

**GRADE LEVEL: 3<sup>rd</sup> Grade**

| <p><b>Planning for week:</b><br/>3/5<br/><b>Meeting Location:</b> 213</p>    | <table border="1"> <thead> <tr> <th data-bbox="769 201 1370 243">Team Members</th> </tr> </thead> <tbody> <tr> <td data-bbox="769 243 1370 285">Derrick/Kari</td> </tr> <tr> <td data-bbox="769 285 1370 327">Michelle</td> </tr> <tr> <td data-bbox="769 327 1370 369">Jenny</td> </tr> <tr> <td data-bbox="769 369 1370 407">Mary</td> </tr> </tbody> </table> | Team Members | Derrick/Kari | Michelle | Jenny | Mary |
|---|--|--------------|--------------|----------|-------|------|
| Team Members  |  |              |              |          |       |      |
| Derrick/Kari  |  |              |              |          |       |      |
| Michelle  |  |              |              |          |       |      |
| Jenny   |  |              |              |          |       |      |
| Mary  |  |              |              |          |       |      |
| <p><b><u>Team Norms:</u></b></p> <ol style="list-style-type: none"> <li>1. Have a positive attitude</li> <li>2. Maximize Productivity</li> <li>3. Be Reflective</li> </ol>  | <p><b><u>Team Roles:</u></b></p> <ol style="list-style-type: none"> <li>1. Extensions- Mary</li> <li>2. Common Assessment- Michelle</li> <li>3. Note Taker-Mary</li> <li>4. Plans &amp; Power Points Jenny/Kari</li> </ol>   |              |              |          |       |      |
| <p><b>Who supports lit. Acceleration?</b><br/>Mary<br/>Shannon<br/>Guen</p>   | <p><b>Who supports guided reading?</b><br/>Mary<br/>Stacy</p>  |              |              |          |       |      |
| <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• The team reflected and will now be grading the CA differently. They will not mark the correct answer if a student got the answer wrong. This will allow for richer reflection and an opportunity for them to figure out their mistake. Teachers will mark the number/question if they got it wrong, but will not indicate the correct answer. Students can use a colored pencil to circle the correct answer during reflection.</li> <li>• This reflection will take place Thursday and Friday during acceleration- we will need 2 days to account for the new way of reflecting.</li> <li>• There is a practice test for unit 8. This was taken from the interim assessment book instead of the "weekly tests" we typically use. Please only use the informational text- Washington's Firestorm and Nashville Floods. These could also be used to complete the practice writing which is very similar to the actual CA.</li> </ul> <p><b>Schedule:</b></p> <ul style="list-style-type: none"> <li>• The unit 8, CA will be administered in shared/guided reading on Thursday, March 22<sup>nd</sup> and shared only on March 23<sup>rd</sup> for those that need to finish.</li> </ul> |  |              |              |          |       |      |
| <h2 style="background-color: #a0c0ff; padding: 5px;">Literacy</h2>  |  |              |              |          |       |      |
| <p><b>LINK TO PLANNING CALENDAR</b><br/><b>LINK TO SHARED PLANS</b></p> <p><b>Unit Essential Question:</b> How can we predict the unknown?</p> <p><b>Primary Standards/Essential Outcomes:</b></p> <p><b>RI 3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI 3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>   |  |              |              |          |       |      |

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**RI 3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**LINK TO COMMON ASSESSMENT**

**Date CA will be administered:** 3/22-3/23

**How does our instruction mirror the common assessment?**

**Types of questions:**

- What is the main idea of the passage
- Choose **two sentences** from the passage that support the main idea
- Choose **two details** from the passage that support the main idea
- Place a check on the line beside each sentence that describes (topic of text)
- What does the footnote in paragraph\_\_\_ help the reader understand?
- What does the footnote explain about\_\_\_\_?

**Tier 1**

*What is it we expect all students to learn?*

| <b>Day of the Week</b>  | <b>Standards</b><br><i>*primary standards</i> | <b>Instructional Approach</b><br><i>HOW will we teach it? Include academic language, strategies, annotation tips,</i>   |
|-------------------------|---|---|
| Monday<br>3/5<br>Day 4  | <b>R.I. 3.3, 3.8</b>                          | <p>This lesson will focus on identifying and describing cause and effect relationships among the ideas presented in a science text.</p> <p><b>Model</b><br/>Explain to students that an effect is what happens and a cause is why it happens. Offer a simple weather-related example such as <i>it is raining</i> (cause) and <i>the ground is wet</i> (effect) and express the cause and effect relationship in a sentence using the word <b>because</b>: <i>The ground is wet because it is raining</i>. Point out that causes and effects are common in writing on science topics.</p> <p>Have them construct a chart in which they describe the cause and effect relationships they find in the text. Point out that sometimes writers use words and phrases, such as <i>caused by</i> and <i>as a result</i>, that can help readers recognize causes and effects.</p> <p><b>Reflect on the Strategy</b><br/>Ask partners to reflect on the strategy of describing cause and effect relationships among ideas in a science text by answering the following question:<br/> <ul style="list-style-type: none"> <li>• <i>Why is it important to clearly identify cause and effect relationships in scientific texts?</i></li> </ul> </p> |
| Tuesday<br>3/6<br>Day 5 | R.I. 3.9                                      | <p>Compare and Contrast a poem and an informational text. Students will compare and contrast these texts to compare and contrast key points that are presented in both texts.<br/> <b>Texts will need to be on similar topics to align to shared.</b></p> <p>Categories for compare and contrast:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>How does this text try to explain weather?</p> </div>   |

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|                                   |                               |   |  |
|-----------------------------------|-------------------------------|---|--|
|                                   |                               | <p>What does this text say about types of clouds?</p>   |  |
| <p>Wednesday<br/>3/7</p>          |                               | <p><b>½ day of school- no shared reading</b></p>  |  |
| <p>Thursday<br/>3/8<br/>Day 6</p> | <p>R.L. 3.1, 3.2,<br/>3.4</p> | <p><b>Introduce Genre Features</b><br/>           Display a <b>Features of Realistic Fiction Web</b> and review each genre feature with students. As you focus on each feature, point out similarities and differences between the features of realistic fiction and the features of fictional stories that students studied in Unit 2.</p> <div data-bbox="673 787 1226 1312" data-label="Diagram"> </div> <p><b>Read to Find Key Story Details</b><br/>           Read paragraphs 1-7, and have them <b>number key events and underline key details</b>. When they have finished reading, ask students to write a short summary of what they have read in the margin.</p> |  |
| <p>Friday<br/>Day 9</p>           | <p>R.L. 3.1, 3.2,<br/>3.4</p> | <p><b>Read to Find Key Story Details</b><br/>           Read paragraphs 1-7, and have them <b>number key events and underline key details</b>. When they have finished reading, ask students to write a short summary of what they have read in the margin.</p> <p><b>Review Genre Features</b><br/>           Display a <b>Features of Realistic Fiction Web</b> (see above) and review each genre feature with students. As you focus on each feature, point out similarities and differences between the features of realistic fiction and the features of fictional stories that students studied in Unit 2.</p>  |  |