



Monday 12/01/2025	Tuesday 12/02/2025	Wednesday 12/03/2025	Thursday 12/04/2025	Friday 12/05/2025
Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	1:15 Dismissal - In-Service	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
ELA 8:30am - 9:45am U2 L6 D1	ELA 8:30am - 9:45am U2 L6 D2	Morning Routine 8:15am - 8:30am ELA 8:30am - 9:30am U2 L6 D3	ELA 8:30am - 9:45am U2 L6 D4	ELA 8:30am - 9:00am U2 L6 D5
<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review words with /ē/ spelled ee, ea, _ie_, _y, and _ey, as well as contractions and possessives.</li> <li>learn new high-frequency words.</li> <li>read a <i>Decodable Story</i>.</li> <li>build writing skills.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>learn and apply the comprehension strategies Predicting, Summarizing, and Clarifying.</li> <li>read the first half of the selection.</li> <li>focus on accuracy when reading fluently.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 149-150 on their	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review words with /ī/ spelled _igh_, _ie, and _y, as well as irregular verbs and abstract nouns.</li> <li>build writing skills.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read the second half of "Einstein Anderson and the Hurricane Hoax."</li> <li>build fluency by reading with prosody.</li> <li>learn new vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 149-150 on their own.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review words with /ō/ spelled oa_ and _ow, as well as homophones.</li> <li>build writing skills.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>reread "Einstein Anderson and the Hurricane Hoax" while digging deeper into the text.</li> <li>build fluency by reading with proper intonation.</li> <li>review the selection vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 151-152 on their own.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review words with /ū/ spelled _ew and _ue as well as homographs and multiple-meaning words.</li> <li>build writing skills.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read excerpts from "Einstein Anderson and the Hurricane Hoax" to focus on writer's craft.</li> <li>answer questions to better understand the selection.</li> <li>review the selection vocabulary words.</li> <li>build fluency.</li> <li>read the science link.</li> </ul> <b>Assessment:</b> Students will complete the "Einstein Anderson and the Hurricane Hoax" comprehension	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>review words with /o?o/ spelled oo, u, _ue, _u_e, and _ew, as well as homographs and multiple meaning words.</li> <li>build writing skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>discuss the unit reading selections.</li> <li>discuss the unit theme.</li> <li>complete a culminating task.</li> </ul> <b>Assessment:</b> Students will be assessed by taking their reading and vocabulary tests individually.
	<b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.	<b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills		<b>Intervention:</b> For the students who need additional support, I will read aloud the story for the comprehension piece of the test.



own.

**Intervention:**  
I will pull students 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 vocabulary words in their planners. They will then write definitions.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**3.L.2.d** Form and use possessives.  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring

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

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.3.d** Read grade-appropriate high frequency words.  
**3.L.1.e** Form and use regular and irregular verbs.  
**3.L.1.d** Use abstract nouns (e.g., childhood).  
**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.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

for this week.

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

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.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.L.6** Acquire and use accurately grade-appropriate conversational,

page on their own.

**Intervention:**  
I will pull students for a small group lesson to work on the specific skills for this week.

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

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.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.4.a** Read grade-level text with purpose and understanding.  
**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.RL.6** The student's point of view from

**Enrichment:**  
Students who finish their tests will read a book of their choice.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**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.SL.1.b** Follow agreed-upon rules for discussions  
**3.SL.1.d** Explain their own ideas and understanding in light of the discussion.  
**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
**3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

**Computers 9:00am - 9:30am**

**Choir 9:35am - 10:00am**

**Math 10:00am - 10:45am**

**x8 games**

Students will be



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

Math 9:45am - 10:45am

**5.5**

Lesson 5.5 Use Properties to Multiply by 8, 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, 6, 7, 8s

Objective: Use the distributive property to break apart unknown facts with 8 as a factor. As well as, gain fluency in multiplication when using 8 as a factor.

Intervention: Discuss strategies used/needed to determine unknown

answers.

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

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

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

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

general academic, and domain-specific words and phrases to convey ideas precisely.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**x8**

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 on to the next fact. Students will complete a worksheet all about math fact 8.

Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6, 7, 8s

Objective: Use the distributive property to break apart unknown facts with 8 as a factor. As well as, gain fluency in multiplication when using 8 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 (9s) and/or

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

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

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

Math 9:45am - 10:45am

**x8 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 on to the next fact. Students will complete their task card worksheets on their own. We will go through the answers once everyone has completed it.

Opener: Multiplication Mash Up Song

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.

Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6, 7, 8s

Objective: Use the distributive property to break apart unknown facts with 8 as a factor. As well as gain fluency in multiplication when using 8 as a factor.

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

Extension: Move on to the next math fact (9s) and/or math wrap-ups



answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (9s) and/or math wrap ups and/or math sleeve practice.

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

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

remarks of others.

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

Math 9:45am -  
10:45am

#### 5.5 Additional Practice

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. Students will be completing the additional practice worksheet on their own. 3.4

Opener: Multiplication on Mash Up Song 0, 1, 10, 2, 5, 3, 4, 6, 7, 8s

Objective: Use the distributive property to break apart unknown facts with 8 as a factor. As well as, gain fluency in multiplication when using 8 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 (9s) 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.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.

0, 1, 10, 2, 5, 3, 4, 6, 7, 8s

Objective: Use the distributive property to break apart unknown facts with 8 as a factor. As well as, gain fluency in multiplication when using 8 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 (9s) 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

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 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.

**3.OA.7.a** Fluently multiply and divide





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.

**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.

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

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.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.

**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

**Language Arts Objectives:**

- learn about the elements of tall tales.
- analyze a tall tale story using a WWW-H2-W2 graphic organizer.
- choose an audience and

in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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

**3.OA.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

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

**Language Arts Objectives:**

- receive feedback about their writing plans in writers' conferences.
- learn about presenting the events of their stories in logical sequence.



**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 the end of 3rd grade.  
**3.SS.1.A** The student can correctly

**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.

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:**

- create a clean final copy of the realistic story.
- evaluate the realistic story based on writer's goals and elements of narrative writing.
- discuss the writing process.

**Standards**

purpose for their writing and begin brainstorming ideas for a tall tale.

- learn about coordinating and subordinating conjunctions.

**Standards**  
**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.  
**3.L.1.i** Use coordinating and subordinating conjunctions.

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

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**  
**Topic 5 Life Cycles and Traits**  
**Lesson 1 Life Cycles**  
We will read pages 178-182 together as a class. We will discuss and answer questions as we read.

**Standards**  
**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (SEP: 1 ; DCI: LS1.B; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA  
**Language Arts Objectives:**

- set writer's goals for their tall tales.
- begin drafting their tall tales.
- review coordinating and subordinating conjunctions

**Standards**  
**3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
**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.i** Use coordinating and subordinating conjunctions.

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



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.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

**Language Arts**

**3.SL.5** Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

**Science**

**Topic 5 Life Cycles and Traits**

**Lesson 1 Life Cycles**

We will read through pages 174-177 together as a class. We will discuss and answer questions as we read.

**Objective:** Students will describe how all life cycles follow the same pattern.

**Standards**

**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (SEP: 1 ; DCI: LS1.B; CCC: Patterns)

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

in class. ("Regions of the United States" whole inside 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 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

- review the elements of tall tales.
- analyze a good model of a tall tale using a WWW-H2-W2 graphic organizer.
- choose a story idea and complete a WWW-H2-W2 graphic organizer to plan a tall tale.
- review coordinating and subordinating conjunctions

**Standards**

**3.L.1.i** Use coordinating and subordinating conjunctions.

**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.)

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 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



### Objectives:

- review the writer's goals.
- help edit the revised draft of the realistic story.
- learn about /ow/ and /ō/ spelling patterns, comparatives, and superlatives.

### Standards

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

**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.)

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.

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

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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