



Monday 11/17/2025	Tuesday 11/18/2025	Wednesday 11/19/2025	Thursday 11/20/2025	Friday 11/21/2025
<p><b>Morning Routine</b> 8:15am - 8:30am</p> <p><b>ELA</b> 8:30am - 9:45am <b>U2 L5 D1</b></p> <p><b>Foundational Skills</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• read words with /o?o/ spelled oo, u, _ue, u_e, and _ew.</li> <li>• spell dictated words with /o?o/ correctly.</li> <li>• build oral language skills.</li> </ul> <p><b>Reading and Responding</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• learn and apply the comprehension strategies Summarizing, Visualizing, and Asking and Answering Questions.</li> <li>• read the entire selection.</li> <li>• learn new vocabulary words.</li> <li>• focus on reading with automaticity.</li> </ul> <p><b>Assessment:</b> Students will complete skills practice pages 135-136 on their own.</p> <p><b>Intervention:</b> I will pull students</p>	<p><b>Morning Routine</b> 8:15am - 8:30am</p> <p><b>ELA</b> 8:30am - 9:45am <b>U2 L5 D2</b></p> <p><b>Foundational Skills</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills.</li> <li>• practice spelling words with /o?o/ spelled oo, u, _ue, u_e, and _ew.</li> <li>• learn new high-frequency words.</li> <li>• read a <b>Decodable Story</b>.</li> <li>• build fluency.</li> </ul> <p><b>Reading and Responding</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• reread "Hot Enough to Fry an Egg" while digging deeper into the text.</li> <li>• build fluency.</li> <li>• review the selection vocabulary words.</li> </ul> <p><b>Assessment:</b> Students will complete skills practice pages 139-140 on their own.</p> <p><b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.</p> <p><b>Enrichment:</b></p>	<p><b>Morning Routine</b> 8:15am - 8:30am</p> <p><b>ELA</b> 8:30am - 9:30am <b>U2 L5 D3</b></p> <p><b>Foundational Skills</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• understand homographs and multiple-meaning words.</li> <li>• build oral language skills.</li> </ul> <p><b>Reading and Responding</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• finish reading "Hot Enough to Fry an Egg." to focus on writer's craft.</li> <li>• review the selection vocabulary words.</li> <li>• focus on reading with prosody.</li> <li>• finalize their presentation plans for Inquiry.</li> </ul> <p><b>Assessment:</b> Students will complete skills practice pages 137-138 &amp; 141-142 on their own.</p> <p><b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.</p> <p><b>Enrichment:</b></p>	<p><b>Morning Routine</b> 8:15am - 8:30am</p> <p><b>ELA</b> 8:30am - 9:45am <b>U2 L5 D4</b></p> <p><b>Foundational Skills</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills</li> </ul> <p><b>Reading and Responding</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <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 science link.</li> </ul> <p><b>Assessment:</b> Students will complete the "Hot Enough to Fry an Egg" comprehension page on their own.</p> <p><b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.</p> <p><b>Enrichment:</b></p>	<p><b>Morning Routine</b> 8:15am - 8:30am</p> <p><b>ELA</b> 8:30am - 9:00am <b>U2 L5 D5</b></p> <p>We are ending our Lesson 5 today by taking our tests. We will review before taking the tests.</p> <p><b>Assessment:</b> Students will be assessed by taking their reading and spelling tests individually.</p> <p><b>Intervention:</b> For the students who need additional support, I will read aloud the story for the comprehension piece of the test.</p> <p><b>Enrichment:</b> 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.</p> <p><b>Standards</b></p> <p><b>3.RF.3.c</b> Decode multi-syllable words.</p> <p><b>3.RF.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>3.RF.4.b</b> Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing,</p>



for a small group lesson to work on the specific skills for this week.

**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.

**Standards**

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.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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 grade-level text with

the specific skills for 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.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

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

**Standards**

3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.

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

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

3.RF.3.d Read grade-appropriate high frequency 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.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

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

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.8 Describe the

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

**x6 games**

Students will practice 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. Around the world if there is time.

Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6s

Objective: Use the distributive property to break apart unknown facts with 6 as a factor. As



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

**3.RI.2** Determine the main idea of a text; identify the key details and explain how they support the main idea.

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

necessary.

**3.RI.2** Determine the main idea of a text; identify the key details and explain how they support the main idea.

**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.

Math 9:45am - 10:45am

#### 5.4 Additional Practice

##### Lesson 5.4 Use Properties to Multiply by 6

Students will be completing a worksheet all about the math fact 6. 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: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6s

Objective: Use the distributive property to break apart unknown facts with 6 as a factor. As well as, gain fluency in multiplication when using 6 as a factor.

between words and their use (e.g., describe people who are friendly or helpful).

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

#### x6

Students will be completing a worksheet all about the math fact 6. 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: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6s

Objective: Use the distributive property to break apart unknown facts with 6 as a factor. As well as, gain fluency in multiplication when using 6 as a factor.

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

Extension: Move onto the next math

logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

**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

#### x6 Task Cards

Students will be using their new skills with the math fact 6 to answer equations in order to complete a coloring page of a butterfly. 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: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6s

Objective: Use the distributive property to break apart unknown facts with 6 as a factor. As well as, gain fluency in

well as, gain fluency in multiplication when using 6 as a factor.

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

**Extension (If students already know it):** Move onto the next math fact (7s) and/or math wrap ups and/or math sleeve practice.

**Assignment/Assessment/Closure:** 5 Min Timed Test

#### Standards

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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



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

**5.4**

**Lesson 5.4 Use Properties to Multiply by 6**  
pages, song, 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.

Opener: Multiplication Mash Up Song  
0, 1, 10, 2, 5, 3, 4, 6s

Objective: Use the distributive property to break apart unknown facts with 6 as a factor. As well as, gain fluency in multiplication when using 6 as a factor.

multiplication when using 6 as a factor.

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

**Extension:** Move onto the next math fact (7s) and/or math wrap ups and/or math sleeve practice.

**Assignment/Assessment/Closure:** 5 Min Timed Test & WS

**Standards**

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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.5** Apply

fact (7s) and/or math wrap ups and/or math sleeve practice.

**Assignment/Assessment/Closure:** 5 Min Timed Test & WS

**Standards**

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

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

multiplication when using 6 as a factor.

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

**Extension (If students already know it):** Move onto the next math fact (7s) and/or math wrap ups and/or math sleeve practice.

**Assignment/Assessment/Closure:** 5 Min Timed Test & WS

**Standards**

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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.

unknown number to represent the problem.

**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.

**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.

**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



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

**Extension:** Move onto the next math fact (7s) and/or math wrap ups and/or math sleeve practice.

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

**Notes**

**Standards**

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

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.

**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.

**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 elements of narrative writing in

**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

**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 purpose of using a WWW-H2-W2 graphic organizer to plan narrative writing.
- help plan a realistic story using a WWW-H2-W2 graphic organizer.
- plan the realistic story's beginning, middle, and end

problem.

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

**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**

**Language Arts**

**Objectives:**

- evaluate the realistic story draft using a WWW-H2-W2 graphic organizer.
- review how action verbs and descriptive details make writing more interesting.
- help revise the draft of a realistic story.
- take the spelling assessment.
- review abstract nouns.

**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.d** Use abstract nouns (e.g., childhood).

Handwriting 1:40pm - 1:55pm



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.1 Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

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

Social Science

general and realistic stories in particular.

- complete a WWW-H2-W2 graphic organizer based on a model of good writing.
- choose an idea for a realistic story.

#### Standards

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

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### Science

### Weather Lesson 1 Water and Weather

We will read pages 90 - 93 together and answer questions as we get to them. We will start the lab and continue to work on it every ten minutes as we read.

**Objective:** Students will predict how long it will take for water to change from a liquid to a gas at room

using a story map.

- learn about abstract nouns.

#### Standards

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

3.L.1.d Use abstract nouns (e.g., childhood).

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 18: Human Characteristics of the United States

**Objective:** Students will locate the human characteristics of North America on a map.

**Assessment:** Students will answer questions after reading the articles we covered in class. ("Regions of the United States" whole inside of the packet)

**Intervention:** Students who need help reading the

### Weather Lesson 1 Water and Weather

We will read pages 94 - 97 together and answer questions as we get to them. We will start the lab and continue to work on it every ten minutes as we read.

**Objective:** Students will explain how water affects the weather.

**Assessment:** Students will complete the lesson 1 check on their own.

**Intervention:** I will be walking around the room helping groups by giving further instructions if needed.

**Extension:** When students finish their experiment and their writing, they can try the Mini Games online.

#### Standards

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### Social Studies

### Unit 5 Geography of the United States

#### Week 18: Human Characteristics of the United States

**Objective:** Students will locate the human characteristics of North America on a map.

**Assessment:** Students will answer questions after reading the articles we covered in class. ("Rural, Suburban, and Urban" whole backside of the packet)

**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



1:25pm - 1:55pm

**Social Studies**

**Unit 5**

**Geography of the United States**

**Week 18: Human Characteristics of the United States**

**Objective:**

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

**Assessment:**

Students will answer questions after reading the articles we covered in class. ("Human Characteristics")

**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

temperature.

**Assessment:** Students will write down their findings from their experiment in their science books.

**Intervention:** I will be walking around the room helping groups by giving further instructions if needed.

**Extension:** When students finish their experiment and their writing, they can try the Mini Games online.

**Standards**

**3-ESS2-1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)

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

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.

**3.SS.2.B** The student locates on a map all fifty states in America.

**3.SS.2.C** The student locates on a map the major regions of the United States, including: - New England - The East Coast - The Great Lakes - The Great Plains - The Mid-Atlantic - The Midwest - The Pacific Northwest - The South - The Southwest - The West Coast - Alaska - Hawaii

**3.SS.2.D** The student locates New York City and Philadelphia on a map and spells their names correctly.

**3.SS.2.E** The student locates Washington, D.C. on a map and identifies it as our nation's capital.

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

**ELA**

**Language Arts**

**Objectives:**

- learn about using action verbs to make writing more interesting.
- set the writer's goals for the realistic story.
- choose an audience and purpose for the realistic story.
- help draft the realistic story.
- learn about abstract nouns.

**Standards**

**3.L.1.d** Use abstract nouns (e.g., childhood).

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.B** The student locates on a map all fifty states in America.

**3.SS.2.C** The student locates on a map the major regions of the United States, including: - New England - The East Coast - The Great Lakes - The Great Plains - The Mid-Atlantic - The Midwest - The Pacific Northwest - The South - The Southwest - The West Coast - Alaska - Hawaii

**3.SS.2.D** The student locates New York City and Philadelphia on a map and spells their names correctly.

**3.SS.2.E** The student locates Washington, D.C. on a map and identifies it as our nation's capital.



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PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

Northwest - The South - The Southwest - The West Coast - Alaska - Hawaii

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



## ELA

### Language Arts

#### **Objectives:**

- learn about the elements of narrative writing.
- learn about writing a realistic story.
- learn about using a WWW-H2-W2 graphic organizer.
- use drawings to generate ideas for a realistic story.
- learn about /o?o/ and /oo/ spelling patterns and inflectional endings -ing and -ed.

#### **Standards**

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

**3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.