



Monday 10/24/2022	Tuesday 10/25/2022	Wednesday 10/26/2022	Thursday 10/27/2022	Friday 10/28/2022
Homeroom 8:17am - 8:40am	Homeroom 8:17am - 8:40am	Homeroom 8:17am - 8:40am	Homeroom 8:17am - 8:40am	Homeroom 8:17am - 8:40am
ELA 8:40am - 9:25am	ELA 8:40am - 9:25am	ELA 8:40am - 9:25am	ELA 8:40am - 9:25am	ELA 8:40am - 9:25am
The BFG: "The Giants" RA Read Aloud: The BFG	The BFG: "The Marvellous Ears" RA Read Aloud: The BFG	The BFG: "Snozzcumbers" RA Read Aloud: The BFG	The BFG: "The Bloodbottler" RA Read Aloud: The BFG	The BFG: "Froboscottle and Whizzpoppers" RA Read Aloud: The BFG
Lesson Plan Link 1. Comprehension 2. Engage in discussion 3. Teach vocabulary 4. Sentence structure 5. Written response	Lesson Plan Link 1. Comprehension 2. Engage in discussion 3. Vocabulary 4. Sentence structure 5. Written Response	Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response	Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response	Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response
Standards 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 3.RL.6 Distinguish their own point of view from that of the	Standards 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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 (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;	Standards 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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 (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter,	Standards 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 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 (e.g., create mood, emphasize aspects of	Standards 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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 (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms



narrator or those of the characters.

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1b Form and use regular and irregular plural nouns.

3.L.1h Use coordinating and subordinating conjunctions.

3.L.1i Produce simple, compound, and complex sentences.

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Shared Reading
9:25am - 10:15am

The Constitution of the United States
TCUS **The Constitution of the United States**

Lesson

1. Vocab
2. Reading
3. Comprehension
4. Writing

Standards

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

describe how each successive part builds on earlier sections.

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1b Form and use regular and irregular plural nouns.

3.L.1h Use coordinating and subordinating conjunctions.

3.L.1i Produce simple, compound, and complex sentences.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Shared Reading
9:25am - 10:15am

The Constitution of the United States
TCUS **The Constitution of the United States**

Lesson

1. Vocab
2. Reading
3. Comprehension
4. Writing

Standards

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night

scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1b Form and use regular and irregular plural nouns.

3.L.1f Ensure subject-verb and pronoun-antecedent agreement.

3.L.1h Use coordinating and subordinating conjunctions.

3.L.1i Produce simple, compound, and complex sentences.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Udo (Social Studies)
9:00am - 9:30am

Shared Reading
9:25am - 10:15am

The Constitution of the United States
TCUS **The Constitution of the United States**

Lesson

1. Vocab
2. Reading
3. Comprehension

a character or setting).

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1h Use coordinating and subordinating conjunctions.

3.L.1i Produce simple, compound, and complex sentences.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Shared Reading
9:25am - 10:15am

The Constitution of the United States
TCUS **The Constitution of the United States**

Lesson

1. Vocab
2. Reading
3. Comprehension
4. Writing

Standards

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

3.RI.4 Determine the meaning of general

such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1b Form and use regular and irregular plural nouns.

3.L.1h Use coordinating and subordinating conjunctions.

3.L.1i Produce simple, compound, and complex sentences.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Shared Reading
9:25am - 10:15am

The Congress of the United States
TCUS **The Congress of the United States**

Lesson

1. Vocab
2. Reading
3. Discussion
4. Writing

Standards

3.L.2f Use spelling patterns and generalizations (e.g., word families,



including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

3.W.10 Write routinely over extended time frames

we went looking for them).

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

4. Writing

Standards

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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; recount the key details and explain how they support the main idea.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8 Describe the logical connection between particular sentences and

academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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.10 By the end of the year, read and comprehend



(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Morning Recess
10:15am - 10:30am

Math 10:30am - 11:50am

Lesson 22:
Represent and solve two-step word problems using the properties of multiplication.

Module

1 Multiplication and Division with Units of 2, 3, 4, 5, and 10

Lesson

Objectives

Students select representations and strategies to solve two-step word problems.

Standards

3.OA.A.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.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between

two) for a range of discipline-specific tasks, purposes, and audiences.

Morning Recess
10:15am - 10:30am

Math 10:30am - 11:50am

Lesson 23:
Represent and solve two-step word problems using drawings and equations.

Module

1 Multiplication and Division with Units of 2, 3, 4, 5, and 10

Lesson

Objectives

Students select representations and strategies to solve two-step word problems.

Standards

3.OA.A.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.C.7 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

paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Morning Recess
10:15am - 10:30am

Math 10:30am - 11:50am

Review Game
Module 1
Module **1 Multiplication and Division with Units of 2, 3, 4, 5, and 10**

Module 1 Review Game

Standards

3.OA.A.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.A.2 Interpret whole-number quotients of whole numbers, e.g.,

discipline-specific tasks, purposes, and audiences.

Morning Recess
10:15am - 10:30am

Math 10:30am - 11:50am

Test Module 1
Module **1 Multiplication and Division with Units of 2, 3, 4, 5, and 10**

Test Module 1

Standards

3.OA.A.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.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays,

informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Lunch / Recess
11:53am - 12:35pm

Review 12:35pm - 1:00pm

Library 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Counseling 2:15pm - 2:45pm

Daily 5 2:30pm - 3:30pm

operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Lunch / Recess
11:53am - 12:35pm

Daily 5 12:35pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

PE 2:00pm - 2:45pm

Review 2:45pm - 3:30pm

interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.A.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.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of

and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known.

(Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Morning Recess
10:15am - 10:30am

Math 10:30am - 11:50am

Math Centers reviewing Multiplication

Module 1 Multiplication and Division with Units of 2, 3, 4, 5, and 10

Math Centers reviewing multiplication and division

Standards

3.OA.A.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 .

Lunch / Recess
11:53am - 12:35pm

Review 12:35pm - 1:00pm

Art 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Daily 5 2:00pm - 3:30pm



multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$.

(Associative property of multiplication.)

Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

3.OA.C.7 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. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.8 Solve two-step word problems using the four operations.

Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.C.7 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. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.

Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Lunch / Recess
11:53am - 12:35pm

Review 12:35pm - 1:00pm

Music 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Daily 5 2:00pm - 2:30pm



3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Lunch / Recess
11:53am - 12:35pm

Review 12:35pm - 1:00pm

STEM 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Daily 5 2:00pm - 3:30pm