



Monday 10/13/2025	Tuesday 10/14/2025	Wednesday 10/15/2025	Thursday 10/16/2025	Friday 10/17/2025
No School - Native American Day	Morning Routine 8:15am - 8:30am ELA 8:30am - 9:45am U2 L1 D2	Morning Routine 8:15am - 8:30am ELA 8:30am - 9:30am U2 L1 D3	Morning Routine 8:15am - 8:30am ELA 8:30am - 9:45am U2 L1 D4	End of First Quarter Morning Routine 8:15am - 8:30am ELA 8:30am - 9:00am U2 L1 D5
<p>Foundational Skills:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /ē/ spelled ee, ea, _ie_, _y, and _ey. • learn new high-frequency words. • read a Decodable Story. • build fluency. <p>Reading and Responding:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies Visualizing and Asking and Answering Questions. • read the entire selection. • learn new vocabulary words. • focus on reading accurately. <p>Assessment:</p> <p>Students will complete Skills Practice pages 83-86 on their own.</p>	<p>Foundational Skills:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • understand contractions and possessives. • build oral language skills. <p>Reading and Responding:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • reread "Storm Chasers" while digging deeper into the text. • review the selection vocabulary words. • build fluency by reading with prosody. • develop questions for Inquiry. <p>Assessment:</p> <p>Students will complete Skills Practice pages 83-86 on their own.</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 "Storm Chasers" 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 at an appropriate rate. • read the social studies connection. • choose a research question for Inquiry. <p>Assessment:</p> <p>Students will complete Skills Practice pages 87-88 on their own.</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"> ◦ read words with /ē/ spelled ee, ea, _ie_, _y, and _ey. ◦ understand contractions and possessives. ◦ build oral language skills. ◦ build fluency. <p>Assessment:</p> <p>Students will be assessed by taking their reading and vocabulary tests individually.</p>	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> ◦ read words with /ē/ spelled ee, ea, _ie_, _y, and _ey. ◦ understand contractions and possessives. ◦ build oral language skills. ◦ build fluency. <p>Reading and Responding</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> ◦ review the selection vocabulary words ◦ review the comprehension strategies. ◦ review elements of accessing complex text. <p>Assessment:</p> <p>Students will read the test</p>



<p>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 will be looking at contractions. They will be breaking down contractions and using them in sentences.</p> <p>Standards</p> <ul style="list-style-type: none"> 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.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. 3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as 	<p>Enrichment: Students who are ready to move on can go onto Moby Max and complete the contractions and possessive practice assignments.</p> <p>Standards</p> <ul style="list-style-type: none"> 3.RF.3.c Decode multi-syllable words. 3.L.2.d Form and use possessives. 3.L.1.j Produce simple, compound, and complex sentences 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea. 3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author. 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 3.RF.4.a Read grade-level text with purpose and 	<p>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 will practice their vocab words with a partner.</p> <p>Standards</p> <ul style="list-style-type: none"> 3.L.1.j Produce simple, compound, and complex sentences 3.L.2.d Form and use possessives. 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea. 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes. 3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate 	<p>aloud for the students who need additional support.</p> <p>Enrichment: Students who finish their tests will read their decodable reader for the week.</p> <p>Standards</p> <ul style="list-style-type: none"> 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 3.L.2.d Form and use possessives. <p>Computers 9:00am - 9:30am</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>x10</p> <p>Topic 2-4: Multiply by 10 worksheet. 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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10s</p>
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<p>necessary.</p> <p>3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p> <p>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</p> <p>3.SL.1.b Follow agreed-upon rules for discussions</p> <p>3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in</p>	<p>understanding.</p> <p>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.</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>x10</p> <p>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. Students will be playing games around the room. These games are specific games geared toward practicing their math facts (i.e. dice, cards, math sleeve, partner quiz). 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.</p> <p>2.4</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10s</p> <p>Objective: Gain fluency in multiplication when multiplying by 10.</p>	<p>rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.</p> <p>3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>Math 9:45am - 10:45am</p> <p>x10</p> <p>Topic 2-4: Multiply by 10 additional practice worksheet. 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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10s</p> <p>Objective: Gain fluency in multiplication when multiplying by 10.</p> <p>RTI: Discuss</p>
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Objective: Gain fluency in multiplication when multiplying by 10.

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

Extension: Move onto the next math fact (2s) and/or math wrap ups and/or math sleeve practice.

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

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 and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.



<p>a text relevant to a grade 3 topic or subject area.</p>	<p>RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p>	<p>strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</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>Math 9:45am - 10:45am</p>	<p>RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p>	<p>strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</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>4.3</p>	<p>Extension: Move onto the next math fact (2s) and/or math wrap ups and/or math sleeve practice.</p>	<p>Extension: Move onto the next math fact (2s) and/or math wrap ups and/or math sleeve practice.</p>	<p>Tier II/III Math</p>
<p>Lesson 4.3 Use Patterns to Multiply by 10</p>	<p>Assignment/Assessment/Closure: 5 Min Timed Test & Worksheet</p>	<p>Assignment/Assessment/Closure: 5 Min Timed Test & Worksheet</p>	<p>10:45am - 11:15am</p>
<p>Discussion and practice problems. At the end of class, students will have an opportunity to take a timed test. They must pass twice a week to move on to the next fact.</p>	<p>Assignment/Assessment/Closure: 5 Min Timed Test & Worksheet</p>	<p>Assignment/Assessment/Closure: 5 Min Timed Test & Worksheet</p>	<p>Lunch 11:20am - 11:45am</p>
<p>Opener: Multiplication Mash Up Song 0, 1, 10s</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>	<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>	<p>Recess 11:45am - 12:10pm</p>
<p>Objective: Gain fluency in multiplication when multiplying by 10.</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.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p>	<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>
<p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p>	<p>3.OA.7 Multiply and divide within 100.</p>	<p>3.OA.7 Multiply and divide within 100.</p>	<p>Tier III Reading 12:15pm - 12:45pm</p>
<p>Extension: Move onto the next math fact (2s) and/or math wrap ups and/or math sleeve practice.</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.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>Journals 12:45pm - 12:55pm</p>
<p>Assignment/Assessment/Closure: 5 Min</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> <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.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>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> <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.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>Tier II Reading 12:55pm - 1:25pm</p>

Language Arts Objectives:

- receive feedback about their writing plans in writers' conferences.
- set writer's goals for their informative/explanatory text.
- learn about staying on topic as they write.
- begin drafting their informative/explanatory texts.



<p>Timed Test & Whole Group Discussion</p>	<p>multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p>	<p>knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p>	<ul style="list-style-type: none"> take the spelling assessment. review regular and irregular plural nouns.
<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> <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.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>Tier II/III Math 10:45am - 11:15am</p>	<p>Tier II/III Math 10:45am - 11:15am</p>	<p>Handwriting 1:40pm - 1:55pm</p>
<p>Lunch 11:20am - 11:45am</p>	<p>Lunch 11:20am - 11:45am</p>	<p>Recess 11:45am - 12:10pm</p>	<p>PM Recess 1:55pm - 2:10pm</p>
<p>Recess 11:45am - 12:10pm</p>	<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>	<p>Bathroom/Drink Break 12:10pm - 12:15pm</p>	<p>Social Science 2:10pm - 2:45pm</p>
<p>Bathroom/Drink Break 12:10pm - 12:15pm</p> <p>Guidance 12:25pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p>	<p>Tier III Reading 12:15pm - 12:45pm</p>	<p>Journals 12:45pm - 12:55pm</p>	<p>Social Studies</p> <p>Ancient Civilizations in Asia</p> <p>Week 4: Foundations of Ancient China</p>
<p>Guidance 12:25pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p>	<p>ELA 1:25pm - 1:40pm</p>	<p>Tier II Reading 12:55pm - 1:25pm</p>	<p>Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.</p>
<p>Lunch 11:20am - 11:45am</p>	<p>Handwriting 1:40pm - 1:55pm</p>	<p>ELA 1:25pm - 1:40pm</p>	<p>Topic 2 Electricity and Magnetism</p> <p>Lesson 1: Electric Forces</p> <p>We will finish reading lesson 1 (62-63). We will review the entire lesson (pages 56-61), ensuring students understand charges.</p>
<p>Recess 11:45am - 12:10pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p>	<p>Handwriting 1:40pm - 1:55pm</p>	<p>PM Recess 1:55pm - 2:10pm</p>	<p>Assessment: Students will answer questions after reading the articles we covered in class. ("Silk", "Transportation in Ancient China", and "Agriculture")</p>
<p>Recess 11:45am - 12:10pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p>	<p>Social Science 2:10pm - 2:45pm</p>	<p>Social Science 2:10pm - 2:45pm</p>	<p>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.</p>
<p>Guidance 12:25pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p>	<p>Social Studies</p> <p>Ancient Civilizations in Asia</p> <p>Week 4: Foundations of Ancient China</p>	<p>Objective: Students will carry out an investigation to determine whether the force between two objects causes motion.</p>	<p>Assessment: Students will write down their findings from their experiment in</p>



<p>ELA 1:25pm - 1:40pm</p> <p>Language Arts</p> <p>Objectives:</p> <ul style="list-style-type: none"> • review the benefits of using a graphic organizer to plan writing. • work with a partner to generate ideas for an informative/explanatory text. 	<p>Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.</p> <p>Assessment: Students will answer questions after reading the articles we covered in class. ("China's Dynasties", "Wise Teachings", and "Chinese Writing")</p>	<p>their science books.</p> <p>Intervention: I will be walking around the room helping groups by giving further instructions if needed.</p> <p>Extension: When students finish their experiment and their writing, they can try the Mini Games online.</p>	<p>Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.</p> <p>Standards</p> <p>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.</p>
<p>Handwriting 1:40pm - 1:55pm</p>			
<p>PM Recess 1:55pm - 2:10pm</p>			
<p>Social Science 2:10pm - 2:45pm</p> <p>Science</p>	<p>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.</p>	<p>Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.</p>	<p>Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.</p> <p>Standards</p> <p>3-PS2-3 Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (SEP: 1; DCI: PS2.B; CCC: Cause/Effect)</p>
<p>Topic 2 Electricity and Magnetism</p> <p>We will watch the video introduction to the new topic first. We will then read through pages 50 - 55 together.</p>			
<p>Objective: Students will carry out an investigation to determine whether the force between two objects causes motion.</p>			
<p>Assessment: Students will write down their findings from their experiment in their science books.</p>			
<p>Intervention: I will be walking around</p>			



the room helping groups by giving further instructions if needed.

Extension: When students finish their experiment and their writing, they can try the Mini Games online.

Standards

3-PS2-3 Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (SEP: 1; DCI: PS2.B; CCC: Cause/Effect)

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

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

explanatory texts.

- review regular and irregular plural nouns.