




Monday 09/01/2025	Tuesday 09/02/2025	Wednesday 09/03/2025	Thursday 09/04/2025	Friday 09/05/2025
 <p>No School</p>	<p>Homeroom 8:17am - 8:30am</p>	<p>Homeroom 8:17am - 8:30am</p>	<p>Homeroom 8:17am - 8:30am</p>	<p>Homeroom 8:17am - 8:30am</p>
<p>No School Day</p>	<p>Reading / Writing 8:30am - 10:15am</p>	<p>Renaissance Test ELAR</p>	<p>Renaissance Test Math</p>	<p>Reading / Writing 8:30am - 10:15am</p>
	<p>Unit 1: Purposeful Writing</p> <p>Narrative Writing Lesson 1 Personal Narrative Modeling Today I am going to ask you to plan and write a narrative on your own. In this story, you will tell the reader about something that happened to you. It could be a story about something that happened to you at home or at school or anywhere. Think about all the things that happened. Then you can plan what you want to write. When you've finished the plan, you can start writing the story.</p> <p>Work Session Students write their narratives with minimal guidance and support.</p> <p>Sharing Turn and share your story with a partner.</p> <p>The three main types of writing:</p>	<p>Reading / Writing 8:30am - 10:15am</p> <p>Unit 1: Purposeful Writing</p> <p>Lesson 2 Personal Narrative Materials</p> <p><u>A Terrible Tuesday</u>: for display</p> <p><u>My Lost Kittens</u>: for student copies</p> <p><u>The Carnival</u>: for student copies</p> <p><u>The Best Pet</u>: for student copies</p> <p>Modeling: Yesterday you wrote a narrative, or a story, to tell about something that happened to you at home or at school. There are different types of</p>	<p>Reading / Writing 8:30am - 10:15am</p> <p>Unit 1: Purposeful Writing</p> <p>Lesson 3 Personal Narrative Materials:</p> <ul style="list-style-type: none"> • <i>Fudge-a-Mania</i> • <u>Rescue Dog</u>: for display • <u>The Barn Cat</u>: for student copies • <u>Farm Chores</u>: for student copies • <u>The Family Who Traveled West</u>: for student copies • <u>Narrative Checklist</u>: for display and three copies per student <p>Modeling Display <u>Narrative Checklist</u>.</p>	<p>Unit 1: Purposeful Writing</p> <p>Lesson 4 Personal Narrative Modeling Yesterday we evaluated pieces of narrative writing using our <u>Narrative Checklist</u>. Turn and talk to your partner about the important elements of a narrative.</p> <p>I am going to show you how to use a graphic organizer to plan a personal narrative. Take the lined paper and fold it to the margin line in half and in half again. This will give you 4 sections on the front and 4 on the back. The graphic organizer will be a folded sheet of lined paper so that students may make the organizer themselves and</p>



narrative, informational, and opinion. **Narrative writing** tells a story or shares an experience. It includes novels, plays, and memoirs, and features story elements such as characters, setting, plot, and conflict. Vivid details help bring the story to life.

Explanatory, or informational, writing delivers information.

Recipes, instruction manuals, and encyclopedia articles all qualify.

Opinion writing, or argumentation, tries to convince readers of a certain point of view. The stronger its reasoning and evidence, the more persuasive the writing.

Standards

3.W.3 Write narratives to develop real or imagined experiences or events using effective

writing and a narrative is only one type. Because you wrote a true story about something you experienced, it is called a personal narrative. Each type of writing has different elements or parts. Let's think about the important parts that you included in your story. Turn and talk to your partner about what needs to be included when you are telling a story.

Let's share what you think are the important parts of a narrative.

This is our [Narrative Checklist](#). It was created based on the Parts of a Narrative List that we talked about yesterday. We can use the checklist to not only determine whether the text is a narrative, but also whether it is a strong piece of narrative writing. Watch how I use the checklist while I am reading the first page from *Fudge-a-Mania*.

Model using the [Narrative Checklist](#) with the first page of the book.

I will read an excerpt

use the same strategy for every genre. Try to make the teacher's chart paper look like a sheet of lined paper.

The first thing we need is a good topic for a personal narrative. I think that I'll write about the Hula Hoop game we played on the first day of school since it is an event that we all experienced.

The first thing I need to do is to think about the introduction. I should probably tell



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.

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Topic A Conceptual Understanding of Multiplication

Lesson 1

Organize, count, and represent a collection of objects.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

Core / IXL 12:35pm - 1:45pm

IXL

Recess 1:45pm - 2:00pm

PE 2:00pm - 2:45pm

Core 2:45pm - 3:30pm

Social Studies - Week 1 - Developing Inquiries

Understands why it is necessary for communities to have

The parts of a Narrative are: *introduce the narrator and/or characters, setting, problem, solution, organize an event sequence, use dialogue, use temporal words and phrases to signal order, provide a sense of closure.* If there are missing parts, provide instruction.

Vocabulary:
An event is something that happens in a narrative. For example, if I were writing a narrative about what happened to me one time on my way to school, I would include several events. I would tell that I was driving on the highway. Then I would say that

from *Fudge-a-Mania* and as I read it I will use the checklist to check off each element as I find it.

Start reading the excerpt. After: **'No,' he said.**

I know that Pete and Fudge are the characters in this passage and that the situation is Fudge telling his brother that he is getting married. So, I am going to check off establish a situation/setting and introduces characters/ narrators.

After: **Are you alright?**

I have read a lot of dialogue

the reader what this is about and maybe something interesting. I should say something about our class going outside to practice teamwork by playing a Hula Hoop game. In the top margin, I will write: **Hula Hoop game** and I will write my name.

I am going to include a detail about the hula hoop game in my introduction. This was a first day of school activity to help us learn to work together as a team. I will write: first day of school and teamwork game. So the next thing I need to do is think about the first event. Well, the first thing we did was go outside



rules and laws.
What is an Inquiry?
Essential Question

suddenly, I got a flat tire. The next event would be that I had to pull off the road and call for help. Each one of those things that happened is an event that is linked together in the narrative. Remember that an event is a thing that happened.

Display and read “[Terrible Tuesday](#)” chorally to get the gist. Then help students identify elements.

Give a thumbs-up if you think the text is a narrative. We can check to see if you are right by going back through the story and looking to see if it has all of the parts of a narrative that we listed.

between the characters.

Read aloud several different examples of dialogue.

The dialogue helps develop the events and shows us how Pete reacts to the announcement that Fudge made. I’m going to check use dialogue on the checklist.

I’m going to mark *Then* and *Next* because they are temporal words that help signal the order of the events.

Remember that temporal words tell time. The checklist says that a narrative needs temporal words and

and we made a big circle.

In the next section, I’ll write: outside and made a circle. We need a temporal word to tell order. Since this was the first thing that we did, I’ll write *first*. I’ll write that in the left margin. Then I want to add details. I remember I explained the rules and everyone was very nervous about trying the game. Some of you even complained that it wouldn’t be any fun.

So I’ll write: rules, students complaining. Notice how I didn’t write the entire sentence in the box, I just wrote phrases to remind me later. We need to add at least two more



After: **I had overslept.** The story has a character or a narrator, because it states *I woke up* and *I yelled*. The writer is talking about herself. There is also a problem, because the narrator tells us that he/she woke up late for school and had to rush to get there on time.

After: **Now I am going to be late.** The author uses description of the characters' actions and thoughts and dialogue to develop events and show the response of the character to the situation, so we can check events and dialogue. Remember that dialogue is what people actually say.

phrases. This excerpt only has two words to signal order so I am going to place a check in the second column next to temporal words on the checklist because this element could be better.

After the last sentence.

This sentence does provide a sense of closure, because it sounds like Peter might stop laughing since mom ignores him. I'm going to check off provides a sense of closure. A sense of closure helps you to end your narrative.

events to our graphic organizer to finish telling about our Hula Hoop game. I want you to help by adding the rest of the details and the linking words. You will talk with your partner and decide the rest of the details about our game.

Work Session.

Invite students to work with a partner to add at least two more events to the graphic organizer. Each group can use one sheet of lined paper for the graphic organizer.

Circulate to provide support.

Sharing

Students share their details for each of these events.

Standards



After: **'Yep, a flat tire.** Here is another event that adds to the character's terrible Tuesday.

After: **Sue arrived a few minutes later.** Discuss with your partner other events that we just read about.

Partners share the events. After: **We arrived before the buses.** Now we know the problem has been solved.

After: **I will always set two alarms from now on!** This sentence establishes a sense of closure.

I agree with those of you who said *A Terrible Tuesday* is a narrative, because it has all of the parts that we listed on our chart.

Now we will read another narrative and use the checklist to determine if it is a strong or weak narrative.

Display and read "**Rescue Dog**". Invite students to give a thumbs-up when they hear an element so the teacher can check it off on the checklist.

Now that we have completed two checklists we can compare them to see if one has more elements included.

Compare the two.

This narrative text has more narrative elements from our checklist.

3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3.W.3c Use temporal words and phrases to signal event order.

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Topic A Conceptual Understanding of Multiplication

Lesson 4

Interpret the meaning of factors as number of groups or number in each group.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm



Work Session

Students will work in partners or small groups to determine whether texts are narrative or not narrative. Remind students to be prepared to share why they labeled each text narrative or not narrative. Each pair or small group will need "[My Lost Kittens](#)", "[The Carnival](#)", and "[The Best Pet](#)"

Sharing You and your partner will share which text was a narrative and why. Remember to use the Parts of a Narrative List in your explanation.

Standards

3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.

3.SL.1b Follow

Thumbs-up if you think that it creates a stronger narrative. Turn and talk to your partner about why you think this text creates a stronger narrative.

Work Session

Now you will have a chance to evaluate other narratives with a partner.

Display and provide copies of "[The Barn Cat](#)", "[Farm Chores](#)", and "[The Family Who Traveled West](#)".

You will work around the room with your partner. First you will read the text with your partner, then you will

Core / IXL 12:35pm - 1:00pm

Art 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Core 2:00pm - 3:30pm

Social Studies - Week 1 - Developing Inquiries

Assessment and Crossword



agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3.SL.1d Explain their own ideas and understanding in light of the discussion.

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

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Topic A Conceptual Understanding of Multiplication

Lesson 2

Interpret equal groups as multiplication.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

Core / IXL 12:35pm - 1:00pm

STEM 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Core 2:00pm - 3:30pm

Social Studies - Week 1 - Developing

reread while checking off the elements on the checklist that the text has, just like we did together. Once you have done this with all three pieces of text, you will decide which narrative text is the strongest. Be prepared to tell why you chose the piece.

Sharing

Now you and your partner will share with another pair of partners which narrative you believe is the strongest and why. Remember, you should use your [Narrative Checklist](#) in



Inquiries

Types of Questions
Make a Claim

your
explanation.

Standards

3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3.SL.1d Explain their own ideas and understanding in light of the discussion.

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

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Topic A Conceptual Understanding of Multiplication

11:10 - 11:40 - Ms. Bloom
Lesson 3

Relate multiplication to the array model.

Lunch 11:50am - 12:12pm



Recess 12:12pm - 12:35pm
Core / IXL 12:35pm - 1:00pm
Music 1:00pm - 1:45pm
Recess 1:45pm - 2:00pm
Core 2:00pm - 3:30pm
Social Studies - Week 1 - Developing Inquiries
Different Lenses The Inquiry Process