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# Wisconsin 3 Mathematics

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Wisconsin                                                 |
| Grade            | 3 (Elementary)                                            |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department of Public Instruction                |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Strategies for the Facts

### Unit 3: Fluency and Patterns · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How can I work out a fact I do not know yet?                                                                                            |
| Standards          | <b>Fluent Multiplication and Division -&gt; M.3.MD.C.7 strand</b> — text<br><b>Looking for Structure -&gt; M.3.MD.A.1 strand</b> — text |
| Learning target    | "I can work out a fact I do not know from one I do."                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                         |

### Measurable objectives

- Students will use strategies based on properties and patterns of multiplication to demonstrate fluency within 100.
- Students will derive an unknown fact from a known one.

### Success criteria (student-friendly)

- "I use a fact I know."
- "I adjust it."
- "I get the new fact."

### Academic vocabulary

strategy, derive, double, near fact, fluency

### Materials and technology

- Fact cards
- Array cards
- Whiteboards
- Chart paper
- Fact trackers

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child derives unknown facts from known ones.

**Family communication**

Ask your child how they work out  $6 \times 7$ .

## Day 41 — The Facts I Already Know

Week 9, Day 1 • Unit 3 • Standards: M.3.MD.C.7, M.3.MD.A.1

|                   |                                                      |
|-------------------|------------------------------------------------------|
| Focus             | Establishing the base.                               |
| Learning target   | "I can work out a fact I do not know from one I do." |
| Vocabulary in use | strategy, derive, double                             |
| Local date        | _____                                                |

### Learning sequence

Connect: Grade 2. Teach: twos, fives, tens are secure. Try: rapid recall. Apply: children recall. Reflect: base identified.

### Check for understanding

Student recalls twos, fives and tens facts.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Doubling to Get Fours

Week 9, Day 2 · Unit 3 · Standards: M.3.MD.C.7, M.3.MD.A.1

|                   |                                                      |
|-------------------|------------------------------------------------------|
| Focus             | Doubling.                                            |
| Learning target   | "I can work out a fact I do not know from one I do." |
| Vocabulary in use | strategy, derive, double                             |
| Local date        | _____                                                |

### Learning sequence

Connect: twos. Teach: fours are doubled twos. Try: guided derivation. Apply: children derive. Reflect: relationship charted.

### Check for understanding

Student derives a fours fact by doubling a twos fact.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Doubling Again for Eights

Week 9, Day 3 · Unit 3 · Standards: M.3.MD.C.7, M.3.MD.A.1

|                   |                                                      |
|-------------------|------------------------------------------------------|
| Focus             | Repeated doubling.                                   |
| Learning target   | "I can work out a fact I do not know from one I do." |
| Vocabulary in use | strategy, derive, double                             |
| Local date        | _____                                                |

### Learning sequence

Connect: fours. Teach: eights are doubled fours. Try: guided derivation. Apply: children derive. Reflect: chain seen.

### Check for understanding

Student derives an eights fact by doubling a fours fact.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — One More Group, One Less Group

Week 9, Day 4 · Unit 3 · Standards: M.3.MD.C.7, M.3.MD.A.1

|                   |                                                      |
|-------------------|------------------------------------------------------|
| Focus             | Adjusting from a near fact.                          |
| Learning target   | "I can work out a fact I do not know from one I do." |
| Vocabulary in use | strategy, derive, double                             |
| Local date        | _____                                                |

### Learning sequence

Connect: known facts. Teach:  $6 \times 7$  as  $5 \times 7$  plus 7. Try: guided adjustment. Apply: children adjust. Reflect: strategy named.

### Check for understanding

Student derives a fact by adding or subtracting one group.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — My Strategy for Each Fact

Week 9, Day 5 · Unit 3 · Standards: M.3.MD.C.7, M.3.MD.A.1

|                   |                                                      |
|-------------------|------------------------------------------------------|
| Focus             | Week 9 consolidation.                                |
| Learning target   | "I can work out a fact I do not know from one I do." |
| Vocabulary in use | strategy, derive, double                             |
| Local date        | _____                                                |

### Learning sequence

Connect: our strategies. Teach: choosing per fact. Try: guided sorting. Apply: children record. Reflect: trackers started for the year.

### Check for understanding

Student states a strategy for a fact they do not yet know.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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