



Monday 10/31/2022	Tuesday 11/01/2022	Wednesday 11/02/2022	Thursday 11/03/2022	Friday 11/04/2022
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
<p>The BFG: "Journey to Dream Country" RA Read Aloud: The BFG</p>	<p>The BFG: "Dream-Catching" RA Read Aloud: The BFG</p>	<p>The BFG: "A Trogglehumper for the Fleshlumpeater" RA Read Aloud: The BFG</p>	<p>The BFG: "Dreams" RA Read Aloud: The BFG</p>	<p>The BFG: "The Great Plan" RA Read Aloud: The BFG</p>
<p>Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Assign Written Response</p>	<p>Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response</p>	<p>Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response</p>	<p>Lesson Plan Link 1. Comprehension 2. Engage in Discussion</p>	<p>Lesson Plan Link 1. Comprehension 2. Engage in Discussion 3. Vocabulary 4. Sentence structure 5. Assign Written Response</p>
<p>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; describe how each successive part</p>	<p>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,</p>	<p>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.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter,</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.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; 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.</p> <p>Shared Reading 9:25am - 10:15am The Congress of the United States</p>	<p>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.L.1b Form and use regular and irregular plural nouns.</p>



builds on earlier sections.

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

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

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, 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,

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

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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.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 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, 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

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, 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.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-

3.L.1d Form and use regular and irregular verbs.

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, 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.

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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 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,

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.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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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.

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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.W.2 Write informative/explanatory texts to examine a topic and

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.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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



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.

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

grade 3 topic or subject area.

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

3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

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.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

Math Centers reviewing
Multiplication

Module
1 Multiplication 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

Lesson 1: Connect the composition of 1 kilogram to the composition of 1 thousand.

Module 2 Place Value Concepts Through Metric Measurement

Take Pre-Module Assessment and then start with Lesson 1
[Lesson](#)

Objectives

Students experience the weight of 1 gram as the weight of 1 cube and count and organize 1,000 cubes to experience the weight of 1 kilogram.

Standards

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).

(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 2: Estimate the weight of familiar objects and read scales when weighing objects.

Module 2 Place Value Concepts Through Metric Measurement

[Lesson](#)

Objectives

Students estimate the weights of classroom objects by using 1-gram, 10-gram, 100-gram, and 1,000-gram weights as benchmarks.

Standards

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale)



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, 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

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, and measurement quantities, e.g., by using drawings and equations with a

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

STEM 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Daily 5 2:00pm - 3:30pm

Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

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

to represent the problem.

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



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.

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.

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.

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



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

Library 1:00pm - 1:45pm

Afternoon Recess
1:45pm - 2:00pm

Counseling 2:15pm - 2:45pm

Daily 5 2:30pm - 3:30pm

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.

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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