

Week of Sept.20th-23rd: Overview of Learning Goals, Resources/Materials and Assessments

English Language Arts:

Essential Question: What can traditions teach you about culture?

Readings: *The Dream Catcher* and *Yoon and Yoon and the Jade Bracelet*

- **Learning Goals:** Students will practice close reading of both *The Dream Catcher* and *Yoon and the Jade Bracelet*. We will also review academic vocabulary related and found in the stories, continue finding visual writing, commands and exclamations, and *e, o, u*, short sound word families.
- **Resources/Material:** worksheets, Classroom discussion, teacher instruction
- **Students will demonstrate the following Common Core Standards:**
 - RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 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
 - 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.
 - W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - 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.
 - SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - SL.3.1d Explain their own ideas and understanding in light of the discussion.
 - L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
Respectful: individual- Listens attentively and acts with integrity
Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Unit 1, week 2 assessments

Writing

Topic: Writing a Friendly Letter (Continued)

- **Learning Goals:** Students will learn the components of writing a letter and practice pre-writing.
- **Resources/Material:** Teacher instruction worksheets, Wonders writing workshop textbook
- **Students will demonstrate the following Common Core Standards:**
 - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - W.3.2b Develop the topic with facts, definitions, and details.
 - W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - W.3.2d Provide a concluding statement or section.
 - W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
 - W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - W.3.3d Provide a sense of closure.
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Various parts of our writing process will need to be turned in

Math:

Unit 1- Addition & Subtraction Patterns: This unit focuses on patterns in addition and subtraction facts, the

pattern of adding 10's, measuring, and problem solving.

Module 3: Story Problems and Strategies

- **Learning Goals:** During this module, students solve story problems that involve adding and subtracting 2-digit numbers. They spend time discussing their strategies and modeling them with the open number line, splitting diagrams, and equations.
- **Resources/Material:** Teacher instruction and small group support, Student Workbook, Home Connections, Exit Tickets
- **Students will demonstrate the following Common Core Standards:**
 - 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.
 - 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
 - 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.
 - 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Respectful: individual- Listens attentively and acts with integrity
 - Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Unit Assessment

Religion:

Religion:

Be My Disciples- Unit 1: We Believe, Part one

Lesson 1: God Speaks to Us

- **Learning Goals:** Students learn that the writing in the Bible are holy ecae they are the Word of God, inspired by the Holy Spirit.
- **Resources/Material:** Be My Disciples Textbook, Classroom discussion
- **Students will demonstrate the following Common Core Standards:**
 - 3.REL.1- Recognize and express understanding of how Bible stories apply to everyday life
 - 3.REL.2- Demonstrate knowledge of Catholic prayers and Mass
 - 3.REL.3 Articulate grade appropriate church doctrine, history and moral issues
 - SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Respectful: individual- Appreciates and values the differences of others, Listens attentively and acts with integrity
 - Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
 - Reverent: Catholic Christian- Makes moral decisions and acts upon them based on the teachings of Jesus Christ, actively participates during prayer and Mass experiences, knows and practices Catholic Social Teachings.
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Chapter Review

Science:

Unit- Animals Through Time (Fossils, Animal Survival and Heredity): In this unit, students develop an understanding of how animals and their environments change through time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

Lesson 2- *Fossil Evidence, Trace Fossils and Animal Behavior*

Essential Question: Can you outrun a dinosaur?

- **Learning Goals:** In this lesson, students will learn about how fossil dinosaur tracks reveal how quickly a dinosaur was running. In the activity, Outrunning CeeLo, students figure out if they could have won a race with a dinosaur that was just their size. To determine the winner, students will compare the length of their running steps with the dinosaur's steps.
- **Students will demonstrate the following Common Core Standards:**
 - 3.SCI.1- Explain changes in organisms' traits & environment that affect survival
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Respectful: individual- Listens attentively and acts with integrity
 - Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Lesson Assessment

Social Studies:

Unit - Communities in California

Then and Now Centers (Continued)

- **Learning Goals:** Students will practice finding differences and changes that have happened throughout our community by exploring pictures from the past.
- **Resources/Material:** Photo archive, Classroom discussion, Teacher Instruction
- **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.
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Respectful: individual- Listens attentively and acts with integrity
 - Responsible: problem solver- Works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, contributes to the learning process, takes responsibility for learning.
- **Assessment:** Centers Worksheets

Accelerated Reader (A.R.):

- **Goals:** Students continue practicing 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.
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Responsible: problem solver- Accountable for own choices and actions and initiates solutions, works independently and cooperatively with others to solve problems, follows school rules, routines and procedures
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, analyzes and synthesizes information logically and critically, takes responsibility for learning.
- **Assessment:** Goal of 2 books per month with a passing grade of 80% or higher in comprehension

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,
- **Students will demonstrate the following Schoolwide Learning Expectation (SLE):**
 - Responsible: problem solver- Accountable for own choices and actions and initiates solutions
 - Lifelong Learners- Demonstrates an ongoing curiosity for learning, takes responsibility for learning.

****Padlets will not be Assessed**