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| ***GRADE LEVEL:*** 3rd grade 1st Nine Weeks  ***THEME:***  Cause and Effect  ***DURATION***: Two Weeks (Weeks 1-2) | ***ESSENTIAL QUESTIONS:***  ***How does being a part of a community affect my learning?***  ***How do our resources affect our community?*** |

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| **Content Area AND Time** | | **Standards** | **Essential Questions/ Objectives/ Big Ideas** | **Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | L.3.2E  L.3.2F | \*Word sorts based on your students’ needs | * Word sorts |
| *Mini-lesson*  */Independent Reading/ Share Time* | RF.3.4 a  RL.3.1  RL.3.3 | \*How does the reading level of a text affect your enjoyment of the text? (Easy, Just Right, Challenging)  \*How does the content of a text affect the enjoyment of a text?  \*How does asking questions help me understand what I am reading?  \*How do character traits, motivations, and actions affect the outcome of a story? | * First 20 Days (condensed—Day 1, 2, 7, & 10) * Classroom Library (show students how library is set up)   -Easy, Just Right, Challenging  -Fiction vs. Nonfiction  -Genre Review   * Sorts: resource, genre, regions, etc. * Interactive Read-Alouds: focus on narrative stories with bold characters (e.g., Ramona; Horrible Harry; Magic Treehouse; Phineas L. MacGuire) * Word Salad App (create one for each character) |
| *Guided Reading* | SL 3.1 a, b, c, d  SL 3.4  SL 3.6  RL 3.1  RF.3.4a | \*How do routines affect the learning community?  \*How does asking questions help me understand what I am reading? | *Leveled Texts*   * *Turn and Talk* * *HMH Readers App* * *Wonderopolis App* * [*www.newsela.com*](http://www.newsela.com) *(subscription need $)* |
| **Writing Workshop**  *(50-60 Minutes)* | | W.3.3  W.3.4  W.3.5  W.3.6  Continue through the nine weeks | \*How are our personal experiences reflected in our writing? | * *Launching the Writing Workshop* * *Lucy Calkins Unit 1: Crafting True Stories* * *Personal narrative mentor texts:*   *(e.g., Patricia Polacco; Eve Bunting; Cynthia Rylant; Kevin Henkes)* |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3.NBT.A.1  SL.3.1  SL.3.4  SL.3.6 | \*How do math routines affect the learning community?  \*How does place value affect a number?  \*How does the way we communicate with others affect our problem solving community?  \*How are digits in a number related?  \*When might rounding be useful? | * **Math journal sentence starters (Pinterest)** * **Number talks** * **Number Sense Routines (Jessica F. Shumway)** * **Georgia Department of Education: Common Core Performance Standards** * **Rounding Rap (Google/Pinterest)** * **“Exploring the Regions” Problematic Task (Make personal connections and relevance)** |
| **Science/ Social Studies**  *(45 minutes total)* | | 3-1.1: Regions | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  *\*How do the regions of South Carolina affect the communities within the region?*  *\*How does the location of South Carolina fit in the global community?*  *\*How do the landforms affect the community?*  *\*How has geography shaped the way people live and work in SC?* | * [*www.studysc.org/elementary/sc-regions*](http://www.studysc.org/elementary/sc-regions) * [*www.scregions.weebly.com*](http://www.scregions.weebly.com) * [*www.scdiscus.org*](http://www.scdiscus.org) * *SC Wildlife Magazines* * *SC Weekly Magazines* * *gingersnapstreatsforteachers.blogspot.com (region cookies)* * *Google Earth* * *Word Salad App (creates a word cloud) (create one for each region and/or landform)* * *Pic Collage App (create a pic collage for each region)* * *Photo Card App* * *Discovery Education* * *Educreations (design a product similar to Me on the Map)* * *Zoom (Istvan Banyai)* |
| 3-3.6: Land Features |

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| Teacher Notes: |

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| ***GRADE LEVEL:*** 3rd grade 1st Nine Weeks  ***THEME:***  Cause and Effect  ***DURATION***: Five Weeks (Weeks 3-7) | ***ESSENTIAL QUESTIONS:***  ***How does being a part of a community affect my learning?***  ***How do our resources affect our community?*** |

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| **Content Area AND Time** | | **Standards** | **Essential Questions/ Objectives/ Big Ideas** | **Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | L.3.2E  L.3.2F | \*Word sorts based on your students’ needs | * Word sorts |
| *Mini-lesson*  */Independent Reading/ Share Time* | RL.3.5  L.3.5 a (figurative language)  RF.3.4 c (context clues) | \*How do chapters build off of each other?  \*How do stanzas in poetry build off of each other?  \*How do scenes in dramas build off of each other?  \*How do context clues affect my understanding and my ability to problem solve unknown words? | * The Native chapter book (Ben Bache) * Poem/Reader’s Theater about Native Americans or Explorers * Follet (eBooks) |
| *Guided Reading* | SL 3.1 a, b, c, d  SL 3.4  SL 3.6  RL 3.1  RF.3.4a | \*How do routines affect the learning community?  \*How does asking questions help me understand what I am reading? | *Leveled Texts*   * *Turn and Talk* * *HMH Readers App* * *Wonderopolis App* * [*www.newsela.com*](http://www.newsela.com) *(subscription need $)* |
| **Writing Workshop**  *(50-60 Minutes)* | | W.3.3  W.3.4  W.3.5  W.3.6  Continue through the nine weeks | \*How are our personal experiences reflected in our writing? | * *Regular and Irregular Nouns/Pronouns* * *Verbs: Tenses* * *Adjectives/Adverbs* * *Launching the Writing Workshop* * *Lucy Calkins Unit 1: Crafting True Stories* * *Personal narrative mentor texts:* * *(e.g., Patricia Polacco; Eve Bunting; Cynthia Rylant; Kevin Henkes)* |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3.NBT.A.2  3.OA.D.8  3.OA.D.9  SL.3.1  SL.3.4  SL.3.6 | \*How does place value affect the outcome of a math equation?  \*How are digits in a number related?  \*When might rounding be useful?  \*What strategies can I use to help me add in my mind more quickly and efficiently?  \*What is the affect of addition and subtraction on the outcome of the math equation?  \*How can I use addition and subtraction to solve real world problems?  \*What patterns can I find in mathematical equations? | * **Math journal sentence starters (Pinterest)** * **Number talks** * **Number Sense Routines (Jessica F. Shumway)** * **Georgia Department of Education: Common Core Performance Standards** * **Problematic task bank** * **Inside Mathematics** * **Illustrative Mathematics** * **Investigations** * **Moby Max** * **Ten Marks** * **IXL Math (30 free problems a day)** |
| **Science/ Social Studies**  *(45 minutes total)* | | 3-1.2: River Systems and Landforms  3-2.1: Native Americans  3-2.2: Exploration and Settlement | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  *\*What river systems can we identify in SC?*  *\*How did river systems and landforms affect the lives of the Native Americans and early inhabitants of SC?*  *\*What were the goals and accomplishments of the early explorers?*  *\*What were the failures and successes of the early explorers?*  *\*How do I compare and contrast saltwater and freshwater features?*  *\*How can I classify rocks and soils on the basis of their characteristics?*  *\*How can I classify minerals based on their properties?* | * [*www.studysc.org/elementary/first-south-carolinians*](http://www.studysc.org/elementary/first-south-carolinians) * [*www.studysc.org/elementary/exploration-and-colonization*](http://www.studysc.org/elementary/exploration-and-colonization) * [*www.scdiscus.org*](http://www.scdiscus.org) * [*www.riverventure.org*](http://www.riverventure.org) * *SC Wildlife Magazines* * *SC Weekly Magazines* * *gingersnapstreatsforteachers.blogspot.com (river systems map)* * *SC Maps* * *Third Grade Science Kit* * *Interactive Journals* * *Rock Cycle Song* * *River System Song: To the tune of Gilligan’s Island*   *“Savannah and the Edisto,*  *Santee and PeeDee,*  *These are the four river systems,*  *For you and for me!”*   * *itv.scetv.org/guides/detectivebonz.pdf* |
| 3-3.5: Saltwater and Freshwater  3-3.1: Classify Soils/Rocks  3-3.2: Minerals |

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| Teacher Notes: |

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| ***GRADE LEVEL:*** 3rd grade 1st Nine Weeks  ***THEME:***  Cause and Effect  ***DURATION***: Two Weeks (Weeks 8-9) | ***ESSENTIAL QUESTIONS:***  ***How does being a part of a community affect my learning?***  ***How do our resources affect our community?*** |

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| **Content Area AND Time** | | **Standards** | **Essential Questions/ Objectives/ Big Ideas** | **Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | L.3.2E  L.3.2F | \*Word sorts based on your students’ needs | * Word sorts |
| *Mini-lesson*  */Independent Reading/ Share Time* | L.3.5 a (figurative language)  RF.3.4 c (context clues) | \*How do context clues affect my understanding and my ability to problem solve unknown words?  \*How does understanding figurative language improve my comprehension?  \*What is the difference between literal and non-literal language? | * Follet (eBooks) * Crazy like a Fox (Loreen Leedy) * Shel Silverstein: *Where the Sidewalk Ends* |
| *Guided Reading* | SL 3.1 a, b, c, d  SL 3.4  SL 3.6  RL 3.1  RF.3.4a | \*How do routines affect the learning community?  \*How does asking questions help me understand what I am reading? | *Leveled Texts*   * *Turn and Talk* * *HMH Readers App* * *Wonderopolis App* * [*www.newsela.com*](http://www.newsela.com) *(subscription need $)* |
| **Writing Workshop**  *(50-60 Minutes)* | | W.3.3  W.3.4  W.3.5  W.3.6  Continue through the nine weeks | \*How are our personal experiences reflected in our writing?  \*How can I use figurative language to make my writing better? | * *Regular and Irregular Nouns/Pronouns* * *Verbs: Tenses* * *Adjectives/Adverbs* * *Launching the Writing Workshop* * *Lucy Calkins Unit 1: Crafting True Stories* * *Personal narrative mentor texts:* * *(e.g., Patricia Polacco; Eve Bunting; Cynthia Rylant; Kevin Henkes)* |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3.MD.B.3  SL.3.1  SL.3.4  SL.3.6 | \*How can we analyze and compare data to solve real world problems?  \*What resources can I use to create both a picture graph and bar graph? | * **Math journal sentence starters (Pinterest)** * **Number talks** * **Number Sense Routines (Jessica F. Shumway)** * **Georgia Department of Education: Common Core Performance Standards** * **Problematic task bank** * **Inside Mathematics** * **Illustrative Mathematics** * **Investigations** * **Moby Max** * **Ten Marks** * **IXL Math (30 free problems a day)** * [**www.commoncoresheets.com**](http://www.commoncoresheets.com) **(to pull graphs/images)** |
| **Science/ Social Studies**  *(45 minutes total)* | | 3-2.3: Conflict with Native Americans | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  *\*What were the causes and effects between SC natives and explorers?*  *\*What affects do slow and rapid changes have on our land?* | * [*www.studysc.org/elementary/first-south-carolinians*](http://www.studysc.org/elementary/first-south-carolinians) * [*www.scdiscus.org*](http://www.scdiscus.org) * *SC Wildlife Magazines* * *SC Weekly Magazines* * *SC Maps* * *Interactive Journals* * *itv.scetv.org/guides/detectivebonz.pdf* * *Discovery Ed TechBook* * [*www.knowitall.org*](http://www.knowitall.org) * [*www.library.sc.edu*](http://www.library.sc.edu) * [*www.teachingushistory.org*](http://www.teachingushistory.org) |
| 3-3.8: Slow and rapid changes |

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| Teacher Notes: |

2nd Nine Weeks Planner

Overarching Themes: Cause & Effect; Process; Change

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| Week |  | **EQ** | **Reading** | **Writing** | **Math**  OA.A.1 Interpret products of whole numbers  OA. A.2 I Interpret whole-number quotients of whole numbers  OA. A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities  OA. C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  OA. A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.  OA.B.5 Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.)  (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.  OA. B.6 Understand division as an unknown-factor problem.  OA. D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  NBT. A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90.  MD. A.1 Tell and write time to the nearest minute; measure time intervals (number lines & word problems)  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. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)**  **(All throughout the nine weeks and integrate within Science and Social Studies with problematic tasks)** | **Social Studies** | **Science** |
| 10 | October 27-  October 31 | **What are cause and effect relationships and how does that impact change?**  **How does a process affect change?** | RI. Read and Understand Non-Fiction text  **SL.3.4/SL 3.6 Report on a topic (ALL YEAR)**  **RF.Read grade level texts (ALL YEAR)**  **SL.3.1 (a, b, c, d) Guided Reading Discussions (ALL YEAR)** | L.3.1 (d,f) L.3.2 (e) L.3.4 (a,b,c,d) language skills  W3.2 (a, b, c, d) Write informative/  explanatory texts  (Bend 1)  W3.4 Guidance and support (editing) **(ALL YEAR)**  (Bend 2)  W3.5 Revisions and Editing  (Bend 3)**(ALL YEAR)**  W3.6 Using Technology  (Bend 3) **(ALL YEAR)**  W3.7 Research project  (Bend 4)  W3.8 Gathering info from digital sources  (Bend 3/4) | 3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.  **(Assessment)** | 3.3  Recognize kinds of fossils (molds, casts, and preserved parts) |
| 11 | November 3-7 (no Tuesday) |  |  | 3-2.5Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.  **(Assessment)** | 3.4 Make predictions about Earth’s early environments from plant and animal fossils |
| 12 | November 10-14 |  |  | 3-3.1 Summarize the causes of the American Revolution, including Britain’s passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence. | 3.7 Give examples of how Earth’s materials are used |
| 13 | November 17-November 25 |  |  | 4.1 Classify matter according to observable and measurable properties. |
| 14 | December 1-5 |  |  | 3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans | 4.2 Explain how water and other substances change from one state to another. |
| 15 | December 8-12 |  |  | 3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs | 4.3 Explain how heat moves through different materials (conductors and insulators)  4.4 Identify sources of heat and give examples of ways that heat can be produced |
| 16 | December 15-19 |  |  |
| 17 | January 5-9 |  |  | 3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments. | **(Review and Assess)** |
| 18 | January 12-15 (no Friday) |  |  | Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch | **(Review and Assess)** |
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| GRADE LEVEL: Third Grade  THEME: Cause & Effect; Process; Change  DURATION: 2 Weeks (Beginning of the 2nd 9 Wks.- Weeks 10-11) | ESSENTIAL QUESTIONS:  What are cause and effect relationships and how does that impact change?  How does the process affect change? |

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| Content Area AND Time | | Standards | Guiding Questions/Big Ideas | Possible Resources/Activities |
| Reading  Workshop  (75-90 Minutes) | Word Study |  | How does the process of using what we know about word parts and patterns to spell and read new words? | Words Our Way |
| Mini-lesson  Independent Reading  Share Time | RI-  3.1; 3.2; 3.4; 3.5; 3.7  RF-  3.4 a-c | How does the process of using the following help me demonstrate my understanding of informational text?   * ask and answer questions * main idea * grade 3 subject words * text features * illustrations * search tools | Leveled Content Text for Science- Fossils and Earth’s Materials  Readworks.org  Tool Kit-Shared R Drive from DO |
| Guided Reading | SL.3.1a-d  RF.3.4a-c (Teach throughout the year and mark in every quarter.) | (Integrate language standards with reading and writing through out the nine weeks. L3.4a; 3.4b;3.4d)  How does the process of asking and answering questions help me understand information? | Leveled Content Text for Science-Fossils and Earth’s Materials  Readworks.org  Tool Kit-Shared R Drive from DO |
| Writing Workshop  (50-60 Minutes) | | W 3.2 a-d  W 3.4  W 3.5  W3.8 | (Integrate language standards with reading and writing through out the nine weeks. L3.1d; 3.1f; 3.2e; 3.4d)  How does the way authors organize informational books affect my writing?  How does the organization of my informational text affect my reader? | Informational Books Writing Unit II Lucy Calkins  (Bends I-III)  -Rocks & Minerals |
| Math (60 minutes)  Number Sense Routine (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3OA.A.1  3OA.A.2  3OA.A.3  3OA.A.4  3OA.B.5  3OA.B.6  3OA.C.7  3OA.D.8  3OA.D.9  3NBT.A.3 | (These standards continue all through out the nine weeks)  How do different operations affect outcome?  What is the effect of multiplication and division on whole numbers?  Why are multiplication and division considered inverse operations? | Websites:  LearnZillion.com  MobyMax.com  IXL.com  Oswego.org for Math Magician  Activities:  Fact Families  Creating Arrays  Game-Around the World  Books:  The Doorbell Rang by Pat Hutchins  Marvelous Math by L.B. Hopkins  *Other book sources in Math Expectation Guide-near back* |
| Science | | 3.3  3.4  3-7 | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  How does evidence of the past affect today?  How does fossil evidence show changes in the environment?  How can I demonstrate the process of using Earth’s materials within my daily life and environment? | Activities:  Create Mold and Cast Fossils & Amber  Websites:  Discovery Ed-Song “I found a fossil”  riverventure.org |
| Social Studies | | 3-2.4  3-2.5 | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  How did the Royal Government and the Lord’s Proprietors effect the development of the colony, Carolina? Including the influence of other immigrant groups.  How was the colony of Carolina influenced by groups of people?   * Lord’s Proprietors * Huguenots * English from Barbados * Scots-Irish * German * European Jews | Recognize Maps-*Triangle of Trade*  Mental Maps  Pictures  Primary Sources & Artifacts  Venn Diagrams  Groups of People and their contribution—maps & flags for locations of groups originally  Websites:  KnowItAll.org *Gullah Net*  StudySC.org |

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| ***GRADE LEVEL:*** Third Grade  ***THEME:***  Cause & Effect; Process; Change  ***DURATION***: 5 Weeks- Weeks 12-16 (Driven by Science 2nd Nine Wks.) | ***ESSENTIAL QUESTIONS:***  What are cause and effect relationships and how does that impact change?  How does the process affect change? |

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| Content Area AND Time | | Standards | Big Ideas/Guiding Questions | Possible Activities/Resources |
| Reading  Workshop  (75-90 Minutes) | Word Study |  | How does the process of using what we know about word parts and patterns to spell and read new words? | Words Our Way |
| Mini-lesson  Independent Reading  Share Time | RI-  3.1; 3.2; 3.4; 3.5; 3.7  RF 3.4 a-c | How does the process of using the following help me demonstrate my understanding of informational text?   * ask and answer questions * main idea * grade 3 subject words * text features * illustrations * search tools | Leveled Content Text for Science-Matter  Readworks.org  Tool Kit-Shared R Drive from DO |
| Guided Reading | SL.3.1a-d  RF.3.4a-c (Teach throughout the year and mark in every quarter.) | Integrate language standards with reading and writing through out the nine weeks. L3.4a; 3.4b;3.4d)  How does the process of asking and answering questions help me understand information? | Leveled Content Text for Science-Matter  Readworks.org  Tool Kit-Shared R Drive from DO  Group Books-personal perspective using the Idella Bodie books to create book report and/or diary entry |
| Writing Workshop  (50-60 Minutes) | | W 3.2 a-d  3.4; 3.5; 3.6 | (Integrate language standards with reading and writing through out the nine weeks. L3.1d; 3.1f; 3.2e; 3.4d)  Informative/ Explanatory texts:  How does the writing process help me explain information clearly? | Students use an app to create and explain the process of how heat travels through different materials-  e.g. *Educreations, Inspiration, Pic Collage, Explain Everything*  Informational Books Writing Unit II Lucy Calkins  (Bends I-III) |
| Math (60 minutes)  Number Sense Routine (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | MD.A.1  3OA.A.1  3OA.A.2  3OA.A.3  3OA.A.4  3OA.B.5  3OA.B.6  3OA.C.7  3OA.D.8  3OA.D.9  3NBT.A.3 | How does the process of using a number line help me understand change in time?   * Addition and Subtraction Word Problems   (These standards continue all through out the nine weeks)  How do different operations affect outcome?  What is the effect of multiplication and division on whole numbers?  Why are multiplication and division considered inverse operations? | Science Activity with how water and other matter changes from one state to another; use data to solve problems  Chart time it takes ice to melt in various cups  Websites:  LearnZillion.com  MobyMax.com  IXL.com  Oswego.org for Math Magician  Activities:  Fact Families  Creating Arrays  Game-Around the World  Books:  The Doorbell Rang by Pat Hutchins  Marvelous Math by L.B. Hopkins  *Other book sources in Math Expectation Guide-near back* |
| Science | | 4.1  4.2  4.3  4.4 | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  What are the properties of matter and how do they effect the classification of matter?  How does the process of adding and removing heat change matter from one state to another?  How does the process of heat transfer differ among various materials?   * Conductors * Insulators   What processes cause heat to be produced and what effect does it have on matter? | Sorting Activities  Provide info about the temperature of various cups of liquid for students to analyze and evaluate the best insulator (paper, plastic, Styrofoam, metal)  Make hot tea and have students compare plastic, wood, and metal spoons  Videos: Heat Temperature and Energy—Basics of Heat (Discovery Science)  Blendspace.com (Conductors & Insulators)  Books:  Teaching Science with Toys-Solid, Liquids, & Gases  All About Heat  Science TechBook (Discovery Education) Virtual Lab |
| Social Studies | | 3.1  3.2  3.3 | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  How does revolution effect change?   * Causes of the American Revolution * Roles of groups of people and leaders * Battles   How did the course of the American Revolution change due to the perspectives of various groups of people in South Carolina?  What impact did important leaders from South Carolina have on the American Revolution? | Research of various leaders of the Revolution,  SC Discus  Map Creation of Battles  Create a newspaper article  Videos:  Liberty’s Kids-many topics (Discovery Education)  Books:  Magic Tree House-Revolutionary War on Tuesday;  The Man Who Loved the Flag & The Swamp Fox by Idella Bodie  Palmetto Symbol of Courage by Kate Palmer |

Unit Notes: Monitor and adjust as needed for students; Science Standards drive this unit with Math integration; Continue to work with multiplication and division standards in addition to time

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| GRADE LEVEL: Third Grade  THEME: Cause & Effect; Process; Change  DURATION: 2 Weeks- Weeks 17-18 (End of the 2nd 9 Wks) | ESSENTIAL QUESTIONS:  What are cause and effect relationships and how does that impact change?  How does the process affect change? |

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| **Content Area AND Time** | | **Standards** | **Guiding Questions/Big Ideas** | **Possible Resources/Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* |  | How does the process of using what we know about word parts and patterns to spell and read new words? | Words Our Way |
| Mini-lesson  Independent Reading  Share Time | RI.3.3  RI.3.6  RI.3.8 | How do emotions affect what I read? | Leveled Content Text  Readworks.org  Tool Kit-Shared R Drive from DO |
| *Guided Reading* | SL.3.1a-d  RF.3.4a-c (Teach throughout the year and mark in every quarter.) | How do emotions affect how I read?  How does the process of asking and answering questions help me understand different opinions and perspectives? | Leveled Content Text for Science-Matter  Readworks.org  Tool Kit-Shared R Drive from DO |
| **Writing Workshop**  *(50-60 Minutes)* | | W 3.1 a-d  Introduction | How do emotions affect how and what I write?  How does the process of organization effect the strength and persuasiveness of my writing? | OREO Graphic Organizer Persuasive Writing (on-line)  Unit 3-“Changing the World”-Opinion Writing Lucy Calkins-Bend I |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3OA.A.1  3OA.A.2  3OA.A.3  3OA.A.4  3OA.B.5  3OA.B.6  3OA.C.7  3OA.D.8  3OA.D.9  3NBT.A.3 | (These standards continue all through out the nine weeks)  How do different operations affect outcome?  What is the effect of multiplication and division on whole numbers?  Why are multiplication and division considered inverse operations? | Websites:  LearnZillion.com  MobyMax.com  IXL.com  Oswego.org for Math Magician  Activities:  Fact Families  Creating Arrays  Game-Around the World  Books:  The Doorbell Rang by Pat Hutchins  Marvelous Math by L.B. Hopkins  *Other book sources in Math Expectation Guide-near back* |
| **Science** | |  | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  *These two weeks can be used for catch up, review, or re-teaching.* |  |
| **Social Studies** | | 3.4  3.5 | How do people create and react to change?  How did the effects of the American Revolution bring about change in formation of a new state and national government? | Activities:  Pictorial Flipbook  Analogies of School to Government—Principal to Governor etc.  Leveled Book with SS Series  Book:  What Does a Governor Do? By D. J. Jakubiak  Video:  School House Rock  Brain Pop  Sesame Street/American Revolution |

3rd Nine Weeks Planner

Overarching Theme: Change

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| Week | Dates | EQ | Reading | WS | Writing | Math | Science | Social Studies |
| 19 | 1/20-1/23 | Is change necessary?  How do facts change or shape your opinion?  How does the sequence of events create and affect change? | **Point of view**  -Describing the relationship using sequence and cause and effect  RI.3.3  -Making your own point of view  R.I3.6  -Connection between sentences and paragraphs R.I3.8  -Compare and contrast main ideas in multiple text  R.I3.9  Ask, answer and report on a topic using complete sentences  Sl.3.3  3.4  3.6 | **Word Patterns:**  **Affixes**  -Using irregular verbs  (verb tenses)  -Comparative and superlative adjectives  -content words  -abstract nouns | **Opinion Writing**  -Point of View  A. Introducing topics  -Stating an opinion  -Providing a structure  B. Giving reasons to support an opinion  C. Linking words and phrases to connect an opinion  D. Provide a completed statement | Fractions and shapes into equal area 3.G.A.2 | Life Cycle | Classes of People    Antebellum |
| 20 | 1/26-1/30 |
| 21 | 2/2-2/6 | Food Chains  (producers, consumers and decomposers) | Slavery |
| 22 | 2/9-2/13 |
| 23 | 2/17-2/20 | Data with line plots (linear measurement) | Habitats  Environmental changes/ adaptations (behavioral and physical) | Civil War  Effects in the economy |
| 24 | 2/23-2/27 |
| 25 | 3/2-3/6 | **Geometry and shapes**  -Attributes of shape 3.G.A.1 |
| 26 | 3/9-3/13 |
| 27 | 3/16-3/20 | Determine the meaning of words and phrases using text  RL.3.4  Create own point of view from that of a narrator  R.L 3.6 | Narrative Writing- Fairytales/folk tales  Using dialogue to create a story/narrator | Reconstruction |
| 27+ | 3/23-3/27 | Jim Crow Laws/textile mills |

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| ***GRADE LEVEL:*** 3rd grade 3rd Nine Weeks  ***THEME:***  Change  ***DURATION***: Four Weeks (Weeks 19-22) | ***ESSENTIAL QUESTIONS:***  Is change necessary?  How do facts change or shape your opinion?  How does the sequences of events create and affect change? |

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| **Content Area AND Time** | | **Standards** | **Big Ideas/ Guiding Questions** | **Possible Resources/Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | L.3.1c,h  Abstract nouns and coordinating/subordinating conjunctions  L.3.4 b,c  Affixes and root words | \*Word sorts based on your students’ needs | * Words Our Way (District Resources) * Tennessee Common core Word Study |
| *Mini-lesson*  */Independent Reading/ Share Time* | RI.3.3  Cause/effect  RI.3.6  Point of View  RI.3.8  Making Connections  RI.3.9  Compare/Contrast text | **GQ:** How does cause and effect influence change?  **Suggested Mini Lessons:** Informational texts on railroads, Eli Whitney/Cotton Gin, Cannels connecting these three texts to slavery and social classes. (graphic organizer )  **GQ:** How does new information change our point of view?  **Suggested Mini Lesson:** After reading above texts how has the new information changed our point of view on slavery and social classes?  **GQ:** Does our point of view affect how we connect texts?  **GQ:** Is finding the main idea necessary for comprehending a text? | * Literacy By Design * Words are CATegorical by Brian Cleary * Flocabulary * *Pink and Say* by Patricia Polacco (social classes of boys) * Studies Weekly (classroom newspaper) * SCDISCUS.org * Readworks.org * *Henry’s Freedom Box* by Ellen Levine * Speeches: * <http://www.civilwar.org/education/history/primarysources/alexander-h-cornerstone.html> * <http://www.bbcamerica.com/copper/blog/unearthed-civil-war-speeches-brother-to-brother/> * <http://www.theleadershiphub.com/blogs/speech-changed-course-us-civil-war> |
| *Guided Reading* | L.3.4 a,d  Meaning of words/phrases in text  L3.6  Point of View | **GQ:** How does determining the meaning of a word/phrase affect our comprehension?  **GQ:** How do texts influence our point of view? | *Leveled Texts*   * *Turn and Talk* * *HMH Readers App* * *Wonderopolis App* * [*www.newsela.com*](http://www.newsela.com) *(subscription need $)* * *Toolkit Text* |
| **Writing Workshop**  *(50-60 Minutes)* | | W.3.1a,b,c,d  Opinion  L.3.1g,i  Adjectives/adverbs sentence variety  L.3.2,d,g  Possessives | **GQ:** How do we use our opinion to influence change?  **GQ:**  How do we incorporate comparative and superlative adverbs and adjectives when giving our point of view?  **GQ:** Do we use possessives appropriately when were writing an opinion piece? | **Possible Activity**  **ex. To get students going on speeches**  <http://highered.mcgraw-hill.com/sites/0073534196/student_view0/student_speech_videos.html>  <http://www.scoop.it/t/persuasive-speeches-by-liz-bridges>   * **Would you rather be a field slave or a house slave?** * **Changing something in the school (petition)** * *Launching the Writing Workshop* * *Lucy Calkins Unit3: Opinion* * *I Wanna Iguana* * *Speech related videos(Kid President/Ted)* * *Lucy Calkins DVD* |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3.G.A.2  Shapes  Fractions  3.NF.A.1  Fractions  3.NF.A.2 a,b  Number line  3.NF.A.3 a,b,c,d  Equivalent  fractions | **GQ:** How do shapes change as you divide into fractional pieces?  **GQ:** How does a fraction change as the number of parts increase or decrease?  **Suggested Mini Lessons:** Fractional size of social classes in SC (start with own class: boys/girls, glasses/no glasses then do the whole grade level)  -Extend to populations of different ecosystems  **GQ:** How does the size of the whole change the size of the part?  Why does the size of a whole matter?  Do some animals thrive better in a smaller ecosystem then in a larger one? Why?  **Suggested Mini Lesson:** What happens if you increase the fraction of consumers/producers in a food chain. | **Possible Activities**   * **Plantation slaves were able to have their own vegetable gardens at their cabins. They were allotted 24 square feet.**   **What shape would the garden have to be?**  **How could you divide the garden equally to grow four crops (six, eight)?**  **What fraction does each crop receive?**  **What if two neighbors decided to combine their garden?**   * **Math journal sentence starters (Pinterest)** * **Number talks** * **Number Sense Routines (Jessica F. Shumway)** * **Georgia Department of Education: Common Core Performance Standards** * **Problematic task bank** * **InsideMathematics.org (teacher resource)** * **Illustrative Mathematics** * **Investigations** * **Ten Marks** * [**www.commoncoresheets.com**](http://www.commoncoresheets.com) **(to pull graphs/images)** * [**www.teachersnotebook.com**](http://www.teachersnotebook.com) * **common core state standards math flipbook** |
| **Science**  *(25 minutes)* | | 3-2.1  Life cycle  3-2.5  Food chains | **GQ:** How do animals change though the life cycle?  **GQ:** What is the sequence of a food chain?  **GQ:** What happens if you change the producer, consumer or decomposer of a food chain? | * [*www.studysc.org/elementary/first-south-carolinians*](http://www.studysc.org/elementary/first-south-carolinians) * [*www.scdiscus.org*](http://www.scdiscus.org) * SC Wildlife Magazines * SC Weekly Magazines * SC Maps * Interactive Journals * itv.scetv.org/guides/detectivebonz.pdf * Discovery Ed TechBook * [www.knowitall.org](http://www.knowitall.org) * [www.library.sc.edu](http://www.library.sc.edu) * [www.teachingushistory.org](http://www.teachingushistory.org) * Toolkit Text: *From Egg To Salamander, A Puppy is Born* * United Streaming/learn360.com * News-O-Matic (App) |
| Social Studies  *(20 minutes in addition to being integrated during literacy instruction)* | | 3-4.1  Classes of People  3-4.2  Slavery | **GQ:**  How do people change social classes?  **GQ:** Did their social class affect their point of view?  **GQ:** What events led to a change in the life of a slave? | * Studies Weekly * SCDISCUS.org (searchasaurus) * Idella Bodie * United Streaming/learn360.com * Knowitall.org (Gullah Net) * News-O-Matic (App) * Brattonsville |

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| Teacher Notes: |

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| ***GRADE LEVEL:*** 3rd grade 3rd Nine Weeks  ***THEME:***  Change  ***DURATION***: Five Weeks (Weeks 23-27) | ***ESSENTIAL QUESTIONS:***  Is change necessary?  How do facts change or shape your opinion?  How does the sequences of events create and affect change? |

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| **Content Area AND Time** | | **Standards** | **Big Ideas/ Guiding Questions** | **Possible Resources/Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | L.3.1c,h  Abstract nouns and coordinating/subordinating conjunctions  L.3.4 b,c  Affixes and root words | \*Word sorts based on your students’ needs | * Word sorts |
| *Mini-lesson*  */Independent Reading/ Share Time* | RL.3.4  Meaning of words/ phrases of text  RL.3.6  Point of view from narrator | **GQ:**  How does change in phrases/words affect meanings of text?  **GQ:**  How do events in a story change your point of view? | * *Civil War Sub: The Mystery of the Hunley* by Kate Jerome * *Civil War on Sunday* by Mary Pope Osborn * *Just In Time, Abraham Lincoln* by Patricia Polacco * *January’s Sparrow* by Patricia Polacco * Kidrex.org * Knowitall.org Teachers-Science- SC Life (habitats/adaptations and review SC regions) * Idella Bodie books |
| *Guided Reading* | SL.3.1a,b,c,d  Collaborative discussion  SL.3.4  Presentation  SL.3.6  Speaking in complete sentences | **GQ:** How does being prepared affect the outcome of the discussion?  **GQ:**  How do you prepare/present information to change someone’s opinion on a topic? | Leveled Texts   * Turn and Talk * HMH Readers App * Wonderopolis App * [www.newsela.com](http://www.newsela.com) (subscription need $) * flocabulary * Words are CATegorical by Brian Cleary |
| **Writing Workshop**  *(50-60 Minutes)*  *(Last week or two begin Narrative Writing Once Upon A Time)* | | W.3.1a,b,c,d  Opinion  L.3.1g,i  Adjectives/adverbs sentence variety  L.3.2,d,g  Possessives  W.3.3a,b  Narrator/dialogue  L3.2b,c  Commas/Quotation marks | **GQ:** How do we use our opinion to influence change?  **GQ:**  How do we incorporate comparative and superlative adverbs and adjectives when giving our point of view?  **GQ:** Do we use possessives appropriately when were writing an opinion piece?  **GQ:** How does the dialogue between characters help readers form an opinion about the characters? | ***Possible Activities***  **ex. To get students going on speeches** :  <http://highered.mcgraw-hill.com/sites/0073534196/student_view0/student_speech_videos.html>  <http://www.scoop.it/t/persuasive-speeches-by-liz-bridges>  ***-Would you rather be an eight-year-old working in a factory in the north or on a plantation in the south?***   * **Changing something in the school (petition)** * *Speech related videos(Kid President/Ted)* * *Lucy Calkins DVD* * Lucy Calkins Unit 3: Opinion Writing   Unit 4: Fairy Tales (introduce)  Bend 1: Lessons 1, 2 and 3 |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | 3.MD.B.4  Linear measurement  3.G.A.1  Attributes of shapes | **GQ:** What effect does a fraction have on linear measurement?  **GQ:** How do the attributes of a shape change? | **Possible Activity**   * **Build a 2D textile mill using linear measurement (students will measure and cut out squares to create windows that will be glued onto a rectangle piece of paper. In each window students talk about what they have learned relating to mills/villages)** * **Math journal sentence starters (Pinterest)** * **Number talks** * **Number Sense Routines (Jessica F. Shumway)** * **Georgia Department of Education: Common Core Performance Standards** * **Problematic task bank** * **Inside Mathematics** * **Illustrative Mathematics** * **Investigations** * **Ten Marks** |
| **Science**  *(25 minutes)* | | 3-2.2,3  Adaptations  3-2.4  Habitats | **GQ:** What effect do changes have on our environment?  **GQ:**  What environmental factors influence a change in habitat? (Social Studies link: Sherman’s March, burning of Columbia changing SC) | **Possible Activity/ Resources**  **Measure plants and create a line plot** (**3.MD.B.4)**   * [www.studysc.org/elementary/first-south-carolinians](http://www.studysc.org/elementary/first-south-carolinians) * [www.scdiscus.org](http://www.scdiscus.org) * SC Wildlife Magazines * SC Weekly Magazines * SC Maps * Interactive Journals * itv.scetv.org/guides/detectivebonz.pdf * Discovery Ed TechBook * [www.knowitall.org](http://www.knowitall.org) * [www.library.sc.edu](http://www.library.sc.edu) * [www.teachingushistory.org](http://www.teachingushistory.org) * Kidrex.org * Toolkit Texts: *Penguins In Motion, By Land, Sea and Air, Whose Feet are Whose, Animal Ears: Adaptations for hearing, Seeing with Sound* * News-O-Matic (app) |
| Social Studies  *(20 minutes in addition to being integrated during literacy instruction)* | | 3-4.3  Secession  3-4.4  Events of Civil War  3-4.5  Effects of Civil War  3-4.6  Reconstruction  3-5.1  Jim Crow Law/textile mills | **GQ:** How did the Civil War affect all social classes?  **GQ:**  What sequence of events led to Civil War?  **Suggested Mini Lesson:**  Create a time line of Civil War events/summary of each (chance to incorporate fractions on a number line)  **GQ:** How did the effects of the war change South Carolina?  **Suggested Mini Lesson:**  What kind of adaptations did people have to make when they were forced to move from one social class to another after the Civil War? (Possibly group students according to their class ex. From Elite to Middle)  **GQ:** How did people’s opinion influence the development of Jim Crow Laws? | * Kidrex.org * United Streaming/learn360 * Studies Weekly * SCDISCUS.org * News-O-Matic (app) |

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| Teacher Notes: |

4th Nine Weeks Planner

Overarching Theme: Causes of Change

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| Week | Dates | EQ | Reading | WS | Writing | Math | Science | Social Studies |
| 28 | 3-26/  4-9 | What is change?  How do we know that something has changed?  What causes change? | **RL3.10** Read/ Comp Literature  **RL3.1** Ask/ Answer questions  **RL3.2** Recount Stories  **RL3.7** Illustrations convey meaning of words  **RL3.9** Compare/ Contrast stories by same author  (Patricia Polacco)  **SL3.6** Speak in Complete Sent. | **L3.2f** Spelling Patterns | Once Upon a Time: Adapting and Writing Fairy Tales  **W3.4** Writing with appropriate development, organization, and purpose  **W3.5** Planning, Revising, and Editing  **W3.3a** Narratives with characters/ sequence  **W3.3b** Use dialogue and descriptions | **3. MD. D.8**  PS perimeters  **3. MD.A.2** Liquid Volume/ Mass- PS  *Area standards have been introduced with multiplication arrays. Prior to PASS testing these standards need to be reviewed.*  *Standards may be assessed after PASS* | **3-5.1** Position  **3-5.2** Speed/ Direction  **3-5.3** Push/ Pull- Force  **3-5.4** Motion and Gravity  **3-5.5** Sound/ Vibrations  **3-5.6** Pitch and Volume  **3-5.7** Change Volume  **3-5.8** Change Pitch | **3-5.2** Discrimination  **3-5.3** Great Depression  **3-5.4** World War II, Cold War |
| 29 | 4-10/  4-16 |
| 30 | 4-17/  4-23 |
| 31 | 4-24/  4-30 |
| 32 | 5-1/ 5-7 | PASS Testing- TBD | | | | | |
| 33 | 5-8/  5-14 | **RI3.10** Read/ Comp Informational text  **RL3.1** Ask/ Answer questions  **SL3.2** Main Idea/ Supporting details  **SL3.4** Report on Topic  **SL3.5** CreateAudio Recordings | **RF3.3a** Prefixes/ Suffixes  **RF3.3b** Latin Suffixes  **RF3.3c** Multi-syllable words  **RF3.3d** Irregularly spelled words | **L3.3a** Choosing words/ phrases  **L3.3b** Diff in spoken/ written langs.  **L3.5c** Shades of meaning of related words  **L3.6** Grade appropriate words/ phrases (time)  **W3.6** Technology to publish | **3.MD.C5.a**  Unit Square  **3.MD.C5.b**  In Square Unit  **3.MD.C6**  Area by Counting Unit Sq  **3.MD.C7.a**  Finding Area- Mult Side/ Length  **3.MD.C7.b**  PS finding area mult side/ length  **3.MD.C7.c**  Showing area by tiling  **3.MD.C7.d**  PS Adding areas of non-overlapping rectangles | *Time is available to introduce new science unit “Electricity and Magnetism”* | **3-5.5** End of Jim Crow, Civil Rights  **3-1.3** Population Distribution  **3-5.6** Tourism |
| 34 | 5-15/  5-21 |
| 35 | 5-22/  5-29 |
| 36 | 6-1/  6-4 |

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| GRADE LEVEL: Third Grade  THEME: Causes of Change  DURATION: 4 Weeks (Beginning 4th 9 Weeks: Weeks 29-31) | ESSENTIAL QUESTIONS:  What is change?  How do we know that something has changed?  What causes change? |

**Note: Testing dates have not been determined at this time. Plans may need to be monitored and adjusted**.

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| **Content Area AND Time** | | **Standards** | **Guiding Questions/Big Ideas** | **Possible Resources/Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | **L3.2f** Spelling Patterns | How does the process of using what we know about word parts and patterns help us to spell and read new words? | Words Our Way |
| Mini-lesson  Independent Reading  Share Time | **RL3.10** Read/ Comp Literature  **RL3.1** Ask/ Answer questions  **RL3.2** Recount Stories  **RL3.7** Illustrations convey meaning of words  **RL3.9** Compare/ Contrast stories by same author  (Patricia Polacco)  **SL3.6** Speak in Complete Sent. | How can I use what I know about author’s craft to help me understand how characters change through a story?  How can I use what I know about story elements (characters, setting, plot, conflict, and resolution) to help me answer questions, retell a story, understand meanings of unknown words, and compare and contrast stories, settings, plots, or characters?  How can I use illustrations to help me to gain a deeper understanding of the author’s text?  How does the process of asking and answering questions help me understand different perspectives?  **Possible Mini-Lessons**   * Begin a class chart listing title of story and themes (big ideas) found in the story **RL3.9** * Model summarizing a story using the “Somebody Wanted But So” structure. Then have students take turns summarizing a story to a partner using complete sentences. (This lesson is used to teach and or assess the speaking and listening standard. The assumption is that the difference between summarizing and retelling a story has already been taught.) **SL3.6** * Compare and contrast two stories on the same theme, character traits, setting, plot, conflict/ resolutions etc. (each of these elements should be a separate mini-lesson) using a graphic organizer **RL3.10, RL3.1, RL3.2, RL3.7, RL3.9** * Compare and contrast a book (theme or character traits) to a real-world connection such as discrimination during World War II and Civil Rights. **RL3.9** * Students could choose a book from the author’s study and create a foldable to discuss story elements. They should also include the themes from the book and how those themes relate to themselves.   ***Although reading instruction during this time will focus on an author’s study; teachers should also have available and use as read-alouds or guided reading texts various fairy tales and fractured versions of fairy tales. These will be used as mentor text and examples during writer’s workshop.*** | Leveled Content Text  Readworks.org  Guided Reading: Good First Teaching for All Children (Resources in the back of the book- graphic organizers to compare stories)  Suggested Author’s Study: Patricia Polacco  Website: patriciapolacco.com  Possible Titles and Connections:  Chicken Sunday (World War II, Discrimination, Relationships)  Mrs. Katz and Tush (World War II, Relationships)  The Butterfly (World War II, Relationships)  Christmas Tapestry (World War II, Relationships)  Junkyard Wonders (Bullying, Discrimination)  Thank You, Mr. Falker (Bullying, Discrimination)  Mr. Lincoln’s Way (Bullying, Discrimination)  Bully (Bullying)  The Blessing Cup (Immigration)  The Keeping Quilt (Immigration)  My Rotten Redheaded Older Brother (Family)  My Ol’ Man (Family)  Rotten Richie and the Ultimate Dare (Family)  An Orange for Frankie (Family) |
| *Guided Reading* | SL.3.1a-d  RF.3.4a-c (Teach throughout the year and mark in every quarter.) | How can I use what I know about author’s craft to help me understand how characters change through a story?  How can I use what I know about story elements (characters, setting, plot, conflict, and resolution) to help me answer questions, retell a story, understand meanings of unknown words, and compare and contrast stories, settings, plots, or characters?  How can I use illustrations to help me to gain a deeper understanding of the author’s text?  How does the process of asking and answering questions help me understand different perspectives?  **Any of the above the suggested mini-lessons can be incorporated into guided reading groups.** | Leveled Content Text for Science- (Sound, Motion)  Readworks.org  Tool Kit-Shared R Drive from DO  Guided Reading: Good First Teaching for All Children (Resources in the back of the book- graphic organizers to compare stories) |
| **Writing Workshop**  *(50-60 Minutes)* | | **W3.4** Writing with appropriate development, organization, and purpose  **W3.5** Planning, Revising, and Editing  **W3.3a** Narratives with characters/ sequence  **W3.3b** Use dialogue and descriptions | How can I use what I know about story elements and organization (characters, setting, plot, conflict, and resolution) to help me plan, revise, edit, and publish my own narrative including dialogue and effective descriptions?  **Once Upon a Time- Adapting and Writing Fairy Tales**  This writing unit was started at the end of the third nine weeks.  Continue the lessons in the unit in Bend 1- Lesson 3. | Unit 4-“Once Upon a Time- Adapting and Writing Fairy Tales”- Lucy Calkins-  Graphic Organizer for story elements  **Assortment of Fictional Literature**  Fairy Tales  Fractured Fairy Tales  Fables  Folktales  Myths  Other Fantasy Fictions |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | **3. MD. D.8**  PS (Prob. Solving) Perimeters  **3. MD.A.2** Liquid Volume/ Mass- PS  3NBT.A.3 | How do you find the perimeter of polygons with different areas?  How do changes to the lengths of a polygon’s sides affect the perimeter?  How is the ability to determine perimeter important in real life?    How can I use representations to solve real-world problems using standard units of measurement? (Connect this standard into science unit on sound by determining how mass and capacity affect pitch. This standard has also been incorporated into the heat and changes in matter unit from the end of the 2nd nine weeks.  **Possible Math/ Science Connections:**   * **Students can measure different volumes of water and put in glass jars. Then compare different pitches.** * **Students can also measure the length/ thickness of different materials such as rubber bands and compare pitch. These measurements could also be plotted on a line plot to review collecting data in quarter inches.** | Websites:  MobyMax.com  Success Maker (measurement AD course)  Investigations guide and resources  Activities:  *Other book sources in Math Expectation Guide-near back* |
| **Science** | | **3-5.1** Position  **3-5.2** Speed/ Direction  **3-5.3** Push/ Pull- Force  **3-5.4** Motion and Gravity  **3-5.5** Sound/ Vibrations  **3-5.6** Pitch and Volume  **3-5.7** Change Volume  **3-5.8** Change Pitch | **\*Be sure to collaborate with your music teacher. Let him/her know that students need to know about pitch (high and low) and volume (soft and loud).**  *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  How do mass, force and gravity affect the position, speed, and direction of an object?  How are pitch and volume created and changed? | Foss Sound Kit  Streamline Videos |
| **Social Studies** | | **3-5.2** Discrimination  **3-5.3** Great Depression  **3-5.4** World War II, Cold War | How has conflict been an essential element to create the need for change in society?  How do people create and react to change? | Activities:  Refer to list of books in Author’s study  Video:  Brain Pop |

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| Teacher Notes: |

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| GRADE LEVEL: Third Grade  THEME: Causes of Change  DURATION: 4 Weeks (End of 4th 9 Weeks- Weeks 33-34) | ESSENTIAL QUESTIONS:  What is change?  How do we know that something has changed?  What causes change? |

**Note: Testing dates have not been determined at this time. Plans may need to be monitored and adjusted**.

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| **Content Area AND Time** | | **Standards** | **Guiding Questions/Big Ideas** | **Possible Resources/Activities** |
| **Reading**  **Workshop**  *(75-90 Minutes)* | *Word Study* | **RF3.3a** Prefixes/ Suffixes  **RF3.3b** Latin Suffixes  **RF3.3c** Multi-syllable words  **RF3.3d** Irregularly spelled words | How does the process of using what we know about word parts and patterns help us to spell and read new words? | Words Our Way |
| Mini-lesson  Independent Reading  Share Time | **RI3.10** Read/ Comp Informational text  **RL3.1** Ask/ Answer questions  **SL3.2** Main Idea/ Supporting details  **SL3.4** Report on Topic  **SL3.5** CreateAudio Recordings | How can I use what I know about supporting details and graphic features to help me determine the main idea of non-fiction texts?  How does the process of asking and answering questions help me understand informational texts?  How can I share information gathered on a specific topic through a variety of written, visual, and oral techniques. | Leveled Content Text  Readworks.org  Guided Reading: Good First Teaching for All Children (Resources in the back of the book- graphic organizers for informational texts)  Tool Kit-Shared R Drive from DO |
| *Guided Reading* | SL.3.1a-d  RF.3.4a-c (Teach throughout the year and mark in every quarter.) | How can I use what I know about supporting details and graphic features to help me determine the main idea of non-fiction texts?  How does the process of asking and answering questions help me understand informational texts?  How can I share information gathered on a specific topic through a variety of written, visual, and oral techniques. | Leveled Content Text for Science- (Sound, Motion)  Readworks.org  Tool Kit-Shared R Drive from DO  Guided Reading: Good First Teaching for All Children (Resources in the back of the book- graphic organizers to compare stories |
| **Writing Workshop**  *(50-60 Minutes)* | | **L3.3a** Choosing words/ phrases  **L3.3b** Diff in spoken/ written langs.  **L3.5c** Shades of meaning of related words  **L3.6** Grade appropriate words/ phrases (time)  **W3.6** Technology to publish | **Narrative continuation**  How can I better convey the mood of a story through my word choice?  What technology tools can I use to share my writing?  *(This block of time after PASS continues the Once Upon a Time writing unit. Refer to the questions in previous document.*  *When narrative writing is complete you may use this time to write non-fiction reports on specific topics related to social studies.)*  **Informational Writing**  How can I use what I know about the organization of informational texts (graphic features: headings, tables, captions, charts, photos, illustrations, diagrams etc.) to help me produce a report on a specific topic? | Unit 4-“Once Upon a Time- Adapting and Writing Fairy Tales”- Lucy Calkins-  Graphic Organizer for story elements |
| **Math** *(60 minutes)*  **Number Sense Routine** (5-10 minutes) This can be done anytime of day, doesn’t have to be during math workshop | | **3.MD.C5.a**  Unit Square  **3.MD.C5.b**  In Square Unit  **3.MD.C6**  Area by Counting Unit Sq  **3.MD.C7.a**  Finding Area- Mult Side/ Length  **3.MD.C7.b**  PS finding area mult side/ length  **3.MD.C7.c**  Showing area by tiling  **3.MD.C7.d**  PS Adding areas of non-overlapping | How is the ability to determine area important in real life?  How can I use a variety of representations (tiling) and methods (composing and decomposing rectangles) and operations (addition and multiplication) to measure the area of different plane figures in square units?  **Possible Connections to Science/ Social Studies**   * Workshop problems for determining area could include problematic tasks related to determining the area of different geographical locations where people migrated to or from and tourist areas. * Problematic tasks could also include using data about distances that people traveled during Civil Rights marches or walked during bus boycotts. * Problematic tasks could include determining how the area of various sized objects change pitch. * In the science Foss kit- Sound there is a page comparing string instruments. Students could put the string instrument pictures onto graph paper to determine the area of each instrument. Connect the size of the area of each instrument to pitch. They could order the areas of instruments to compare pitches. | Websites:  Illustrativemathematics.org  Insidemathematics.org  Illuminations.nctm.org  MobyMax.com (supplemental)  Success Maker (measurement AD course)  Investigations guide and resources  Activities:  *Other book sources in Math Expectation Guide-near back* |
| **Science** | | Time after PASS testing should be used to review and assess Motion and Sound unit. | *(Social Studies and Science content may also be integrated during reading, writing, and math times.)*  How do mass, force and gravity affect the position, speed, and direction of an object?  How are pitch and volume created and changed?  *Time is available to introduce new science unit “Electricity and Magnetism” which will be moved from 4th grade to 3rd grade in 2015-16. This will allow teachers to become familiar with the unit and give students some exposure to these concepts since they will not learn these skills in 4th grade due to the change of standards.* | Foss Science kit |
| **Social Studies** | | **3-5.5** End of Jim Crow, Civil Rights  **3-1.3** Population Distribution  **3-5.6** Tourism | How has conflict been an essential element to create the need for change in society?  How do people create and react to change?  How do people utilize, adapt to, and modify the physical environment to meet their needs?  How has tourism impacted the economy of South Carolina? | Activities:  We Shall Overcome- Lyrics <http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html>  The following link that can be used as a resource for lyrics to other Civil Rights songs.  <http://www.theroot.com/articles/culture/2014/02/african_american_history_slavery_and_civil_rights_songs.html>  (The lyrics of the songs could be used in ELA as lyrical poetry.)  Video:  Brain Pop |

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| Teacher Notes: |