

Lesson Plans are Subject to Change

Date (week of): 10/19-10-23

Teacher Name: 3rd Grade

Subject: Reading

Standard:

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 learn how to use text evidence to support an answer when reading a fiction book.	I can learn how to use text evidence to support an answer when reading a fiction book.	I can learn how to use text evidence to support an answer when reading a fiction book.	I can practice answering a question using the better answer strategy.	I can practice answering a question using the better answer strategy.
Content Vocabulary	text, evidence, gist, details and conclude				
Graded Assignment	Better Answer Sandwich Graphic Organizer CWG (Thursday-Friday)				

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 correctly use quotation marks.	I can correctly use quotation marks.	I can correctly use quotation marks.	I can correctly use quotation marks.	I can correctly use quotation marks.
Learning Target (Writing)	I can read a text and form an opinion	I can find text evidence to support my opinion	I can find text evidence to support my opinion	I can write a conclusion to an opinion essay	I can use my completed graphic organizer to begin writing an opinion essay
Content Vocabulary	-opinion, quotation marks, comma, elaboration, text evidence, introduction, conclusion, transition words				
Graded Assignment	Quotation Marks CWG /12 Pts				

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.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
Learning Target	I can solve division problems using equal groups.	I can solve division problems using arrays.	I can solve division problems using repeated subtraction.	I can determine the unknown number in a multiplication or division equation.	I can read a story problem and determine whether I need to multiply or divide.
Content Vocabulary	Division, Dividend, Divisor, Quotient, Related Facts, Fact Family, Unknown, Variable.				
Graded Assignment	Recovery from Classwork Grade last week. (Commutative, Associative, Distributive Property)				

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 $3/4 = 1/4 + 1/4 + 1/4$

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
Learning Target	I can identify a fraction as part of a whole using manipulatives.	I can partition a whole into equal parts, identifying and counting unit fractions using concrete area models.	I can identify a fraction as part of a set.	I can identify a fraction as part of a set.	I can read a problem and see how fractions can be used to represent numbers and their parts.
Content Vocabulary	denominator, numerator, fraction, unit fraction				
Graded Assignment	none				

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

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
Learning Target	I can identify missing shapes in a pattern.	I can identify missing numbers in a pattern. (input/output)	I can solve multi step word problems.	I can show what I know about division.	I can explain what a fraction is.
Independent Work:	1. My Math 415-416	1. My Math 447-448	1. My Math 395-402	1. Illuminate – Division Quiz	Independent Work: 1. BrainPOP Quiz 2. Xtra & IReady (10 minutes)

	2. Xtra & IReady (10 minutes)	2. Xtra & IReady (10 minutes)	2. Xtra & IReady (10 minutes)	2. Xtra & IReady (10 minutes)	
Content Vocabulary	pattern, input/output table, fraction, numerator, denominator				
Graded Assignment	Thursday – Illuminate Division Quiz				

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>	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY: (TAG)	FRIDAY
Learning Target	I can 'show what I know about South West & Plains Native Americans	I can identify key facts about the Native Americans of the Northeast	I can identify key facts about the Native Americans of the Northeast	I can design and make a bracelet similar to those made by the Native Americans of the Northeast	I can identify key facts about the Native Americans of the Northeast
Content Vocabulary	Longhouse, wigwam, three sisters, deerskin				
Graded Assignment	Monday – Southwest & Plains Quiz Wednesday – Plains Questions CW				