




	<p><b>Third Grade Vision Statement:</b>          To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, creative and compassionate members of society.</p>
<p><b>Team Norms for Meetings for the Year (5-10 minutes)</b></p>  <p>“Enforcing the norms has been a lot easier since I thought of using the mute.”</p>	<p>Set norms for time, listening, decision-making, accountability, participation, etc.</p> <p>Stay on task          Everyone has a voice          Be respectful</p>
<p><b>Collective Commitments (5-10 minutes):</b>          "Collective Commitments" are <b>beliefs and actions created by school staff and agreed to by school staff.</b> These commitments allow for an open and transparent agreement on what staff must do to live our mission and achieve our vision.</p>	<p>List 3 Together:</p> <ol style="list-style-type: none"> <li>1- We will share ideas and be receptive to new pedagogical practices to promote student excellence.</li> <li>2- We will collaboratively discuss effective ways of using student data to improve performance.</li> <li>3- We will be a support system for team members so they can find the best solutions for student achievement.</li> </ol>
<p><b>Math (60-90 minutes)</b></p> <p><b>Acadience Math 8/22-9/30</b>  <b>JSD Math Assessments</b></p> <p><b>Establish goal first, then discuss plan</b></p>	<p><b>Establish a SMART (specific, measurable, attainable, results oriented, time bound) goal:</b></p> <p><b>By October 1, students will:</b> Students will be able to understand the contextual factors of multiplication and be able to proficiently skip count by 1's, 2's, 3's, 5's and 10's.</p> <p><b>** Shelly will print out the benchmarks for the grade level.</b></p> <p>Plan out the first 6 weeks - lessons to teach, dates for assessments, strategies for students (link documents here if you have them or type here):</p>



"My goal for tonight is purposeless, ambiguous, immeasurable, unaccounted-for TV viewing for as long as I feel like it. I think that's attainable."

## Math UNIT 1

### Week 1- August 22-26 Skip Counting Focus

- Lesson 1** - 5's skip count,
- Lesson 2**- 2's, 3's, 4's, review 5's, 8's
- Lesson 3**- Arrays for multiplication
- Lesson 4**- Division 2's, 3's, 4's, 5's
- Lesson 5**- Skip count by 2's (patterns)

### Week 2- August 29- Sept 2 Multiplication Chart, Variables, 2's, 5's, 10's, 9's

- Lesson 6** - Multiplication Chart & QQ 1
- Lesson 7**- 10's and variables
- Lesson 8**- 9's trick & fluency
- Lesson 9**- Story Problems 2's, 5's, 9's, 10's QQ 2
- Lesson 10**- 3's

### Week 3- Sept. 6-9 Area, 4's, Story Problems, Review

- Lesson 11** - Area
- Lesson 12**- 4's
- Lesson 13**- Story Problems 2's, 3's, 4's, 5's, 9's, 10's
- Lesson 14**- Review, story problems, QQ 3

### Week 4- Sept 12-15, 1's, multiplication/division properties, problem type, story problems

- Lesson 15** - 1's, multiplication/division properties
- Lesson 16**- Identify, array, equal groups, etc
- Lesson 17**- Story Problems (mult, division)
- Lesson 18**- Story problems, 2's, 3's, 4's, 5's 9's

### Week 5- Sept. 19-23 Review, QQ4, Test

- Lesson 19** - Review QQ 4
- Test Review**- (Tues, Wed)
- Test Day**- Thursday
- Math Games/RTI**- Friday

## Math UNIT 2

### Week 6- September 26- 30

- Lesson 1**- 6's
- Lesson 2**- Area
- Lesson 3**- 8's
- Lesson 4**- Story problems, choose operation
- Lesson 5**- 7's

<p><b>ELA (60-90 minutes)</b></p> <p><b>Acadience 9/21-9/23</b>  <b>ELA Pre-Benchmarks Due 8/26-</b>  <b>Reading and Writing (upload to</b>  <b>Mastery Connect)</b></p> <p><b>Optional: RISE Benchmarks</b>  <b>and/or Fall RISE Interim</b>  <b>8/1-12/23 (let Cherie know if</b>  <b>you're interested)</b></p> <p><b>Benchmark Schedule:</b></p> <p><b>Pretest: 8/18/22-8/26/22</b></p>	<p><b>Establish a SMART goal</b> (specific, measurable, attainable, results oriented, time bound)</p> <p>By the end of the first quarter (October 1st), students will be able to accurately retell the main idea and important details of a grade level appropriate text using a graphic organizer.</p> <p><b>** Loren will print all benchmarks for the grade level.</b></p> <p><b>Journey's Stories to teach this year:</b>  <b>A Fine, Fine School–Narrative</b>  <b>Trial of Cardigan Jones–Narrative</b>  <b>Pop's Bridge–Narrative</b>  <b>Roberto Clemente–Informative</b>  <b>The Harvest Birds–Narrative</b>  <b>Kamishibai Man–Narrative</b>  <b>Young Thomas Edison–Informational</b>  <b>Tops and Bottoms–Narrative</b>  <b>Yonder Mountain - Narrative</b>  <b>Aero and Officer Mike - Narrative</b>  <b>Albertosaurus Mystery - Informational</b>  <b>Life on the Ice - Informational</b>  <b>Sarah, Plain and Tall - Narrative</b>  <b>Judy Moody - Narrative</b>  <b>A Tree is Growing - Informational</b>  <b>The Journey: Stories of Migration - Informational</b>  <b>The Journey of Oliver K Woodman - Narrative</b>  <b>Mountains: Surviving on Mt Everest - Informational</b>  <b>((red stories are directly related to benchmark stories))</b></p> <p><b>Plan out the first 6 weeks</b> - stories to read, skills and strategies, vocabulary, comprehension, writing, assessments, learning targets, RTI (link documents here if you have them or type here):</p> <p><b>Week 1- Aug. 22-26, A Fine Fine School</b>  Story structure: genre: narrative  Beginning, middle, end, setting, climax (resolution of problem), character, character traits, problem, conclusion,  Essential Question: How is learning at school different than learning at home?  Vocabulary: principal, proud, soared, announced, strolled, fine, worried, certainly  Comprehension: summarize  Writing: Descriptive paragraph (narrative)</p> <p><b>Week 2- Aug. 29- Sept. 2, A Fine Fine School</b>  Story structure: genre: narrative  Beginning, middle, end, setting, climax (resolution of problem), character, character traits, problem, conclusion,</p>
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Essential Question: How is learning at school different than learning at home?

Vocabulary: principal, proud, soared, announced, strolled, fine, worried, certainly

Comprehension: summarize

Writing: Descriptive paragraph (narrative)

**Week 3- Sept. 6-9, Cardigan Jones**

Story structure: genre: narrative

Beginning, middle, end, setting,, character, character traits, problem, conclusion

Essential Question: Why are courts an important part of our government?

Vocabulary: trial, jury, convinced, guilty, pointed, honest, murmur, stand

Comprehension: Drawing conclusions, inferences

Writing: Dialogue (narrative)

**Week 4- Sept. 12-16, Cardigan Jones**

story structure: genre: narrative

Beginning, middle, end, setting,, character, character traits, problem, conclusion

Essential Question: Why are courts an important part of our government?

Vocabulary: trial, jury, convinced, guilty, pointed, honest, murmur, stand

Comprehension: Drawing conclusions, inferences

Writing: Dialogue (narrative)

**Week 5- Sept. 19-23, Pop's Bridge**

Story structure: genre: Narrative (realistic fiction)

Beginning, middle, end, setting, climax (resolution of problem), character, character traits, problem, conclusion,

Essential Question: Why is everyone's role on a project important?

Vocabulary: Crew, foggy, tide, disappear, cling, stretch, balancing, excitement

Comprehension: infer/predict, compare and contrast

Writing: Prewrite a personal narrative

**Week 6- Sept. 26-30, Pop's Bridge**

Story structure: genre: Narrative (realistic fiction)

Beginning, middle, end, setting, climax (resolution of problem), character, character traits, problem, conclusion,

Essential Question: Why is everyone's role on a project important?

Vocabulary: Crew, foggy, tide, disappear, cling, stretch, balancing, excitement

Comprehension: infer/predict, compare and contrast

Writing: Prewrite a personal narrative

<p><b>Science (45-60 minutes)</b></p> <p>How will you teach FOSS (rotate kids, etc.)? What does the week look like? How will you integrate Reading and Writing with Science? <b>Remember, we are NOT using videos from the district to teach Science experiments or other lessons.</b></p>	<p><b>Establish a SMART (specific, measurable, attainable, results oriented, time bound) goal:</b></p> <p><b>By October 1, students will:</b></p> <p><b>Motion and Matter-</b></p> <p>Students will make observations about magnets so they can explain how magnets interact with other magnets and paper clips. They will know they have it when they can explain how magnets interact with other magnets and paper clips.</p> <p>Students will explain what causes changes in motion They will know they have it when they can explain what causes changes in motion.</p> <p><b>Water and Climate-</b></p> <p>Students can explain what happens to water on different surfaces. They will know they have it when they can explain what happens to water on different surfaces</p> <p>Students can explain how water moves on a slope. They will know they have it when they can explain how water moves on a slope</p> <p>Students can explain the effects of rain on natural materials. They will know they have it when they can explain the effects of rain on natural materials.</p> <p><b>Structures of Life-</b></p> <p>Students will make observations about different seeds, so that they can explain how seeds are alike and different. They will know they have it when they can explain how structures of life are alike and different.</p> <p>Students will make observations on the growth of plants, so that they can explain what effect water has on seeds. They will know they have it when they can explain the effect water has on seeds.</p> <p><b>Social Studies-</b></p> <p>Students will know the different tribes, homes, art forms, tools and other information about the US Native American Tribes, human settlements, geography and cardinal directions.</p> <p>Plan for FOSS (add link to documents or type here):</p> <p><b>Teachers will teach the same subject 4 times, we will switch</b></p>
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	<p><b>which class we teach each quarter</b></p> <p><b>Motion and Matter- Linford</b></p> <p><b>Water and Climate- Tymon</b></p> <p><b>Structures of Life- Lain</b></p> <p><b>Social Studies- Strate</b></p> <p><b>Quarter 1- August 18- October 20</b></p> <p>We will each teach our own class</p> <p><b>Quarter 2-October 31-January 13</b></p> <p>Motion and Matter- Strate</p> <p>Water and Climate- Linford</p> <p>Structures of Life- Tymon</p> <p>Social Studies- Lain</p> <p><b>Quarter 3- January 18-March 24</b></p> <p>Motion and Matter- Lain</p> <p>Water and Climate- Strate</p> <p>Structures of Life- Linford</p> <p>Social Studies- Tymon</p> <p><b>Quarter 4- April 3-June 2</b></p> <p>Motion and Matter- Tymon</p> <p>Water and Climate- Lain</p> <p>Structures of Life- Strate</p> <p>Social Studies- Linford</p>
<p><b>CFA's (remaining time- 1-2 hours)</b></p>	<p>Create the CFAs to your learning scales (already created) you will be using the first weeks of school in Math and Reading. If you are up to date on learning scales and CFA's, plan out assessment dates and start a new learning scale with CFA. Add links here. Plan out dates to give formative assessments: Give the first CFA in</p>

	each subject by the end of September.
<b>Other:</b>	Museum of Curiosity Thanksgiving Point scholarship February 23 10-12 Budget? Can we plan a 2nd free field trip?