

Week of Oct. 13th-16th : Overview of Learning Goals, Resources/Materials and Assessments

English Language Arts:

Journeys Anchor Text: *Destiny's Gift*

- **Learning Goals:** Through the reading of *Destiny's Gift* students will practice the target skill of understanding characters. By analyzing and evaluating what the characters say and do we will find clues to their feelings, traits, and motivations. I will read the anchor text aloud on Monday to model fluency (pace, prosody and accuracy). Students will also be held accountable for completing AR quizzes and their Lexia minutes (Even good readers will benefit from the practice Lexia provides).
- **Resources/Material:** Google Classroom links/materials (these will include links to Seesaw), paper and pencil, Renaissance Place (AR quizzes on Clever), Epic App on Clever, Teacher instruction and small group support
- **Students will demonstrate the following Common Core Standards:**
 - RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
 - RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
 - RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
 - W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
 - SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.3.1i Produce simple, compound, and complex sentences.
 - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **Assessment:** Students will be assessed through Google activities

Math:

Unit 2: Introduction to Multiplication / Module 3 - Ratio Tables & the Multiplication Table

- **Learning Goals:** Module 3 builds on skills and concepts developed during the first two modules and focuses on new ways of seeing multiplication. They will begin to explore the ratio table and identify/ label types of multiplication facts in a multiplication table. Lastly, students will use Khan Academy to strengthen mathematical skills concepts and skills.
- **Resources/Material:** Student Math Workbook, Teacher instruction and small group support, Math Workplaces, Khan Academy
- **Students will demonstrate the following Common Core Standards:**

- 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- 3.OA.B.5 Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Assessment: Math Student Workbook pages, Module Assessment

Science:

Academy of Sciences Livestream: Spooktacular Science (a 3 part series in October)

Livestream 2: If Skulls Could Talk

- **Learning Goals:** During this science unit students will focus on three connected sub topics to solve a larger mystery of a decomposing animal found by scientists at the Academy. The topics span three webinars through October: Webinar 1: Creepy Crawlies & the Bugs in our Museum, Webinar 2: If Skulls Could Talk, Webinar 3: Animal Guts!!
- **Resources/Material:** Academy of Sciences Livestream, teacher instruction
- **Students will demonstrate the following Common Core Standards:**
 - 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
 - 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
 - 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- **Assessment:** Google Classroom/Seesaw Activity

Social Studies:

Unit - Changes over Time: Buildings

- **Learning Goals:** Students will explore how buildings in our community have changed over time. They will be able to talk about log cabins, one-room schoolhouses, factories, general stores, apartment buildings and skyscrapers.
- **Resources/Material:** Teacher instruction, Social Studies interactive notebooks
- **Students will demonstrate the following Common Core Standards:**
 - 3.SS.2 Explain why people moved to their particular community and how it may have changed over time

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **Assessment:** Interactive Notebooks

Religion:

Be My Disciples: Chapter 4 - Jesus, the Son of God

- **Learning Goals:** In this chapter, students discover the Good News of the birth and public ministry of Jesus Christ. They explore Jesus' command to help those in need, he is the Messiah, he brought us the Good News of the Kingdom of God and they decide on a way to treat people justly as Jesus did. The chapter concludes with learning that in prayer of petition we ask God's help to do better.
- **Resources/Material:** Be My Disciples Textbook, Google Classroom
- **Students will demonstrate the following Religion Standards:**
 - 3.REL.1- Recognize and express understanding of how bible stories apply to everyday life
 - 3.REL.3- Articulate grade appropriate church doctrine, history and moral issues
- **Assessment:** Chapter review through Google Classroom

Sustained Silent Reading (S.S.R.):

- **Goals:** Students continue practice of pace, prosody and accuracy during reading. Students need to read within their level to best practice these skills. They can read independently or with another person.
- **Resources/Material:** Epic app on Clever, books from home
- **Students will demonstrate the following Common Core Standards:**
 - RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
 - RF.3.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Padlet:

- **Learning Goal:** Students will learn how to collaborate on ideas and add to our learning environment responsibly and respectfully
- **Resources/Materials:** Google Classroom, Padlet
- **Students will demonstrate the following Common Core Standards:**
 - W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
 - SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,