| Date           | Spelling/<br>Vocabulary   | Reading  | Suggested<br>Shared<br>Reading                            | Writing               | Grammar/<br>Mentor<br>Sentences | Math  | Science  | Social<br>Studies |
|----------------|---|--|---|-----------------------|---------------------------------|---|--|-------------------|
| Aug<br>10-12   |   | Every<br>Friday do a<br>Story Works                          |   |                       |                                 | M,T,Th, Fri daily word problems(gr aphs, 2 steps, any previously taught material) W Quick Draw Every day should be number talk Multiplication tests should be every week(timed) |  |                   |
| Aug<br>15 - 19 | Unit 1(Week 1) Cvc/cvcc with blends School related terms Dictation of 2 sentences | Building a<br>reading<br>life-skills<br>and stop<br>and jots | We are all friends working hard picture books :-) Frank & | Personal<br>Narrative | First Day<br>Jitters            | PLACE<br>VALUE  11. Use<br>various<br>strategies  | What is A<br>Scientist?<br>Intro to<br>Science |                   |

|                    | 30 points   |   | Beans<br>(picture<br>book)  |                              | to add and<br>subtract<br>fluently<br>within 1000.   |  |  |
|--------------------|---|---|---|------------------------------|--|--|--|
| Aug<br>22-26       | Unit 1 (Week 2) Cvc/ cvcc with blends School related terms Dictation of 2 sentences 30 points | Start How<br>to Be Cool<br>in third<br>grade(<br>character) | Ranger in<br>TIme<br>Hurricane<br>Katrina                                 | Enemy Pie                    | 12. Use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit number by a multiple of ten. (10 to 90) | Earth & Space Science 3.13 & 3.14 Weather and Climate Introductio n.to Weather-                          | Maps-Map<br>daily<br>weather,<br>label<br>continents,<br>oceans,<br>keys,<br>legends |
| Aug<br>29 - S<br>2 | Unit 1(week 3) Word families a/i family   | How to be cool in third grade                               | Zane and the Hurricane or Magic Tree House I Survived Galveston Hurricane | Saturdays<br>and<br>Teacakes | 10. Identify the nearest 10 or 100 when rounding whole numbers, using place value understandi  | Seasonal Weather Data 13 ) Display data graphically and in tables to describe typical weather conditions | <u>Maps</u>  |

|                 |  |  | <u>Or</u><br><u>Hurricane</u><br><u>Katrina</u> |   | ng.  | expected<br>during a<br>particular<br>season (e.g.,<br>average<br>temperature,<br>precipitation,<br>wind<br>direction). |  |
|-----------------|--|--|---|---|--|---|--|
| Sept<br>*6 - 9  | Unit 1 (Week 4) Word families a/i family | Finish how<br>to be cool in<br>third grade | I survived revolutiona ary war                  | My Rotten<br>Redheaded<br>Older<br>Brother                |  | Continue  | Maps                                     |
| Sept<br>12 - 16 | Unit 1 (Week 5) o/e/u family             | Text<br>features                           | I survived revolutionar y war                   | Fireflies   | Basic<br>Multiplicatio<br>n & Division<br>Facts and<br>Fact<br>Fluency | Climate 14 ) Collect information from a variety of sources to describe climates in different regions of the world.      | Constitution/<br>government/<br>bill law |
| Sept<br>19 - 23 | Unit 1 (Week 6)<br>o/e/u family          | Text<br>features                           | I survived revolutionar y war                   | The Man<br>Who<br>walked<br>Between<br>the Twin<br>Towers | Multiplicatio<br>n<br>And<br>Division                                  | continue  | Constitution/<br>government/<br>bill law |
| Sept            | Unit 1 (week 7)                          | Start                                      | Bunnicula                                       | Come  |  | Engineering   | Constitution/                            |

| 26-30          | Open syllables                        | Mystery unit<br>Mr.<br>Lemoncello |           | on,Rain    | Multiplicatio<br>n<br>And<br>Division  | Solutions 15 ) Evaluate a design solution (e.g., flood barriers, wind resistant roofs, lightning rods) that reduces the impact of a weather-relat ed hazard.* | government/<br>bill law |
|----------------|---------------------------------------|-----------------------------------|-----------|------------|--|---|-------------------------|
| Oct 3 - 7      | Unit 1 (Week 8)<br>Open syllables     | Mystery<br>Unit                   | Bunnicula | Verdi      | Multiplication And Division/ Time(elapsed and tothe minute) and measurement estimation, reading a graduated cylinder, metric system conversion | continue  | Revolutiona<br>ry war   |
| Oct.<br>*11-15 | Unit 1 assessment<br>Closed syllables | Mystery<br>Unit                   | Bunnicula | Stellaluna | Multiplicatio<br>n   | PHYSICAL SCIENCE -  | Revolutiona<br>ry war   |

|                |                                    |                 |           |                      | And Division/ Time(elaps ed and to the minute) and measureme nt estimation, reading a graduated cylinder, metric system conversion | OBJECTS & MOTION  1 ) Plan and carry out an experiment to determine the effects of balanced and unbalanced forces on the motion of an object using one variable at a time, including number, size, direction, speed, position, friction, or air resistance |  |
|----------------|------------------------------------|-----------------|-----------|----------------------|--|--|--|
| Oct 24<br>- 28 | Unit 2 (week1)<br>Closed syllables | Mystery<br>Unit | Bunnicula | I need my<br>Monster | Multiplication And Division/ Time(elaps ed and to the minute) and measurement estimation, reading a graduated cylinder,            | 2 ) Investigate, measure, and communicat e in a graphical format how an observed pattern of motion   |  |

|                 |                                      |              |  |                          | metric<br>system<br>conversion                               |   |  |
|-----------------|--------------------------------------|--------------|--|--------------------------|--|---|--|
| Oct 31<br>- N 4 | Unit 2 (week 2)<br>Vowel consonant e | Mystery unit |  | If you find a<br>Rock    | Multiplicatio<br>n<br>And<br>Division/<br>Geometry           | 3 ) Magnets-<br>Explore<br>objects that<br>can be<br>manipulated<br>in order to<br>determine<br>cause-and-ef<br>fect<br>relationships<br>of electric<br>interactions<br>between two<br>objects not in<br>contact with<br>one another<br>or magnetic<br>interactions<br>between two<br>objects not in<br>contact with<br>one another |  |
| Nov 7<br>- 10 * | Unit 2 (week 3)<br>Vowel consonant e | Main Idea    |  | The<br>Wretched<br>Stone | Multiplicatio<br>n<br>And<br>Division/<br>Time(<br>Geometry) | 4 ) Apply scientific ideas about magnets to solve a problem through an engineering design project   |  |

| Nov<br>14-17        | Unit 2 (week 4)<br>Vowel r (ar, er)      | Main Idea     |                       |                   | Knots on a counting rope | Multiplicatio<br>n<br>And<br>Division/<br>Geometry | Living/nonlivi<br>ng<br>Needs of<br>living<br>things/life<br>cycles |  |
|---------------------|--|---------------|-----------------------|-------------------|--------------------------|--|---|--|
| Nov<br>21-25        | virtual                                  |               |                       |                   |                          |  |   |  |
| Nov-2<br>8-Dec<br>2 | Unit 2 ( week 5)<br>Vowel r (ar,er)      | Love that dog | Holiday<br>books      | Poetry<br>writing | Grandpa's teeth          | 2 step word<br>problems/n<br>umerical<br>patterns  | Living/nonlivi<br>ng<br>Needs of<br>living<br>things/life<br>cycles |  |
| Dec<br>5-9          | Unit 2 (week 6)<br>Vowel r ( or, ur, ir) | Love that dog | Holiday<br>books      | Poetry<br>writing | Owl Moon                 | 2 step word<br>problems/n<br>umerical<br>patterns  | Living/nonlivi<br>ng<br>Needs of<br>living<br>things/life<br>cycles |  |
| Dec<br>12-16        | Unit 2 (week 7)<br>Vowel r (or, ur, ir)  | Hate that cat | Holiday<br>books      | Poetry<br>writing | Polar<br>Express         | 2 step word<br>problems/n<br>umerical<br>patterns  | Living/nonlivi<br>ng<br>Needs of<br>living<br>things/life<br>cycles |  |
| Jan<br>2-6          | No spelling or vocab                     | Hate that cat | Ranger in time oregon | Poetry            | Goal<br>Setting          | 2 step word<br>problems/n<br>umerical<br>patterns  | Living/nonliving Needs of living things/life cycles                 |  |

| Jan<br>9-13          | Unit 2 week 8 (au/aw, ea, ie)    | Text<br>Structure | Ranger in time oregon                  | Trouble with Trolls                       | Fractions                | Inheritance/v<br>ariation of<br>traits |  |
|----------------------|----------------------------------|-------------------|--|---|--------------------------|--|--|
| Jan<br>16-20         | Unit 3 week 1 (au/aw, ea, ie)    | Text<br>Structure | Wish tree                              | The Three<br>Snow bears                   | Fractions                | Inheritance/v<br>ariation of<br>traits |  |
| Jan<br>23-27         | Unit 3 week 2<br>(oi/oy, oa,ow)  | Biography         | Wish tree                              | Cloudy with a chance of meatballs         | Fractions                | Inheritance/v<br>ariation of<br>traits |  |
| Jan<br>30-Fe<br>b 3  | Unit 3 week 3<br>(oi/oy, oa, ow) | Biographies       | Wish tree                              | Groundhog<br>gets a say                   | fractions/lin<br>e plots | Inheritance/v<br>ariation of<br>traits |  |
| Feb<br>6-10          | Unit 3 week 4<br>Consonant +le   | Wild Robot        | We can't all<br>be<br>rattlesnake<br>s | Olive my<br>love                          | fractions/lin<br>e plot  | Inheritance/v<br>ariation of<br>traits |  |
| Feb<br>13-17         | Unit 3 week 5<br>Consonant +le   | Wild Robot        | We can't all<br>be<br>rattlesnake<br>s | True story<br>of the three<br>little pigs | fractions/lin<br>e plot  | Social and group behavior/eco system   |  |
| Feb<br>20-24         | Unit 3 week 6 endings            | Wild Robot        | We can't all<br>be<br>rattlesnake<br>s | I wanna<br>iguana                         | fractions/lin<br>e plot  | Social and group behavior/eco system   |  |
| Feb27<br>-March<br>3 | Unit 3 week 7 endings            | Wild Robot        | Horse<br>diaries                       | I wanna<br>new room                       | fractions/,lin<br>e plot | Social and group behavior/eco system   |  |
| March                | Unit 3 week 8                    | Author's          | Horse                                  | Thundercak                                | fractions/lin            | Social and group                       |  |

| 6-10           | Odd/schwa                            | Purpose             | diaries                 | е  | e plot             | behavior/eco<br>system                              |  |
|----------------|--------------------------------------|---------------------|-------------------------|--|--------------------|---|--|
| March<br>13-17 | Unit 4 week 1<br>Odd/schwa           | Review              | Horse<br>diaries        | Tar beach                                    | area/perime<br>ter | Social and group behavior/eco system                |  |
| March 20-24    | Unit 4 week 2<br>I before e position | Review              | Horse<br>diaries        | My great<br>aunt<br>arizona                  | area/perime<br>ter | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |
| March 27-31    | Spring break                         |                     |                         |  |                    |   |  |
| April<br>3-7   | Unit 4 week 3<br>I before e position | Review              | Dinosaur<br>before dark | Dandelions                                   | area/perime<br>ter | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |
| April<br>10-14 | Unit 4 week 4 prefixes               | Testing?            | Dinosaur<br>before dark | Sojouner<br>Truth Step<br>Stomp<br>Stride    | review             | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |
| April<br>17-21 | Unit 4 week 5 prefixes               | Trumpet of the swan | Dinosaur<br>before dark | Nothing<br>ever<br>happens on<br>90th street | review             | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |
| April<br>24-28 | Unit 4 week 6<br>suffixes            | Trumpet of the Swan | Dinosaur<br>before dark | Henry's<br>Freedom<br>Box                    | review             | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |
| May<br>1-5     | Unit 4 week 7 suffixes               | Trumpet of the      |                         | The<br>Paperboy                              | Math enrichment    | Fossils/survi<br>val of the                         |  |

|             |               | swan/anima<br>I project |  |                     |                    | fittest/dinosa<br>ur                                |  |
|-------------|---------------|-------------------------|--|---------------------|--------------------|---|--|
| May<br>8-12 | Unit 4 week 8 | Animal project-         |  | Junkyard<br>Wonders | Math<br>enrichment | Fossils/survi<br>val of the<br>fittest/dinosa<br>ur |  |