

Unit 1

This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning.

<http://georgiaelaccgpsk-5.wikispaces.com/> This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. The tabs and titles indicate week 1 of 2013 (revised units) and week 1 of last years units (2012-2013 units).

<http://georgiaelaccgpsk-5.wikispaces.com/>

Math Revisions

Each Math Revision will be noted in orange throughout the framework. Some grade levels will notice a change in unit order and some grade levels will only see lesson insertions, deletions, and reorder. Be sure to reference the revised Math frameworks found at this link:

<https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>

Week 1 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 1 Reading Strategies: *Intro readers notebook or response journal. *Model Using Details from texts. *Model using comprehension strategies with story elements.	Social Studies framework: Unit 1 Pg2,3 Making Decisions Activity: T chart Conflict and Change write and develop skits that show students working through Problems	Habitats of Georgia: Compare and contrast habitats specific to the state of Georgia Identify organisms native to each region Class: create word wall with new vocab Journal: Venn Diagram to compare and contrast	Three Other Ways, Scaffolding Tasks Partners/Small Group Task Place Value, Addition and Subtraction MCC.3.NBT.1,MCC.3.NBT.2
ELA			Island Hop Constructing Task Whole/Small Group Rounding numbers to the nearest 10
Lesson 1 Writing Process-Progressive Writing: *Intro writing process through a narrative writing prompt (with a progressive writing activity). *Provide set times for students to complete each part of the writing process. (see lesson for specific details).			Shake, Rattle, and Roll Constructing Task Partner/Small Group Task Rounding, Using estimation and mental math with addition
			The Great Round Up! Practice Task Small Group Task Place Value, Rounding
Acquisition Skills			
recognize nouns; review comprehension strategies and story elements; Writing process; Use of graphic organizers	identify decisions and consequences	identify habitat; ability to compare and contrast	skip counting, estimation, rounding
Formative Assessments			
Write about an exciting thing that happened over the summer. Be sure to include various forms of nouns and descriptive sentences.	Write about a time you made a decision and it had a good outcome.	Write about animals you know live in Georgia.	Complete any short practice task that show the student knowledge of estimation, place value, rounding numbers; use formative questions found within task
Student Portfolio			
Evidence in Readers Notebook; Progressive Writing Narrative	character skits	Venn Diagram information	math task evidence in journals
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 1 independent work task in all subject areas			

Week 2 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 2 Narrative Journal: *Intro concept of prospective journal. *Suggested text found within lesson. *Write from character point of view.	Social Studies framework: Unit 1: Pg3 Distribution of Power: draft individual constitution define roles of teacher, student, principal Create a classroom constitution	Habitats of Georgia: Identify plants/animals that live in each region of Georgia and research adaptations that they have to survive in that region Small Group Research: Each group will describe a plant and animal specific to an assigned region and present adaptations and reasons for adaptations to the class.	Mental Mathematics Constructing Task Whole Class Task Using and sharing mental math strategies
ELA			Perfect 500! Constructing Task Small Group/Partner Task Mental Math with sums of 100
Lesson 2 Journaling: *Review progress writing procedure. *Students designate pages in their class journals for daily writings such as each chapter's main idea and supporting details or character summary and traits. *A resource section could also be marked for Vocabulary Study - including roots and affixes, similes and metaphors, and domain-specific vocabulary.			
Acquisition Skills			
recognize nouns; review comprehension strategies and story elements; Writing process; Use of graphic organizers	identify purpose in school	regions of Georgia	knowledge of numbers over 100; strategies to solve word problems
Formative Assessments			
Writing prompt: Why is important to put events in order when writing a narrative story?	Writing prompt: write about the role of the principal	write about a plant that grows in Georgia	Complete any short practice task that show the student knowledge of estimation, place value, rounding numbers; use formative questions found within task
Student Portfolio			
Interactive journal	task project	habitat research	math task evidence in journals
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 2 independent work task in all subject areas			

Week 3 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 3 Compare/Contrast: *Prior to lesson gather mentor texts on same topic. Make sure there is a blend of informational and literary. * Provide a graphic organizer for students to use to record their readings and the themes, story elements, explicit and implicit facts and details. * Possible link to reader's theatre. * Compare and Contrast 2 texts.	Social Studies framework: Unit 1 Pg4 Decisions and Consequences: discussions and consequences associated with school and home Venn Diagram: compare school and home answers	Habitats of Georgia: Cause and Effect relationships of consumer and producers Define and relate relationships of consumer and producers	Take 1,000 Constructing Task Partner/Small Group Task Mental Math with combinations of 100
ELA			Let's Think About Addition and Subtraction! Scaffolding Tasks Individually, Pairs, or Small Groups Addition, Subtraction
Lesson 3 Sequencing: *Provide text dependent questions. *Students may create a cartoon (via computer, graphic organizer, or on paper) to demonstrate an understanding of sequencing key ideas in a story using dialogue, transition words, and sensory details. One online option to create a comic: www.makebeliefscomix.com * Create an anchor chart with transition words and another with dialogue word tags (e.g. other words for said) that they can replicate into their writer's notebook.			The Power of Properties Constructing Task Individual/Partner Task Commutative, Identity and Associative Properties
Acquisition Skills			
Sensory details, Dialogue, and transition words, Story elements	identify consequences	recognize cause and effect	knowledge of relationships between addition and subtraction
Formative Assessments			
Writing Prompt: How do sensory details increase the enjoyment of a story? Provide an comparison example with two paragraphs in a Venn diagram or a T-chart.	Write about a time that you made a decision and something bad happened.	T-Chart: list things that consumers do and things that producers do	Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task
Student Portfolio			
Interactive journal and progressive writing samples.	task project	task project	math task evidence in journal
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 3 independent work task in all subject areas			

Week 4 3rd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
<p>Lesson 4 Project Assignment: *Create your own or modify the attached Think-Tac-Toe Assessment (see Gr. 3 Resources F). This will culminate the reading of the first anchor text. It is suggested that the Think-Tac-Toe integrate with Science or Social Studies standards if possible to utilize time management and incorporate meaningful learning.</p>	<p>Social Studies framework: Unit 2 Pg4-5 Where You Live Matters Create class map of where items are made</p>	<p>Habitats of Georgia: Pollution effects environments and their organisms Research in small groups the effects of pollution on certain regions in the last fifty years and present to class</p>	<p>Elementary Formative Assessment Lesson FAL Individual task Strategies for Subtraction MCC.3.NBT.2</p>
<p>ELA</p>			<p>Take Down! Practice Task Partner Task Subtraction</p>
<p>Lesson 4 Editing: * Introduce an editing checklist (use or modify Gr. 3 Resources D). Discuss with students how to properly edit papers. This checklist can be used for the duration of the school year. *Provide a paragraph for students in which there are several mistakes in capitalization, spelling, punctuation, and grammar. This paragraph can be displayed on a chart, chalkboard, interactive board, or individual copies. Have students work in small groups or with partners to edit and revise the paragraph. Share with class.</p>			<p>Happy to Eat Healthy Constructing Task Individual/Partner Task Addition/Subtraction Problem Solving</p>
Acquisition Skills			
<p>Sensory details, Dialogue, and transition words, Story elements</p>	<p>identify a map and its purpose</p>	<p>identify pollution and its effect</p>	<p>knowledge of relationships between addition and subtraction</p>
Formative Assessments			
<p>Writing Prompt: Why is editing important in the writing process?</p>	<p>Draw a map of the classrooms</p>	<p>T Chart: list things that pollute and things that do not pollute the environment</p>	<p>Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task</p>
Student Portfolio			
<p>Reading Journal evidence; Think-Tac-Toe evidence</p>	<p>task project</p>	<p>task project</p>	<p>math task evidence in journal</p>
Management			
<p>beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas</p>			

Week 5 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 5 Author's Purpose: * Model questions for students to determine the purpose of the text. *Use their book and write a summary *write a short script pretending to interview the author.	Two Week Task Social Studies framework: Unit 2 Pg4-5 Culminating Task: Biography Buddies Use rubric from unit, but add grammar and writing elements focused on for weeks 1-4.	Habitats of Georgia: Conserving environments through learning to recycle Begin school recycling project run by small groups	Field Day Fun Constructing Task Individual/Partner Task Addition/Subtraction Problem Solving
Lesson 5 Point of View: * Model using examples of point of view in texts. *Provide graphic organizer for students writing either in a persuasive essay or a narrative story from their point of view or a fractured fairy tale from another character's point of view (e.g. The True Story of the Three Little Pigs). *Students create a page for a class newspaper or online blog.			I Have a Story, You Have a Story Constructing Task Individual/Partner Task Understanding and writing addition and subtraction word problems
Acquisition Skills			
ability to identify characters, timeline, nouns, verbs, point of view and summarizing	writing process	define recycle	knowledge of relationships between addition and subtraction
Formative Assessments			
Writing prompt: What is author's purpose? Provide an example from a book you have read recently. Or What is point of view? Draw a picture using first person point of view.	Summarize learning so far	illustrate an example of recycling and how it helps	Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task
Student Portfolio			
Reading Journal evidence; Interview script; Page for Newspaper or Blog	task project	task project	math task evidence in journal
Management			
At this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 6 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 6 Central Message (Main Idea): Model with several short texts (e.g. fables) or paragraphs to discuss and determine the main idea, lesson, or moral of the text and providing textual evidence. *Identify text features and identify main idea summaries.	continue task Social Studies framework: Unit 2 Pg4-5 Culminating Task: Biography Buddies Use rubric from unit, but add grammar and writing elements focused on for weeks 1-4.	Habitats of Georgia: Effects of heat energy transferred between objects Lab: test different materials for the best insulators	The Information Station! Scaffolding Tasks Individually, Pairs, or Small Groups Data and Graphing
ELA			It's a Data Party! Constructing Task Individual/Partner Task Data, graphing, problem solving MCC.3.MD.3 MCC.3.NBT.2
Lesson 6 Sustaining a Focus: *Model and demonstrate informational texts and allow students time to think about the details and summarize the main idea providing textual evidence.			What's Your Favorite? Constructing Task Individual/Partner Task Data, graphing, problem solving MCC.3.MD.3, MCC.3.NBT.1, MCC.3.NBT.2
			Cut and Plot! Scaffolding Tasks Partners/Small Groups Measurement, data, graphing MCC.3.MD.4
Acquisition Skills			
ability to identify characters, timeline, nouns, verbs, point of view and summarizing, Main idea	writing process	recognize heat and where it comes from	knowledge of relationships between addition and subtraction, place value, grouping by tens
Formative Assessments			
Writing prompts: What is a main idea? Or What are supporting details? How does a bold heading tell you the main idea of an informational text or section?	summarize previous learning	illustrate heat and where it comes from	Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task
Student Portfolio			
Reading Journal evidence; Main idea summarization	task project	task project	math task evidence in journal
Management			
at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 7 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 7 Cause/Effect: Model Cause and Effect. *Students will create cause and effect skits. *Draw a cartoon demonstrating cause and effect. *Short paragraph using textual evidence.	Social Studies framework: Unit 2 Pg2 *Develop Ideas by recreating Paul Revere's Ride using modern technology *Use Paul Revere Social Studies book as read aloud *Provide story map *Use writing lessons to guide the development of an idea	GRASPS: Activity 1 Georgia Habitat News Develop multi media project using PowerPoint Present to class	Culminating Task: What's the Story Here? Performance Task Individual/Partner Task Addition, Subtraction, Multiples of 10, Rounding
ELA			One Hundred Hungry Ants! Scaffolding Task Multiplication
Lesson 7 Cause and Effect Narrative: *Review cause and effect anchor chart. *Write cause and effect narrative. *Students create a choose your own adventure story.			Arrays on the Farm Scaffolding Task Small Group/Partners Multiplication and Arrays MCC.3.OA.5
Acquisition Skills			
ability to identify characters, timeline, nouns, verbs, point of view and summarizing, Main idea, Cause and Effect	writing process	identify Georgia habitats	knowledge of relationships between addition and subtraction, place value, grouping by tens
Formative Assessments			
Writing prompt: Draw an example of cause and effect that you have observed in habitats?	Writing prompt: Who is Paul Revere?	Summarize prior learning	Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task
Student Portfolio			
Reading Journal evidence; Cause and effect Writing	task project	task project	math task evidence in journal
Management			
at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 8 3rd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
<p>Lesson 8 Context Clues: * Model context clues to determine meaning of a word. * In groups, students can take a two inch construction strip of paper and on an index card another student will write a vocabulary word and attach it to the strip of construction paper. Students may wrap the construction paper strip around their head to play the game Headbands. *Students complete vocab graphic organizer.</p>	<p>Social Studies framework: Unit 2 Pg3 *Use Paul Revere trade books to complete a "5 W's" chart on Paul Revere and create a character quilt. *Write a summary of traits and share with class.</p>	<p>Habitat: What's That pg. 10 Foldable Booklet</p>	<p>What's My Product? Scaffolding Task Individual/Partners Multiplication MCC.3.OA.1</p>
<p>ELA</p>		<p>Two Week Task GRASPS Create a Habitat: Document with How To Paper</p>	<p>The Doorbell Rang Scaffolding Task Individual/Partners Division MCC.3.OA.2</p>
<p>Lesson 8 Introducing Figurative Language: *Model and explain simile, idioms, and metaphors. * Define Figurative language. *Students create poster demonstrating figurative language. *If time and mastery occurs begin personification, alteration, hyperbole.</p>			<p>Family Reunion Constructing Task Individual/Partners Multiplication and Division MCC.3.OA.5 MCC.3.OA.6</p>

Acquisition Skills

<p>ability to identify characters, timeline, nouns, verbs, point of view and summarizing, Main idea, Cause and Effect, Figurative Language, Context Clues</p>	<p>prior knowledge of Paul Revere</p>	<p>prior knowledge of habitats in Georgia; expository writing</p>	<p>ability to skip count, recognize and organize groups of numbers</p>
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Formative Assessments

<p>Writing Prompt: How does figurative language help you enjoy what you are reading? Write an example in a paragraph.</p>	<p>Paul Revere word splash</p>	<p>Summarize habitat knowledge</p>	<p>Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task</p>
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Student Portfolio

<p>Reading Journal evidence; figurative language poster Writing</p>	<p>*ELA connection: Paul Revere character trait project</p>	<p>GRASPS evidence</p>	<p>math task evidence in journal</p>
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Management

at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas

Week 9 3rd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 9 Text/Media Connection: *If using extended text view movie and model note taking strategy to compare and contrast media and text. *Students will create individual mock movie posters for the film and include important aspects (e.g. title, genre, catchy summary, overall main idea in a picture, actors).	Social Studies Framework: Unit 3: Compare United States to Greece pg. 3, 4 *compare locations on map *use flipbook to compare architecture of government buildings (link located in framework) *compare government branches and structure *complete graphic organizer for government braches and their purposes	Continue GRASPS Activity pg. 10: building a habitat How To Build a Habitat *ELA connection: informational paper; support feelings with facts	Skittles Cupcake Combos Constructing Task Individual/Partners Division MCC.3.OA.3
ELA			Seating Arrangements Constructing Task Individual/Partners Multiplication and Arrays MCC.3.OA.5
Lesson 9 Vocabulary - Roots and Affixes:* Model using an anchor chart with a list of words divided into three sections: Prefixes on the left, root or base words in the middle, and suffixes on the right. *Introduce the prefixes (e.g. -un, -re, -dis); provide the meaning of each prefix. Repeat for suffixes. Each student may be given a list of words that will contain root words. Students are able to independently color code affixes and roots, as well as, decode the meanings of the words.			Stuck on Division Scaffolding Task Individual/Partners Division MCC.3.OA2
			Multiples of Tens Scaffolding Task Partners/Small Group Multiples of Ten MCC.3.NBT.3
Acquisition Skills			
ability to identify characters, timeline, nouns, verbs, point of view and summarizing, Main idea, Cause and Effect, Figurative Language, Context Clues, Prefix/Suffix/Root Words, Compare and Contrast.	knowledge of how to locate countries on a globe or map	prior knowledge of habitats	ability to skip count, recognize and organize groups of numbers
Formative Assessments			
Writing Prompting: How do prefixes and suffixes add to the meaning of a root word? Provide examples.	Writing Prompt: Have you heard of a country named Greece? What do you know and how do you locate it?	Summarize prior learning	Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task
Student Portfolio			
Reading Journal evidence; Prefix/Suffix/Root Word Activity	Task project	GRASPS	math task evidence in journal
Management			
at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 1 3rd Grade			
ELA	Social Studies	Science	Math
<p>2-3 days: EQ: How do authors use illustrations to show the setting of a story? *create a reading folder and expectations for reading discussion and tasks *list of nouns</p> <p>*chapter book traits</p> <p>*prediction of chapter 1 in literature circles</p>	<p>Social Studies framework: Unit 1 Pg2,3</p> <p>Making Decisions Activity: T chart Conflict and Change write and develop skits that show students working through Problems</p>	<p>Habitats of Georgia: Compare and contrast habitats specific to the state of Georgia</p> <p>Identify organisms native to each region</p> <p>Class: create word wall with new vocab</p> <p>Journal: Venn Diagram to compare and contrast</p>	<p>Three Other Ways, Scaffolding Tasks Partners/Small Group Task</p> <p>Place Value, Addition and Subtraction MCC.3.NBT.1,MCC.3.NBT.2</p> <p>Island Hop</p> <p>Constructing Task Whole/Small Group</p> <p>Rounding numbers to the nearest 10</p>
<p>2 days: EQ: How can understanding about suffixes and prefixes help us become better writers?</p> <p>*read aloud chapter 2</p> <p>*identify vivid verbs, character feelings/traits</p> <p>*make list of prefixes and suffixes found in chapters</p> <p>*prefix and suffix game</p>			<p>Shake, Rattle, and Roll</p> <p>Constructing Task</p> <p>Partner/Small Group Task Rounding, Using estimation and mental math with addition</p> <p>The Great Round Up!</p> <p>Practice Task</p> <p>Small Group Task</p> <p>Place Value, Rounding</p>
Acquisition Skills			
recognize nouns, suffixes, prefixes, verbs, character traits	identify decisions and consequences	identify habitat; ability to compare and contrast	skip counting, estimation, rounding
Formative Assessments			
Write about an exciting thing that happened over the summer. Be sure to include verbs, prefixes, suffixes, descriptive sentences.	Write about a time you made a decision and it had a good outcome.	Write about animals you know live in Georgia.	Complete any short practice task that show the student knowledge of estimation, place value, rounding numbers; use formative questions found within task
Student Portfolio			
prefix/suffix list summary of character feelings and predictions	character skits	Venn Diagram information	math task evidence in journals
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 1 independent work task in all subject areas			

Week 2 3rd Grade			
ELA	Social Studies	Science	Math
2-3 days: EQ: How can writing about thoughts and feelings help you understand a character in a story? *continue reading next two chapters independently or in small group *identify genre with examples from book *use map to locate setting *writing dates and addresses *multisyllabic word game *Narrative Writing: point of view from character supported b text evidence	Social Studies framework: Unit 1: Pg3 Distribution of Power: draft individual constitution define roles of teacher, student, principal Create a classroom constitution	Habitats of Georgia: Identify plants/animals that live in each region of Georgia and research adaptations that they have to survive in that region Small Group Research: Each group will describe a plant and animal specific to an assigned region and present adaptations and reasons for adaptations to the class.	Mental Mathematics Constructing Task Whole Class Task Using and sharing mental math strategies
2 days: EQ: How does participating in group discussions help readers understand the text? *read chapters 5 & 6 *predicting character behavior *3 column chart with suffixes that drop ending letters *identify base words *continue narrative writing			Perfect 500! Constructing Task Small Group/Partner Task Mental Math with sums of 100
Acquisition Skills			
recognize genre, suffixes, base words, syllables, point of view	identify purpose in school	regions of Georgia	knowledge of numbers over 100; strategies to solve word problems
Formative Assessments			
sort multisyllabic words identify base words in words with suffixes write about the first day of school from the teachers point of view	Writing prompt: write about the role of the principal	write about a plant that grows in Georgia	Complete any short practice task that show the student knowledge of estimation, place value, rounding numbers; use formative questions found within task
Student Portfolio			
journal entries: postcard, word sorts work on narrative writing	task project	habitat research	math task evidence in journals
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 2 independent work task in all subject areas			

Week 3 3rd Grade			
ELA	Social Studies	Science	Math
<p>2-3 days: EQ: How can using correct punctuation help our audience understand our writing better?</p> <p>*read chapters 7 & 8; focus on language of characters and subject-verb agreement</p> <p>*summarize chapters</p> <p>*technology connection-conflict</p> <p>*story elements</p> <p>*write reader's theater</p>	<p>Social Studies framework: Unit 1 Pg4</p> <p>Decisions and Consequences: discussions and consequences associated with school and home</p> <p>Venn Diagram: compare school and home answers</p>	<p>Habitats of Georgia: Cause and Effect relationships of consumer and producers</p> <p>Define and relate relationships of consumer and producers</p>	<p>Take 1,000 Constructing Task</p> <p>Partner/Small Group Task</p> <p>Mental Math with combinations of 100</p>
<p>2 days: EQ: What kind of moral or message could we learn from the book?</p> <p>*read chapters 9-11</p> <p>*answer teacher generated questions about the characters friendship</p> <p>*use poems to summarize, identify different dialogue, practice expression, flow, and fluency</p> <p>*reader's theater</p> <p>*continue narrative writing</p>			<p>Let's Think About Addition and Subtraction!</p> <p>Scaffolding Tasks</p> <p>Individually, Pairs, or Small Groups</p> <p>Addition, Subtraction</p>
			<p>The Power of Properties Constructing Task Individual/Partner Task</p> <p>Commutative, Identity and Associative Properties</p>
Acquisition Skills			
recognize subject-verb agreement, story elements; ability to summarize	identify consequences	recognize cause and effect	knowledge of relationships between addition and subtraction
Formative Assessments			
Summarize the plot of the read aloud so far	Write about a time that you made a decision and something bad happened.	T-Chart: list things that consumers do and things that producers do	Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task
Student Portfolio			
story element organizer conflict explanation summary continue narrative writing	task project	task project	math task evidence in journal
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 3 independent work task in all subject areas			

Week 4 3rd Grade			
ELA	Social Studies	Science	Math
2-3 days: EQ: How can learning about idioms help us understand more about what we read? *read chapters 12-14 *use examples from chapters to introduce and define idioms *technology connection: idiom game *technology connection: verb tenses *sentence subjects using who or what *timeline connection *continue writing narrative from week 1	Social Studies framework: Unit 2 Pg4-5 Where You Live Matters Create class map of where items are made	Habitats of Georgia: Pollution effects environments and their organisms Research in small groups the effects of pollution on certain regions in the last fifty years and present to class	Elementary Formative Assessment Lesson FAL Individual task Strategies for Subtraction MCC.3.NBT.2
2 days: EQ: How does using your voice in our writing help our audience understand our writing? *compare literal and non-literal passages *introduce onomatopoeia 15-17 nouns and verbs narrative writing; focus on story elements			Take Down! Practice Task Partner Task Subtraction Happy to Eat Healthy Constructing Task Individual/Partner Task Addition/Subtraction Problem Solving
Acquisition Skills			
ability to identify characters, timeline, nouns, verbs	identify a map and its purpose	identify pollution and its effect	knowledge of relationships between addition and subtraction
Formative Assessments			
Summarize the read aloud so far	Draw a map of the classrooms	T Chart: list things that pollute and things that do not pollute the environment	Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task
Student Portfolio			
idiom task timeline onomatopoeia task continue narrative writing process	task project	task project	math task evidence in journal
Management			
beginning of the year rules and procedures; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 5 3rd Grade			
ELA	Social Studies	Science	Math
<p>2-3 days: EQ: Why do we need to learn to use ideas and organization as well as conventions in writing for an audience? *read chapters 18-21</p> <p>*emotion/voice in sentences</p> <p>*irregularly spelled words</p> <p>*compound sentences: technology connection with game</p> <p>*Narrative: planning a party; compare and contrast with events from the story *poem: rhythm, flow, fluency, expression</p>	<p>Two Week Task</p> <p>Social Studies framework: Unit 2 Pg4-5</p> <p>Culminating Task: Biography Buddies</p> <p>Use rubric from unit, but add grammar and writing elements focused on for weeks 1-4.</p>	<p>Habitats of Georgia: Conserving environments through learning to recycle</p> <p>Begin school recycling project run by small groups</p>	<p>Field Day Fun Constructing Task</p> <p>Individual/Partner Task</p> <p>Addition/Subtraction Problem Solving</p>
<p>2 days: EQ: How might using adjectives make our writing more exciting?</p> <p>*finish reading the book</p> <p>*graphic organizer to compare and contrast movie with book</p> <p>*media connection: watch the movie</p>			<p>I Have a Story, You Have a Story</p> <p>Constructing Task</p> <p>Individual/Partner Task</p> <p>Understanding and writing addition and subtraction word problems</p>
Acquisition Skills			
ability to recognize expression, sequencing, complete sentences, compare and contrast	writing process	define recycle	knowledge of relationships between addition and subtraction
Formative Assessments			
Summarize read aloud so far and relate to self	Summarize learning so far	illustrate an example of recycling and how it helps	Complete any short practice task that show the student knowledge of numbers and the fact family relationships; use formative questions found within task
Student Portfolio			
list of irregular words compound sentences narrative about party compare and contrast graphic organizer	task project	task project	math task evidence in journal
Management			
at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 6 3rd Grade			
ELA	Social Studies	Science	Math
<p>3 days: EQ: How will knowing about reference materials and where to find them help me to be a better research writer? *Buddy</p> <p>Talk: discuss book and feelings of friendship</p> <p>*read aloud <u>Giving Tree</u>; <u>Nubs, the True Story of a Mutt, a Marine & a Miracle</u>; compare and contrast characters and character feelings *show book cover without title; students create title and predict events with transition words</p> <p>*scavenger hunt for nouns</p>	<p>continue task</p> <p>Social Studies framework: Unit 2 Pg4-5</p> <p>Culminating Task: Biography Buddies</p> <p>Use rubric from unit, but add grammar and writing elements focused on for weeks 1-4.</p>	<p>Habitats of Georgia: Effects of heat energy transferred between objects</p> <p>Lab: test different materials for the best insulators</p>	<p>The Information Station! Scaffolding Tasks</p> <p>Individually, Pairs, or Small Groups</p> <p>Data and Graphing</p> <p>It's a Data Party! Constructing Task</p> <p>Individual/Partner Task Data, graphing, problem solving MCC.3.MD.3 MCC.3.NBT.2</p> <p>What's Your Favorite? Constructing Task</p> <p>Individual/Partner Task Data, graphing, problem solving</p> <p>MCC.3.MD.3, MCC.3.NBT.1, MCC.3.NBT.2</p> <p>Cut and Plot! Scaffolding Tasks</p> <p>Partners/Small Groups Measurement, data, graphing MCC.3.MD.4</p>
<p>2 days: EQ: How can I use a story to talk about me? (text to self) *discussion about feelings and emotions *technology connection: poem *sort nouns, past/future tense verbs *Narrative assessment (opinion)</p>			
Acquisition Skills			
buddy talk procedures, identify feelings, identify main idea, predict, identify nouns and verbs	writing process	recognize heat and where it comes from	knowledge of relationships between addition and subtraction, place value, grouping by tens
Formative Assessments			
Write about a good friend and how they make you feel	summarize previous learning	illustrate heat and where it comes from	Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task
Student Portfolio			
book cover noun/verb sorts narrative writing	task project	task project	math task evidence in journal
Management			
at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 7 3rd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: How does knowing about voice, emotions, and audience help me write in a more organized and meaningful way? *technology</p> <p>connection: video and compare observed behavior and talk about point of view</p> <p>*writing prompt: discuss closures</p> <p>*teacher created rubric</p>	<p>Social Studies framework: Unit 2 Pg2</p> <p>*Develop Ideas by recreating Paul Revere’s Ride using modern technology</p> <p>*Use Paul Revere Social Studies book as read aloud</p> <p>*Provide story map</p> <p>*Use writing lessons to guide the development of an idea</p>	<p>GRASPS: Activity 1</p> <p>Georgia Habitat News</p> <p>Develop multi media project using PowerPoint</p> <p>Present to class</p>	<p>Culminating Task:</p> <p>What’s the Story Here? Performance Task Individual/Partner Task</p> <p>Addition, Subtraction, Multiples of 10, Rounding</p>
			<p>3 days: EQ: How is technology helpful to us as we learn more about writing and communicating?</p> <p>*class paragraph about " 10 Cool Things About Our Class" *commas in a series *identify three quotations by favorite character; correctly write quotations with apostrophes, capitalization, punctuation, and verb tense</p> <p>*complete narrative</p>
Acquisition Skills			
<p>identify commas, infer types of feelings and behavior, identify quotation marks, verbs</p>	<p>writing process</p>	<p>identify Georgia habitats</p>	<p>knowledge of relationships between addition and subtraction, place value, grouping by tens</p>
Formative Assessments			
<p>Writing prompt: How do feelings effect behavior?</p>	<p>Writing prompt: Who is Paul Revere?</p>	<p>Summarize prior learning</p>	<p>Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task</p>
Student Portfolio			
<p>comparison of inferred feelings and behavior quotation task narrative evidence</p>	<p>task project</p>	<p>task project</p>	<p>math task evidence in journal</p>
Management			
<p>at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas</p>			

Week 8 3rd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: How will knowing about reference materials and where to find them help me to be a better research writer? *Read</p> <p>Guide Dogs- Seeing for People Who Can't and identify genre *give research rubric; and begin research on a chosen topic *glossary, synonyms, antonyms</p>	<p>Social Studies framework: Unit 2 Pg3 *Use Paul Revere trade books to complete a "5 W's" chart on Paul Revere and create a character quilt. *Write a summary of traits and share with class.</p>	<p>Habitat: What's That pg. 10 Foldable Booklet</p>	<p>What's My Product? Scaffolding Task Individual/Partners Multiplication MCC.3.OA.1</p>
<p>2 days: EQ: How can I show what I've learned about a topic and put my sentences together? *Read</p> <p>Therapy Dogs *word splash; recall details *continue research</p>			
<p>1 day: EQ: How do I know what to include in my research writing project? *continue to research, encourage original writing, summarize topics *media game with reference materials</p>		<p>Family Reunion Constructing Task Individual/Partners Multiplication and Division MCC.3.OA.5 MCC.3.OA.6</p>	
Acquisition Skills			
<p>identify genre, sequence details, text structure, identify synonyms and antonyms</p>	<p>prior knowledge of Paul Revere</p>	<p>prior knowledge of habitats in Georgia; expository writing</p>	<p>ability to skip count, recognize and organize groups of numbers</p>
Formative Assessments			
<p>Summarize different ways dogs can help</p>	<p>Paul Revere word splash</p>	<p>Summarize habitat knowledge</p>	<p>Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task</p>
Student Portfolio			
<p>Evidence of research recognition of reference materials and their purpose</p>	<p>*ELA connection: Paul Revere character trait project</p>	<p>GRASPS evidence</p>	<p>math task evidence in journal</p>
Management			
<p>at this point all small groups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas</p>			

Week 9 3rd Grade			
ELA	Social Studies	Science	Math
2 days: EQ: How can I use what I read to learn about new topics and in what ways can I show others what I know? *Read The Right Dog for the Job: compare informational reading with Winn Dixie *Read How Are You Peeling? compare feelings and expression *summarize and explain opinions *technology connection: create paragraph from research on site in own words	Social Studies Framework: Unit 3: Compare United States to Greece pg 3, 4 *compare locations on map *use flipbook to compare architecture of government buildings (link located in framework) *compare government branches and structure *complete graphic organizer for government braches and their purposes	Continue GRASPS Activity pg 10: building a habitat How To Build a Habitat *ELA connection: informational paper; support feelings with facts	Skittles Cupcake Combos Constructing Task Individual/Partners Division MCC.3.OA.3
3 days: EQ:How can learning about research help me to be a better communicator? *technology connection: service dogs pictures and compare to Winn Dixie *complete/continue work on research presentations (provide technology outlets for studnets to create individual presentations)			Seating Arrangements Constructing Task Individual/Partners Multiplication and Arrays MCC.3.OA.5
			Stuck on Division Scaffolding Task Individual/Partners Division MCC.3.OA2
			Multiples of Tens Scaffolding Task Partners/Small Group Multiples of Ten MCC.3.NBT.3
Acquisition Skills			
prior knowledge of writing process, identify feelings, model expression, express opinion	knowledge of how to locate countries on a globe or map	prior knowledge of habitats	ability to skip count, recognize and organize groups of numbers
Formative Assessments			
Summary of different ways dogs can help	Writing Prompt: Have you heard of a country named Greece? What do you know and how do you locate it?	Summarize prior learning	Complete any short practice task that show the student knowledge of skip counting and organizing groups of numbers; use formative questions found within task
Student Portfolio			
Research presentation	Task project	GRASPS	math task evidence in journal
Management			
at this point all small gorups should be apparent in all subject areas for RTI, remediation, acceleration; set expectations for journals; model independent, partner, and small group learning expectations; set expectations for use of manipulatives; begin 1 small group while building stamina for 4 independent work task in all subject areas			

Week 10 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do key details in informational text convey a sense of character and personality? (Unit Introduction) *use background knowledge built in prior quarter to access American History timeline facts that will support the theme: Courage and Character in the Making of America)*math connection with timeline numbers*social studies connection with historical figures from American Revolution, Post-Civil War, and mid-twentieth century (dates pg. 4) *write traits about each figure in abstract noun form to be used in a later lesson*create favorable character trait list from timeline historical figure traits	Social Studies Framework: Unit 3 pg. 4-5; compare Athenian democracy and the creation of American Deomcratic System *mock election *venn diagram *summary of pros and cons of democradc system	Where is the best place for a creature to live? (fw p. 11).; create a poster illustrating important details.	Base Ten Multiplication Practice Task Partners Multiplication MCC.3.OA.1
EQ: How do key details in informational text convey a sense of character and personality? (Build Background Knowledge, Close Reading) *mini-lesson: note taking*technology connection: video The Shot Heard Round the World (pg. 5)* summarize film with note taking strategy*read aloud from primary text (historical connection texts)*model putting sticky notes for important parts in read aloud*let students partner read and sticky note important facts to share and summarize			How Many Tens? Constructing Task Small Group Multiplying 1 digit numbers by multiples of 10 MCC.3.NBT.3
			What Comes First, the Chicken or the Egg? Constructing Task Individual/Partners Division MCC.3.OA.4
			Sharing Pumpkin Seeds Constructing Task Individual/Partners Division MCC.3.OA.2, MCC.3.OA.3
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary	ability to access prior knowledge and compare and contrast information	define and relate habitat vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: How does knowing the sequence of events in history help me understand historical fiction or historical narratives?	Writing Prompt: What is democracy?	Writing Prompt: How does a habitat relate to the types of animals that live in it?	Writing Prompts: How are multiplication and addition alike? How are multiplication and addition different? How are multiplication and addition related?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 11 3rd Grade			
ELA	Social Studies	Science	Math
<p>EQ: How do key details in informational text convey a sense of character and personality? (abstract nouns, short info text jigsaw)</p> <p>*use prior anchors to explain and introduce abstract nouns: bravery, kindness, etc.*allow small groups to investigate a text excerpt discussing the heroes from the American Revolution(text suggestion in framework)*model using table of contents, etc. to find information*record information found on sticky notes*write from point of view of hero with facts found</p>	<p>Social Studies: Unit 3: Framework task (p. 5): Branches of Government; create graphic organizer</p> <p>*link to ELA: the American Revolution shaped the government; summarize how hero's character traits helped with the establishment of government</p>	<p>Taking Care of Our Habitats; Students create a story placing a plant or animal from a Georgia habitat in the story; personal opinion piece</p>	<p>Array-ning Fact Families Practice Task Individual/Partners Multiplication and Division MCC.3.OA.5 MCC.3.OA.6</p>
<p>EQ: How do key details in informational text convey a sense of character and personality? (comparative and superlative adjectives, Paul Revere Museum)*make adjectives from nouns on character chart*3 column chart to record comparative and superlative versions of adjectives(kind, kinder, kindest)*role play assigning words to groups in class*use virtual tour (pg. 6) in framework to guide note taking in categories; summarizing paragraph using comparative and superlative adjectives</p>			<p>Finding Factors Constructing/Practice Task Small Group/Partners Multiplication and Division MCC.3.OA.5,MCC.3.OA.6, MCC.3.OA.7</p>
			<p>Shake, Rattle, and Roll Revisited Practice Task Individual/Partners Multiplication MCC.3.OA.1 MCC.3.OA.2</p>
			<p>Use What You Know Practice Task Individual/Partner Task Unknown Factors MCC.3.OA.6</p>
<p>ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary</p>	<p>accessing and using prior knowledge to make comparisons and summarize opinion</p>	<p>define and relate habitat vocabulary</p>	<p>skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers</p>
Formative Assessments			
<p>Writing Prompt: After our detailed study of Paul Revere, how do you think he shaped democracy in America?</p>		<p>Writing Prompt: Can all plants and animals live in any part of the state?</p>	<p>Writing prompt: How can multiplication and division be used to solve real world problems?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>		

CCGPS Framework Pacing

Week 12 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do key details in informational text convey a sense of character and personality? (close study, Declaration of Independence) *access prior knowledge by having students write a summary of character traits they admire (circle abstract noun, comparative and superlative adjectives); link this opener with founding fathers and student opinions* KWL on the Declaration of Independence*specific discussion points new with CCGPS on pg. 7*summarizing paragraph with opinion on whether founding father's vision for all citizens was realized or are we still struggling for equality and liberty for all	2 weeks: Link to ELA assessment project: Social Studies Unit 3: Culminating Task: (pg.7) *mayor of city who has to create a commercial on how the history of democracy has shaped the city *direct link to Declaration of Independence facts and opinion lesson in ELA <i>Optional Task to make real world connection for democracy</i> : Framework Task (p. 6); Guest speaker; students prepare questions and write answers during the presentation	Get out of the sun or rain! (fw p. 13); Design a shelter activity	Multiplication Chart Mastery Practice Task Individual/Small Group Multiplication Chart MCC.OA.5 MCC.OA.6 MCC.OA.7
EQ: How do key details in informational text convey a sense of character and personality? (non-literal language) *new concept to 3rd grade with CCGPS*opener: model writing similes for happiness *summarize in small group how similes and metaphors help people understand concepts *define literal and relate to similes and metaphors *use poem "Paul Revere's Ride to model summary of main text * model summarizing stanza and finding non-literal phrases *in small groups repeat modeled task with rest of poem			Making the "Hard" Facts Easy Constructing Task Small Group/Partners Distributive Property of Multiplication MCC.3.OA.5 MCC.3.OA.7
EQ: How do key details in informational text convey a sense of character and personality? (pre-view assessment/rubric) *post assessment prompt on pg. 4 *prior to lesson create kid friendly rubric for prompt *students will be small grouped for assessment *have groups design at least one test question with text reference in quotations			Find the Unknown Number Practice Task Individual/Partners Unknown Factors MCC.3.OA.5 MCC.3.OA.6 MCC.3.OA.7
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question	accessing and using prior knowledge to make comparisons and summarize opinion	define and relate habitat vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: Has the Declaration of Independence help all citizens in our country?		Writing Prompt: Can animals and plants adapt to any environment?	Writing Prompt: How can the same array represent both multiplication and division? How can we connect multiplication facts with their array models?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 13 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do key details in informational text convey a sense of character and personality? (quotation punctuation) *using annotated rubrics from prior lesson, have students focus on correct punctuation for quotation marks * new concept with CCGPS *kwl on how to punctuate quotation marks *model for students *have groups practice with text evidence	2 weeks: Link to ELA assessment project: Social Studies Unit 3: Culminating Task: (pg.7) *mayor of city who has to create a commercial on how the history of democracy has shaped the city *direct link to Declaration of Independence facts and opinion lesson in ELA	Science Framework: Rocks and Soils *Georgia has a wide variety of rocks and soil *use web resources to explore rocks and soil types found in Georgia *prior to lesson prepare pictures, examples, videos, and books to support web research	Field Day Blunder Constructing Task Partners Multiplication MCC.3.OA.3 MCC.3.OA.4
EQ: How do key details in informational text convey a sense of character and personality? (presentation preparation) *conduct during computer lab time, lap top cart, document camera *model creating a PowerPoint *new concept for CCGPS *each student in group creates one slide	<i>Optional Task to make real world connection for democracy</i> : Field Trip to local government building; students complete a KWC graphic organizer		Leap Frog Constructing Task Individual/Partners Line Plot Graph MCC.3.MD.4
EQ: How do key details in informational text convey a sense of character and personality? (multi-media presentation and peer evaluation) *new concept with CCGPS *orientate students to pre made peer evaluation *present *evaluate themselves with rubrics			Our Favorite Candy Constructing Task Individual/Partners Pictograph and Bar Graph MCC.3.MD.3
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question	accessing and using prior knowledge to make comparisons and summarize opinion	define and relate rock and soil vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: What is PowerPoint? How is it helpful to present information?	Writing Prompt: How can quotes from the Declaration of Independence help support your opinion of last week's writing prompt?	Writing Prompt: What are rocks?	Writing Prompt: How can we model division? How can we model multiplication? How can we practice multiplication facts in a meaningful way that will help us remember them?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 14 3rd Grade			
ELA	Social Studies	Science	Math
<p>EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (pre-reading, activating background knowledge) *refer to timeline from task 1 in unit (week 10) *introduce background knowledge for 1850-1880 * introduce Frederick Douglas and Susan B. Anthony (web link pg. 11) *cursive writing investigation with signatures (new concept with CCGPS)</p>	<p>Social Studies: Unit 4: pg. 3: How Leaders and Events Shape Communities, united streaming video *direct link to ELA tasks *identify character traits of historical figures *summarize, compare, contrast Fredrick Douglas and Susan B. Anthony</p>	<p>Science Framework: Rocks and Soils *Rocks are formed in a cycle and change according to conditions of the environment *prior to lesson collect books, pictures, samples of rock to demonstrate the cycle and change of rock in an environment</p>	<p>My Special Day Culminating Task Individual Multiplication, Division, and Data MCC.3.OA.5 MCC.3.OA.6 MCC.3.OA.7</p>
<p>The next two tasks are introductory for historical figures and grammar focus for types of words</p>			<p>Ice Cream Scoops Culminating Task Individual Multiplication and Division MCC.3.OA.1 MCC.3.OA.2 MCC.3.OA.3 MCC.3.OA.4 MCC.3.MD.3</p>
<p>EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (Fredrick Douglas exploration/irregular verbs) *web quest link pg. 12 to investigate Fredrick Douglas's life *highlight verbs found associated with his life, make 3 column chart (sample pg.12)</p>			
<p>EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (Susan B. Anthony/character traits) technology link on pg. 12 to begin study of Susan B. Anthony's life *identify character traits: identify words as adjectives first and then translate into abstract nouns</p>			
Acquisition Skills			
<p>ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question</p>	<p>accessing and using prior knowledge to make comparisons and summarize opinion</p>	<p>define and relate rock and soil vocabulary</p>	<p>skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers</p>
Formative Assessments			
<p>Writing Prompt: How do leaders influence the history of our country? Who are Susan B. Anthony and Frederick Douglas?</p>		<p>Writing Prompt: What is a rock cycle?</p>	<p>Writing Prompt: How can we use patterns to solve problems? How can we write a mathematical sentence to represent a multiplication model we have made?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 15 3rd Grade

Week 15 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (non-literal language, poetry) *prior to lesson prepare workstations for poetry exploration (pg. 13) *2 poems from web links in framework (pg.13) will be used for students to find non-literal language, compare summaries, and discussion of words	Social Studies: Unit 4: pg. 4: *using web link article from ELA have students identify character traits of Susan B. Anthony and find main idea of paragraph and supporting details *form opinion about right to vote for women and write informational piece supporting paper with research from article* write summary	Science Framework: Rocks and Soils Determining the identity of rocks, minerals, and soils (fw p. 4); prior to lesson gather samples, books, pictures, etc. for students to explore minerals *chart of attributes *Rocks and soils are made of minerals *Explain that rocks and soils are made of minerals	Cover Me Scaffolding Task Partner/Small Group Task Analyze the concept of area MCC.3.MD.5
<i>The following tasks are a direct link to research in social studies. Use reading time to teach grammar portion with text and writing time to write about research</i>			Fill Er' Up Constructing Task Partner/Small Group Task Estimating area MCC.3.MD.5 MCC.3.MD.6
EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (Susan B. Anthony exploration) *narrative writing element review *use article web link (pg. 14) for students read *during reading students will find simple, compound, and complex sentences, abstract nouns, comparative and superlative adjectives	Social Studies: Unit 4: pg. 4: *using web link article from ELA have students identify character traits of Fredrick Douglas and find main idea of paragraph and supporting details *form opinion about abolitionist beliefs*use persuasive language to convince a reader that all citizens have a right to justice and equality* write summary	*Explanation in Science journal of the relationship between rocks, soils, and minerals	Same But Different Constructing Task Partner/Small Group Task Same area, different dimensions MCC.3.MD.5 MCC.3.MD.6
EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (Fredrick Douglas exploration) *using web link in framework (pg. 14) have students locate sentences in assigned paragraph from article, identify simple, compound, or complex sentences, abstract nouns, comparative and superlative adjectives			Count Me In Constructing Task Partner/Small Group Area Dimensions MCC.3.MD.5 MCC.3.MD.6 MCC.3.MD.7
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question	accessing and using prior knowledge to make comparisons and summarize opinion	define and relate rock and soil vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: How did Susan B. Anthony and Frederick Douglas fight for the rights of all people that were guaranteed by the Declaration of Independence?		Writing Prompt: What is the difference between rocks and minerals?	Writing Prompt: How can we write a mathematical sentence to represent division models we have made?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 16 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (rough draft and writer's workshop) *create rough draft for assessment writing prompt after review of last week's research</p>	<p><i>Repeat ELA lesson from week 12 with new prompt</i> EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (rubric and prompt study, pre-writing)*post assessment prompt on pg. 10 *prior to lesson create kid friendly rubric for prompt *students will be small grouped for assessment *have groups design at least one test question with text reference in quotations</p>	<p>Science Framework: Rocks and Soils *Scientific tests can be used to determine the identity of rocks, minerals, and soils. *Observe, measure, and describe the physical attributes of rocks and soils; Perform simple tests on rocks and soils; Classify rocks and soils based on student observations - Compare and contrast two or more rocks and mineral *Chart of attributes of rocks/soils; Notes on observations from tests on rocks and soils; Chart of rock/soil classification; Comparison/contrast of rocks/soils in Science journal</p>	<p>Multiplication Formative Assessment Lesson Individual/Small Group Interpret various multiplication strategies MCC.3.OA.1 MCC.3.OA.8 MCC.3.OA.9 Oops! I'm Decomposing! Constructing Task Partner/Small Group Task Distributive Property of Multiplication MCC.3.MD.7 Multiplication W/ Base-Ten Blocks Practice Task Individual/Partner Task One-digit by 2-digit multiplication MCC.3.MD.7 Array Challenge Practice Task Partner/Small Group Task Practicing Multiplication Facts Using Area Models MCC.3.MD.6MCC.3.MD.7</p>
<p>EQ: How can reading help us be more sympathetic to the experiences of people unlike ourselves? (final draft writing assessment) *review narrative writing elements *may provide narrative writing checklist for students to check rough drafts *complete and file narratives in portfolios after grading and conferencing with rubric</p>	<p>Unit 4: pg. 5: Explore Mary McLeod Bethune: note things she did, how it changes history; how she relates in a three part comparison venn diagram to Fredrick Douglas and Susan B. Anthony; summarize comparisons</p>		
<p>EQ: How do actions reveal the character of an individual? (defining human rights) *define and explain Human rights using web link on pg. 17 *identify character traits associated with someone who wants people to be treated fairly *refer back to hero chart from week one and identify those that would fight for human rights *vocabulary study in small groups with phrases and meanings (example pg. 17)</p>			
Acquisition Skills			
<p>ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question</p>	<p>accessing and using prior knowledge to make comparisons and summarize opinion</p>	<p>define and relate rock and soil vocabulary</p>	<p>skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers</p>
Formative Assessments			
<p>Writing Prompts: What are human rights? If people did not fight for human rights, how would your life be different today?</p>		<p>Writing Prompt: How are rocks and minerals alike and different?</p>	<p>Writing Prompt: Is there more than one way of multiplying to get the same product? Is there more than one way to divide a number to get the same quotient?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>		

Week 17 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do actions reveal the character of an individual? (Exploring the life of Eleanor Roosevelt) *refer to timeline from week 10 identify Eleanor Roosevelt's period *show PowerPoint or video of the life of Eleanor Roosevelt (web link pg. 17) *before beginning reading activity provide students with a list of linking words *use article and web link on pg. 18 and have students read answering how and why questions then highlight linking words *summary paragraph	Social Studies: Unit 5: pg. 6 *task will assist in research of Eleanor Roosevelt *research writing or research can take place in ELA block *compare and contrast the Declaration of Independence and Universal Declaration of Human Rights (internet resources or texts to find information)	Science Framework: Rocks and Soils *Scientific tests can be used to determine the identity of rocks, minerals, and soils *Compare and contrast types of soils (clay, sand, loam); Apply skills to perform science investigations; Utilize balance scale to mass rocks and soils; Use tape measure to measure circumference of rocks; Use a graduated cylinder; Analyze and communicate results of soil testing *Notes from scientific investigations/tests on rocks and soils, using balance scale, tape measure, graduated cylinder	Skip Counting Patterns Constructing Task Partner/Small Group Analyze patterns formed when skip-counting on the 1-100 chart MCC.3.OA.9
EQ: How do actions reveal the character of an individual? (Short story on theme) *use short story examples provided in web link (pg. 18) *students will make t-chart to compare stories * summarize most surprising thing learned			Take The Easy Way Out! Practice Task Partner/Small Group Discovering patterns using a multiplication chart MCC.3.OA.9
EQ: How do actions reveal the character of an individual? (research connection) *have students pick from a research topic list that you provide to conduct research to write an informational summary *link to past research on historical figures or rocks and minerals			It Takes Two! Constructing Task Individual/Partner Write Multiplication Story Problems MCC3.OA.8
Subject To Interpretation Constructing Task; Partner/Small Group Creating and Interpreting Pictographs and Bar Graphs MCC.3.MD.3			
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question	accessing and using prior knowledge to make comparisons and summarize opinion	define and relate rock and soil vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: What is the Universal Declaration of Human Rights and how does it compare to the Declaration of Independence?	Writing Prompt: How do scientists classify rocks? How do scientists classify soils?	Writing Prompt: What are strategies for learning multiplication facts? What do the parts of a division problem represent? What happens to the quotient when the dividend increases or decreases?	
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation		

Week 18 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do actions reveal the character of an individual? (poetry) *use four technology web links to pull poetry for students to work with and view model of SIFT activity (pg. 19)*students will find non-literal language *review and compare factual information *write a "found poem" after investigated examples provided in web link	Repeat ELA lesson from week 12 and 16 with new prompt EQ: How do actions reveal the character of an individual? *post assessment prompt on pg. 16 *prior to lesson create kid friendly rubric for prompt *students will be small grouped for assessment *have groups design at least one test question with text reference in quotations	Science Framework: Rocks and Soils *Rocks are broken down to form soil *Explain how soil is formed as a result of weathering by wind and water *Journal entry explaining in words or pictorially how wind and water weather rock to form soil	Measure And Plot! Constructing Task Individual Task Creating a line plot MCC.3.MD.4
EQ: How do actions reveal the character of an individual? (varying language choices) *prior to lesson find books with examples of formal and informal language (example text tiles pg. 19) *students create t-chart after exploring identifying language used with a friend and with their principal *examples of topics to write about pg. 20			Hooked On Solutions! Constructing Task Individual Task Writing Two-Step Word Problems MCC3.OA.8
EQ: How do actions reveal the character of an individual? (rough draft and writer's workshop; final draft) *create rough draft for assessment writing prompt after review of last week's research*review narrative writing elements *may provide narrative writing checklist for students to check rough drafts *complete and file narratives in portfolios after grading and conferencing with rubric			Culminating Task: Watch My Garden Grow;Performance Task Individual Task;Area, multiplication, problem solving, bar graphs MCC.3.OA.8 MCC.3.MD.3 MCC.3.MD.5 MCC.3.MD.6 MCC.3.MD.7
Acquisition Skills			
ability to access prior learning, sequence events, summarize, infer, label character traits, relate content vocabulary, use text facts in quotes to ask a question	accessing and using prior knowledge to make comparisons and summarize opinion	define and relate rock and soil vocabulary	skip counting, addition and subtraction fact fluency; mathematical reasoning for grouping and relating numbers
Formative Assessments			
Writing Prompt: What have you learned about independence, democracy, and human rights over the past several weeks?		Writing Prompt: Summarize what you have learned about rocks and soil?	Writing Prompt: What is the relationship between the divisor and the quotient?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 19 3rd Grade

Week 19 3rd Grade			
ELA	Social Studies	Science	Math
<p>This quarter students will use their prior learning of Georgia habitats to complete research projects. Their prior learning will help them focus more on the process of research and reading strategies. This unit will focus on present fiction and non-fiction texts to help students research and understand the importance of habitats. The suggested texts support a view of penguins using a fiction and non-fiction mentor text. Any mentor texts that show an animal in a fictional habitat verses factual habitat will meet the objects of the lessons.</p>	<p>Unit 5: Framework Task: Thurgood Marshall *Info link (p. 2) *Vocabulary Matrix activity (p. 11) *Character traits handout (p. 12)</p>	<p>Rocks and Soils: Task: Solid as a Rock *T-Chart *Rock Matrix (p. 11) *Comparison/contrast of rocks in science journal Rocks and Soils: Task: Dirt Under My Fingernails *Science Journal entries *Discovery Education Streaming Video (p. 12) *Soil Analysis</p>	<p>Show What You Know Scaffolding/Individual Describing, Drawing Shapes MCC3G1</p>
<p>EQ: How does what we already know help us answer a question? Choose a focus animal and have students create questions to help guess the animal you have (game: 20 questions); read a non-fiction book about the animal your chose and pull out vocabulary for the students to work with, define, and illustrate</p>	<p>Unit 5: Framework Task: Thurgood Marshall *All Mixed Up activity (p. 13)</p>		<p>Move It Around Scaffolding/Partner Identifying Attributes MCC3G1</p>
<p>EQ: What do possessive nouns show? Using the mentor text from the day before, use sentences and pictures of the animal to show singular possessives; using magazines let students search for and cut out examples of singular possessive examples and highlight the singular possessive; repeat the same exercise to illustrate plural possessives</p>			<p>Shape Sorter Scaffolding/Group/Partner Comparing/Contrasting, Classifying Shapes MCC3G1</p>
<p>EQ: What is the difference between facts and opinions? Remind the students of the definitions of facts and opinions, using the mentor text have students identify facts on the animal, read aloud different sentences on the animal and give each student a card with an o and f, they will hold the card up as you read the statements; in small groups they will create t-charts with fact and opinion statements about the animal</p>			<p>What Makes A Shape? Constructing/Group/Partner Sorting and Classifying Shapes MCC3G1</p>
Acquisition Skills			
<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
Formative Assessments			
<p>How does knowing the difference between fact and opinion help me understand information better?</p>	<p>Who is Thurgood Marshall?</p>	<p>How do scientists compare and contrast rocks and soils?</p>	<p>By using an area model to learn multiplication, how many number patterns of multiplication are displayed? Can one area measurement of a rectangle produce different dimension measurements? Of a square?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 20 3rd Grade

Week 20 3rd Grade			
ELA	Social Studies	Science	Math
EQ: What type of habitat do Penguins need to survive? Using the animal from your mentor text , have students discuss the location of the habitat on a map or globe and adjectives that describe the habitat, students will describe where and how the animal survives in their habitat, students will then create the animal and the habitat with craft supplies i.e. clay, shoebox, markers, construction paper, internet pictures, etc.	Unit 5: Framework Task: Thurgood Marshall *Create interview questions (p. 14) Framework Task: Lyndon B. Johnson (Background) Resource links (p. 4)	Rocks and Soil: Grasp Task: Create E-Mail of observations and tests to NASA Scientists *Create rubric	Properties of Quadrilaterals Constructing/Group/Partner Defining Quadrilaterals MCC3G1
EQ: How do you formulate questions based on a text? Re-read the animal mentor text and have students create test questions that will show understanding of the mentor text, model use of 5Ws + H and creating higher level questions that require students to infer information and evaluate text not just recall and identify facts			Can You Find It? Practice/Individual/Partner Identifying Shape MCC3G1
EQ: What are adjectives used for? Introduce a fiction text with the animal that matches the animal used in informational book, compare and contrast the texts, predict genre and author's purpose, model reading the text aloud and asking questions, identify the main character, in small groups, students will complete a character web to describe the main character and identify these words as adjectives			Score It! Practice/Individual/Partner Identifying Shapes Within Other Shape MCC3G1
EQ: How do you use context clues to determine word meaning? Pre-choice vocabulary from fiction animal text, help students create a vocabulary book for each chapter's words, they will begin to define, put words into sentences, and form definitions from context clues in the text. If using suggested text, chapter book vocabulary words are listed on pg. 8-9			Geoboard Geometry Guru Constructing/Group/Individual Defining Shapes MCC3G1
compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view	access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes	access and use prior knowledge, create a hypothesis, use technical writing with the scientific method	add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing
Formative Assessments			
What is the difference in information found in a fiction text verses a non-fiction text?	How the Fredrick Douglas make a change?	Why is it important to know about rocks and soils?	How are multiplication and addition different? How are they the same? How are the same number of tiles with different square unit measurements such as square feet, inches, cm, and mm significantly different?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 21 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: What is a compound word? Using a compound word form the mentor text, explain, define, and illustrate the compound word, do this at least four times with compound words found in the mentor text, students will create four illustrated flipbook of compound words; also create read aloud comprehension questions for the students to answer; if using the suggested text words and questions are on pg. 10</p>	<p>Framework Task: Lyndon B. Johnson (Background) Resource links (p. 4) Framework Task: Lyndon B. Johnson quote analysis *graphic organizer link (5)</p>	<p>Fossils *Science journals (explanations and sketches) *Matching activity *Begin GRASP Task Fossils *Science journals (different types of fossils) *Create fossil model</p>	<p>Quadrilateral Riddles Practice/Individual/Partner Defining Quadrilaterals MCC3G1</p>
<p>EQ: What are the parts you need to include in a letter? *introduce letter writing format *use read aloud to help students identify clues about the setting using evidence from the text *if using suggested text question prompts for comprehension pg. 11 *students will write a friendly letter about what they do while they are at home</p>			<p>What Do You See? Practice/Individual Comparing/Contrasting Shapes MCC3G1</p>
<p>EQ: How does making predictions help us understand what we are reading? *using your read aloud, have students predict events in the chapter *students will write a personal narrative related to the predictions they make with the read aloud about a time similar in their life *if using the suggested text comprehension questions are located on pg. 12 *students need to organize writing with a narrative graphic organizer</p>			<p>What's the Connection? Constructing/Groups of 4 Comparing Quadrilaterals MCC3G1</p>
<p>EQ: Why is it important to use information from the book and information in our head to help us make inferences? *students will make inferences with read aloud *students will write about a time where something happened that was out of the norm for them *if using the suggested text, use inferences and comprehension questions on pg. 13</p>			<p>Attributes of Shapes FAL Formative Assessment Lesson Attributes of Shapes MCC3G1</p>

Acquisition Skills

<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
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Formative Assessments

<p>How does predicting and making inferences help me make connections with the book I am reading?</p>	<p>Who is Lyndon B. Johnson?</p>	<p>What is a fossil? Where can you find fossils?</p>	<p>How can an addition table help you explain the commutative property of multiplication? How can multiple math operations be used to solve real world problems?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 22 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: Do events in a story make characters change? *model and let students practice reading with expression and inflection *students will discuss specific events they find in the text that they noticed changed a character's feeling or actions *if using suggested text comprehension questions and character changing event examples are located on pg. 14</p>	<p>Unit 5: Framework Task: Lyndon B. Johnson Poster *Use 5 Ws graphic organizer</p>	<p>Fossils *Fossils form in sediment layers *Science journals Fossils - GRASP Task</p>	<p>Pattern Block Fractions Constructing/Partner Partitioning Shapes MCC3G2</p>
<p>EQ: What is included in newspaper articles? *relate read aloud to the way events are written in newspaper articles *prior to lesson prepare samples of newspaper articles for students to investigate *students will write an article for a local newspaper describing an event happening around their city</p>			<p>How Many Different Ways? Practice/Individual/Partner Combining Shapes to Fill an Area MCC3G1, MCC3G2</p>
<p>EQ: How does genre help us understand what we are reading? *review types of genres and have students decide which genre the read aloud fits in *have students form an opinion with evidence from text to support genre they chose *divide a paper into sixths and have students find text evidence for each of the six genres you place in the box *if using suggested text, examples of genre evidence and comprehension questions are located on pg. 16-17</p>			<p>Picture Pie Practice/Individual/Partner Using Shapes to Create Art MCC3G2</p>
<p>EQ: How do guide words help us locate words in a dictionary? *using your read aloud, students will draw a picture to show what they visualized when you read the chapter aloud *choose words from the read aloud and model using a dictionary to find the definitions to the words *if using the suggested text, examples and comprehension questions are on pg. 17-18 as well as a habitat writing prompt</p>			<p>I Have, Who Has? Practice/Group Using Pictorial Representation of Fractions MCC3G2</p>

Acquisition Skills

<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
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Formative Assessments

<p>Why is knowing how to using a dictionary important? How can a dictionary help you understand your book better?</p>	<p>What are some important things Lyndon B. Johnson did?</p>	<p>Can you make a fossil? Write how you can make one with step by step directions?</p>	<p>How do estimation, multiplication, and division help us solve problems in everyday life? How do rectangle dimensions impact the area of the rectangle?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 23 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: How do we identify the meaning of homonyms? *preselect words from the text for students to give definitions for (definitions would be different according to student background knowledge) *identify homophones related to your read aloud and have students illustrate a couple of sets of homophones on a foldable or flip book *students will write about a character who moves into a new home using sets of homophones *if using suggested text examples of homophones and comprehension questions on pg. 19</p>	<p>Unit 5: Framework Task: Mapping His Life *Internet research *Graphic organizer link (p. 6)</p>	<p>Heat: Lesson 1: Why do we use a thermometer to measure the temperature? *Science journals Lesson 2: Friction *Resource sheet (p. 6) Lesson 3: Transfer of Heat *Science journals *Resource sheet (p. 8)</p>	<p>The Fence or the Yard? Scaffolding/ Individual/ Pairs/ Perimeter and Area MCC3MD7, MCC3MD8</p>
<p>EQ: Why is it important to use dialogue in narrative writing? *using your read aloud model dialogue and discuss the importance of dialogue to character development in a narrative *have students write a narrative related to read aloud with dialogue *if using suggested text, writing prompt, activating strategy, and examples of how to relate map skills are located on pg. 20</p>			<p>A Whole Lot of Garden Hose Career-Based Task Perimeter and Area MCC3OA7 MCC3MD6 MCC3MD7</p>
<p>EQ: How do you write a logical conclusion? *using your read aloud, have students predict a logical event that would happen next *relate predicted events to creating a sense of closure *if using suggested text, examples of comprehension questions and writing prompt are on pg. 21</p>			<p>Pentomino Perimeters Constructing/ Whole Group/ Partner Determining Perimeter and Area, Finding Different Perimeters with Same Area MCC3MD7, MCC3MD8</p>
<p>EQ: How do you find the lesson or moral of a text? *choose a read aloud that has an animal in a habitat and tells a story *have students predict the plot of the story from the cover of the book and title *after read aloud have students record an example of problem and solution *if using suggested text, examples of predictions, problem, solution, and read aloud skit on pg. 22</p>			<p>Rectangles Rule Constructing/Individual Finding Different Areas, Keeping Perimeters the Same MCC3MD7, MCC3MD8</p>

Acquisition Skills

<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
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Formative Assessments

<p>What is a homonym? Why are homonyms important in writing?</p>	<p>How is Lyndon B. Johnson like you?</p>	<p>What is a thermometer and how does it help you?</p>	<p>How does drawing an area model help us think about different ways to decompose a number? How does knowing the area of a square or rectangle relate to knowing different multiplication facts?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 24 3rd Grade			
ELA	Social Studies	Science	Math
EQ: What are transition words? *model explaining how to do everyday things *create a list of transition words *reread read aloud and model sequencing events with transition words *students will sequence story events in guided reading book or independent reading level book *if using suggested text, writing prompt and transition words task on pg. 23	Framework Task: Eleanor Roosevelt (Background) *Graphic Organizer link (p. 6)	Lesson 4: Ice Cube Race *Science journals Lesson 5: Save the Ice Cube *Science journals *Resource sheet (p. 7) Lesson 6: Spoons, spoons, spoons *Science journals Lesson 7: Keeping Warm *Science journals	How Big is a Desk? Constructing/Whole Group/Partner Estimating and Measuring Perimeter and Area, Using Different Units of Measurement MCC3MD7, MCC3MD8
EQ: How do suffixes change the tense of verbs? *reread read aloud and as you read students will help identify verbs they hear for a class anchor chart *circle the verbs that have prefixes and suffixes *on a t-chart sort the verbs that have prefixes and suffixes and discuss how the verbs are changed by prefixes and suffixes *students will independently find, sort, and define prefix/suffix verbs in their own book			Guess Who's Coming to Dinner? Constructing/Small Group Making Different Rectangles, Finding Different Perimeters with Same Area MCC3MD7, MCC3MD8
EQ: How are books by the same author similar and different? *prior to lesson choose several books by the same author *research the author and types of book author usually writes *students will complete a Venn Diagram comparing two books by the same author			Measure My Shapes Scaffolding/ Constructing/ Individual/Partner Measuring Sides to Create Line Plots MCC3MD4
EQ: What makes characters in a text similar and different? *using a read aloud, describe the main character with adjectives inferred from text evidence *compare characters from previous read alouds *write narratives about a character			Pattern Block Graphing Constructing/ Individual/Partner Constructing Shapes to Create Pictures, Collect Data and Create Graphs MCC3MD3
Acquisition Skills			
compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view	access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes	access and use prior knowledge, create a hypothesis, use technical writing with the scientific method	add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing
Formative Assessments			
When you compare two things, what graphic organizer can help you? Draw/Make an example.	Who is Eleanor Roosevelt?	How can you make an ice cube melt fast?	How does knowing the dimensions of a rectangle relate to multiplication? How does knowing the dimensions of two sides help you determine the perimeter of the whole plane figure?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 25 3rd Grade

Week 25 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How do you find the main idea and details when reading poetry? Read aloud the poem Animals' Homes by Reeves James. When you read it do not reveal the poem title (poem can be located on internet) *model finding information and words with each stanza *students will identify main idea and supporting details for habitats/homes from the poem *students will write a title for the poem on a card; see who gets closest to real title	Framework Task: Eleanor Roosevelt and the United Nations	Lesson 8: Heat and Color *Science journals Lesson 9: Colored Water *Science journals Lesson 10: What Makes Heat? *Create Posters *Homework connection	My Geometric Booklet Constructing/ Individual/Partner/Group Reasoning with Shapes, Partitioning Shapes MCC3G1, MCCG2
EQ: How do print and digital sources help us find information? *prior to lesson set up five research stations *because habitat information is already familiar to students from quarter 1, researching will be easier because content is familiar, focus on the process of researching *students will create a habitat book *students will find plants and animals that live in each region of Georgia *students need time to research and find facts about each of the five regions (one day per region) *students can read and write in stations together as they research *internet/media/text samples located on pg. 26			Choice Board Culminating Task/ Individual/Partner/ Group Reasoning with Shapes, Partitioning Shapes, Representing and Interpreting Data MCC3G1, MCC3G2, MCC3MD3, MCC3MD4
Acquisition Skills			
compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view	access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes	access and use prior knowledge, create a hypothesis, use technical writing with the scientific method	add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing
Formative Assessments			
Where can you find facts for research? List as many sources as you can think of.	How did Eleanor Roosevelt change American history?	What are sources for heat?	Can a shape be represented in more than one way? How and why? How are quadrilaterals alike and different?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 26 3rd Grade

ELA	Social Studies	Science	Math
<p>Complete habitat research stations</p> <p>EQ: How does research help you write an informational paper? *choose two habitats to compare and contrast on a Venn Diagram *Informational Writing Task: choose one of the five habitats in Georgia (Atlantic Ocean, Coastal Plain, Marsh and Swamp, Piedmont, and Mountains). Write an informational paper describing the animals that live in that habitat and why they chose that particular habitat for their home. Be sure to explain all of the things that the animal needs to survive and how the habitat meets their needs. *peer edit papers with informational teacher-made rubric and checklist</p>	<p>Unit 5: Framework Task: Eleanor Roosevelt Postage Stamp</p> <p>*Example links (p. 7)</p> <p>Framework Task: Celebrate Volunteers</p> <p>*Two-column chart link (p. 7)</p> <p>*Weekly Reader article link (p. 7)</p>	<p>Heat: Lesson 11: Solar Oven</p> <p>*Instruction link (p. 5)</p> <p>GRASP Task</p>	<p>Exploring Fractions</p> <p>Scaffolding Task</p> <p>Individual/Small Group Task</p> <p>Naming fractional pieces, length model MCC3.NF.1</p> <hr/> <p>Candy Crush</p> <p>Constructing Task</p> <p>Partner/Small Group Task</p> <p>Naming the value of a fraction of a set MCC3.NF.1</p> <hr/> <p>Comparing Fractions</p> <p>Scaffolding Task</p> <p>Individual/Small Group Task</p> <p>Naming fractional pieces, exploring inequalities, length model MCC3.NF.3</p> <hr/> <p>Strategies for Comparing Fractions</p> <p>Scaffolding Task Individual/Small Group Task</p> <p>Naming fractional pieces, exploring inequalities, length model MCC3.NF.3</p>

Acquisition Skills

<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
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Formative Assessments

<p>What do you need to have in an informational paper for it to be complete and fun to read?</p>	<p>What is the United Nations?</p>	<p>What would happen if the sun "was turned off"?</p>	<p>How are solid figures different from plane figures?</p> <p>How can angle and side measures help us to create and classify quadrilaterals?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>	<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>
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Week 27 3rd Grade

Week 27 3rd Grade			
ELA	Social Studies	Science	Math
<p>EQ: How to write a narrative paper that teaches a lesson? Review the necessary components of a narrative paper. (Characters, setting, sequenced events, and dialogue) Ask student to recall some stories that they have read in the past that teaches a lesson or moral. Have them describe how the author must have had to know what they wanted to teach their audience before beginning to write. Explain to the students that they are going to be writing a narrative paper that has to teach a lesson or moral to the audience. Model a narrative piece including all of the components stated in the final assessment prompt below. Give student a kid friendly graphic organizer to begin their writing. Upon completion of their rough draft, have students use a rubric to peer edit. Emphasize the importance of being sure that all stated components are included.</p>	<p>Unit 5: Performance Task "Which individual would you hire: Thurgood Marshall, Lyndon B. Johnson, or Eleanor Roosevelt?" One way an employer decides whom to hire is by looking over each person's resume - a personal summary of job experience and accomplishments. Using your knowledge gained about the historical figure you will be assigned, you will use biographies, ideas from unit, and other resources such as the internet to gather your information in support of this person; complete the resume for your historical figure showing examples of his/her beliefs and ideals and positive character traits that helped influence individuals and society.</p>	<p>Magnets: Magnetic attraction and magnetic poles *Science journal *Attraction chart</p>	<p>Using Fraction Strips to Explore the Number Line Constructing Task Individual/Small Group Task Create a number line, explore fractions between 0 – 1, length model MCC3.NF.2</p>
<p>Complete the final assessment prompt: After researching all of the habitats and recording the required information in their booklets, the students will be asked to write a narrative paper that includes characters, setting, events, and teaches a lesson or has a moral. The paper can include real or imaginative events with descriptive details and a clear sequence of events. Develop the characters thoughts and feelings by using dialogue and descriptive language. Choose one of the Georgia Habitats to use as your setting and relate your narrative to the theme "A Place to Call Home."</p>			<p>Representing Fractions on a Number Line Formative Assessment Lesson Representing fractions on a number line MCC.3.NF.1 MCC.3.NF.2</p>
			<p>I Like to Move It! Move It!! Constructing Task Partner/Small Group Task Placing fractions on number lines, iterating unit fractions MCC3.NF.1MCC3.NF.2MCC3.OA.3</p>
			<p>Pattern Block Fractions Revisited-Exploring Fractions Further with Pattern Blocks Constructing Task Partner/Small Group Task Apply skills in identifying fractional parts of a whole MCC3.NF.1</p>
Acquisition Skills			
<p>compare and contrast information, identify parts of speech in text, identify and compare story elements, identify author's purpose, relate fiction to non-fiction, link historical events to point of view</p>	<p>access and use prior knowledge, acquire and use new vocabulary in context, relate historical themes</p>	<p>access and use prior knowledge, create a hypothesis, use technical writing with the scientific method</p>	<p>add, subtract, multiply, and divide numbers up to three and four digits, recognize and relate plane and solid shapes, use mathematical reasoning to convey understanding in writing</p>
Formative Assessments			
<p>How can you use information you research to create a narrative story?</p>	<p>Compare and Contrast Lyndon B. Johnson, Thurgood Marshall, and Eleanor Roosevelt on a three part Venn Diagram.</p>	<p>What are examples of magnets that you see everyday?</p>	<p>How can I use attributes to compare and contrast shapes? How can partitioning a shape into halves, thirds, fourths, sixths, or eighths in a variety of ways help me further develop my understanding of fractions?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 28 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: How does what we already know help us understand we read? *Discuss the word "HERO" with a word splash and this discussion question "Could a person who has excellent running skills be considered a hero only because they are a good runner?"; in think-pair-share groups, discuss obstacles they have seen in their lives and share with the class; simulation journal (see pg. 3 of framework)</p>	<p>Most of the Social Studies activities for weeks 28-31 deal with "Market Day"; if your school has already participated in this activity, use the lessons to review economics and link back to the Market Day experience through writing and a deeper understanding of economic standards.</p>	<p>Magnets: Strengths and Everyday use *Science journal *Graph paper activity *Write essay about the use of magnets in everyday life</p>	<p>Make a Hexagon Game Practicing Task Partner/Small Group Task Practice using fractional parts to make a whole MCC3.NF.1</p>
<p>EQ: Why is it important to distinguish fact from opinion? *if using the suggested text, show a picture of Helen Keller *if using a different read aloud be sure to choose a text about a historical figure the students need to research *students should respond in journals about why they think the historical figure is considered a hero *introduce opinion vs. fact with Teacher Tube video (link on pg. 4 of framework) using any whole group method of group response (popsicle sticks, cups, index cards, white boards, etc.) have students group respond to statements about the focus historical figure with "fact" or "opinion"; model using opinions to write a summary (sample link on pg. 4 of framework)</p>	<p>Unit 6: Framework Task: Franklin D. Roosevelt *Class attribute chart *Graphic Organizers link (p. 3-4)</p>	<p>Magnets: GRASP Task Goal: To use magnetism to create the appearance of defying the laws of science. Role: You and your group members are scientists studying the effects of magnets on each other and other objects. Audience: Your classmates Scenario: Our class will put on a Magnetic Science Show and each group will create a magnet experience which seems to defy the laws of science. Product: Your group's magnetic experience</p>	<p>Pizzas Made to Order Practicing Task Individual Task Divide and label fractional parts MCC3.NF.1 MCC3.NF.3</p>
<p>EQ: What makes the best support for an argument? *using the story of Bethany Hamilton (famous surfer who lost her arm surfing) web link to story on pg. 5, encourage student to make a list of what makes Bethany Hamilton a hero to people *using on opinion graphic organizer write an opinion piece (simple graphic organizer on pg. 5 of framework) prior to lesson prepare a checklist and kid-friendly rubric to use with an opinion piece</p>	<p>Framework Task: Economics *PowerPoint link (p. 3) *Resource link (p. 11) economic vocabulary such as: service, good, scarcity, opportunity cost, entrepreneur, producers, consumers, interdependence, and taxes</p>	<p>Inch by Inch Constructing Task Whole/Small Group Task Using nonstandard units of measurement to measure to the ¼ and ½ inch. MCC3.MD.4</p>	<p>Graphing Fractions Constructing Task Individual/Small Group Representing data as fractions, graphing data MCC3.MD.3 MCC3.NF.1</p>
Acquisition Skills			
<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>Recognize basic geometric figures and spatial relationships of triangle, quadrilateral (squares, rectangles, and trapezoids), pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, cone, cylinder, sphere</p>
Formative Assessments			
<p>Writing Prompt: What is an opinion and why are opinions important?</p>	<p>Writing Prompt: How did Franklin Delano Roosevelt help Americans when many people lost most of their money and their jobs?</p>	<p>Writing Prompt: Why do magnets attract and repel one another?</p>	<p>Writing Prompt: How does combining figures affect the attributes of those figures?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

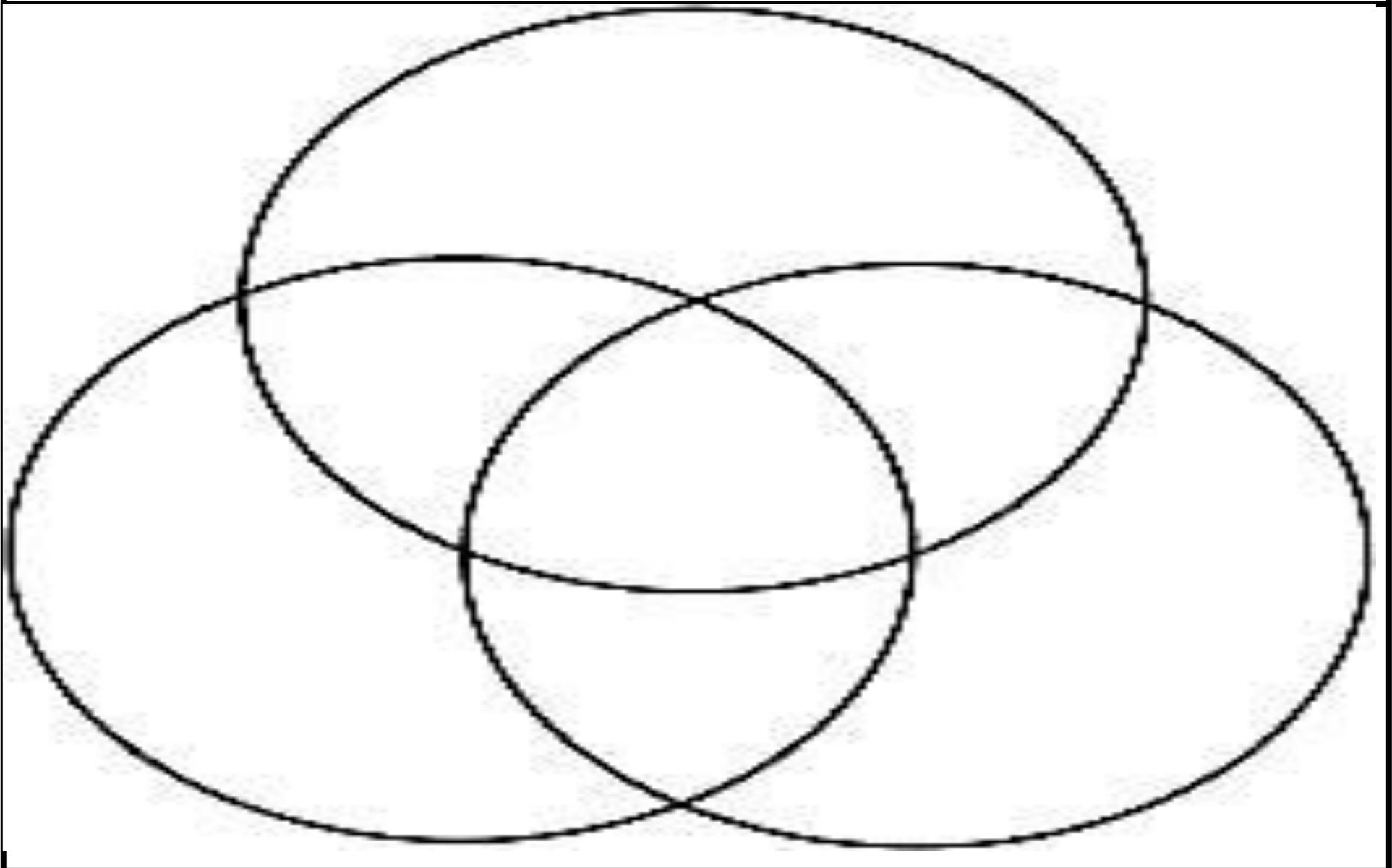
Week 29 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: Why is organization important? *reviewing the graphic organizer students used in previous lesson discuss how graphic organizers are used to convey opinions *use both "heroes" discussed in previous lessons and compare how they are similar *model using examples from text to support opinions shared about the similarities *using the prompt on pg. 6 or your own version, students will write about their personal hero and why that person is a hero to them *creating a class PowerPoint from the writing is a good way to incorporate technology</p>	<p>Unit 6: Framework Task: Opportunity Cost: choose the best items to spend money on and support with opinion essay *T-Chart (benefits/costs) *Graphic organizer link (p. 4)</p>	<p>Interdependence of Man: Vocabulary (p. 3) pollution, air pollution, land pollution, water pollution CONCEPT 1. Pollution changes a living thing's habitat: water, air, land. KNOW and DO 1. The meaning of pollution, conservation, recycling, and acid rain. 2. How to recognize the kinds of pollution found on land, air, and water. ***possible experiment: http://thewaterproject.org</p>	<p>Culminating Activity The Fraction Story Game Performance Task Individual/Small Group Task Create a fraction game using story problems MCC3NF.1 -3 Let's Talk About Time Scaffolding Tasks Individually, Pairs, or Small Group Task Time to the Minute, Elapsed Time MCC.3.MD.1 Time to Get Clean Constructing Task Partner/Small Group Task Problem Solving with Elapsed Time MCC.3.MD.1 Daily Schedule Constructing Task Whole Group/Individual Task Determining Elapsed Time MCC.3.MD.1</p>
<p>EQ: How can working together help us learn more?*introduce the suggested text about Helen Keller or your chosen historical figure *the book should be an autobiography-discuss the traits of an autobiography *divide students into groups to read the chapters of one book (if appropriate reading level for all) or assign each group a guided reader that is an autobiography on the students' reading level *students will present the information they record for each book or chapters in jigsaw fashion to the whole class *each group will write a summary and illustrate their assigned reading</p>	<p>Framework Task: Real Life Market: develop money skills as they relate to producers and consumers, as well as, scarcity in a real life market. Students will use the skill of counting out correct change in the Performance Task when they are the producers with play money at a Market created by other third graders. *computer link (p. 4)</p>		
<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>Recognize basic geometric figures and spatial relationships of triangle, quadrilateral (squares, rectangles, and trapezoids), pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, cone, cylinder, sphere</p>
Formative Assessments			
<p>Writing Prompt: What is an autobiography and how do autobiographies help us gain information for research?</p>	<p>Writing Prompt: How do you decide what is important to buy?</p>	<p>Writing Prompt: How do I identify distinguish, and correct effects of pollution?</p>	<p>Writing Prompt: What does it mean to tell time to the nearest minute?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

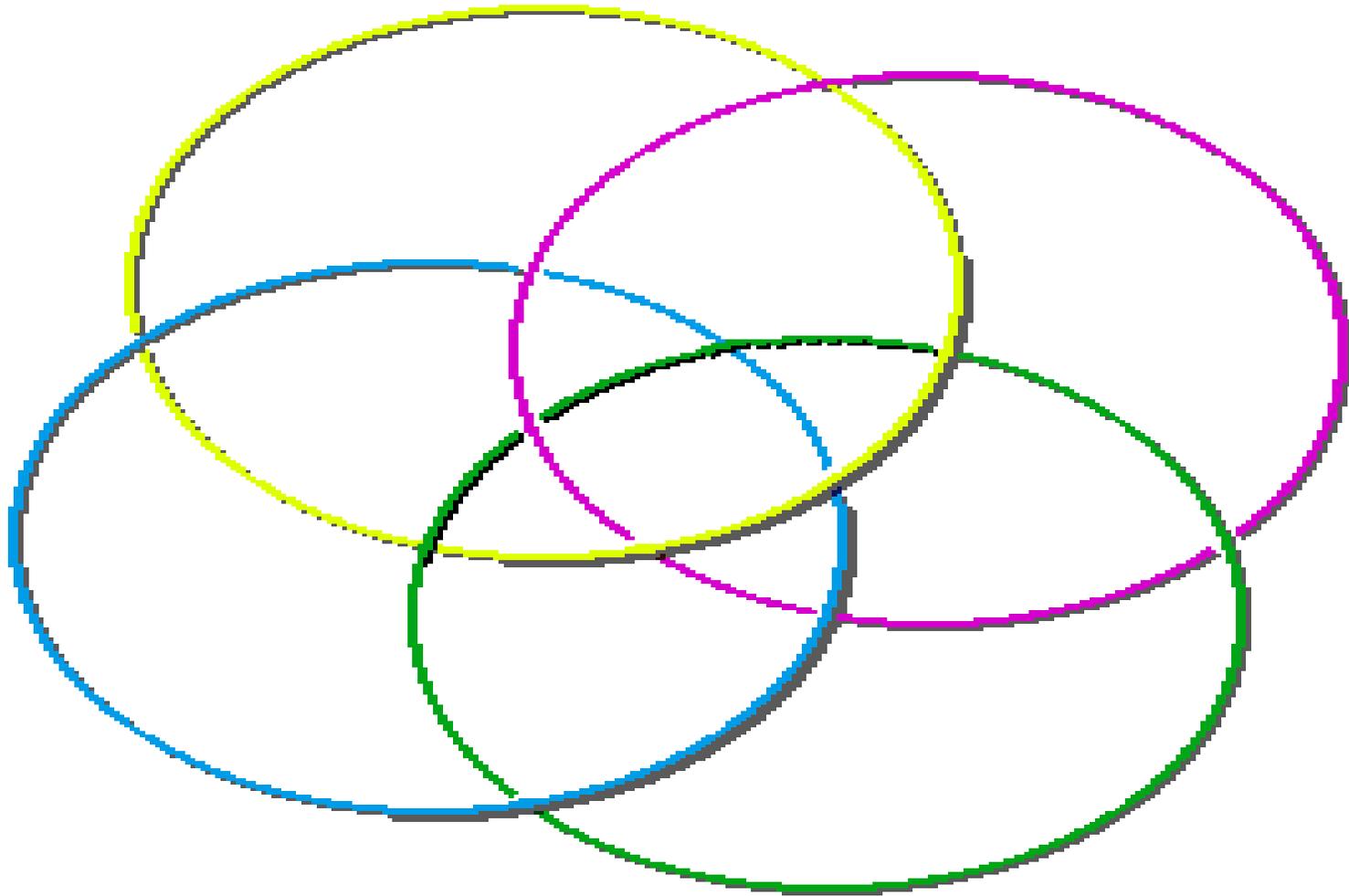
Week 30 3rd Grade

Week 30 3rd Grade			
ELA	Social Studies	Science	Math
EQ: How can comparison and contrast help us understand character traits? *pairing students, allow them to discuss things about themselves with their partner, after discussion have each pair create a Venn Diagram comparing and contrasting the information they have shared with one another *students should then compare historical figures from autobiographical reading and create a Venn Diagram *check for understanding by creating a whole group comparison of all figures read about (can use 3 and 4 part Venn)	Unit 6: Framework Task: The Cost of Cool *demonstrate the allocation of price on items such as clothing *Students get to choose which outfit they think looks better to them. Once they choose an outfit the computer tells which one was the designer outfit and which one was the bargain outfit *Game link (p. 5)	Interdependence of Man: CONCEPTS 1. Pollution changes a living thing's habitat: water, air, land. KNOW AND DO 3. The effects that pollution has on the habitats of plants and animals. 4. Compare and contrast the effects of pollution on plants and animals. *Venn Diagram *Make a collage	How Do I Spend My Day? Constructing Task Individual/Partner Task Collect, Record, and Display Data (tables, line plot graphs, bar graphs) Determining Elapsed Time MCC.3.MD.1 MCC.3.MD.3
EQ: How does poetry deliver a message differently from a story? *discuss poetry and its artistic way of conveying feelings or information; explain that most songs are come from poetry *using the lyrics or song "Hero" by Mariah Carey (lyrics found on pg. 9 of the framework) discuss various parts of the poem (audience, main idea, purpose, etc.), discuss stanzas and identify the main idea of each stanza *introduce the poems on Helen Keller found on pg. 10 of the framework; assign the students graphic organizers or questions to answer to help them explore each poem (figurative language, sensory details, imagery, organization, voice, main idea, etc.)	Framework Task: Producers Use Resources interactive website to teach about capital resources that producers use in order to sell their product. Capital resources are resources that involve machinery to help in getting a product created. *website link (p. 5)		How Many Paper Clips? Constructing Task Small Group Task Use a balance scale; Estimate and measure using a nonstandard unit MCC.3.MD.2
			Setting the Standard Constructing Task Small Group Task Understand and use a standard unit of measure (gram) MCC.3.MD.2
			Making a Kilogram Constructing Task Whole Group/Individual Task Use a spring scale; Estimate and measure using kilograms MCC.3.MD.2
Acquisition Skills			
use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists	write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view	relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing	recognize when the numerator and denominator are the same number, the fraction equals one whole; identify when the wholes are the same size, the smaller the denominator, the larger the pieces
Formative Assessments			
Writing Prompt: Why is it important to compare and contrast information?	Writing Prompt: What would happen to the price of fruits and vegetables in our grocery stores if the countries we buy them from cannot produce as much as they did before?	Writing Prompt: What are the effects of pollution on plants and their habitats?	Writing Prompt: What happens when your units of measure change?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Three Part Venn Diagram



Four Part Venn Diagram



Hero by Mariah Carey

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long, road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

Helen Keller Poems

Helen Keller, by Langston Hughes

She,
In the dark,
Found light
Brighter than many ever see.

She,
Within herself,
Found loveliness,
Through the soul's own mastery.
And now the world receives
From her dower:
The message of the strength
Of inner power.

Helen Keller, by Annelise Peeler

Helen Keller deaf and blind
From a fever not so kind
When a youth her temper flared
Everyone just watched and stared
Then a teacher put up a fight
And ultimately changed Helens plight
Anne Sullivan was her name
And Helen Keller was her game
This Teacher and pupil became best friends
Her Writing talents that she lends
Helps you and me to understand
That she never kept her paper wings on land

A Ballad for Helen Keller, by Edwin Reizer

How can I know what I can't see?
It's never been a part of me.
How can I know what I can't hear?
It's never been within my ear.
How can I know what I can't say?
It's never been my way to pray.
For all is darkness where I am.
And all is soundless where I am.
All is speechless like a clam.
But touching is a joy to me,
feeling all that I cannot see.
I feel the sounds my heart does beat.
And tastes on my tongue so sweet.
It's how my world began
until an angel came my way
and helped to lift a ban.
And now it matters not to me
what I can't say or hear or see.
The angel helped me find my way
to face another brand new day
and finally want to live.

Week 31 3rd Grade

Week 31 3rd Grade			
ELA	Social Studies	Science	Math
EQ: What makes a person a hero? *prior to lesson, gather texts, media, etc. on other heroes including other kids (two example short text links in framework on pg. 11) *have students take notes that will help them write a compare and contrast piece in another lesson (you might want to display the prompt to guide the students on what information to take notes for)	Unit 6: Framework Task: Trade *Make a chart of Wants v/s Needs. Define the phrase "barter and trade." (focusing more on trade rather than barter for third graders) *Slide show link (p. 5)	Interdependence of Man: CONCEPT 1. Pollution changes a living thing's habitat: water, air, land KNOW AND DO 5. Investigate the effect of pollution in their community 6. Using pictures of polluted habitats, students will identify the pollution as littering, acid rain, etc.. *Orally describe the pollution in your habitat and how it impacts animals and plants. * Poster	Worth the Weight Constructing Task Small Group Task Estimate and weigh items using grams and kilograms MCC.3.MD.2
EQ: What are the best ways to convince people in my writing? *using the writing process, students will use their notes from the previous lesson to write a compare and contrast essay on two of the people they have studied *students will highlight their opinion and support it with text information from their notes; the essay will also have compare and contrast elements to thoroughly cover the student opinions with text evidence	Unit 6: Market Day: Performance Task The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. *Rubric (p. 9-10) *Resources (p. 12-15)		Fill It Up! Constructing Task Small Group Task Estimate and measure capacity using liters MCC.3.MD.2
			More Punch Please! Constructing Task Small Group Task Estimate and measure capacity using liters MCC.3.MD.2
			he Data Station Scaffolding Tasks, Individually, Pairs, or Small Groups Data and Graphing MCC.3.MD.3 MCC.3.MD.4
Acquisition Skills			
use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists	write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view	relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing	recognize when the numerator and denominator are the same number, the fraction equals one whole; identify when the wholes are the same size, the smaller the denominator, the larger the pieces
Formative Assessments			
Writing Prompt: Is it important for you to convince people to agree with your opinion?	Writing Prompt: How does a factory make a product available to consumers in a store?	Writing Prompt: What are the effects of pollution on animals and their habitats?	Writing Prompt: Why is it important to know the mass of an object?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 32 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: How can we make sense out of texts with new words in them? *review class discussions on hero; discuss whether all Presidents are considered heroes *introduce the suggested text or a read aloud that highlights a student as a leader or class president *if using suggested text display the vocabulary on pg. 13 of framework; if using different read aloud choose vocabulary focus words from first two chapters of read aloud *students will act out words, create a sentence with each word, and complete Frayer Models</p>	<p>Unit 7: Framework Task: Cesar Chavez (Background) *5ws Graphic organizer (p. 13) *Background notes (p. 14)</p>	<p>Interdependence of Man: CONCEPTS 2. Conserving resources and recycling protects our environment KNOW AND DO 1. There are many ways we can help protect our environment (recycle, reuse, reduce, and conserve). *Journal writing describing pollution as it affects land, air and water</p>	<p>The Magic Number Practice Task Whole Group/Individual Task Determining Elapsed Time MCC.3.MD.3 MCC.3.NBT.2</p>
<p>EQ: In what important ways are similar words the same and different? *if using the suggested text, use homophone example from chapter 1 to introduce the lesson on homophones and homonyms *if using your own read aloud, prior to lesson, find examples of words that can be homophones or homonyms and guide the class in making a list and defining the words in their own words or illustrations *students will create a homophone/homonym flipbook (directions on pg. 14)</p>			<p>It's in the Data Constructing Task Small Group Task Collect, Record, and Display Data (tables, line plots, bar graphs)MCC.3.MD.3 MCC.3.MD.4</p>
<p>EQ: Why is word choice important? * if using suggested text use vocabulary word choices found on pg. 15 *if using your own read aloud, prior to lesson, create a vocabulary lesson using words from your book choice *model using the words in proper sentences with subject/verb agreement *model using the same words with a thesaurus (on internet or actual thesaurus) and choose synonyms for the words *in groups, using the short story on pg. 15, students will practice using a thesaurus to find words to put in the short story for the bolded words; students will illustrate and share stories</p>			<p>Framework Task: Cesar Chavez PowerPoint *Mini-lesson on how to create a slide</p>

Acquisition Skills

<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>interpreting line plot and bar graphs; Organizing and recording data using objects, pictures, pictographs, bar graphs, and simple charts/tables; Relate addition and subtraction to length; Using and understanding number lines</p>
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Formative Assessments

<p>Writing Prompt: What is a homophone? List at least five sets of homophones and illustrate.</p>	<p>Writing Prompt: Which people have you met or books have you read that have changed your life?</p>	<p>Writing Prompt: How does conservation protect our environment?</p>	<p>Writing Prompt: What is the difference between a standard and non-standard unit of measurement?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Definition

Facts/Characteristics

Examples

Non-examples



The Creatures of Planet Alzon

Alzon was a **cold** and **dark** planet floating out among the stars in outer space. On this planet there were **strange** looking creatures that **walked** about. These Creatures had two **big** feet, two **long** arms that were very **skinny**, and a very **short middle**. They had a **large** head with one **big** eye in the middle and very **little** ears. There was no nose or **mouth**. These creatures did have **long, green hair** strands that stood straight up. Also, they had **blue** spots all over their **yellow** skin. The **weird** thing about these creatures on the planet Alzon was they **slept** standing on their heads. They also **slept** during the day and were **awake** at night.

Week 33 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: Why is it important to organize your ideas into some kind of order? What are some ways to organize information? *begin with new vocabulary from next chapters (if using suggested text, vocab list on pg. 16 of framework; if using your own read aloud, choose a list of words prior to the lesson) *discuss how to interview and questions that would get an interviewee talking *distribute a narrative graphic organizer *if using suggested text, allow students to answer the prompt on pg. 18 of the framework; if using your own read aloud, create your own similar prompt *use writing process, peer editing, rubrics and checklists with prompt</p>	<p>Unit 7: Framework Task: Farm Worker Poem: explain the work of Cesar Chavez and other migrant workers. Students should design a border around the poem with pictures of tools and other objects significant to the times of Cesar Chavez or a farm. *Graphic Organizer (p. 15)</p>	<p>Interdependence of Man: CONCEPTS 2. Conserving resources and recycling protects our environment KNOW AND DO 2. How to identify the results pollution and conservation on our environment. vocabulary: biodegradable non-biodegradable</p>	<p>Show What You Know</p>
<p>EQ: Why is punctuation so important? *begin with new vocabulary from next chapters (if using suggested text, vocab list on pg. 16 of framework; if using your own read aloud, choose a list of words prior to the lesson) *students will practice looking up words in dictionary "Got It" game on pg. 19 optional *students will respond to comprehension questions in response journal (questions for suggested text on pg. 19) *discuss and model using possessive apostrophes *students will create a collage of words they find in a magazine that show/use apostrophes *go over rules to using apostrophes (pg. 19 of framework) *students will add sentences to match collages after lesson on rules *web link practice on pg. 19 * CFA paragraph pg. 20</p>	<p>Framework Task: Photo Analysis * Display the photo of Chávez participating in a non-violent protest to make an important change. *Create chart and record questions and answers</p>	<p>*Science activity with graph or chart showing data (research data on the vocab or have students sort items in the classroom or school to get data for the graph) ***math link</p>	

Acquisition Skills

<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>interpreting line plot and bar graphs; Organizing and recording data using objects, pictures, pictographs, bar graphs, and simple charts/tables; Relate addition and subtraction to length; Using and understanding number lines</p>
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Formative Assessments

<p>Writing Prompt: How do graphic organizers help you write?</p>	<p>Writing Prompt: How did Cesar Chavez's words and actions help farm workers in California?</p>	<p>Writing Prompt: How does recycling help reduce pollution?</p>	<p>Writing Prompt: How can I determine length to the nearest ¼?</p>
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Student Portfolio

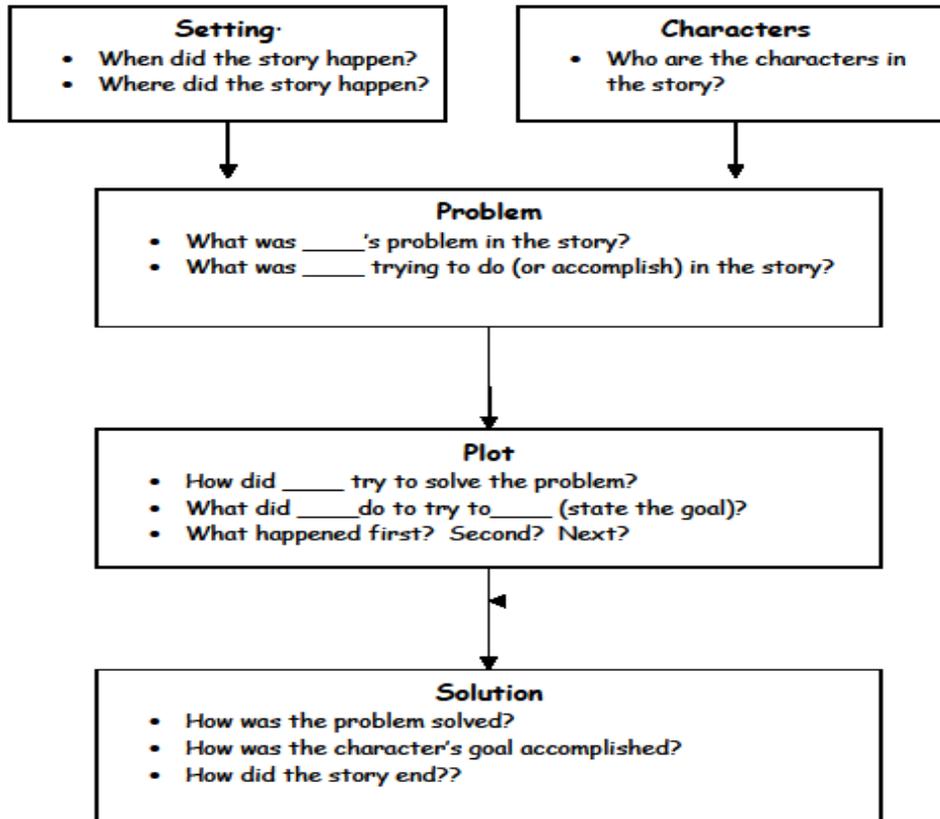
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Narrative Graphic Organizer

Narrative Story Map



- obtained from Reading First: Enhancing Student Achievement in Reading – Grades K-2 – Comprehension (2003)

Narrative Graphic Organizer

B E G I N N I N G	<u>Introduction:</u>				
	<u>Who?</u>	<u>What?</u>	<u>Where?</u>	<u>When?</u>	<u>Why?</u>
M I D D L E	<u>Event 1</u>		<u>Event 2</u>		<u>Event 2</u>
		Use the five senses to describe your events.			
E N D	<u>Conclusion:</u>				

Apostrophe Rules and CFA Paragraph

- 1.) To form the possessive of a singular noun , add an apostrophe and an s: skier's paradise; somebody's wallet.
- 2.) To form the possessive of a plural noun that ends in s (add only an apostrophe after the s): teachers' lounge
- 3.) To form the possessive of a plural noun that does not end in s, add an apostrophe and an s: children's play land
- 4.) To take the place of a letter in contractions; don't, can't, they're

The Robbery at Jack and Jills House

While they were on vacation, Jack and Jills house was robbed. They hadnt told their neighbor, Mr. Rose, that theyd be away, so he hadnt bothered to keep an eye on their house. When Jack and Jill returned, and saw that their house had been broken into, they didnt know what to do. Finally, Jill composed herself and phoned the citys police station. The desk sergeants advice wasnt very helpful: "Make a list of your missing items and I'll send Sergeant Jones patrol car over soon." Not at all cheered up, Jill began to look for what was missing. In the living room, Jacks stereo was gone along with Jills favorite painting. Walking into the kitchen, Jill discovered that the china had disappeared as well as a few crystal bowls she and Jack had received as wedding gifts. In the twin bedroom, Jill noticed that the beds quilts were no longer there. And in her husbands room, she saw that her grandfathers and grandmothers rocking chair had been stolen along with her jewelry box. Even Jack and Jills best winter coats were missing. The list of stolen items seemed endless. "Were not rich Jill sobbed." "Man, im glad ive been making my insurance payments on time," Jack sighed.

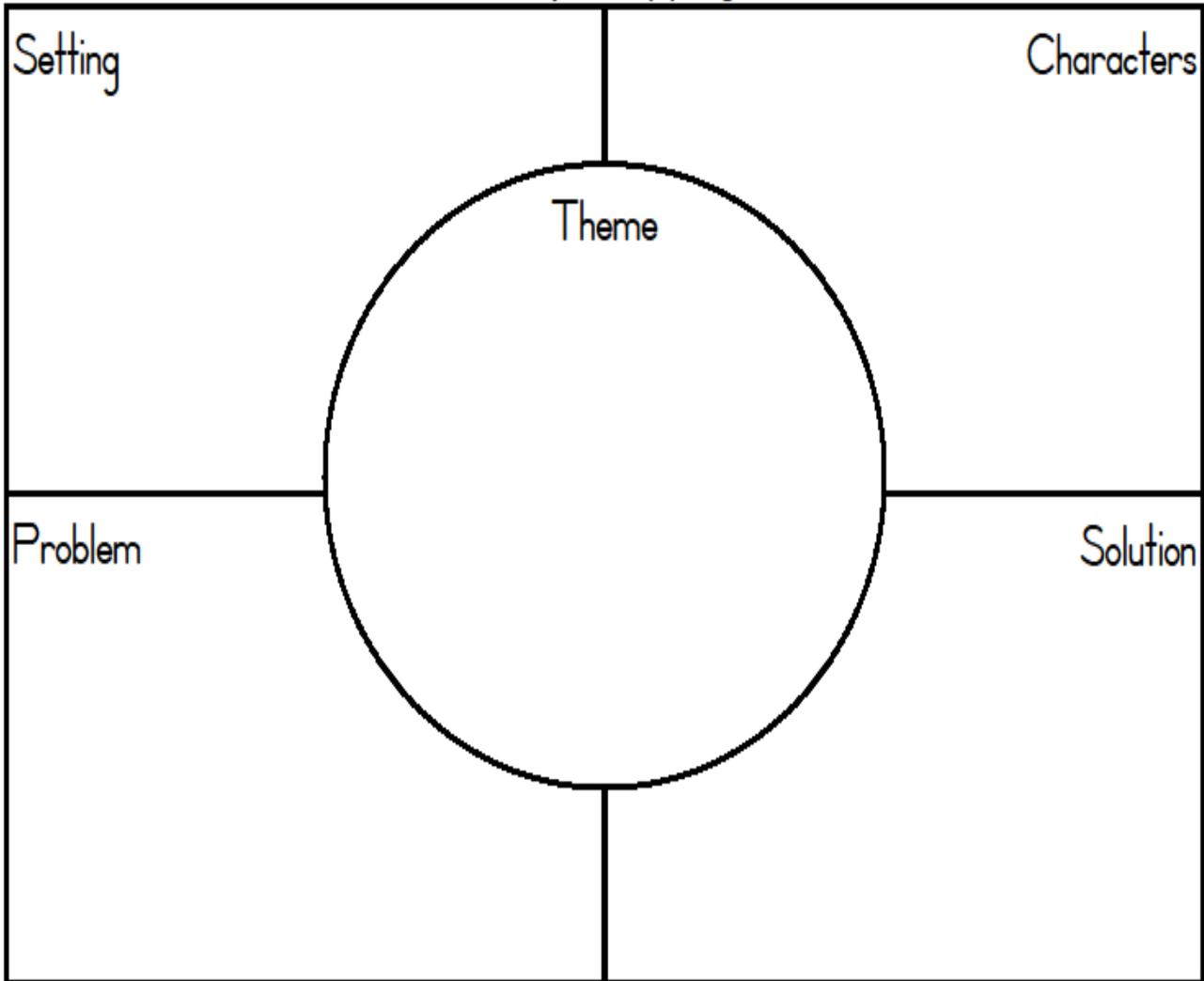
Week 34 3rd Grade			
ELA	Social Studies	Science	Math
<p>EQ: When is it appropriate to use a dictionary and how best to use it? *add new vocabulary from next chapters (if using suggested text, vocab list on pg. 20; if using own read aloud, create list prior to lesson) *model using guide words to look up words in the dictionary and define guide word (definition on pg. 21 in framework) *provide a CFA practice sheet (can use web link on pg. 21 or create your own) *students will respond to comprehension questions with read aloud</p>	<p>Unit 7: Framework Task: 3 Levels of Government Explain how Cesar Chavez had to go through each level in order to gain equal rights for migrant workers. *Vocabulary Sort (p. 18-19)</p>	<p>Interdependence of Man: CONCEPTS 2. Conserving resources and recycling protects our environment KNOW AND DO 3. Students will design an activity to see how much recyclable materials they use. 4. Students will challenge another school/class to see which school can recycle the most material. * Put information on charts, graphs, and tables. *Write an e-mail to your congressperson about pollution in your community. Letter should include information about conservation/recycle.</p>	<p>Show What You Know</p>
<p>EQ: Is technology always a good thing? *provide students with a picture of the White House and have students research the history (web links on pg. 21/ great link to government lesson in social studies) *students will write a short opinion piece on why the White House is so important (it should have a beginning, middle with two opinions, and end)</p>	<p>Framework Task: Product Flow Chart show how products are made from airplanes to chocolate. Students will complete a flow chart describing the steps it takes to make one product of the teacher's choice. *Resource (p. 20)</p>		
<p>EQ: What kinds of structures do stories have? How are they organized? *add new vocabulary from next chapters (if using suggested text, vocab list on pg. 23; if using own read aloud, create list prior to lesson) *use any vocabulary activity to define vocabulary *create comprehension questions for students to respond to (if using suggested text questions pg. 22) *students will complete a story map on the read aloud and write a summary based on their story map</p>			
Acquisition Skills			
<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>interpreting line plot and bar graphs; Organizing and recording data using objects, pictures, pictographs, bar graphs, and simple charts/tables; Relate addition and subtraction to length; Using and understanding number lines</p>
Formative Assessments			
<p>Writing Prompt: Why is it important to use a dictionary? How do guide words help you?</p>	<p>Writing Prompt: How do workers know how to make toys for a company?</p>	<p>Writing Prompt:</p>	<p>Writing Prompt: What is the difference between area and perimeter?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Story Map

Skill – Story Mapping

Name: _____

Story Mapping



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Definition

Facts/Characteristics

Examples

Non-examples



Week 35 3rd Grade			
ELA	Social Studies	Science	Math
<p>EQ: In what ways are stories that we read alike and different? *provide students with reading level appropriate books (if using the suggested text, list of author's texts on pg. 23) *in small groups students will explore an author's book and complete a story map *students will complete a Venn diagram comparing the read aloud and their book (if books by the same author, point out similar book covers, titles, etc.)</p> <p>EQ: How are stories or facts different when expressed in a poem as opposed to a story or a paragraph? *prior to lesson choose several poems (can be song lyrics) about courage and heroism *explore and discuss the poems with similar methods used earlier in the unit *students will choose a well-known hero; conduct research; and write a poem (web links for Haiku and Acrostic poem formats found on pg. 24) *students will write their poem in the middle of a poster and illustrate or copy pictures from research around as a border; share</p>	<p>Unit 7: Framework Task: Video Activity This How To...website (link in framework on pg.6 or just use any video on united streaming that shows how a "good" is produced) shows how crayons, construction paper, shoes, and fortune cookies are made and come with an online activity. Have students watch the videos and complete the online activity that comes with each video. *Website link (p. 6)</p>	<p>Interdependence of Man: CONCEPTS 2. Conserving resources and recycling protects our environment KNOW AND DO *Write letters to congressperson encourage others to help conserve/recycle. *Create a story, play, poem, song that has the meaning of pollution, conservation, recycling and acid rain.</p>	<p>Show What You Know</p>
Acquisition Skills			
use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists	write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view	relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing	interpreting line plot and bar graphs; Organizing and recording data using objects, pictures, pictographs, bar graphs, and simple charts/tables; Relate addition and subtraction to length; Using and understanding number lines
Formative Assessments			
Writing Prompt: How are song lyrics like poems?	Writing Prompt: What are the types of productive resources?	Writing Prompt: Write about a time you observed pollution in your environment.	Writing Prompt: How are tables, bar graphs, and line plot graphs useful ways to display data?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 36 3rd Grade

ELA	Social Studies	Science	Math
<p>EQ: How do authors effectively convey heroism? *Prompt: We have learned about many well-known heroes. Imagine that you have accomplished a goal or conducted your life in a way that has made you a hero. What would you like to have done to have this honor bestowed upon you? Write a narrative piece about being honored as a hero.</p> <ul style="list-style-type: none"> • Provide students with a graphic organizer for a narrative piece • Students will show teacher their graphic organizer to make sure their thoughts are in an organized pattern and flow. • Students will write their rough draft of their narrative piece. • Students will allow two peers to edit their rough draft using a kid-friendly rubric provided by the teacher. 	<p>Unit 7 Performance Task *Individuals, Groups, Institutions – The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. *review and link all historical figures covered during the year Rubric (p. 10-11) Resources p. (21)</p>	<p>Interdependence of man: GRASP Task *Rubric (p. 6) Goal: Understand the importance of sharing with others the ways you've learned to conserve resources to protect our environment Role: You have been hired by the Environmental Protection Agency to design a poster Audience: Your School Board members and the members of the EPA Scenario: You must present your poster to the board members and EPA. You must show evidence that you understand conservation, recycling, reusing and reducing waste. Product: You will make posters to display around the school informing other students of the need to conserve water and land resources by careful use and recycling.</p>	<p>Show What You Know</p>
<p>EQ: Why is it important to show our appreciation to people who inspire us? How can we express our gratitude? • Plan a "Hero Day." Ask students to invite a person who is a hero to them. Have them create invitations to send to that particular person.</p> <ul style="list-style-type: none"> • Set up the room with all the charts, posters, and writings about heroes they have learned about. • On the actual "Hero Day" have finger foods and drinks and allow the students to show their personal hero around the room and discuss what they have learned. • Have a video of each student telling about their hero. • Then each student with present their hero with a certificate stating why that person is their hero. ****COULD BE A GREAT END OF YEAR 			

Acquisition Skills

<p>use comprehension strategies to gain meaning; compare and contrast information; define and explore vocabulary; recognize poetry; link real world events to literature; use writing process; guide learning with rubrics and checklists</p>	<p>write using the writing process and research; use technology to increase vocabulary acquisition; write from various points of view</p>	<p>relate prior knowledge to new learning; compare and contrast information; write about experiments using technical writing</p>	<p>interpreting line plot and bar graphs; Organizing and recording data using objects, pictures, pictographs, bar graphs, and simple charts/tables; Relate addition and subtraction to length; Using and understanding number lines</p>
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Formative Assessments

<p>Writing Prompt: Why is it important to use the writing process, rubrics, and checklists when answering a writing prompt?</p>	<p>Writing Prompt: How have the historical figures we have studied this year changed America?</p>	<p>Writing Prompt: How will you recycle this summer?</p>	<p>Writing Prompt: How can data be used to make decisions?</p>
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Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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