



Monday 10/27/2025	Tuesday 10/28/2025	Wednesday 10/29/2025	Thursday 10/30/2025	Friday 10/31/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am Partner Plays & Poem</p> <p>Students will pick out their play and practice it with their partner. They will then make a plan for their backdrop. Students will make a list of things they will have on their backdrop. Once they have their list they will begin to practice drawing what everything will look like and the placement of everything. I want students to have a solid plan before they get their final piece of tag board.</p> <p>We will then read a poem together. Students will complete the "Do you Remember?" section on their own.</p> <p>Math 9:45am - 10:45am 4.2 Additional Practice</p> <p>4.2 Use Patterns to Multiply by 5</p> <p>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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>RTI: Discuss</p> <p>Discussion and practice problems. 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.</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am Partner Plays & Poem</p> <p>Students will be getting their tag boards today. They will start to draw and design their backdrops. They will all need to have details to match the story and also need to be colored.</p> <p>We will reread the poem from yesterday. Students will then complete the down portion of the crossword puzzle with a partner.</p> <p>Math 9:45am - 10:45am 4.2 Additional Practice</p> <p>4.2 Use Patterns to Multiply by 5</p> <p>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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am Partner Plays & Pumpkin Faces</p> <p>Students will continue to work on their partner plays and their backdrops.</p> <p>We will read the story "Pumpkin Faces," and students will complete the questions on their own.</p> <p>Students will also complete the up portion of their crossword puzzle with a partner.</p> <p>Choir 9:35am - 10:00am x5 Task Cards</p> <p>Multiply by 5 Task Cards. 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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am Partner Plays</p> <p>Students will be performing their plays with their backdrops to their classmates.</p> <p>Students will complete the Halloween scavenger hunt.</p> <p>Math 9:45am - 10:45am x5 Practice</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am Halloween Activities</p> <p>Students will be completing several different Halloween/fall-themed activities.</p> <ul style="list-style-type: none"> packet <p>Computers 9:00am - 9:30am</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am x5</p> <p>Students will be practicing their math fact fluency by playing games 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.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math</p>



<p>fact.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (5s) and/or math wrap ups and/ or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & Whole Group Discussion</p> <p>Standards</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p> <p>3.OA.1 Interpret products of whole numbers, e.g.,</p>	<p>strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (5s) and/or math wrap ups and/ or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & pages 43-44 #7,9,12,13,15,17,19</p> <p>Standards</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p>	<p>0, 1, 10, 2, 5s</p> <p>Objective: Gain fluency in multiplication when using 5 as a factor.</p> <p>RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (5s) and/or math wrap ups and/ or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & Additional 5s WS</p> <p>Standards</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p>	<p>fact (5s) and/or math wrap ups and/ or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & Additional 5s WS</p> <p>Standards</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>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.</p> <p>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.</p>	<p>using 5 as a factor.</p> <p>RTI: Discuss strategies used/ needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (5s) and/or math wrap ups and/ or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test & 1 Passed Math Sleeve</p> <p>Standards</p> <p>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.</p> <p>3.OA.7 Multiply and divide within 100.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or</p>
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interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.7 Multiply and divide within 100.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

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

Social Science
1:25pm - 1:55pm

Social Studies

Geography of the United States

Week 17: Physical Characteristics of

properties.)

3.OA.7 Multiply and divide within 100.

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.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

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

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

Science

Conductors 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.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

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10:45am - 11:15am

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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

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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.

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

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Halloween Activities

division equation relating three whole numbers.

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.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

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

FCCLA Fall Carnival

ELA 1:25pm - 1:40pm
Halloween Activities

Handwriting 1:40pm - 1:55pm



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. ("Physical Characteristics" and "Mountains")

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

Insulators Lab Day
Students will be participating in a lab with batteries and Christmas lights.

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

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. ("Valleys", "Oceans and Coasts", and "Plains")

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

Halloween Activities

PM Recess 1:55pm - 2:10pm

Social Science
2:10pm - 2:45pm

Halloween Activities

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



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

PM Recess 1:55pm -
2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm -
3:15pm

ELA

website.

Standards

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

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.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.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