



<p>Monday 01/11/2021</p>	<p>Tuesday 01/12/2021</p>	<p>Wednesday 01/13/2021</p>
<p>Morning Meeting 8:00am - 8:30am</p>	<p>Morning Meeting 8:00am - 8:30am</p>	<p>Morning Meeting 8:00am - 8:30am</p>
<p>Whole Group ELA 8:30am - 9:45am</p>	<p>Whole Group ELA 8:30am - 9:45am</p>	<p>Whole Group ELA 8:30am - 9:45am</p>
<p><b>Lesson 5: Asteroids, Comets, and Meteors</b></p>	<p><b>Lesson 6: Galaxies and stars</b></p>	<p><b>Lesson 7: Compare and contrast galaxies</b></p>
<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>
<p><b>EL.3.3.3.f</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)</p> <ul style="list-style-type: none"> <li>Capitalize appropriate words in titles. (CCSS: L.3.2a)</li> <li>Use commas in addresses. (CCSS: L.3.2b)</li> <li>Use commas and quotation marks in dialogue. (CCSS: L.3.2c)</li> <li>Form and use possessives. (CCSS: L.3.2d)</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)</li> </ul> <p><b>EL.2.3.2.c</b> Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)</li> <li>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)</li> </ul>	<p><b>EL.2.3.2.c</b> Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)</li> <li>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)</li> </ul> <p><b>EL.2.3.2.d</b> Use Range of Reading and Complexity of Text to:</p> <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RI.3.10)</li> <li>Adjust reading rate according to type of text and purpose for reading.</li> </ul> <p><b>EL.2.3.2.b</b> Use Craft and Structure to:</p> <ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)</li> <li>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)</li> </ul>	<p><b>EL.2.3.2.b</b> Use Craft and Structure to:</p> <ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)</li> <li>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)</li> <li>Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)</li> <li>Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships</li> </ul> <p><b>EL.2.3.2.c</b> Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)</li> <li>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)</li> </ul> <p><b>Objectives / Essential Question</b> Students will listen to and read a text about galaxies to find key ideas, details, words, and phrases.</p> <p><b>Lesson / Instruction</b></p>



- Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

**Objectives / Essential Question**  
Students will read informational text and use a graphic organizer to compare and contrast asteroids, comets, and meteors.

**Lesson / Instruction**  
**Whole group:**

- Introduce vocabulary (asteroid, comet, meteor, asteroid belt, Halley's Comet, meteorite)
- Read Chapter 5 as a whole group

**Guided practice:**

- Divide students into partners.
- Draw a triple venn diagram
- Compare and contrast asteroid, comet, and meteor

**Independent practice:**

- Have students use the venn diagram and use activity page 5.2 to write an essay explaining the similarities and differences on the venn

Music 9:45am - 10:30am

Reading groups 10:30am - 11:00am

Lunch 11:05am - 11:30am

Recess 11:30am - 12:00pm

Art 12:00pm - 12:45pm

**Writing/Science/Social Studies 12:45pm - 1:45pm**

**Objectives / Essential Question**  
I can write quality sentences using the conjunction "so".

**Lesson / Instruction**  
-DLI Assessment

- Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
- Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

**Objectives / Essential Question**  
Students will gather key ideas and details from text and answer questions about galaxies and stars.

**Lesson / Instruction**  
**Whole group:**

- Introduce vocabulary (galaxy, astronomer, billion, Milky Way Galaxy, Andromeda Galaxy)
- Read chapter 6 as a class
- Use activity page 6.1 to take notes

**Guided Practice:**

- Have students read chapter 6 to themselves and answer the questions on activity page 6.2

**Independent practice:**

- When students are finished they can pick a writing response from the choice board on activity page 6.3

P.E. 9:45am - 10:30am

Reading groups 10:30am - 11:00am

Lunch 11:05am - 11:30am

Recess 11:30am - 12:00pm

Library/Keyboarding 12:00pm - 12:45pm

**Writing/Science/Social Studies 12:45pm - 1:45pm**

**Objectives / Essential Question**  
I can combine sentences using the conjunctions "and" and "or".

**Lesson / Instruction**  
-DLI Day 2

**Whole group:**

- Introduce vocabulary (astronomical, atoms, cluster, fuse, irregular, light-years, spiral)
- Have students tear out activity pages 7.1 for the read aloud
- They will read along silently from 7.1 as teacher reads
  - Circle key ideas, words, phrases
  - underline words they do not understand
  - Write thoughts in margins

Music 9:45am - 10:30am

Reading groups 10:30am - 11:00am

Lunch 11:05am - 11:30am

Recess 11:30am - 12:00pm

Art 12:00pm - 12:45pm

**Writing/Science/Social Studies 12:45pm - 1:45pm**

**Standards**  
EL.3.3.3.e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
- Form and use regular and irregular plural nouns. (CCSS: L.3.1b)
- Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)
- Form and use regular and irregular verbs. (CCSS: L.3.1d)
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)
- Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)



-DLI Day 1  
-Conjunction Lesson (TM pg. 103)  
-We are taking our writing from simple sentences to more complex sentences with adverbs and adjectives.  
-Walk through the lesson with the whole group using the example sentence "The fish swam."  
-Students will follow the same process and complete activity 5.3

**Finish Reading Activities if need be**

Recess 2 1:45pm - 2:15pm

Snack/read aloud 2:15pm - 2:30pm

Math-Whole Class 2:30pm - 3:45pm

**Topic 16-1**

**Standards**

**MA.4.3.2** Linear and area measurement are fundamentally different and require different units of measure

**MA.4.3.2.a** Use concepts of area and relate area to multiplication and to addition. (CCSS: 3.MD)

- Recognize area as an attribute of plane figures and apply concepts of area measurement. (CCSS: 3.MD.5)
- Find area of rectangles with whole number side lengths using a variety of methods6 (CCSS: 3.MD.7a)
- Relate area to the operations of multiplication and addition and recognize area as additive. (CSSL: 3.MD.7)

**MA.4.3.2.b** Describe perimeter as an attribute of plane figures and distinguish between linear and area measures. (CCSS: 3.MD)

**MA.4.3.2.c** Solve real world and mathematical problems involving perimeters of polygons. (CCSS: 3.MD.8)

-Conjunctions lesson (TM pg. 124) Focus on conjunctions "and" & "or"  
-Students complete Act. 6.4 (pg. 55)  
-If time... Choice board (pg. 53)

Recess 2 1:45pm - 2:15pm

Snack/read aloud 2:15pm - 2:30pm

Math-Whole Class 2:30pm - 3:45pm

**16-2**

**Standards**

**MA.4.3.2.c** Solve real world and mathematical problems involving perimeters of polygons. (CCSS: 3.MD.8)

- Find the perimeter given the side lengths. (CCSS: 3.MD.8)
- Find an unknown side length given the perimeter. (CCSS: 3.MD.8)
- Find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)

**Objectives / Essential Question**

I can find the perimeter of polygons with common shapes

**Lesson / Instruction**

Solve and share page 853  
Visual learning  
Guided practice page 855 # 1,2,3,4  
Independent practice page 856

Clean up 3:45pm - 4:00pm

- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)
- Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
- Produce simple, compound, and complex sentences. (CCSS: L.3.1i)
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts

**EL.3.3.3.d** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)

- Choose words and phrases for effect. (CCSS: L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)

**EL.3.3.3.b** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

**EL.3.3.3** Correct grammar, capitalization, punctuation, and spelling are used when writing

**Objectives / Essential Question**

I can use guide words in a dictionary correctly.

**Lesson / Instruction**

-DLI Day 3  
-Dictionary Skills (Review Guide Words)  
-Students complete 7.4  
-Students read pg. 73-74 and complete Activity 7.6 (partners)

Recess 2 1:45pm - 2:15pm



- Find the perimeter given the side lengths. (CCSS: 3.MD.8)
- Find an unknown side length given the perimeter. (CCSS: 3.MD.8)
- Find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)

**Objectives / Essential Question**

I can find the perimeter of different polygons

**Lesson / Instruction**

Warm up - Solve and share page 847  
Whole group - visual learning  
Guided practice - page 849  
Independent practice - page 849-850

**Clean up 3:45pm - 4:00pm**

**Bus Duty 4:00pm - 4:20pm**

Snack/read aloud 2:15pm - 2:30pm

Math-Whole Class 2:30pm - 3:45pm

**16-3**

**Standards**

**MA.4.3.2.c** Solve real world and mathematical problems involving perimeters of polygons. (CCSS: 3.MD.8)

- Find the perimeter given the side lengths. (CCSS: 3.MD.8)
- Find an unknown side length given the perimeter. (CCSS: 3.MD.8)
- Find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)

**Objectives / Essential Question**

I can find the unknown length of a polygon by using a known perimeter

**Lesson / Instruction**

Solve and share page 859  
Visual learning  
Guided practice page 861 #1,2,3,4  
Independent practice page 861 and 862

**Clean up 3:45pm - 4:00pm**

**Bus Duty 4:00pm - 4:20pm**



Thursday  
01/14/2021

Friday  
01/15/2021

Teacher  
Notes

Morning Meeting 8:00am - 8:30am

Whole Group ELA 8:30am - 9:45am

**Lesson 8: Constellations and stars**

**Standards**

- EL.1.3.2.a** 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. (CCSS: SL 3.1)
- 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. (CCSS: SL.3.1a)
  - 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). (CCSS: SL.3.1b)
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
  - Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
  - Use eye contact, volume, and tone appropriate to audience and purpose
  - Use different types of complete sentences to share information, give directions, or request information

**EL.1.3.2.b** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)



**EL.2.3.2** Comprehension strategies are necessary when reading informational or persuasive text

**EL.2.3.2.a** Use Key Ideas and Details to:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)

**Objectives / Essential Question**

I can read informational text about constellations and answer comprehension questions using evidence found in the text

**Lesson / Instruction**

**Whole group:**

- Introduce vocabulary (constellation, Ursa Major, Ursa Minor, Polaris)
- What do we know about stars so far?

**Guided practice:**

- Read chapter 7 as a class
- Then get in partners and reread
- Complete activity page 8.1

P.E. 9:45am - 10:30am

Reading groups 10:30am - 11:00am

Lunch 11:05am - 11:30am

Recess 11:30am - 12:00pm

Library/Keyboarding 12:00pm - 12:45pm

Writing/Science/Social Studies 12:45pm - 1:45pm

Standards



**EL.3.3.1.b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
- Use temporal words and phrases to signal event order. (CCSS: W.3c)
- Provide a sense of closure. (CCSS: W.3.3d)

**Objectives / Essential Question**

I can show cause and effect by writing sentences using the conjunction "so".

**Lesson / Instruction**

DLI Day 4  
Conjunction lesson (TM 160)  
Activity 8.3  
If time...Choice board

Recess 2 1:45pm - 2:15pm

Snack/read aloud 2:15pm - 2:30pm

Math-Whole Class 2:30pm - 3:45pm

Clean up 3:45pm - 4:00pm