

**Lesson Plans are Subject to Change**

Date (week of): 10/5 - 10/9

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

Subject: Reading

Standards:

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.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>	I can show that I know how to.... -identify traits of a character -retell a story using the SWBST strategy -identify the key details in a text that lead to the central message AND -use context clues to help identify unknown words in literature	I can show what I know about third grade learning skills.	I can explain the purpose of chapters and paragraphs in a story.	I can identify the different parts and explain the purpose of stanzas in a poem.	I can explain the purpose of scenes in a drama.
<b>Content Vocabulary</b>	OLD: character, trait, internal character trait, external character trait, summarize, recount, acronym, problem, solution, central message, lesson, observations, infer, context clues, inferring, literal and nonliteral NEW: character, story, chapter, poem, verse/stanza, drama/play, stage and cast				
<b>Graded Assignment</b>	Unit 1 Reading Illuminate Retake Assessment (Monday)				

**Lesson Plans are Subject to Change**Teacher Name: 3<sup>rd</sup> Grade

Subject: ELA / Writing

Standards:

ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE3L1. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target (Grammar)</b>	I can identify correct subject and verb agreement within sentences.	I can identify correct subject and verb agreement within sentences.	I can identify correct subject and verb agreement within sentences.	I can use correct subject and verb agreement within sentences	I can use correct subject and verb agreement within sentences
<b>Learning Target (Writing)</b>	I can review my grammar work	I can explain the parts of an opinion introduction	I can review grammar skills	I can explain that parts of an opinion introduction	I can write my own opinion introduction
<b>Content Vocabulary</b>	Opinion, subject, verb, agreement, introduction				
<b>Graded Assignment</b>	Grammar CWG Recovery				

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

- **MGSE3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .
- **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.<sup>3</sup>
- **MGSE3.OA.5** Apply properties of operations as strategies to multiply and divide.<sup>4</sup> 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.
- **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.
- **MGSE3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90. numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ )

<u>Day:</u>	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target</b>	I can solve multiplication using the associative property.	I can model word problems using the associative property.	I can solve word problems using multiplication.	I can use different strategies, including patterns, to multiply by 10.	I can show what I know with multiplication.
<b>Content Vocabulary</b>	Associative Property, multiply				
<b>Graded Assignment</b>	Unit 1 Illuminate Recovery Test - Friday				

**Lesson Plans are Subject to Change****Teacher Name:** 3<sup>rd</sup> Grade**Subject:** Math 3.2**Standards:** 3.MD.3 – Use information presented in scaled graphs to solve problems. Begin review of all standards in Unit 4.

<u>Day:</u>	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
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<b>Learning Target</b>	I can use information presented in scaled graphs to solve problems.	I can use information presented in graphs to solve problems.	I can review information I learned about in Unit 4.	I can review information I learned about in Unit 4.	I can review information I learned about in Unit 4.
<b>Content Vocabulary</b>	Analyze, data, key, scale, bar graph, pictograph, interpret				
<b>Graded Assignment</b>	Create a playground – determine area & perimeter				

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<b>Teacher Name:</b> 3 <sup>rd</sup> Grade (Chaffer)					
<b>Subject:</b> Math 4.1					
<b>Standards:</b> Unit 2 - OA1, OA2, OA3, OA4, OA 5, NBT5, NBT 6, MD2, MD8					
Parent Letter for Unit 2 - <a href="http://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-2-4th-grade-parent-letter.pdf">www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-2-4th-grade-parent-letter.pdf</a>					
<u>Day:</u>	<b>MONDAY:</b>	<b>TUESDAY:</b>	<b>WEDNESDAY:</b>	<b>THURSDAY:</b>	<b>FRIDAY</b>
<b>Learning Target</b>	I can multiply 2x2 using area model	I can multiply to solve word problems.	I can show what I know about multiplication.	I can use Big 7 to divide.	I can use Big 7 to divide (with remainders).
<b>Content Vocabulary</b>	Product, quotient, dividend, divisor				
<b>Graded Assignment</b>	<ul style="list-style-type: none"> <li>RECOVERY: Multiplication Grade Illuminare (On Monday - From last Wednesday)</li> <li>Multiplication Quiz (On Wednesday)</li> <li>RECOVERY: Multiplication Quiz (On Friday – From this Wednesday)</li> </ul>				

<b>Lesson Plans are Subject to Change</b>					
<b>Teacher Name:</b> 3 <sup>rd</sup> Grade					
<b>Subject:</b> Social Studies					
<b>Standards:</b> 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 explain how the first people came to North America.	I can explain how the first people came to North America.	I can identify the Native Americans of the Arctic Region.	I can identify the Native Americans of the Arctic Region.	I can identify the Native Americans of the Arctic Region.
<b>Content Vocabulary</b>	Arctic, shelter, obtain, tundra				
<b>Graded Assignment</b>	none				