



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	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	End of First Quarter
	ELA 8:30am - 9:45am U2 L1 D2	ELA 8:30am - 9:30am U2 L1 D3	ELA 8:30am - 9:45am U2 L1 D4	Morning Routine 8:15am - 8:30am
	Foundational Skills: Objectives: <ul style="list-style-type: none"> build oral language skills. practice spelling words with /ē/ spelled <i>ee</i>, <i>ea</i>, <i>_ie</i>, <i>_y</i>, and <i>_ey</i>. learn new high-frequency words. read a Decodable Story. build fluency. Reading and Responding: Objectives: <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. Assessment: Students will complete Skills Practice pages 83-84 on their	Foundational Skills: Objectives: <ul style="list-style-type: none"> understand contractions and possessives. build oral language skills. Reading and Responding: Objectives: <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. Assessment: Students will complete Skills Practice pages 83-86 on their own.	Foundational Skills: Objectives: <ul style="list-style-type: none"> build oral language skills. Reading and Responding: Objectives: <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. Assessment: Students will complete Skills Practice pages 87-88 on their own.	Foundational Skills: 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>. understand contractions and possessives. build oral language skills. build fluency. Reading and Responding: Objectives: <ul style="list-style-type: none"> review the selection vocabulary words review the comprehensi on strategies. review elements of accessing complex text. Assessment: Students will be assessed by taking their reading and vocabulary tests individually.
		Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this week.	Intervention: I will pull students	Intervention: I will read the test



<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 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>	<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 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>	<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 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>	<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 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>
<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: Multiplicati on Mash Up Song 0, 1, 10s</p>			



<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>	<p>Objective: Gain fluency in multiplication when multiplying by 10.</p> <p>RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (2s) and/or math wrap ups and/or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & Worksheet</p> <p>Standards</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5x7 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 5x7.</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>
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<p>a text relevant to a grade 3 topic or subject area.</p>			
<p>Math 9:45am - 10:45am</p>			
<p>4.3</p>			
<p>Lesson 4.3 Use Patterns to Multiply by 10</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>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>Opener: Multiplication Mash Up Song 0, 1, 10s</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 10:45am - 11:15am</p>
<p>Objective: Gain fluency in multiplication when multiplying by 10.</p>	<p>Assignment/ Assessment/ Closure: 5 Min Timed Test & pg. 55 #7-14, 16-18</p>	<p>Assignment/ Assessment/ Closure: 5 Min Timed Test & Worksheet</p>	<p>Lunch 11:20am - 11:45am</p>
<p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p>	<p>Standards</p>	<p>Standards</p>	<p>Recess 11:45am - 12:10pm</p>
<p>Extension: Move onto the next math fact (2s) and/or math wrap ups and/ or math sleeve practice.</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.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>Bathroom/Drink Break 12:10pm - 12:15pm</p>
<p>Assignment/ Assessment/ Closure: 5 Min</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>Tier III Reading 12:15pm - 12:45pm</p>
	<p>3.OA.7 Multiply and divide within 100.</p>	<p>3.OA.7 Multiply and divide within 100.</p>	<p>Journals 12:45pm - 12:55pm</p>
	<p>3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between</p>	<p>3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g.,</p>	<p>Tier II Reading 12:55pm - 1:25pm</p>
			<p>ELA 1:25pm - 1:40pm</p>
			<p>Language Arts Objectives:</p>
			<ul style="list-style-type: none">• 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.



Timed Test & Whole Group Discussion

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.

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.

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

multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

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:

- use sources and an idea web to gather and organize facts.
- learn about regular and irregular plural nouns.

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

knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

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

Topic 2 Electricity and Magnetism

Lesson 1: Electric Forces

We will finish reading lesson 1 (62-63). We will review the entire lesson (pages 56-61), ensuring students understand charges.

Objective: Students will carry out an investigation to determine whether the force between two objects causes motion.

Assessment: Students will write down their findings from their experiment in

- take the spelling assessment.
- review regular and irregular plural nouns.

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: Students will answer questions after reading the articles we covered in class. ("Silk", "Transportation in Ancient China", and "Agriculture")

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.



ELA 1:25pm - 1:40pm

Language Arts
Objectives:

- review the benefits of using a graphic organizer to plan writing.
- work with a partner to generate ideas for an informative/explanatory text.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Science
Topic 2 Electricity and Magnetism
We will watch the video introduction to the new topic first. We will then read through pages 50 - 55 together.
Objective: Students will carry out an investigation to determine whether the force between two objects causes motion.
Assessment: Students will write down their findings from their experiment in their science books.
Intervention: I will be walking around

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

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 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)
PM Recess 1:55pm - 2:10pm
PE 2:15pm - 2:45pm
Art 2:45pm - 3:15pm
ELA
Language Arts
Objectives:

- learn about cause-and-effect relationships.
- review their idea webs to choose the three best-supporting facts.
- use a TREE diagram to plan their informative/

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



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.