



Monday 01/19/2026	Tuesday 01/20/2026	Wednesday 01/21/2026	Thursday 01/22/2026	Friday 01/23/2026
No School - MLK Day - Teacher In-Service	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
	ELA 8:30am - 9:45am U3 L4 D1	ELA 8:30am - 9:30am U3 L4 D2	ELA 8:30am - 9:45am U3 L4 D3	ELA 8:30am - 9:00am U3 L4 D4
	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> read words with /oi/ spelled <i>oi</i> and <i>_o y</i>. spell dictated words with /oi/ correctly. build oral language skills. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> learn and apply the comprehension strategies of Summarizing and Making Connections. read the entire selection. learn new vocabulary words. focus on reading with accuracy Assessment: Students will complete skills practice pages 199-200 on their own.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> build oral language skills. practice spelling words with /oi/ spelled <i>oi</i> and <i>_oy</i>. learn new high-frequency words. read a <i>Decodable Story</i>. build fluency. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> reread "The Cherokee: Gold and Tears" while digging deeper into the text. build fluency. review the selection vocabulary words. Assessment: Students will complete skills practice pages 203-204 on their own.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> understand domain-specific content words and shades of meaning. build oral language skills. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> finish reading "The Cherokee: Gold and Tears." read and analyze poetry. review the selection vocabulary words. Assessment: Students will complete skills practice pages 201-202, 205-206, and 209-210 on their own.	<u>Foundational Skills</u> Objectives: <ul style="list-style-type: none"> build oral language skills. <u>Reading and Responding</u> Objectives: <ul style="list-style-type: none"> read excerpts from "The Cherokee: Gold and Tears" to focus on writer's craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency by reading with prosody. read the social studies connection. organize information gathered for Inquiry. Assessment: Students will complete the "The Cherokee: Gold and Tears" comprehension page and 211-212 on their own.
	Intervention: Students who need assistance will be guided through their skills practice pages.	Intervention: Students who need assistance will be guided through their skills practice pages.	Intervention: Students who need assistance will be guided through their skills practice pages.	Intervention:



<p>Enrichment: Students who are ready to move on can write their spelling words in their planners. They will then sort the words on their foldable.</p> <p>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.1.j Produce simple, compound, and complex sentences 3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. 3.RF.3.c Decode multi-syllable words. 3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.a Read grade-level text with purpose and understanding.</p>	<p>Enrichment: Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.</p> <p>Standards 3.L.1.j Produce simple, compound, and complex 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 recognition and understanding, rereading as necessary. 3.RI.2 Determine the main idea of a text;</p>	<p>Vocab A-Z.</p> <p>Standards 3.RF.3.c Decode multi-syllable words. 3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 3.L.5.c Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 3.L.4.a Use</p>	<p>I will pull students for a small group lesson where we will work on the specific skills we are working on this week.</p> <p>Enrichment: Students who are ready to move on can practice their vocabulary words on Vocab A-Z.</p> <p>Standards 3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 3.L.5.c Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently. 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a</p>
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<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p> <p>3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.</p> <p>3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.</p> <p>3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.</p> <p>3.SL.1.d Explain their own ideas and</p>	<p>identify the key details and explain how they support the main idea.</p> <p>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.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.</p>	<p>sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.4.b Determine the meaning of words when affixes are added.</p> <p>3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.</p> <p>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.</p> <p>3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a</p>	<p>text to demonstrate understanding of the text.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p>3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>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.</p>
	<p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>9.8</p> <p>Lesson 9.8 Divide by 7 pgs. 107-110</p> <p>Opener: pg. 107 Group Discussion and Practice Problem</p> <p>Objective: Students use related multiplication facts to divide by 7.</p> <p>Intervention: Review math facts using a math wrap up.</p> <p>Extension: Write in what the dividends, divisors, and quotients are on</p>		<p>Computers 9:00am - 9:30am</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p>Unit 9 Review</p> <p>Unit 9 Use Multiplication to Divide Review</p>



understanding in light of the discussion.

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.b Follow agreed-upon rules for discussions

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

Math 9:45am - 10:45am
9.7

Lesson 9.7 Divide by 9 pgs. 103-106

Opener: pg. 103 Group Discussion and Practice Problem

Objective:
Students use related multiplication facts to divide by 9.

Intervention:
Review math facts using a math wrap up.

Extension: Write in what the dividends, divisors, and quotients are on their assignment.

their assignment.

Assessment/ Closure: 9.8 Additional Practice pg. 117

Standards

3.OA.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.7.a 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.

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.

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

grade 3 topic or subject area.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.W.7 Conduct short research projects that build knowledge about a 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.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal

Opener: pg. 115 Group Discussion and Vocabulary Review

Objective:
Students will use related multiplication facts to divide by 0-10.

Intervention:
Students that are struggling will participate in a small group where I will be reading through the questions.

Extension:
Students who understand will move on to their fluency practice. If that is complete they can work on Aleks.

Assignment/ Assessment/ Closure: Unit 9 Review pages 116-118

Standards

3.OA.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.7.a Fluently multiply and divide within 100, using strategies such as the relationship



**Assessment/
Closure:** 9.7
Additional Practice
pg. 115

Standards

3.OA.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.7.a 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.

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

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

Guidance 12:25pm - 12:55pm

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 the elements of fantasy stories.
- review using precise word choice when writing.
- begin revising their fantasy stories.
- take the spelling assessment.
- review adverbs.

Standards

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

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.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general

enjoyment, interest, and academic tasks.

Math 9:45am - 10:45am

9.9

Lesson 9.9 Multiply and Divide Fluently within 100 pgs. 111-114

Opener: pg. 111
Group Discussion and Practice Problem

Objective:
Students use different multiplication and division strategies to multiply and divide.

Intervention:
Review math facts using a math wrap-up.

Extension: Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/
Closure:** 9.9
Additional Practice
pg. 119

Standards

3.OA.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.

between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

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

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

ELA 1:25pm - 1:40pm

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 19: Human
and Physical**



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

ELA 1:25pm - 1:40pm

Language Arts

Objectives:

- meet in writers' conferences to discuss how their fantasy story drafts are coming along.
- finish drafting their fantasy stories.
- review adverbs.

Standards

3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)

3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

JA

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

and their functions in particular sentences.

3.L.1.h Form and use adverbs and adjectives (comparative and superlative).

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 19: Human and Physical Characteristics of South Dakota

Objective:

Students will locate the physical and human characteristics of South Dakota.

Assessment:

Students will be creating their own map of South Dakota. They will be labeling human and physical characteristics that we have been reading about ("Mapping South Dakota")

Intervention:

Students who need help drawing and placing characteristics will come to the back

3.OA.7.a 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.

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.

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

Social Science
1:25pm - 1:55pm

Science

**Lesson 2:
Inherited Traits**

- We will conduct a quick review of all the main points we read about inherited

Characteristics of South Dakota

Objective:

Students will locate the physical and human characteristics of South Dakota.

Assessment:

Students will take the week 19 Assessment on the computer.

Intervention:

Students who need help reading the test can come to the back table to have it read aloud to them.

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.



table to do it together.

Extension: When students finish their maps, they will compare theirs to a partners. They will look for the correct placement, characteristics, and spelling.

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.F The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.

3.SS.2.G The student locates on a map the major reservations in South Dakota.

3.SS.2.H The student locates on a map the following geographic features of South Dakota:-

traits, variations, and offspring.

Objective:
Students will explain that living things inherit many characteristics from their parents. Students will provide evidence showing that traits vary in a group of similar organisms.

Assessment:
Students will complete the Lesson 2 quiz independently.

Extension: Once students have completed the quiz, they will do the interactivity on savvas.

Standards

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. (SEP: 4; DCI: LS3.A, LS3.B; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

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

3.SS.2.F The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.

3.SS.2.G The student locates on a map the major reservations in South Dakota.

3.SS.2.H The student locates on a map the following geographic features of South Dakota:-
Black Hills- Badlands- Bear Butte- Spearfish Canyon- Black Elk Peak- Missouri River- James River- Big Sioux River

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



Black Hills- Badlands-
Bear Butte- Spearfish
Canyon- Black Elk
Peak- Missouri River-
James River- Big
Sioux River

ELA

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