



Tuesday 03/24/2020

Religion 8:00am - 9:00am

DAILY MASS

Objective:

I can write a reflection of the gospel read in the mass.

Lesson

We: Attend virtual mass <http://www.wordonfire.org/daily-mass/>

Standards

3.SW.11 Celebrates the Holy Days of the Church year

S.L.E

T.S.1

Spirit - Incorporates prayer and self-reflection into his/her daily life.

Mathematics 9:00am - 10:00am

8.9 Problem Solving * Find the Whole Group Using Unit Fractions

Objective:

I can solve fraction problems by using the strategy draw a diagram.

Lesson

You: ST Math (Fluency) - 10 minutes

You : ST Math (Regular) - 15 minutes

I: Model "Unlock the Problem" on page 341

We: Do " Try This" on page 342

You: Do "Share and Show and H.O.T. Problem" on page 343

Assessment: Do "On Your Own and H.O.T Problem" on page 342

Standards

3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

S.L.E

A.2

Is proficient in Common Core Standards.

A.4

Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame.

Language Arts 10:30am - 11:00am

5.8 Article

Objective:

I can identify and use articles.

Lesson

Warm Up!:

Fill in the blank with a, an, or the to complete the sentence.

* There is _____ squirrel under the tree.

* _____ squirrel is eating an acorn.



- * The test will start in _____ minute.
- * You have _____ hour to finish it.

I: Explain "a, an, and the" are special adjectives called articles.

We: Do "Exercise 1" on page 124

Two: Notebook, do "Exercise 2" numbers 1-10 on page 125

You: Notebook, do "Exercise 3" numbers 1-4 on page 125

Assessment: Answer Practice Book 5.8 only

Additional Resources: <http://www.youtube.com/watch?v=4iKfjNvbJw>
<http://www.youtube.com/watch?v=G5yyLImSEiU>

Standards

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

S.L.E

A.2
Is proficient in Common Core Standards.

A.4
Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame.

Music 11:00am - 12:00pm

AR / Handwriting 12:45pm - 1:15pm

Lesson

AR: Read for 20 minutes

Handwriting: Must complete to page 90 (March 27, Friday)

Word Study 1:15pm - 1:25pm

Objective:

I can read, write, and sort words with suffixes -ful, -y, -ous, -ly, and -er.

Lesson

We: Recite all Sound/Spelling Cards.

I: Review base words and rules in adding a suffix. Check ppt attached in google classroom.

We: Read words **safely, careful, closely, humorous, teacher, rainy, lumpy, joyous, gladly, rancher, useful, spoonful, runner, nervous.**

You: On a piece of paper / OR notebook, create 5 columns sort word under the correct heading.

Assessment: Students sort words under the correct heading. Underline the base word and circle the suffix.

S.L.E

A.3
Demonstrates a strong work ethic and a commitment to quality.

Fluency 1:25pm - 1:30pm

A Circle Story

Objective:



I can fluently read and understand text at my level well.

Lesson

We: Read the text "A Circle Story"

You: Read the text for 1 minute.

Standards

3.RF.3 I can show what I have learned about letters and sounds by figuring out words.

3.RF.4 I can fluently read and understand books at my level well.

S.L.E

A.2

Is proficient in Common Core Standards.

A.3

Demonstrates a strong work ethic and a commitment to quality.

A.4

Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame.

Attachments

Grade3-Week91.pdf

Reading 1:30pm - 2:00pm

Cinderella's Very Bad Day

Objectives:

I can read to identify and annotate key events.

I can use key events to summarize the story.

Lesson

I: Display and read aloud the purpose for reading and annotation instructions.

* **Purpose:** Read paragraphs 1–2 of "Cinderella's Very Bad Day" to identify the story events that let you know that Cinderella is

having a "very bad day."

* **Annotate!** Underline the story events that make Cinderella's day "very bad."

We: Read and annotate paragraphs 3-7. (3-5 minutes)

* **Purpose:** Read the rest of "Cinderella's Very Bad Day." Continue to identify the story events that let you know that Cinderella is

having a "very bad day."

* **Annotate!** Underline the story events that make Cinderella's day "very bad."

Assessment: On a piece of paper, write 2 paragraphs. **First paragraph**, write a short summary of the major events. In the **second paragraph**, discuss how reading "Cinderella's Very Bad Day" might have changed their feelings about Cinderella's character.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

S.L.E



A.2

Is proficient in Common Core Standards.

A.4

Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame.

Science / Social Studies 2:00pm - 2:45pm

Social Studies: Week 9

Objectives:

I can describe how California Indians lived.

I can read to trace the community of Irvine.

Lesson

We: Read and discuss, "California Indians - How They Lived"

Two: With a partner, answer the following questions

1. Why was wealth so important to the coastal people?
2. How did the valley people feel about their land?
3. What items were considered valuable by the mountain people?
4. How were the tribes of the desert people organized?

We: Read and discuss, "Irvine"

Two: With a partner, answer the following questions

1. Irvine was once home to which American Indian tribe? Where were their villages located?
2. What did the Irvine Company produce?
3. What is Irvine known as, and what popular attractions can be found there?

Assessment: Complete worksheet

Standards

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.7 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).

3.SL.1 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.

S.L.E

A.2

Is proficient in Common Core Standards.

A.4

Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame.

Attachments

IndianWordScramble.pdf