

Week of March 8th - 12th: Overview of Learning Goals, Resources/Materials and Assessments

English Language Arts:

Journeys Anchor Texts: *Judy Moody Save the World*

- **Learning Goals:** Through the reading of our anchor text students will focus on how a story structure uses main parts of a story to build upon each other. They will pay special attention to details about the characters, setting and plot events in the first chapter then look to see how the second chapter uses those details to continue the story. Students will also learn and practice the uses of adjectives and articles. Lastly, students will be held accountable for completing AR quizzes and their Lexia minutes (Even good readers will benefit from the practice Lexia provides).
- **Resources/Material:** Journey's textbook, 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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
 - RF.3.4a Read grade-level text with purpose and understanding.
 - 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.3.1a 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.3.1b 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.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **Assessment:** Worksheet Completion, participation,

Paragraph of the Week (POW):

Opinion Paragraph: *Stay Up Late or Wake Up Early?*

- **Learning Goals:** Over the course of 4 days, students will practice all the steps to write focused, organized, edited pieces of writing to share an opinion
- **Resources/Material:** 4 pages in our Weekly Packet, Teacher instruction
- **Students will demonstrate the following Common Core Standards:**
 - W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 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.
 - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Assessment:** Prewriting and final paragraph turned in at the end of the week.

Literature Circles

Jake Drake - Know it All: Week 5 (Chapters 9 & 10)

- **Learning Goals:** Students will independently read a given section of text from a grade level book on a weekly basis. They will complete one worksheet based on their role for the week and come prepared to share and discuss the section with others in their group.
- **Resources/Materials:** Jake Drake book, Literature circle role paper
- **Students will demonstrate the following Common Core Standards:**
 - **RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
 - **RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
 - **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.3.1a** 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.3.1b** 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.

- **Assessment:** Completion of role page, participation in discussion and reading fluency

Math:

Unit 6: Geometry - In Unit 6, students develop increasingly precise ways to describe, classify, and make generalizations about 2 dimensional shapes, particularly quadrilaterals.

Module 1: Investigating Polygons

- **Learning Goals:** Students are introduced to new vocabulary and use examples and nonexamples to explore the attributes of quadrilaterals.
- **Resources/Material:** Student Math Workbook, Teacher instruction and small group support, Seesaw, Google Classroom, Mathletics
- **Students will demonstrate the following Common Core Standards:**
 - 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- **Assessment:** Math Student Workbook pages, Seesaw Assignment

Science:

Mystery Science Unit - Stormy Skies (Weather and Climate): This unit develops the idea that by paying careful attention to clouds, wind, and other weather clues around us, we can predict the daily weather and make sense of why places on earth look and feel the way they do.

Travel Poster: Based on a Climate and Research

- **Learning Goals:** In the last lesson, students were introduced to the concept of climate and learned about the world's 5 major climates. This week students will expand on that knowledge and pick a climate to create a travel poster. The poster will contain academic language and ideas learned previously.
- **Students will demonstrate the following Common Core Standards:**
 - 3.SCI.1 Quantify and predict weather conditions in differing areas and times
- **Assessment:** Travel Poster completion

Social Studies:

Unit - United States Government

- **Learning Goals:** Students will be introduced to our Government Unit. They will read about the Articles of Confederation and deepen their understanding by answering questions related to the text.
- **Resources/Material:** Completed Lapbook
- **Students will demonstrate the following Common Core Standards:**
 - 3.SS.1 Describe the American Indians who lived locally, the resources they used, and how they modified the natural environment.

- 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.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- **Assessment:** Completed Lapbook and presentation (please see included grading rubric)

Religion:

Bible Story: Jesus and His Disciples

- **Learning Goals:** Students will watch a read aloud and reflect on the story of how Jesus acquired his 12 disciples. They will decide on what they would have done and how the story can apply to their everyday lives.
- **Resources/Material:** Teacher instruction, class discussion, articles, videos and worksheets
- **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:** Google Doc: The Good Samaritan

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.
- **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,

****Padlets will not be Assessed**