



| Monday 10/06/2025 | Tuesday 10/07/2025 | Wednesday 10/08/2025 | Thursday 10/09/2025 | Friday 10/10/2025 |
|--|---|---|---|--|
| <p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L1 D2</p> <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 <i>Decodable Story</i>. 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 83-84 on their own.</p> | <p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L1 D3</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>Intervention:</p> <p>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>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U2 L1 D4</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>Intervention:</p> <p>I will pull students</p> | <p>1:15 Dismissal - Parent-Teacher Conference</p> <p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L1 D5</p> <p>Foundational Skills</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>Reading and Responding</p> <p>Objectives:</p> <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 be assessed by taking their reading and vocabulary tests individually.</p> | <p>No School - Teacher In-Service</p> |



own.

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

Enrichment:
Students who are ready to move on will be looking at contractions. They will be breaking down contractions and using them in sentences.

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

Enrichment:
Students who are ready to move on can go onto Moby Max and complete the contractions and possessive practice assignments.

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

for a small group lesson where we will work on the specific skills we are working on this week.

Enrichment:
Students who are ready to move on will practice their vocab words with a partner.

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

Intervention:
I will read the test aloud for the students who need additional support.

Enrichment:
Students who finish their tests will read their decodable reader 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.L.1.j Produce simple, compound, and complex sentences

3.L.2.d Form and use possessives.

Math 9:45am - 10:45am

I will introduce the multiplication wrap-ups. We will go through how to use them properly. Students will then be making their multiplication monster wheels.

Opener:
Multiplication Mash Up Song 0, 1, 10s

Objective: Gain fluency in multiplication when multiplying by 0 & 1.



necessary.

3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

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

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

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.RI.4 Determine the meaning of general academic and domain-specific words and phrases in

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.

Math 9:45am - 10:45am

4.4

4.4 Use Patterns to Multiply by 1 and 0 Complete pages 143-146 together in student workbooks

Opener: Multiplication Mash Up Song 0, and 1

Objective: Gain fluency in multiplication when multiplying by 0 &1.

Intervention: 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 & Whole Group

rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

4.4 Continued

4.4 Use Patterns to Multiply by 1 and 0 Students will complete the 4.4 Additional Practice page independently. 2.3

Opener: Multiplication Mash Up Song 0 and 1

Objective: Gain fluency in multiplication when multiplying by 0 &1.

Intervention: Discuss strategies used/needed to

Intervention: 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 & Whole Group Discussion

Standards

3.OA.7 Multiply and divide within 100.

3.OA.7.b Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

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



a text relevant to a grade 3 topic or subject area.

Math 9:45am - 10:45am

Students will be taking a pre-test to see how many math facts they already know. After the pre-test, we will be talking about them and I'll introduce the "Math Fact Mash Up Song" we will sing every day now that we've started multiplication. I will be explaining the timed tests to students. I will also have a note for their parents so that they can be involved with their multiplication facts goal. **Make Math Sleeves...Discuss them.**

Standards

3.OA.7 Multiply and divide within 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

Social Science

Discussion

Standards

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.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using 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

ELA 1:25pm - 1:40pm

Writing

Fact and Opinion Writing

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Science

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 & Whole Group Discussion

Standards

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.

3.OA.7 Multiply and divide within 100.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break

12:55pm - 1:25pm

Social Science 1:25pm - 1:55pm

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- produce a final copy of the informative/explanatory text for publishing.
- evaluate the informative/explanatory text according to writer's goals.
- learn about /i/ spelling patterns, irregular verbs, and abstract nouns.



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|---|
| 1:25pm - 1:55pm |
| 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. ("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 |

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|---|
| 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 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 - |

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| 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 |
| Writing |
| Fact and Opinion Writing |
| 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 |



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

Objectives:

- review the writer's goals for the informative/explanatory text.
- help edit the revised draft of the informative/explanatory text.

3:15pm

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.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



- take the spelling assessment.
- review possessive nouns and pronouns.
- review cursive letters *s* and *r*.

Routines 2:45pm -
3:15pm