



Monday 11/03/2025	Tuesday 11/04/2025	Wednesday 11/05/2025	Thursday 11/06/2025	Friday 11/07/2025
Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	1:15 Dismissal - Teacher In-Service	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
ELA 8:30am - 9:45am U2 L3 Day 1	ELA 8:30am - 9:45am U2 L3 Day 2	Morning Routine 8:15am - 8:30am ELA 8:30am - 9:30am U2 L3 Day 3	ELA 8:30am - 9:45am U2 L3 Day 4	ELA 8:30am - 9:00am U2 L3 D5
<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• read words with /ō/ spelled oa_ and _ow.</li> <li>• spell dictated words with /ō/ correctly.</li> <li>• build oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• learn and apply the comprehension strategies Making Connections, Summarizing, and Visualizing.</li> <li>• read the entire selection.</li> <li>• learn new vocabulary words.</li> <li>• focus on reading with correct phrasing.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 107-108 on their own.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• build oral language skills.</li> <li>• practice spelling words with /ō/ spelled oa_ and _ow.</li> <li>• learn new high-frequency words.</li> <li>• read a <i>Decodable Story</i>.</li> <li>• build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Reread "Tornadoes!" and dig deeper into the text.</li> <li>• build fluency.</li> <li>• review the selection of vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 111-112 on their own.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• understand homophones.</li> <li>• build oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• finish reading "Tornadoes!"</li> <li>• review the selection of vocabulary words.</li> <li>• focus on reading with automaticity.</li> <li>• learn about research on the Internet.</li> </ul> <b>Assessment:</b> Students will independently complete skills practice pages 109-110 & 113-114.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• build their oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• read excerpts from "Tornadoes!" to focus on the writer's craft.</li> <li>• answer questions to better understand the selection.</li> <li>• build on the vocabulary they have learned this week.</li> <li>• build fluency.</li> <li>• read the social studies link.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 119-120 on their own.	We are ending our Lesson 3 today by taking our tests. We will review before taking the tests.  <b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• read words with /ō/ spelled oa_ and _ow.</li> <li>• understand homophones.</li> <li>• build oral language skills.</li> <li>• build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• review the selection vocabulary words.</li> <li>• review the comprehension strategies.</li> <li>• review elements of accessing complex text.</li> <li>• review writer's craft elements.</li> <li>• build fluency.</li> </ul> <b>Assessment:</b> Students will be assessed by taking their reading and spelling tests individually.
<b>Intervention:</b> I will pull students	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we are working on this week.	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we are working on this week.	



for a small group lesson where we will work on the specific skills we are working on this week.

**Enrichment:**  
Students who are ready to move on can write their vocab words in their planners. They will then find the definitions of their words in their books.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.4.b** Determine the meaning of words when affixes are added.  
**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  
**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific

are working on this week.

**Enrichment:**  
Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.

**Standards**  
**3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**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.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.4.c** Use context to confirm or self-correct word

**Enrichment:**  
Students who are ready to move on can practice homophones with an activity.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

**Enrichment:**  
Students who are ready to move on can practice their vocabulary words on Vocab A-Z.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**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** Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.  
**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.

**Intervention:**  
For the students who need additional support, I will read aloud the story for the comprehension piece of the test.

**Enrichment:**  
Students who finish their tests will go to prodigy and work within the reading section or they can read a book of their choice.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.L.1.j** Produce simple, compound, and complex sentences

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**x3**

Students will be practicing their math fact fluency by playing games



words and phrases to convey ideas precisely.

**3.RF.3.a** Identify and know the meaning of the most common prefixes and derivational suffixes.

**3.RF.3.c** Decode multi-syllable words.

**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

**3.RI.10** Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

**3.RI.9** Compare and contrast the main ideas and key details presented in two texts on the same topic.

**3.RI.7** Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

**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** Explain the relationship between

recognition and understanding, rereading as necessary.

Math 9:45am - 10:45am

**5.2 Additional Practice**

Students will first complete the 5.2 additional practice page. Students will be using their new skills with the math fact 3 to answer equations in order to complete a coloring page of a rocket. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener: Multiplicati on Mash Up Song 0, 1, 10, 2, 5, 3s

Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 3 as a factor.

RTI: Discuss strategies used/ needed to determine unknown answers to multiplication

answers.

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

**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 main ideas and key details presented in two texts on the same topic.

**3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**x3**

Students will be completing a dot-to-dot using their knowledge of the math fact 3. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to

**3.RI.7** Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

**3.RI.9** Compare and contrast the main ideas and key details presented in two texts on the same topic.

**3.RF.4.a** Read grade-level text with purpose and understanding.

**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

Math 9:45am - 10:45am

**x3 Task Cards**

Students will be completing a worksheet all about the math fact 3. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener: Multiplicati on Mash Up Song 0, 1, 10, 2, 5, 3s

Objective: Use the

throughout the classroom. These games will include partner dice, multiplication war, flashcards, dry eraser fact sleeves, dry erase boards, and different manipulatives. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Distributive Doctor with M&Ms...laminated and in the file cabinet with all the multiplication stuff!

Opener: Multiplicati on Mash Up Song 0, 1, 10, 2, 5, 3s  
Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 3 as a factor.

RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math





events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

**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.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

**3.SL.1.b** Follow agreed-upon rules for discussions

**3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

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

Math 9:45am - 10:45am

5.2

Lesson 5.2 Use Properties to Multiply by 3

At the end of class, students will have an opportunity to

equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (4s) and/or math wrap ups and/or math sleeve practice.

Assignment/ Assessment/ Closure: 5 Min Timed Test & Color by Number WS

Standards

**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, and accurately) for all products of two one-digit numbers.

**3.OA.7** Multiply and divide within 100.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

move onto the next fact.

Opener: Multiplication on Mash Up Song 0, 1, 10, 2, 5, 3s

Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 3 as a factor.

RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (4s) and/or math wrap ups and/or math sleeve practice.

Assignment/ Assessment/ Closure: 5 Min Timed Test & Dot to Dot WS

Standards

**3.OA.7** Multiply and divide within 100.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break

distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 3 as a factor.

RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (4s) and/or math wrap ups and/or math sleeve practice.

Assignment/ Assessment/ Closure: 5 Min Timed Test & Math Fact 3 WS

Standards

**3.OA.7** Multiply and divide within 100.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading 12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

fact (4s) and/or math wrap ups and/or math sleeve practice.

Assignment/ Assessment/ Closure: 5 Min Timed Test

Standards

**3.OA.7** Multiply and divide within 100.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading 12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

Language Arts Objectives:

- review using a graphic organizer to plan their writing.
- choose a topic for an informative/ explanatory text.



take a timed test.  
They need to pass twice in a week to move onto the next fact.

Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3s

Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 3 as a factor.

RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (4s) and/or math wrap ups and/or math sleeve practice.

Assignment/ Assessment/ Closure: 5 Min Timed Test & Whole Group Discussion

**Standards**  
**3.OA.1** Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. For

**3.OA.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.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Guidance 12:25pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

**Language Arts Objectives:**

- review staying on topic and learn about deleting irrelevant information.
- receive feedback about their drafts in writers' conferences.

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

12:10pm - 12:15pm

Tier III Reading 12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm  
**early out**

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

**Social Science 2:10pm - 2:45pm  
early out**

Study Hall/End of Day Routines 2:45pm - 3:15pm

**Social Science 1:25pm - 1:55pm  
Science**

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

**Language Arts Objectives:**

- review the publishing step of the writing process.
- create a final copy of their informative/ explanatory texts.
- evaluate their informative/ explanatory texts based on the writer's goals.
- review subjects and direct objects.

**Standards**  
**3.L.1.g** Ensure subject-verb and pronoun-antecedent agreement.  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.SL.4** Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

- use TREE diagrams to plan their informative/ explanatory texts.
- take the spelling assessment.
- review subjects and direct objects.

**Standards**  
**3.SL.1.d** Explain their own ideas and understanding in light of the discussion.  
**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  
**3.L.1.j** Produce simple, compound, and complex sentences

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

**Social Science 2:10pm - 2:45pm  
Social Studies**

**Unit 5 Geography of the United States**  
**Week 17: Physical Characteristics of the United States**

**Objective:**  
Students will locate the physical characteristics of North America on a



example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.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.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.7** Multiply and divide within 100.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, and efficiently) for all products of two one-digit numbers.

**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am -  
11:45am

Recess 11:45am -  
12:10pm

editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

Handwriting 1:40pm -  
1:55pm

PM Recess 1:55pm -  
2:10pm

Social Science  
2:10pm - 2:45pm

**Social Studies**

### Unit 5 Geography of the United States

#### **Week 17: Physical** **Characteristics of** **the United States**

#### **Objective:**

Students will locate the physical characteristics of North America on a map.

**Assessment:** Students will answer questions after reading the articles we covered in class. ("Rivers and Lakes", "Gulfs and Bays", and "Waterfalls")

**Intervention:** If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

map.

**Assessment:** Students will answer questions after reading the articles we covered in class. ("Oceans and Coasts", "Rivers and Lakes", "Gulfs and Bays", and "Waterfalls")

**Intervention:** If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

#### **Standards**

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.



Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

Middle School  
Science Fair

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

Language Arts  
Objectives:

- learn about including context clues in their writing.
- revise their writing plans based on feedback from writers' conferences.
- set writer's goals for their informative/ explanatory texts.
- begin drafting their informative/ explanatory texts.
- learn about /ū/ spelling patterns, homographs, and multiple-meaning words.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

Standards

3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

3.SS.1.A The student can correctly use terms related to time periods or dates in history, including: decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

3.SS.2 The student demonstrates knowledge of American and South Dakota geography.

3.SS.2.A The student locates on a map and describes the features of America's physical geography, including: - ocean coastlines- Gulf of Mexico- Hudson River- Appalachian Mountains- Ohio River- Great Lakes- Niagara Falls- Mississippi River- local geography

Study Hall/End of Day  
Routines 2:45pm - 3:15pm

3.SS.2 The student demonstrates knowledge of American and South Dakota geography.

3.SS.2.A The student locates on a map and describes the features of America's physical geography, including: - ocean coastlines- Gulf of Mexico- Hudson River- Appalachian Mountains- Ohio River- Great Lakes- Niagara Falls- Mississippi River- local geography

Study Hall/End of Day  
Routines 2:45pm - 3:15pm



**Standards**

**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.