



Monday 09/08/2025	Tuesday 09/09/2025	Wednesday 09/10/2025	Thursday 09/11/2025	Friday 09/12/2025
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	Reading / Writing 8:30am - 10:15am	Reading / Writing 8:30am - 10:15am	Reading / Writing 8:30am - 10:15am	Reading / Writing 8:30am - 10:15am
<p><b>Choral Reading</b></p> <p>From Chapter 1: “Free Toilet Demonstration” page 1 to page 9</p> <p><b>Discussion</b></p> <p>Bring students back together for discussion.</p> <ol style="list-style-type: none"> <li>Why do you think Kate was nicer to Owen than Lydia was?</li> <li>What additional information do we get from the illustration on page 8?</li> <li>What is the author telling us at the bottom of page 9 when the text says, “She looked at the expression on Lydia’s face. ‘Not that you ever think of it,’ she finished weakly.”</li> </ol>	<p><b>Choral Reading</b></p> <p>From Chapter 1: “Free Toilet Demonstration” page 10 to page 14</p> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>Why do you think Kate was nicer to Owen than Lydia was?</li> <li>Why do you think Joseph’s mother really gave Kitty away?</li> <li>Reread the end of the chapter. What do you think about Owen’s change from kindergarten to 3rd grade?</li> </ol> <p><b>Vocabulary</b></p> <p><i>Disappointed</i> is an adjective that means feeling sad because you didn’t do or get something you wanted. I would be <i>disappointed</i> if</p>	<p><b>Choral Reading</b></p> <p>From Chapter 2: “I’m Not Ready Yet” page 15 to page 25</p> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>Let’s look at the chapter title. What does it mean?</li> <li>How is Lydia different from Owen?</li> <li>Why does Owen think that his father will support him? Do you agree?</li> </ol> <p><b>Vocabulary</b></p> <p><i>Persuade</i> is a verb that means to cause someone to believe something by telling reasons. Children might try to <i>persuade</i> parents to let them stay up later at</p>	<p><b>Choral Reading</b></p> <p>From Chapter 3: “The Two-Thousand Leaf Pile” page 26 to page 35</p> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>What do you think about the turtle? Is he a good pet? Why? What reasons do you have for your opinion?</li> <li>Why do wild animals not do well in captivity?</li> <li>Can people bond with reptiles?</li> <li>Why do they want to think of ideas that don’t take ingredients?</li> </ol> <p><b>Vocabulary</b></p> <p><i>Collaborate</i> is a verb that means to work together to get something done. Authors and illustrators <i>collab</i></p>	<p><b>Spelling Test</b></p> <p><b>Choral Reading</b></p> <p>From Chapter 4: “Fishing for Profit” page 36 to page 42</p> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>Why do you think Owen snuck out of the garage with his tackle box?</li> <li>Do you think that kids imitating adults on video is a good idea? Why or why not? Give reasons for your opinion.</li> <li>Were there any words about <i>fishing</i> that you want us to define? Look on pages 40 and 42.</li> </ol> <p><b>Vocabulary</b></p> <p>Most words have more than one meaning. Our chapter today is called “Fishing for</p>



**Vocabulary**

**Demonstration** is a noun that means an activity that shows how something is done or made. The person who leads it is **demonstrating**. A basketball coach **demonstrate**s a play for her team. A teacher **demonstrate**s how to solve a math problem.

**Reaction** is a noun that means a feeling or action that happens after something else. If you taste something spicy, you may have a quick **reaction** and spit it out. If you do something special, your family's **reaction** would be to be proud of you. The person who has a **reaction** is **reacting**.

you were not respectful to a guest in our class. You would *disappoint* me. Your actions would be a *disappointment*.

night. Parents might try to *persuade* children to eat healthy foods. They give reasons why.

*orate* to write books. Their work together is called a *collaboration*. While they do it, they are *collaborating*.

Profit." *Profit* means the money that a business earns after all of its bills are paid. *Fishing* means catching fish using a pole and bait, but it also means looking for or trying to get something.

Words can have literal meanings and figurative meanings. Figurative meanings use literal meanings to go deeper. "Fishing for Profit" is an example of figurative language that means trying to earn money by running a business.

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Repeated Addition  
Lesson 5

Represent and solve multiplication word problems by using drawings and equations.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

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

Finish unfinished work  
Read to Self  
Spelling  
Read to Self  
Time

Recess 1:45pm - 2:00pm

Duty

PE 2:00pm - 2:45pm

Recess 10:15am - 10:30am

Duty

Math 10:30am - 11:50am

Making Equal Groups

Lesson 6

Explore measurement and partitive division by modeling concretely and drawing.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

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

Finish unfinished work  
Read to Self

STEM 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Core 2:00pm - 3:30pm

**Week 2 - Sources**

Spelling  
Read to Self  
Graphs

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

Lesson 7

Model measurement and partitive division by drawing equal groups.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

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

Finish unfinished work  
Read to Self

Music 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Duty

Core 2:00pm - 3:30pm

**Week 2 - Sources**

Spelling  
Read to Self  
Graphs

Recess 10:15am - 10:30am

Duty

Math 10:30am - 11:50am



10:30am

Math 10:30am - 11:50am

**Topic A Conceptual Understanding of Multiplication**

[Multiplying by 0 or 1](#)

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

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

Finish unfinished work  
Read to Self

Library 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Core 2:00pm - 3:30pm

**Social Studies - Week 1 - Developing Inquiries**

Spelling  
Read to Self  
Time

Core 2:45pm - 3:30pm

**Social Studies - Week 1 - Developing Inquiries**

Spelling  
Read to Self  
Time

**Lesson 8**

Model measurement and partitive division by drawing arrays.

Lunch 11:50am - 12:12pm

Recess 12:12pm - 12:35pm

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

Finish unfinished work  
Read to Self

Art 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Core 2:00pm - 3:30pm

**Week 2 - Sources**

Spelling  
Read to Self  
Graphs