



Monday 01/12/2026	Tuesday 01/13/2026	Wednesday 01/14/2026	Thursday 01/15/2026	Friday 01/16/2026
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L3 D1</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • read words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>. • spell dictated words with /aw/ correctly. • build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies of Summarizing and Clarifying. • read the entire selection. • learn new vocabulary words. • focus on reading with appropriate phrasing. <p>Assessment: Students will complete skills practice pages 185-186 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L3 D2</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>. • learn new high-frequency words. • read a <i>Decodable Story</i>. • build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • reread "The Overlanders" while digging deeper into the text. • build fluency. • review the selection of vocabulary words. <p>Assessment: Students will complete skills practice pages 187-188, 191-192, and 195-196 on their own.</p> <p>Intervention: 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</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U3 L3 D3</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • understand irregular comparatives and superlatives. • build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • finish reading "The Overlanders." • read and analyze poetry. • review the selection of vocabulary words. <p>Assessment: Students will complete the "The Overlanders" comprehension page and 197-198 on their own.</p> <p>Intervention: 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</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U3 L3 D4</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • read excerpts from "The Overlanders" to focus on the writer's craft. • answer questions to better understand the selection. • build on the vocabulary they have learned this week. • build fluency. • read the social studies link. <p>Assessment: Students will complete the "The Overlanders" comprehension page and 197-198 on their own.</p> <p>Intervention: 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</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U3 L3 D5</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> • read words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>. • understand irregular comparatives and superlatives. • build oral language skills. • build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> • review the selection of vocabulary words. • review the comprehension strategies. • review elements of accessing complex text. <p>Assessment: Students will be assessed by taking their reading and vocabulary tests individually.</p> <p>Intervention: For the students who need additional support, I will read aloud the story for the comprehension piece of the test.</p>



are working on this week.

Enrichment:
Students who are ready to move on can write their vocabulary words in their planners. They will then make their vocab flashcards to practice throughout the week.

Standards

3.L.1.j Produce simple, compound, and complex sentences
3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

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.RF.3.c Decode multi-syllable words.
3.RF.4.a Read

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.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.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

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,

phonics skills for the week on Vocab A-Z.

Standards

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

3.RF.3.d Read grade-appropriate high frequency 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.h Form and use adverbs and adjectives (comparative and superlative).

3.L.1.j Produce simple, compound, and complex sentences

3.L.3.b Recognize and observe differences between formal and informal English.

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

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

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.h Form and use adverbs and adjectives (comparative and superlative).

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.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.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Enrichment:
Students who finish their tests will go to Moby Max 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.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.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

9.6

Lesson 9.6 Divide by 4 and 8

Opener: pg. 97
Group Discussion and Practice Problem



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.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known

intonation, and expression) on consecutive readings.

3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Math 9:45am - 10:45am

9.3

Lesson 9.3 Divide by 5 and 10

Opener: 3 minutes of playing with the manipulatives. Then we'll start making groups of numbers.

Objective: Students use related multiplication facts to divide by 5 and 10.

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

Extension: Write in what the dividends, divisors, and quotients are on whiteboards

Assessment/Closure: 9.3 Additional Practice pg. 107

Standards
3.OA.7 Multiply and

helpful).

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.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

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

9.4

Lesson 9.4 Understand Division with 1 and 0

Opener: pg. 89 Group Discussion and Practice Problem

Objective:

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.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

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

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

9.5

Lesson 9.5 Divide by 3 and 6

Opener: pg. 93 Group Discussion and Practice Problem

Objective: Students use related multiplication facts to divide by 3 and 6.

Objective: Students use related multiplication facts to divide by 4 and 8.

Intervention: Review math facts using a math sleeve.

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

Assessment/Closure: 9.6 Additional Practice pg. 113

Standards

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.

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.6 Understand division as an unknown-factor problem. For



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

9.2

Lesson 9.2 Divide by 2

Opener: pg. 81 Group Discussion and Practice Problem

Objective: Students use related multiplication facts to divide by 2.

Intervention: Review math facts using a math wrap up.

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

Assessment/ Closure: 9.2 Additional Practice pg. 105

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.

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:

- learn about the elements of a fantasy story.
- begin brainstorming ideas for a fantasy story.
- take the spelling assessment.
- review adjectives.

Standards

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other

Students use patterns and rules to recall division facts with 1 and 0.

Intervention: Review math facts using a math wrap up.

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

Assessment/ Closure: 9.4 Additional Practice pg. 109

Standards

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

3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number

Intervention: Review math facts using a math sleeve.

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

Assessment/ Closure: 9.5 Additional Practice pg. 111

Standards

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 Multiply and divide within 100.

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.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

example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

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 the elements of narrative writing.
- set writer's goals for their fantasy stories.
- begin drafting their fantasy stories.
- learn about adverbs.
- review spelling words.

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



<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>information known about the topic to explore ideas under discussion</p> <p>3.L.1.h Form and use adverbs and adjectives (comparative and superlative).</p> <p>3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p>	<p>that makes 32 when multiplied by 8.</p> <p>Tier II/III Math 10:45am - 11:15am</p> <p>Lunch 11:20am - 11:45am</p> <p>Recess 11:45am - 12:10pm</p> <p>Bathroom/Drink Break 12:10pm - 12:15pm</p> <p>Tier III Reading 12:15pm - 12:45pm</p> <p>Journals 12:45pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p> <p>ELA 1:25pm - 1:40pm</p>	<p>Lunch 11:20am - 11:45am</p> <p>Recess 11:45am - 12:10pm</p> <p>Bathroom/Drink Break 12:10pm - 12:15pm</p> <p>Tier III Reading 12:15pm - 12:45pm</p> <p>Journals 12:45pm - 12:55pm</p> <p>Tier II Reading 12:55pm - 1:25pm</p> <p>ELA 1:25pm - 1:40pm</p>	<p>defined in standards 1-3 above.)</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>
<p>Lesson 2: <u>Inherited Traits</u></p> <ul style="list-style-type: none"> We will read through pages 184-187 together. We will answer questions as we get to them. <p>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.</p> <p>Standards</p> <p>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</p>		<p>Handwriting 1:40pm - 1:55pm</p> <p>PM Recess 1:55pm - 2:10pm</p> <p>Social Science 2:10pm - 2:45pm</p> <p>Science</p> <p>Lesson 2: <u>Inherited Traits</u></p> <ul style="list-style-type: none"> We will read through pages 184-187 together. We will answer questions as we get to them. <p>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.</p> <p>Standards</p> <p>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</p>	<p>Handwriting 1:40pm - 1:55pm</p> <p>PM Recess 1:55pm - 2:10pm</p> <p>Social Science 2:10pm - 2:45pm</p> <p>Social Studies</p> <p>Unit 5 <u>Geography of the United States</u></p> <p>Week 19: Human and Physical Characteristics of South Dakota</p> <p>Objective: Students will locate the physical and human</p>	<p>Handwriting 1:40pm - 1:55pm</p> <p>PM Recess 1:55pm - 2:10pm</p> <p>Social Science 2:10pm - 2:45pm</p> <p>Social Studies</p> <p>Unit 5 <u>Geography of the United States</u></p> <p>Week 19: Human and Physical Characteristics of South Dakota</p> <p>Objective: Students will locate the physical and human</p>



characteristics of South Dakota.

Assessment:
Students will answer questions after reading the articles we covered in class. ("Human Characteristics of South Dakota")

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.

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

organisms.

Assessment: We will answer the questions in the book together.

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)

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

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.

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 answer questions after reading the articles we covered in class. ("Physical Characteristics of South Dakota")

Intervention:

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

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

ELA

Language Arts

Objectives:

- review the elements of narrative writing.
- review their fantasy story ideas in writer's conferences.
- plan their fantasy stories using WWW-H2-W2 graphic organizers.

Standards

3.W.2.d Provide a conclusion.

3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that

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.

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:-



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

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- review the publishing step of the writing process.
- create a final copy of their personal narratives.
- evaluate their personal narratives based on the writer's goals.
- review adjectives.

Standards

3.L.1.h Form and use adverbs and

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

unfolds naturally.

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

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:-
Black Hills- Badlands- Bear Butte- Spearfish Canyon- Black Elk Peak- Missouri River-



adjectives
(comparative and
superlative).

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.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

James River- Big
Sioux River

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