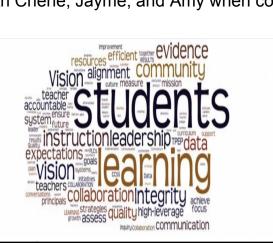
Third Grade Team Planning Day

Share with Cherie, Jayme, and Amy when complete

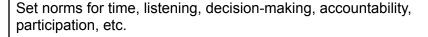


Date:August 8, 2022 Establish Responsibilities- 5 minutes- (List the Facilitator, Time Keeper, Notetaker, Norms Manager, etc):	Facilitator- Jill Time Keeper- Michael Notetaker- Shelly Norms Manager- Loren
School Mission and Vision	Foothills Elementary Mission Statement: "Foothills Elementary, as a caring community, is committed to preparing ALL students for the future by providing an optimal learning experience, encouraging students to reach their highest potential in a safe environment." Foothills Elementary Vision Statement: "Through Kindness, Accountability, and Empowerment, Staff and Students will Discover and Strengthen their own Superpowers."
Team Mission and Vision (5-10 minutes)	Third Grade Mission Statement: We will maintain high expectations and promote academic excellence for all students.

Third Grade Vision Statement:

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.

Team Norms for Meetings for the Year (5-10 minutes)





Stay on task Everyone has a voice Be respectful

Collective Commitments (5-10 minutes):

List 3 Together:

"Collective Commitments" are beliefs and actions created by school staff and agreed to by school staff. These commitments allow for an open and transparent agreement on what staff must do to live our mission and achieve our vision.

- 1- We will share ideas and be receptive to new pedagogical practices to promote student excellence.
- 2- We will collaboratively discuss effective ways of using student data to improve performance.
- 3- We will be a support system for team members so they can find the best solutions for student achievement.

Math (60-90 minutes)

Establish a SMART (specific, measurable, attainable, results oriented, time bound) goal:

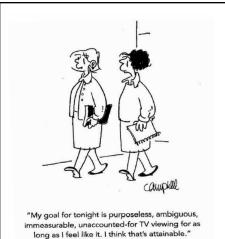
Acadience Math 8/22-9/30 JSD Math Assessments

By October 1, students will: 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.

Establish goal first, then discuss plan

** Shelly will print out the benchmarks for the grade level.

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):



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

<u>Week 4-</u> 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

ELA (60-90 minutes)

Acadience 9/21-9/23 ELA Pre-Benchmarks Due 8/26-Reading and Writing (upload to Mastery Connect)

Optional: RISE Benchmarks and/or Fall RISE Interim 8/1-12/23 (let Cherie know if you're interested)

Benchmark Schedule:

Pretest: 8/18/22-8/26/22

Establish a SMART goal (specific, measurable, attainable, results oriented, time bound)

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.

** Loren will print all benchmarks for the grade level.

Journey's Stories to teach this year:

A Fine, Fine School–Narrative Trial of Cardigan Jones–Narrative Pop's Bridge–Narrative

Roberto Clemente-Informative

The Harvest Birds-Narrative Kamishibai Man-Narrative

Young Thomas Edison–Informational

Tops and Rottoms Narrative

Tops and Bottoms-Narrative Yonder Mountain - Narrative

Aero and Officer Mike - Narrative

Albertosaurus Mystery - Informational

Life on the Ice - Informational Sarah, Plain and Tall - Narrative

Judy Moody - Narrative

A Tree is Growing - Informational

The Journey: Stories of Migration - Informational The Journey of Oliver K Woodman - Narrative Mountains: Surviving on Mt Everest - Informational ((red stories are directly related to benchmark stories))

<u>Plan out the first 6 weeks</u> - stories to read, skills and strategies, vocabulary, comprehension, writing, assessments, learning targets, RTI (link documents here if you have them or type here):

Week 1- Aug. 22-26, A Fine Fine School

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)

Week 2- Aug. 29- Sept. 2, A Fine Fine School

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)

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

Science (45-60 minutes)

How will you teach FOSS (rotate kids, etc.)? What does the week look like? How will you integrate Reading and Writing with Science? Remember, we are NOT using videos from the district to teach Science experiments or other lessons.

Establish a SMART (specific, measurable, attainable, results oriented, time bound) goal:

By October 1, students will:

Motion and Matter-

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.

Students will explain what causes changes in motion They will know they have it when they can explain what causes changes in motion.

Water and Climate-

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

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

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.

Structures of Life-

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.

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.

Social Studies-

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.

Plan for FOSS (add link to documents or type here):

Teachers will teach the same subject 4 times, we will switch

which class we teach each quarter

Motion and Matter-Linford

Water and Climate- Tymon

Structures of Life-Lain

Social Studies- Strate

Quarter 1- August 18- October 20

We will each teach our own class

Quarter 2-October 31-January 13

Motion and Matter-Strate

Water and Climate- Linford

Structures of Life- Tymon

Social Studies- Lain

Quarter 3- January 18-March 24

Motion and Matter- Lain

Water and Climate- Strate

Structures of Life- Linford

Social Studies- Tymon

Quarter 4- April 3-June 2

Motion and Matter- Tymon

Water and Climate- Lain

Structures of Life- Strate

Social Studies-Linford

CFA's (remaining time- 1-2 hours)

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

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