

**Lesson Plans are Subject to Change**

Date (week of): 10/26-10/30

Teacher Name: 3<sup>rd</sup> 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:	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target</b>	I can answer a question using the better answer sandwich strategy.	I can show that I know how to answer a question using the better answer sandwich.	I can show that I know how to answer a question using the better answer sandwich.	I can ask and answer questions about a given passage.	I can use details from the text to ask and answer a question that shows my understanding.
<b>Content Vocabulary</b>	text, evidence, gist, details and conclude				
<b>Graded Assignment</b>	Wednesday ONLY: bolting, gazing, sprang, nuzzled, hollering, peering Better Answer Sandwich Graphic Organizer CWG (Monday-Tuesday)				

**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 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.	I can understand how to use commas correctly.
<b>Learning Target (Writing)</b>	I can read a text and form an opinion.	I can explain the difference between text evidence and elaboration and use both in my opinion essay.	I can use transition words to organize my opinion essay.	I can use my completed graphic organizer to begin writing an opinion essay.	I can use my completed graphic organizer to finish writing an opinion essay.
<b>Content Vocabulary</b>	opinion, comma, elaboration, text evidence, introduction, conclusion, transition words				
<b>Graded Assignment</b>	Body Paragraph/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.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>	. I can model and solve multiplication and division word problems.	Il can write multiplication and division sentence for a number sentence.	I can use multiplication to help me solve division problems.	I can show what I know with 3 <sup>rd</sup> grade standards.	I can review what I know with multiplication and division
<b>Content Vocabulary</b>	Variable, Unknown factor, Fact Family				
<b>Graded Assignment</b>	Multiplication & Division Word Problems CWG				

**Lesson Plans are Subject to Change****Teacher Name:** 3<sup>rd</sup> 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
<b>Learning Target</b>	I can represent fractions on a number line.	I can represent fractions on a number line.	I can generate equivalent fractions using visual models.	I can generate equivalent fractions using visual models.	I can review fractions on a number line and equivalent fractions.
<b>Content Vocabulary</b>	Equivalent fractions				
<b>Graded Assignment</b>	Friday – Identifying Fractions Classwork Grade Thursday – Illuminate Benchmark Assessment from the District Unit 4 Recovery				

**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, MD8Parent Letter for Unit 2 - [www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-2-4th-grade-parent-letter.pdf](http://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-2-4th-grade-parent-letter.pdf)

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>	I can explain what a fraction is.	I can identify Equivalent Fractions using models.	I can show what I know about 3 <sup>rd</sup> grade math standards	I can show what I know about 3 <sup>rd</sup> grade math standards	Cranium Day Activities
<b>Independent Work:</b>		<b>Independent Work:</b>		<b>Independent Work:</b> 1. Fulton County Math Interim	

	1. BrainPOP Quiz & Vocabulary Cards from My Math Vol.2 2. Xtra & IReady (10 minutes)	1. My Math P 499-502 (Vol.2) 2. Xtra & IReady (10 minutes)	<b>Independent Work:</b> 1. Fulton County Math Interim 2. Xtra & IReady (10 minutes)	2. Xtra & IReady (10 minutes)	
<b>Content Vocabulary</b>	pattern, input/output table, fraction, numerator, denominator				
<b>Graded Assignment</b>	None – Fulton County Interim Math Assessment (Wednesday/Thursday)				

**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 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
<b>Content Vocabulary</b>	Longhouse, wigwam, three sisters, deerskin				
<b>Graded Assignment</b>	Monday – Southeast Notes Q1-6 (CW Grade) Wednesday – Southeast Region Quiz (Quiz Grade)				