ticket that shows repeated addition, an array, and a number line. There will be an equation on the board and students will show what they know to solve it.</p> <p>Intervention: If there are students who do not do well on the exit ticket, I will pull them into a small group. We will go over all of the strategies with multiple equations. Students will be using whiteboards.</p> <p>Enrichment: Students who finish early will go onto extra math.</p> <p>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.5 Apply properties of operations as strategies to multiply</p>
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<p>properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p>	<p>Tier II/III Math 10:45am - 11:15am</p>	<ul style="list-style-type: none"> choose a topic for an informative/explanatory text. help complete a graphic organizer to plan and organize their writing. develop handwriting skills by practicing cursive letters s and r. 	<p>Lunch 11:20am - 11:45am</p>	<p>and divide. (Students need not use formal terms for these properties.)</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>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>Lunch 11:20am - 11:45am</p>	<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>		<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>	
<p>Recess 11:45am - 12:10pm</p>	<p>Guidance 12:25pm - 12:55pm</p>		<p>Tier III Reading 12:15pm - 12:45pm</p>	
<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>	<p>Tier II Reading 12:55pm - 1:25pm</p>		<p>Journals 12:45pm - 12:55pm</p>	
<p>Tier III Reading 12:15pm - 12:45pm</p>	<p>ELA 1:25pm - 1:40pm</p>		<p>Tier II Reading 12:55pm - 1:25pm</p>	
<p>Journals 12:45pm - 12:55pm</p>	<p>Language Arts Objectives:</p> <ul style="list-style-type: none"> learn about informative/explanatory texts. review the writing process. brainstorm topics for an informative/explanatory text. learn about /q/ spelling patterns, contractions, and possessives. 	<p>Handwriting 1:40pm - 1:55pm</p>	<p>Social Science 1:25pm - 1:55pm</p>	
<p>Tier II Reading 12:55pm - 1:25pm</p>		<p>PM Recess 1:55pm - 2:10pm</p>	<p>Science</p>	
<p>Social Science 1:25pm - 1:55pm</p>		<p>Social Science 2:10pm - 2:45pm</p>	<p>Lesson 4 Balance and Unbalanced Forces</p>	<p>Tier II/III Math 10:45am - 11:15am</p>
<p>Social Studies</p>		<p>Social Studies</p>	<p>We will read pages 36-39 together and discuss.</p>	<p>Lunch 11:20am - 11:45am</p>
<p>Ancient Civilizations in Asia</p>		<p>Ancient Civilizations in Asia</p>	<p>Objective: Student s will use evidence to explain how balanced and unbalanced forces affect an object's motion.</p>	<p>Recess 11:45am - 12:10pm</p>
<p>Week 3: Ancient India</p>		<p>Week 4: Foundations of Ancient China</p>	<p>Assessment: Students will answer the lesson 4 check questions on their own.</p>	<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>
<p>Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient India.</p>	<p>Handwriting 1:40pm - 1:55pm</p>	<p>Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.</p>	<p>Extension: If there is extra time students can move onto the interactivity.</p>	<p>Tier III Reading 12:15pm - 12:45pm</p>
<p>Assessment: Students will answer questions on the week 3 Assessment.</p>	<p>PM Recess 1:55pm - 2:10pm</p>	<p>Assessment: Students will answer questions after reading the articles we covered in class. ("Introduction of Ancient China" and "Timeline of Ancient China")</p>	<p>Standards</p>	<p>Journals 12:45pm - 12:55pm</p>
<p>Intervention: I will help students who</p>	<p>Social Science 2:10pm - 2:45pm</p>		<p>3-PS2-1 Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on</p>	<p>Tier II Reading 12:55pm - 1:25pm</p>
	<p>Science</p>			<p>ELA 1:25pm - 1:40pm</p>
	<p>Lesson 4 Balance and Unbalanced Forces</p>			<p>Language Arts Objectives:</p> <ul style="list-style-type: none"> review the writer's goals for an informative/explanatory text. help revise the draft of the informative/explanatory text. learn about possessive nouns and pronouns.
	<p>We will start by watching the video about unbalanced forces. Read page 34 together.</p>			



are struggling with their tests.

Extension: When students are done with their test, they can use their coins within 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

Library 2:45pm - 3:15pm

ELA

Language Arts

Objective: Student s will use evidence to explain how balanced and unbalanced forces affect an object's motion.

Assessment: Stud ents 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 ways they could have made their structure.

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)

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

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, including polytheism, metalsmithing, the domestication of animals, and

the motion of an object. (SEP: 3; DCI: PS2.A, PS2.B; CCC: Cause/Effect)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts
Objectives:

- evaluate the TREE diagram as a good plan for writing.
- set writer's goals for an informative/ explanatory text.
- review types of sentences.
- help draft an informative/ explanatory text using the plan.
- learn about possessive nouns and pronouns.
- review spelling words

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Social Studies

Ancient Civilizations in Asia
Week 4: Foundations of Ancient China

Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.

Assessment: Stud ents will answer questions after reading the articles we covered in class. ("China's Dynasties", "Wise Teachings", and "Chinese Writing")

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



Objectives:

- review using a graphic organizer to help plan and organize opinion writing.
- review paragraphs.
- freewrite to generate ideas about the opinion writing topic.
- identify the audience and purpose of their opinion writing.
- take the spelling assessment.
- review quotation marks, commas, and capitalization.
- review formation of cursive lowercase letters o and a.

Standards

3.L.2.a Capitalize appropriate words in titles.

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

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

inventions such as the wheel, plow, and writing.

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

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.

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