

**Lesson Plans are Subject to Change**

Date (week of): 10/14-16/2020

Teacher Name: 3<sup>rd</sup> Grade

Subject: Reading

Standards:

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).

Day:	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target</b>			I can identify story elements in a given story.	I can identify story elements in a given story.	I can compare and contrast story elements.
<b>Content Vocabulary</b>	compare, contrast, similarities, differences				
<b>Graded Assignment</b>	N/A				

**Lesson Plans are Subject to Change**Teacher Name: 3<sup>rd</sup> 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:	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target (Grammar)</b>			I can correctly use quotation marks.	I can correctly use quotation marks.	I can correctly use quotation marks.
<b>Learning Target (Writing)</b>			I can write an opinion introduction.  I can review and improve my narrative writing.	I can write an opinion introduction.  I can review and improve my narrative writing.	I can write an opinion introduction.  I can review and improve my narrative writing.
<b>Content Vocabulary</b>	opinion, introduction, quotation mark				
<b>Graded Assignment</b>	Opinion Introduction CWG				

**Lesson Plans are Subject to Change****Teacher Name:** 3rd Grade**Subject:** Math 3.1**Standards:**

**MGSE3.OA.5.** Apply properties of operations as strategies to multiply and divide.4 Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) Use arrays, area models, and manipulatives to develop understanding of properties.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>			I can model the distributive property.	I can apply the Distributive Property to find products.	I can show what I know with the commutative, associative, and distributive property.
<b>Content Vocabulary</b>	Distributive Property				
<b>Graded Assignment</b>	Friday – Classwork Grade on commutative, associative, and distributive property.				

**Lesson Plans are Subject to Change****Teacher Name:** 3<sup>rd</sup> Grade**Subject:** Math 3.2**Standards:** **3.G.1** – Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category.

3.G.2 – Partition shapes into parts with equal areas and express the parts as a unit fraction.

3.MD.3 – Use information presented in scaled graphs to solve problems.

3.MD.4 – Measure lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot.

3.MD.7- **Relate** area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show, in a concrete case, that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.

3.MD.8 – Solve real world problems involving perimeters of polygons.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>			I can review the distributive property and practice other Unit 4 skills.	I can show what I know about Unit 4.	I can show what I know about Unit 4.
<b>Content Vocabulary</b>	Evaluate, expression				
<b>Graded Assignment</b>	Thursday & Friday – End of Unit 4 Math Test (On Illuminate)				

**Lesson Plans are Subject to Change****Teacher Name:** 3<sup>rd</sup> Grade (Chaffer)**Subject:** Math 4.1**Standards:** Unit 2 - OA1, OA2, OA3, OA4, OA 5, NBT5, NBT 6, MD2, MD8

<u>Day:</u>	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target</b>			I can interpret what a remainder means and what I should do with it.	I can divide and interpret a remainder.	I can multiply and divide to solve word problems.
<b>Content Vocabulary</b>	product, quotient, remainder				
<b>Graded Assignment</b>	None this week				

**Lesson Plans are Subject to Change**

**Teacher Name:** 3<sup>rd</sup> 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>	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY: (TAG)</b>	<b>FRIDAY</b>
<b>Learning Target</b>			I can describe important facts about Native Americans in the Plains	I can describe important facts about Native Americans in the Plains	I can describe important facts about Native Americans in the Plains
<b>Content Vocabulary</b>	Plains, teepee, buffalo, Mississippi river				
<b>Graded Assignment</b>	None this week				