

Lesson Plans are Subject to Change

Date (week of): 11/2 - 11/6

Teacher Name: 3rd Grade

Subject: Reading

Standards:

ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELAGSE3RL5: Refer to **parts of stories**, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.ELAGSE3RL9: **Compare and contrast** the **themes, settings, and plots** of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELAGSe3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
Learning Target	I can review how to... -use the illustrations to help me better understand the text -identify the different parts of the story -compare and contrast the theme, settings and plots of stories -answer questions using the better answer sandwich strategy		I can show that I know how to use information from illustrations, identify parts of a stories, compare and contrast stories, and answer questions referring to the text.		I can read a piece of text and show my understanding.
Content Vocabulary	illustration, image, picture, mood, curious, wonder, character, story, chapter, poem, verse/stanza, drama/play, stage and cast, text, evidence, gist, details and conclude				
Graded Assignment	End of Unit 2 Reading Illuminate Test(Wednesday-Thursday)				

Lesson Plans are Subject to ChangeTeacher Name: 3rd Grade

Subject: ELA / Writing

Standards: ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.

ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
Learning Target (Grammar)	I can understand how to use commas correctly		I can understand how to use commas correctly	I can understand how to use commas correctly	I can understand how to use commas correctly
Learning Target (Writing)	I can use my completed graphic organizer to begin writing an opinion essay		I can use my completed graphic organizer to continue writing an opinion essay	I can use my completed graphic organizer to continue writing an opinion essay	I can use my completed graphic organizer to finish writing an opinion essay
Content Vocabulary	opinion, comma, elaboration, text evidence, introduction, conclusion, transition words				
Graded Assignment	Body Paragraph and Conclusion –CWG				

Lesson Plans are Subject to Change**Teacher Name:** 3rd Grade**Subject:** Math 3.1**Standards:****MGSE3.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**MGSE3.OA.7** 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. By the end of Grade 3, know from memory all products of two one-digit numbers

<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY:</u>	<u>FRIDAY</u>
Learning Target	I can create and analyze a pictograph.		I can create a pictograph graph from bar graph.	I can answer questions using a pictograph.	I can answer questions using a bar graph and a pictograph.
Content Vocabulary	Picture graph, pictograph, data, analyze, title, labels, scale				
Graded Assignment	CWG- Drawing a Scaled Picture Graph				

Lesson Plans are Subject to Change**Teacher Name:** 3rd Grade**Subject:** Math 3.2**Standard: MGSE3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example, $3/4$ means there are three $1/4$ parts, so $3/4 = 1/4 + 1/4 + 1/4$

<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY:</u>	<u>FRIDAY</u>
Learning Target	I can find equivalent fractions using visual models.	NO SCHOOL	I can compare fractions with the same denominator and different numerator.	I can compare fractions with numerator and different denominator.	I can compare fractions within a word problem using models.
Content Vocabulary	Equivalent fractions, interval				
Graded Assignment	Monday– Identifying Fractions Classwork Grade (pushed from last Friday)				

Lesson Plans are Subject to Change**Teacher Name:** 3rd Grade (Chaffer)**Subject:** Math 4.1**Standards:** Unit 2 - OA1, OA2, OA3, OA4, OA 5, NBT5, NBT 6, MD2, MD8Parent Letter for Unit 2 - www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-2-4th-grade-parent-letter.pdf

<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY:</u>	<u>FRIDAY</u>
Learning Target	I can explain what a fraction is.	I can identify Equivalent Fractions using models.	I can show what I know about 3rd grade math standards	I can show what I know about 3rd grade math standards	Cranium Day Activities
Independent Work:		Independent Work: 1. My Math P 499-502 (Vol.2)	Independent Work:	Independent Work: 1. Fulton County Math Interim 2. Xtra & IReady (10 minutes)	

	1. BrainPOP Quiz & Vocabulary Cards from My Math Vol.2 2. Xtra & IReady (10 minutes)	2. Xtra & IReady (10 minutes)	1. Fulton County Math Interim 2. Xtra & IReady (10 minutes)		
Content Vocabulary	pattern, input/output table, fraction, numerator, denominator				
Graded Assignment	None – Fulton County Interim Math Assessment (Wednesday/Thursday)				

Lesson Plans are Subject to Change

Teacher Name: 3rd Grade

Subject: Social Studies

Standards: SS3H1 Describe early American Indian cultures and their development in North America.

a. Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and **Southeast**.

b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY: (TAG)</u>	<u>FRIDAY</u>
Learning Target	I can identify key facts about the Native Americans of the Southeast	I can identify key facts about the Native Americans of the Southeast	I can identify key facts about the Native Americans of the Southeast	I can identify key facts about the Native Americans of the Southeast	Book Parade and Cranium Day Activities
Content Vocabulary	Longhouse, wigwam, three sisters, deerskin				
Graded Assignment	Monday – Southeast Notes Q1-6 (CW Grade) Wednesday – Southeast Region Quiz (Quiz Grade)				