



Monday 09/29/2025	Tuesday 09/30/2025	Wednesday 10/01/2025	Thursday 10/02/2025	Friday 10/03/2025
Homeroom 8:17am - 8:30am	Homeroom 8:17am - 8:30am	Homeroom 8:17am - 8:30am	Homeroom 8:17am - 8:30am	Homeroom 8:17am - 8:30am
Reading / Writing 8:30am - 10:15am Unit 1 / Lesson 15	Reading / Writing 8:30am - 10:15am Unit 1 / Lesson 16	Reading / Writing 8:30am - 10:15am Unit 1 / Lesson 17	Reading / Writing 8:30am - 10:15am Unit 1 / Lesson 18	Reading / Writing 8:30am - 10:15am Unit 1 / Lesson 19
From Chapter 6: "The Giants" page 31 to page 37	From Chapter 7: "The Marvelous Ears" page 38 to page 47	From Chapter 8: "Snozzcumbers" page 48 to page 54	From Chapter 9: "The Bloodbottler" page 55 to page 63	Spelling Test From Chapter 10: "Frobscottle and Whizzpoppers" page 64 to page 69
Vocabulary Motionless: -Less is a suffix that means without. <i>Motionless</i> means not moving, or without motion. We could say that a rock is <i>motionless</i> .	Vocabulary <i>Astonishment</i> is a feeling of surprise. If you told me you were born on the moon, I would look at you with <i>astonishment</i> . In our book, it says, "Sophie watched with <i>astonishment</i> ." That means she could hardly believe what she was seeing. <i>Astonishment</i> is a feeling of great surprise.	Vocabulary <i>Extremely</i> means very. You could be <i>extremely</i> hungry if you miss breakfast. In our book, it says that the BFG was eating "one <i>extremely</i> icky-poo vegetable." <i>Extremely</i> means very.	Vocabulary If something is <i>repulsive</i> , it is disagreeable or just plain yucky. You want to get away from it. The smell of a skunk is <i>repulsive</i> . In our book, it says that the BFG was hoping "he could get the Bloodbottler to take one bite of the <i>repulsive</i> vegetable." <i>Repulsive</i> means disagreeable or yucky.	Vocabulary <i>Burst</i> means pop. If you <i>burst</i> a balloon it makes a loud noise. In our book, Sophie says that the bubbles "always go up and <i>burst</i> at the top." <i>Burst</i> means pop.
Recess 10:15am - 10:30am		Recess 10:15am - 10:30am		Recess 10:15am - 10:30am
Math 10:30am - 11:50am Lesson 14		Math 10:30am - 11:50am Lesson 16		Math 10:30am - 11:50am Lesson 18
Demonstrate the distributive property using units 2, 3, 4, 5, and 10.		Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.		Represent and solve measurement and partitive division word problems.
Lunch 11:50am - 12:12pm	Recess 10:15am - 10:30am	Lunch 11:50am - 12:12pm	Recess 10:15am - 10:30am	Lunch 11:50am - 12:12pm
Recess 12:12pm - 12:35pm	Math 10:30am - 11:50am Lesson 15	Recess 12:12pm - 12:35pm	Math 10:30am - 11:50am Lesson 17	Recess 12:12pm - 12:35pm
Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal	Model division as an unknown factor problem.	Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal	Ms. Bloom Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.	Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal
Library 1:00pm - 1:45pm	Lunch 11:50am - 12:12pm	Lunch 11:50am - 12:12pm	Recess 12:12pm - 12:35pm	Lunch 11:50am - 12:12pm
Recess 1:45pm - 2:00pm	Recess 12:12pm - 12:35pm	Recess 12:12pm - 12:35pm	Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal	Recess 12:12pm - 12:35pm
Core 2:00pm - 3:30pm Groups	Core / IXL 12:35pm - 1:45pm Read to Self-AR	Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal	Lunch 11:50am - 12:12pm	Core / IXL 12:35pm - 1:00pm Read to Self-AR Goal
Studies Weekly		STEM 1:00pm -	Recess 12:12pm - 12:35pm	



Teacher Table
(Reading)
Spelling

Goal
Groups
IXL
Teacher Table
(Interactive Notebook
SEL)
Spelling

Recess 1:45pm -
2:00pm

PE 2:00pm - 2:45pm

Core 2:45pm -
3:30pm

**Finish Unfinished
Work / Read to Self**

1:45pm

Recess 1:45pm -
2:00pm

Core 2:00pm -
3:30pm

Groups

Studies Weekly
Teacher Table
Spelling

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

**Read to Self-AR
Goal**

Music 1:00pm -
1:45pm

Recess 1:45pm -
2:00pm

Core 2:00pm -
2:30pm

Art 1:00pm - 1:45pm

Recess 1:45pm -
2:00pm

Core 2:00pm -
3:30pm

Groups

Roll a Story
Multiplication
Prodigy