

Lesson Plans

3rd GRADE

Teacher: Dora Ida Justice
3/22/2013

Date: 3/11/2013 -

Central Questions for Chapter 15: How is Science in our everyday lives?

Building Background: Preview of Space and Technology?

CSOs: SC.3.3.5 Given a set of events, objects, shapes, designs, or numbers, find patterns of constancy or regularity.

CSOs: SC.3.5.2: Explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to complete the task. (Also, SC 3.3.S.2b; SC 3.3.S.2c, SC.3.2.1, SC. 3.2.2, SC.3.2.4)

Language Arts RLA. 3.1.6 Use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams). (Also, Science SC. 3.3.4; SC.3.3.5; SC.3.4.18).

Lesson 1: How does technology affect our lives? (478); Science SC.3.3.4: SC.3.5.1:

Lesson 2: Recognize that scientific explanation may lead to new discoveries?(pg. 484) Science SC.3.1.1

Lesson 3: How Does technology help us get energy? (Pg 490) Science SC.3.S.5a.

Math Connections:

Comparing Times of Sunrises and Sunsets (pp. 442) Science SC.3.S.5d Demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.

PERSON IN SCIENCE:

Dr. Michelle Thaller and Ms. Doris Daou (504) Science SC.3.S.1a Demonstrate and understanding of the history of science and the evolvement of scientific knowledge. (Also SC.3.S.1b, SC.3.1.2, SC.3.2.3

DOK: 1,2,3,4,5

Rigor/Relevance Framework®

The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the Knowledge Taxonomy, a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the Application Model, is one of action. Its five levels describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning or student performance at that level.

Mapping for Rigor and Relevance by Peter Pappas www.peterpappas.com

6. Evaluation: appraise, defend, predict

5. Synthesis: compose, design, develop, manage

4. Analysis: compare, contrast, categorize

3. Application: demonstrate, illustrate, solve

2. Comprehension: classify, describe, explain

1. Knowledge: memorize, name, recognize, recall

Vocabulary: Introduce Vocabulary : www.sfsuccessnet.com or Graphic Organizer pg 418

The students uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Natural Resources, Renewable Resource, Nonrenewable Resources, Conservation, Recycle

Access Prior Knowledge: See building background (above).

Leveled Readers:

Below-level Science in our Lives; On-level: Science and Its Uses; Advanced: Could You Be a Scientist?

Key Content and Skill:

*Content: Daily patterns, yearly patterns, the Moon, star patterns
Star, Axis, Rotation, revolution, phase, lunar eclipse, telescope, constellation, Use Graphic Organizer.*

Third Grade Science Content Standards and Objectives

The Third Grade Science objectives build upon problem-solving and experimentation and move into a more in-depth study of science. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy in the fields of biology, chemistry, physics and earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes, and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Third Grade Science highlights science-related careers. The study of geology and astronomy expands in Third Grade Science. Collecting materials, testing the materials, recording data and developing concepts related to physics and chemistry are introduced to expand investigative abilities that lead to logical conclusions. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 3		Science				
Standard 1:		Nature of Science				
SC.S.3.1	Students will	<ul style="list-style-type: none"> demonstrate an understanding of the history and nature of science as a human endeavor encompassing the cultures, scientists, and careers. demonstrate the abilities and understanding necessary to do scientific inquiry. demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while participating in hands-on activities. 				
Performance Descriptors SC.PD.3.1						
Distinguished		Above Mastery		Mastery	Partial Mastery	
Third grade students at the distinguished level research scientists from different cultures and backgrounds and present their findings using technology; design and conduct an investigation using safe techniques; interpret, predict, and present data, control variables and conduct multiple trials.		Third grade students at the above mastery level compare and contrast the lives and discoveries of scientists from different cultures and backgrounds and identify their discoveries; plan and conduct investigations using safe techniques; interpret and present data and control variables.		Third grade students at the mastery level study scientists from different cultures and backgrounds and identify their discoveries; recognize that scientific explanations lead to new discoveries; plan and conduct simple investigations using safe techniques; interpret and present data; control variables, and explore science careers in the community.	Third grade students at the partial mastery level name scientists from different cultures and backgrounds and recall their discoveries; conduct investigations using safe techniques; identify variables, and record data.	Third grade students at the novice level participate in hands-on activities from a different background using safe techniques.
Objectives		Students will				
SC.O.3.1.01	recognize that scientific explanations may lead to new discoveries (e.g., new knowledge leads to new questions).					
SC.O.3.1.02	study the lives and discoveries of scientists of different cultures and backgrounds.					
SC.O.3.1.03	explore science careers in the community.					
SC.O.3.1.04	demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.					
SC.O.3.1.05	recognize that developing solutions to problems takes time, patience and persistence through individual and cooperative ventures.					
SC.O.3.1.06	support statements with facts found through research from various sources, including technology.					
SC.O.3.1.07	use scientific instruments, technology, and everyday materials to investigate the natural world.					
SC.O.3.1.08	use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain safety equipment, and treat living organisms humanely).					
SC.O.3.1.09	apply mathematical skills and use metric units in measurements.					
SC.O.3.1.10	interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on the evidence.					
SC.O.3.1.11	Identify and control variables.					
Grade 3		Science				
Standard 2:		Content of Science				
SC.S.3.2	Students will	<ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences. 				
Performance Descriptors SC.PD.3.2						
Distinguished		Above Mastery		Mastery	Partial Mastery	
Third grade students at the distinguished level construct and use classification systems based on the structure and		Third grade students at the above mastery level classify a variety of organisms according to specific physical		Third grade students at the mastery level compare the physical characteristics, structures, and behaviors of	Third grade students at the partial mastery level list ways living things function, change, and interact with each other	Third grade students at the novice level name the characteristics of

physical characteristics of living things and propose how adverse factors affect the interrelationships of organisms; investigate and describe various properties of matter including states of matter, physical and chemical properties/ changes; design an experiment to test the reflection, refraction, and absorption of light by objects; measure and record changes in the direction of an object when forces have been applied; demonstrate the relationships between speed, distance, and time; evaluate the consequences of earthquakes and volcanic eruptions and explore how technologies are used to help predict the impact of future occurrences; explain the effects of the alignment of earth, moon, and sun on the earth; compare and contrast rocks and minerals and factors that affect their formation; infer how natural processes and human behavior affect geographical features.	characteristics and explain the importance of plants and animals adapting to their environment; describe physical and chemical properties of matter and recognize change in temperature to state of matter; demonstrate that light can be reflected and refracted; explain the relationship between speed, distance, and time when forces have been applied; compare changes in the Earth's surface that are due to erosion, volcanic eruptions, and earthquakes; explain how fossils provide evidence about prehistoric life; compare and contrast the planets and their movement; differentiate between types of rocks and their formation; construct and interpret models that illustrate the geographical features and layers of the earth.	living things and explain how they function, change and adapt to their environment; identify physical and chemical properties of matter including density and changes in states of matter; investigate the properties of light energy; recognize the principles of force and motion and identify examples of potential and kinetic energy; examine the relationship between speed, distance and time; explore and describe how erosion, volcanoes, and earthquakes change Earth's surface; identify fossils as a record of time; describe the relative movement of the earth and moon in relation to the sun; describe the planets; identify the composition of rocks and explain how they are formed; compare and contrast layers of the Earth; identify geographical features using a model or map.	and their environment; identify physical properties of matter; relate the color of an object to reflection; demonstrate the principles of force and motion; describe how erosion, volcanoes, and earthquakes change Earth's surface; describe how fossils are formed; name the planets; describe the motion of Earth and moon in relation to the sun; name the three types of rocks; describe geographical features and identify layers of the Earth.	matter; rec can be refle example of list erosion, volcanoes a affect Earth fossil to its draw a mod moon in rel physical ch rocks, nam features of
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Objectives	Students will
SC.O.3.2.01	identify the structures of living things, including their systems and explain their functions.
SC.O.3.2.02	observe, measure and record changes in living things (e.g., growth and development, or variations within species).
SC.O.3.2.03	compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e.g., feet in birds, seed dispersal, camouflage, or different types of flowers).
SC.O.3.2.04	observe and describe relationships among organisms and predict the effect of adverse factors.
SC.O.3.2.05	relate the buoyancy of an object to its density.
SC.O.3.2.06	identify physical and chemical properties.
SC.O.3.2.07	relate changes in states of matter to changes in temperature.
SC.O.3.2.08	investigate the dissolving of solids in liquids.
SC.O.3.2.09	investigate the reflection and refraction of light by objects.
SC.O.3.2.10	relate how the color of an object is based upon the reflection of light.
SC.O.3.2.11	recognize that it takes work to move objects over a distance.
SC.O.3.2.12	examine the relationships between speed, distance, and time.
SC.O.3.2.13	recognize that the greater a force is exerted on an object, the greater the change of its motion.
SC.O.3.2.14	identify examples of potential and kinetic energy.
SC.O.3.2.15	identify fossils as a record of time.
SC.O.3.2.16	explore erosion of different materials by water and wind (e.g., sand, soil, or rocks).
SC.O.3.2.17	describe how volcanoes and earthquakes affect the Earth.
SC.O.3.2.18	recognize the relative movement of the Earth and moon in relation to the sun.
SC.O.3.2.19	describe the similarities and differences among the planets.
SC.O.3.2.20	identify properties of minerals and recognize that rocks are composed of different minerals.
SC.O.3.2.21	explain how igneous, sedimentary and metamorphic rocks are formed.
SC.O.3.2.22	identify geographical features using a model or map.
SC.O.3.2.23	compare and contrast the layers of the Earth and their various features.

Grade 3		Science		
Standard 3:		Application of Science		
SC.S.3.3	<ul style="list-style-type: none"> Students will identify how the parts of a system interact. recognize and use models as representations of real things. observe and identify patterns of change, consistency or regularity within the environment. demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions. identify that a solution to a problem often creates new problems. demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, personal and environmental practices while working in collaborative groups. 			
Performance Descriptors SC.PD.3.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	
Third grade students at the distinguished level explain how	Third grade students at the above mastery level describe	Third grade students at the mastery level identify how	Third grade students at the partial mastery level list parts	Third grade novice level

parts of a system interact; construct and explain a model that represents an abstract idea; predict patterns of change within the environment; apply technology to solve problems, gather and communicate data; demonstrate tolerance of different points of view and the willingness to modify ideas when new and valid information is presented.	and identify how parts of a system interact; construct a model; observe and identify patterns of change, consistency or regularity within the environment; use technology to gather and communicate data; demonstrate tolerance of different points of view.	parts of a system interact; recognize and use models as representations of real things; observe and identify patterns of change, consistency or regularity within the environment; cite examples of science and technology in daily events; demonstrate tolerance of different points of view.	of a system; recognize and use models; name patterns of change within the environment; cite examples of science and technology in daily events; work in collaborative groups.	recognize n environmen examples o technology
Objectives	Students will			
SC.O.3.3.01	identify that systems are made of parts that interact with one another.			
SC.O.3.3.02	use models as representations of real things.			
SC.O.3.3.03	observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.			
SC.O.3.3.04	given a set of objects, group or order the objects according to an established scheme.			
SC.O.3.3.05	given a set of events, objects, shapes, designs, or numbers, formulate patterns of constancy or regularity.			
SC.O.3.3.06	cite examples of the uses of science and technology in common daily events and in the community.			
SC.O.3.3.07	explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to			
SC.O.3.3.08	recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, or wast			
SC.O.3.3.09	listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas w			
SC.O.3.3.10	develop respect and responsibility for the environment by engaging in conservation practices.			
SC.O.3.3.11	describe how modern tools and appliances have positively and/or negatively impacted their daily lives.			

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

**SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). **

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6. Evaluation: appraise, defend, predict

5. Synthesis: compose, design, develop, manage

4. Analysis: compare, contrast, categorize

3. Application: demonstrate, illustrate, solve

2. Comprehension: classify, describe, explain

1. Knowledge: memorize, name, recognize, recall

Peter Pappas is the Assistant Superintendent for Instruction East Irondequoit Central School District Rochester, New York 14609 (as of this published date of 2002).



Lesson Plans on desk must include:

Multi-Culture- Galileo- Science and society views of the time.
Let's Move! Activities- Zumba, Fast Walk, Animal Dance, Cha-Cha Slide, Robot
Character Education- Character- continued .

Special activities going on in school or classroom – Contributions of Native Americans- Ex: Sacagawea; African Americans: Example MLK, RParker, Harriett Tubman, Frederick Duglass, Sojourner Truth, Rosa Parks, William Still, John Brown

Portfolios for Students: This is in progress.
REWARDS INCENTAIVES: AR achievements, character Ed, student of the week in classroom, Behavior, Organization,

NOTE: Vertical Teaming
 MLK, Black History Month

Horizontal Teaming:

SPL, Benchmark #1 review, reteach, reinforcement on whole, small, and individual levels.

• **Highlights for Writing in this color block**

Mingo County Curriculum

Social Studies: CSO's and Nex Gen are either listed below or attached

WV CSO:
SS.S.WV.1

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

SS.O.WV.1.1

Explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).

SS.O.WV.1.2

Propose solutions and investigate opportunities for public volunteerism concerning a local problem.

SS.O.WV.1.3

Model the behavior that shows how students are citizens of their classroom, community, state, and nation.

SS.O.WV.1.4

Take and defend a position as to why fulfilling one's civic responsibility is important.

Grade WV

SS.S.WV.2

Students will

- examine and analyze the purpose and basic principles of the United States government (Purposes of Government).
- outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the

Monday, April 8, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #26
 Students will complete spelling practice pg 97-100.

Suffixes: Y, ISH, HOOD, MENT

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93.
 Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment
 Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Lesson One: What are some patterns that repeat every day?

Vocabulary: technology, tools, invention, computer

Work on WVwrites for online testing.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

Central Question/ I can statement/ Objectives/Goals/Purposes

Central Question: What can you learn about the Earth's climate and Weather?

I can learn about Weather patterns and predicting weather

Explore: 1. What is Earth's atmosphere? 2. How do clouds and precipitation form. 3. What causes weather and climate?

Underlining criteria and Overall objectives to Central Question:

Criteria: The students will explore the causes and effects of earth's climate and weather: characteristics of Earth's atmosphere; how winds form; how water vapor causes humidity and clouds; different ways precipitation forms; the role of air masses in weather; how to be safe in severe weather; what factors can affect climate.

Objectives: . The student knows the characteristics of Earth's atmosphere; 2. The student understands the causes of global and local winds; 3. The student knows how clouds and precipitation form; 4. The student knows what tools scientists use to make weather predictions; 5. The student knows the factors that can affect weather and climate. 6. The student understands how to be safe in severe weather.

WVCSO:

Mastery:

Third grade students at the mastery level compare the physical characteristics, structures, and behaviors of living things and explain how they function, change and adapt to their environment; identify physical and chemical properties of matter including density and changes in states of matter; investigate the properties of light energy; recognize the principles of force and motion and identify examples of potential and kinetic energy; examine the relationship between speed, distance and time; explore and describe how erosion, volcanoes, and earthquakes change Earth's surface; identify fossils as a record of time; describe the relative movement of the earth and moon in relation to the sun; describe the planets; identify the composition of rocks and explain how they are formed; compare and contrast layers of the Earth; identify geographical features using a model or map.

For WESTEST CSO's and DOK CSO see attached.

Vocabulary: Introduce Vocabulary : www.sfsuccessnet.com or *Graphic Organizer pg 169*

The students uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Writing-Students will use the five step writing process.

foundational documents of the United States (Ideals of United States Democracy).

- examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).
- analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs).

NEXT GENERATION STANDARDS

Language Arts/Writing

RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).

RLA.3.2.10 writes a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).

RLA.3.2.2 use the five step writing process (e.g., graphic organizers for prewriting, descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level).

Technology

21C.S.3.1

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.O.3.1.TT1

Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer

21C.O.3.1.TT2

Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.

21C.O.3.2.TT1

Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).

CSO's for RLA PROJECT
See Attached

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). \

Tuesday, April 9, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #26
Students will complete spelling practice pg 97-100.

Suffixes: Y, ISH, HOOD, MENT

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93. Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment
Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Work on WVwrites for online testing.

OTHER: Extend Vocabulary. Writing assignments.

Checkpoint: page: 227

Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

Spelling-Students will identify compound words

Bell Ringer

Daily 8:45-9:00

Breakfast

Daily 8:30-8:45

Library

Daily 8:30-8:45

Computer Lab

Tues, Wed and Fri
2:00-2:30

Related Arts/Art

Daily 11:30-12:15

Lunch

Daily 12:15-12:45

Recess/Snacks

Daily 3:30-3:40

Dismissal

Daily 3:45

Materials

- Bell ringer
- Paper/Pencils
- Activity sheets
- Reference books
- Vocabulary Sheets
- Spelling word list
- Spelling practice book
- Homework folder

Learning Styles Addressed

- Verbal / Linguistic
- Logical / Mathematical
- Visual / Spatial / Nature
- Bodily / Kinesthetic
- Interpersonal / Intrapersonal

Differentiated Instruction

- Flexible Grouping
- Formative Assessment
- Group Investigation
- High Level Questioning
- Identifying Similarities/Diff.
- Jigsaw
- Learning Contracts
- Journal Entries
- Problem Based Learning
- Pre-assessment
- Rubrics
- Scaffolding
- Centers
- Tiered Activities
- Leveled Readers

Assessment

- Rubric
- Open Response
- Class Discussion
- Homework
- Participation
- Quiz
- Teacher Observation
- Westest like assessment_
- Text-book test
- Multiple Choice Assessment

Lesson Format(s)

Social Studies	Third Grade View	SS.O.3.4.5	compare and contrast climate, <i>weather</i> and location with regard to people's clothing, food, shelter and jobs.	Teaching Resources
Social Studies	Third Grade View	SS.O.3.4.6	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, <i>weather</i> , climate, topography).	Teaching Resources

Social Studies	West Virginia History (K-4) View	SS.O.WV.4.5	illustrate West Virginia's climate and track the <i>weather</i> .	

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). \

Wednesday, April 10, 2013

***** Ms. Hatfield will need homeroom in Lab for Career Day lesson 9:30- 10:00 am .**

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #26
Students will complete spelling practice pg 97-100.

Suffixes: Y, ISH, HOOD, MENT

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Lecture
Large Group
Small Cooperative Groups
Individual Instruction
Discussion
Multimedia
Seat Work
Internet/On-line Research
Modeling
Independent Practice

Students will complete handwriting pg 83-93. Review topic sentences and writing procedures. Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment. Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms.

Work on WV writes for online testing.

OTHER: Extend Vocabulary. Writing assignments.

to encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

**SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). **

Thursday, April 11, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #26
Students will complete spelling practice pg 97-100.

Suffixes: Y, ISH, HOOD, MENT

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93.
Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment
Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Work on WVwrites for online testing.

OTHER: Extend Vocabulary. Writing assignments.

Checkpoint: page: 231.

Scaffolded Questions- 431. Recall, Synthesize, Deduce

Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. 0.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

**SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). **

Friday, April 12, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #26
Students will complete spelling practice pg 97-100.

Suffixes: Y, ISH, HOOD, MENT

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93. Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Lesson One: How does technology affect our lives?

Objective: 1. Students will compare and contrast technology in their lives.

:

Procedures: Teacher guided and/or monitored: students will watch CD; USE of ELMO/SMART BOARD and www READ along with DVD /Use Science book

Text/Materials: Textbook, Vocabulary cards,; Study Guide. ELMO/SMART BOARD and www. DVD;

Evaluation: Complete vocabulary list. Teacher monitor participation and check study guide progress; Check for understanding through examples/ insights given and neatness/penmanship of study guide. Students will gather information to write article on natural resources.

Checkpoint: page: as provided in text

Scaffolded Questions-. Recall, Synthesize, Deduce
Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:
TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary
 Use **DOK and Rigor and Relevance** .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).

Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems).

Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).

Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate).

Lesson Plans on desk must include:**Multi-Culture- Black History Month**

Let's Move! Activities- Zumba, Fast Walk, Animal Dance, Cha-Cha Slide, Robot

Character Education- Perseverance, Lesson for Deputies of Delbarton on BULLYING.

Special activities going on in school or classroom – Contributions of African Americans: Example MLK, RParker, Harriett Tubman, Frederick Duglass, Sojourner Truth, Rosa Parks, William Still, John Brown

Portfolios for Students: This is in progress.

REWARDS INCENTIVES: AR achievements, character Ed, student of the week in classroom, Behavior, Organization,

NOTE: Vertical Teaming
Christmas Ornaments,

Horizontal Teaming:

SPL, Benchmark #1 review, reteach, reinforcement on whole, small, and individual levels.

- Highlights for Writing in this color block**

Mingo County Curriculum

Social Studies: CSO's and Nex Gen are either listed below or attached

WV CSO:

SS.S.WV.1

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

SS.O.WV.1.1

Explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).

SS.O.WV.1.2

Propose solutions and investigate opportunities for public volunteerism concerning a local problem.

SS.O.WV.1.3

Model the behavior that shows how students are citizens of their classroom, community, state, and nation.

SS.O.WV.1.4

Take and defend a position as to why fulfilling one's civic responsibility is important.

Grade WV

SS.S.WV.2

Students will

- examine and analyze the purpose and basic principles of the United States government (Purposes of Government).
- outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the

Monday, March 18, 2013

Bell Ringer: Construct sentences from using **Spelling words to write/verbalize- into sentences- This week's theme is "Earth"**

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character -

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #27

Students will complete spelling practice pg 101- 104

Vowel Sounds in tooth and cook

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93.

Review topic sentences and writing

procedures.

Student will *demonstrate* proper manuscript

and **full transition** to cursive writing

techniques using correct posture, paper

placement, pencil grip, letter formation, slant,

letter size, spacing, rhythm alignment

Review writing procedures and students will

complete descriptive language sheet and/or

work on graphic organizer and paragraph

forms

Lesson Three: Why does the Moon's shape change?

Vocabulary: Star, axis, rotation, revolution, phase, lunar eclipse, telescope, constellation.

Objective: 1. The student knows that the Sun provides energy for Earth in the form of heat and light.

Procedures: Teacher guided and/or monitored: students will watch CD; USE of ELMO/SMART BOARD and

www READ along with DVD /Use Science book

Text/Materials: Textbook, Vocabulary cards,; Study

Guide. ELMO/SMART BOARD and www. DVD;

Evaluation: Complete vocabulary list. Teacher monitor

participation and check study guide progress; Check for

understanding through examples/ insights given and

neatness/pennmanship of study guide. Students will gather

information to write article on natural resources.

Checkpoint: page: 433, 435

Closure: Recap today's pertinent points. Continue to

encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open

discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial

Central Question/ I can statement/ Objectives/Goals/Purposes

Central Question: What can you learn about the Earth's climate and Weather?

I can learn about Weather patterns and predicting weather

Explore: 1. What is Earth's atmosphere?

2. How do clouds and precipitation form.

3. What causes weather and climate?

Underlining criteria and Overall objectives to Central Question:

Criteria: The students will explore the causes and effects of earth's climate and weather: characteristics of Earth's atmosphere; how winds form; how water vapor causes humidity and clouds; different ways precipitation forms; the role of air masses in weather; how to be safe in severe weather; what factors can affect climate.

Objectives: . The student knows the characteristics of Earth's atmosphere; 2. The student understands the causes of global and local winds; 3. The student knows how clouds and precipitation form; 4. The student knows what tools scientists use to make weather predictions; 5. The student knows the factors that can affect weather and climate. 6. The student understands how to be safe in severe weather.

WVCSO:

Mastery:

Third grade students at the mastery level compare the physical characteristics, structures, and behaviors of living things and explain how they function, change and adapt to their environment; identify physical and chemical properties of matter including density and changes in states of matter; investigate the properties of light energy; recognize the principles of force and motion and identify examples of potential and kinetic energy; examine the relationship between speed, distance and time; explore and describe how erosion, volcanoes, and earthquakes change Earth's surface; identify fossils as a record of time; describe the relative movement of the earth and moon in relation to the sun; describe the planets; identify the composition of rocks and explain how they are formed; compare and contrast layers of the Earth; identify geographical features using a model or map.

For WESTEST CSO's and DOK CSO see attached.

Vocabulary: Introduce Vocabulary : www.sfsuccessnet.com or **Graphic Organizer pg 169**

The students uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Writing-Students will use the five step writing process.

Spelling-Students will identify compound words

foundational documents of the United States (Ideals of United States Democracy).

- examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).
- analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs).

NEXT GENERATION STANDARDS

Language Arts/Writing

RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).

RLA.3.2.10 writes a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).

RLA.3.2.2 use the five step writing process (e.g., graphic organizers for prewriting, descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level).

Technology

21C.S.3.1

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.O.3.1.TT1

Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer

21C.O.3.1.TT2

Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.

21C.O.3.2.TT1

Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).

CSO's for RLA PROJECT
See Attached

Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. 0.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). \

Tuesday, March 19, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #27
Students will complete spelling practice pg 101- 104
Vowel Sounds in tooth and cook

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93.
Review topic sentences and writing procedures.
Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment
Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Bell Ringer

Daily 8:45-9:00

Breakfast

Daily 8:30-8:45

Library

Daily 8:30-8:45

Computer Lab

Tues, Wed and Fri
2:00-2:30

Related Arts/Art

Daily 11:30-12:15

Lunch

Daily 12:15-12:45

Recess/Snacks

Daily 3:30-3:40

Dismissal

Daily 3:45

Materials

- Bell ringer
- Paper/Pencils
- Activity sheets
- Reference books
- Vocabulary Sheets
- Spelling word list
- Spelling practice book
- Homework folder

Learning Styles Addressed

- Verbal / Linguistic
- Logical / Mathematical
- Visual / Spatial / Nature
- Bodily / Kinesthetic
- Interpersonal / Intrapersonal

Differentiated Instruction

- Flexible Grouping
- Formative Assessment
- Group Investigation
- High Level Questioning
- Identifying Similarities/Diff.
- Jigsaw
- Learning Contracts
- Journal Entries
- Problem Based Learning
- Pre-assessment
- Rubrics
- Scaffolding
- Centers
- Tiered Activities
- Leveled Readers

Assessment

- Rubric
- Open Response
- Class Discussion
- Homework
- Participation
- Quiz
- Teacher Observation
- Westest like assessment_
- Text-book test
- Multiple Choice Assessment

Lesson Format(s)

- Lecture
- Large Group
- Small Cooperative Groups

Social Studies	Third Grade View	SS.O.3.4.5	compare and contrast climate, <i>weather</i> and location with regard to people's clothing, food, shelter and jobs.	Teaching Resources
Social Studies	Third Grade View	SS.O.3.4.6	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, <i>weather</i> , climate, topography).	Teaching Resources

Social Studies	West Virginia History (K-4) View	SS.O.WV.4.5	illustrate West Virginia's climate and track the <i>weather</i> .

Lesson Four: What are star patterns? Vocabulary: Star, axis, rotation, revolution, phase, lunar eclipse, telescope, constellation.

Objective: 1. The student describes ways to study stars.

Procedures: Teacher guided and/or monitored: students will watch CD; USE of ELMO/SMART BOARD and www READ along with DVD /Use Science book
Text/Materials: Textbook, Vocabulary cards,; Study Guide. ELMO/SMART BOARD and www. DVD;
Evaluation: Complete vocabulary list. Teacher monitor participation and check study guide progress; Check for understanding through examples/ insights given and neatness/penmanship of study guide. Students will gather information to write article on natural resources.

Checkpoint: page: 437, 439
Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:
TechSTEP: If time permits. Show students possible uses of information.
OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary
Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. O.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). \

- Individual Instruction
- Discussion
- Multimedia
- Seat Work
- Internet/On-line Research
- Modeling
- Independent Practice

Wednesday, March 20, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #27

Students will complete spelling practice pg 101- 104

Vowel Sounds in tooth and cook

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93.

Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Lesson Four: What are star patterns? Vocabulary: Star, axis, rotation, revolution, phase, lunar eclipse, telescope, constellation.

Objective: 1. The students knows that days and nights change in length throughout the year.
2. The student knows the patterns of average temperature throughout the year.

Activity: 428:

Procedures: Teacher guided and/or monitored: students will watch CD; USE of ELMO/SMART BOARD and www READ along with DVD /Use Science book

Text/Materials: Textbook, Vocabulary cards,; Study Guide. ELMO/SMART BOARD and www. DVD;

Evaluation: Complete vocabulary list. Teacher monitor participation and check study guide progress; Check for understanding through examples/ insights given and neatness/penmanship of study guide. Students will gather information to write article on natural resources.

Checkpoint: page: 231.

Scaffolded Questions- 431. Recall, Synthesize, Deduce

Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems). Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS. 0.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

**SS.O.03.04.08: Students will construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). **

Thursday March 21, 2013

Bell Ringer: Construct sentences from using Spelling words to write/verbalize- into sentences- This week's theme is "Earth"

Pledge of Allegiance

Accelerated Reader

Character Education:

Character: The Six Pillars of Character - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

Let's Move

Cha Cha Slide/ Walk to Music/yoga

Spelling

Introduction to words page Lesson #27

Students will complete spelling practice pg 101- 104

Vowel Sounds in tooth and cook

Check for understanding through open discussion, feedback, and drawings/Vocabulary.

Writing/Handwriting

Students will complete handwriting pg 83-93. Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment

Review writing procedures and students will

complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Lesson Four: What are star patterns? Vocabulary: Star, axis, rotation, revolution, phase, lunar eclipse, telescope, constellation.

Objective: Review/Test Prep:

Procedures: pp. 444-445.

Text/Materials: Textbook, Vocabulary cards,; Study Guide. ELMO/SMART BOARD and www. DVD;

Evaluation: Complete vocabulary list. Teacher monitor participation and check study guide progress; Check for understanding through examples/ insights given and neatness/penmanship of study guide. Students will gather information to write article on natural resources.

Checkpoint:

Scaffolded Questions- 431. Recall, Synthesize, Deduce

Closure: Recap today's pertinent points. Continue to encourage critical thinking skills:

TechSTEP: If time permits. Show students possible uses of information.

OTHER: Extend Vocabulary. Writing assignments.

Review: Check for understanding through open discussion, feedback, and drawings/Vocabulary

Use DOK and Rigor and Relevance .

SPL: Group Justice will work on WESTEST PREP for the following:

SS.S.03.04: Geography

Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).

Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment. (Physical Systems).

Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).

Analyze the interaction of society with the environment (Environment and Society). Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

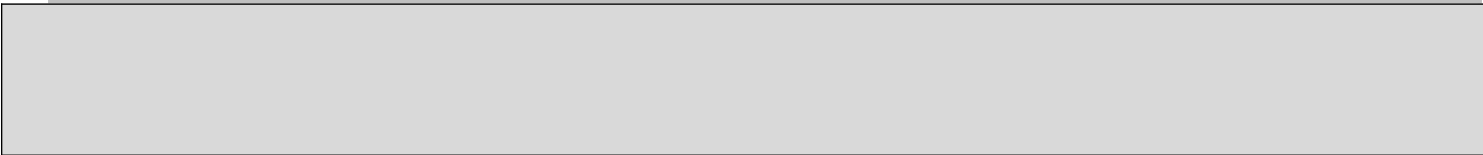
SS. 0.03.04.01: Students will locate north, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones, using a map.

SS.O.03.04.06: Students will relate how people affect and are affected by the various elements of the environment (e.g. Water, soil, weather, Climate, topography).

SS.O.03.04.08: Students will construct

	and interpret data from various types of maps, globes, charts, graphs and timelines (e.g. population, products, and climate). \	
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Power Standard: Students will construct and use the basic elements of maps, globes, and charts to locate geographic features and places; analyze the ways geographic features affect where and how people live; and determine ways people impact the environment.

Objectives Addressed in the Power Standard:

Objective ID	Objectives
SS.O.3.4.1	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).
SS.O.3.4.2	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
SS.O.3.4.3	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).
SS.O.3.4.4	name and locate states and capitals of the United States.
SS.O.3.4.5	compare and contrast climate, weather and location with regard to people’s clothing, food, shelter and jobs.
SS.O.3.4.6	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography).
SS.O.3.4.7	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.
SS.O.3.4.8	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).

COS’s for Science, Social Studies, and RLA Continued for this week:

Burch Elementary School

Social Studies

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	CITIZENSHIP CONTENT STANDARDS AND OBJECTS
SS.0.3.1.01				Identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.
				Identify and practice principles of honesty, fairness and justice

SS.0.3.1.01				in experiences at home, school and in the community
SS.0.3.1.08				Choose a volunteer program and work independently and cooperatively to accomplish its goal.
SS.0.3.1.05				Give examples of how people working together can accomplish goals that individuals working alone cannot.
SS.0.3.1.05				Give examples of how people working together can accomplish goals that individuals working alone cannot.
SS.0.3.1.07				Identify examples of concepts of the common good (what is best for the most people).
SS.0.3.1.04				Recognize the importance of respect and protection of minorities.
SS.0.3.1.06				Examine the impact that groups can make in a community.
SS.0.3.1.08				Choose a volunteer program and work independently and cooperatively to accomplish its goal.
SS.0.3.1.03				Explain the significance of patriotic symbols, holidays, celebrations and famous people.

Burch Elementary School

Social Studies

Class: Third Grade

Teacher: Ms. Justice

CSO		% CORRECT	DOK	CIVICS/GOVERNMENT CONTENT STANDARDS AND OBJECTS
SS.0.3.2.05				Apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).
SS.0.3.2.01				Evaluate the importance of government in the classroom, school, community and state.
SS.0.3.2.04				Define major rule and give examples of that concept in a democracy.
SS.0.3.2.03				Identify the three levels (local, state, federal) of government and the responsibilities of each level.
SS.0.3.2.02				Explain that citizens are united by commonly held principles and beliefs.
SS.0.3.2.01				Evaluate the importance of government in the classroom, school, community and state.

Burch Elementary School

Social Studies

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	ECONOMICS CONTENT STANDARDS AND OBJECTS
SS.0.3.3.04				Compare and contrast various occupations and their economic impact.
SS.0.3.3.07				Illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).
SS.0.3.3.04				Compare and contrast various occupations and their economic impact.
SS.0.3.3.07				Illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).

SS.0.3.3.04				Compare and contrast various occupations and their economic impact.
SS.0.3.3.03				Illustrate the basic concept of supply and demand.
SS.0.3.3.02				Explain why budgeting is an important life skill.
SS.0.3.3.06				Analyze the relationship between government taxation and the provision of public services (e.g., placement, firemen, teacher, libraries, and public schools.)

Burch Elementary School

Social Studies

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	GEOGRAPHY CONTENT STANDARDS AND OBJECTS
SS.0.3.4.07	38			Describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.
SS.0.3.4.02	26			Locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
SS.0.3.4.08	28			Construct and interpret data from various types of maps, globes, charts, graphs, and timelines (e.g., population, products, and climate).
SS.0.3.4.01	44			Construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, and meridians).
SS.0.3.4.08	39			Construct and interpret data from various types of maps, globes, charts, graphs, and timelines (e.g., population, products, and climate).
SS.0.3.4.04	23			Name and locate states and locate states and capitals of the United States.
SS.0.3.4.07	13			Describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.
SS.0.3.4.03	3			Recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).
SS.0.3.4.02	4			Locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
SS.0.3.4.05	24			Compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.

Burch Elementary School

Social Studies

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	HISTORY CONTENT STANDARDS AND OBJECTS
SS.0.3.5.06				Research the lives of famous Americans, customs and traditions using various forms of literature (e. g., presidents, inventors, explorers, civil rights leaders, artists, and writers).
SS.0.3.5.07				Explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.
SS.0.3.5.09				Discuss and sequentially organize a series of pictures that reflect historic change (e. g., transportation, technology, agriculture, events in history).
SS.0.3.5.08				Compare and contrast different stories or accounts about past events, people, places, or situations and identify how they contribute to our understanding of the past.
				Organize information from various reference sources to

SS.0.3.5.10				prepare short reports and presentations.
SS.0.3.5.04				Make historical inferences by analyzing artifacts and pictures.
SS.0.3.5.03				Compare and contrast present cultures to the cultures of people of other historical time periods (e. g., source of food, clothing, shelter, products used).
SS.0.3.5.04				Make historical inferences by analyzing artifacts and pictures.
SS.0.3.5.08				Compare and contrast different stories or accounts about past events, people, places, or situations and identify how they contribute to our understanding of the past.
SS.0.3.5.08				Compare and contrast different stories or accounts about past events, people, places, or situations and identify how they contribute to our understanding of the past.
SS.0.3.5.02			3	Research the settlement of a community/region and contrast an timeline representing the settlement of a community/region using primary sources (e. g., publications, maps, journals, letters, etc.).

Burch Elementary School

Science

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	NATURE OF SCIENCE CONTENT STANDARDS AND OBJECTS
SC.0.3.1.09				Apply mathematical skills and use metric units in measurements.
SC.0.3.1.07				Use scientific instruments, technology, and everyday materials to investigate the natural world.
SC.0.3.1.04				Demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.
SC.0.3.1.08				Use safe and proper techniques for handling, manipulating and caring for science materials (e. g., follow safety rules, maintain a clean work area, or treat living organisms humanely).
SC.0.3.1.10				Interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.
SC.0.3.1.03				Explore science careers in the community.
SC.0.3.1.07				Use scientific instruments, technology, and everyday materials to investigate the natural world.
SC.0.3.1.09				Apply mathematical skills and use metric units in measurements.
SC.0.3.1.09				Apply mathematical skills and use metric units in measurements.
SC.0.3.1.09				Apply mathematical skills and use metric units in measurements.
SC.0.3.1.10				Interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.
SC.0.3.1.11				Identify and control variables.

Burch Elementary School

Science

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	CONTENT OF SCIENCE CONTENT STANDARDS AND OBJECTS
SC.0.3.2.03				Compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e. g., beaks and feet in birds, seed dispersal, camouflage, or different types of flowers).
SC.0.3.2.06				Identify physical and chemical properties.
SC.0.3.2.15				Identify fossils as a record of time.
SC.0.3.2.12				Examine the relationships between speed, distance and time.
SC.0.3.2.16				Explore erosion of different materials by water and wind (e. g., sand, soil, or rocks).
SC.0.3.2.13				Recognize that the greater a force is exerted on an object, the greater the change of its motion.
SC.0.3.2.20				Identify properties of minerals and recognize that rocks are composed of different minerals.
SC.0.3.2.23				Compare and contrast the layers of the Earth and their various features.
SC.0.3.2.09				Investigate the reflection and refraction of light by objects.
SC.0.3.2.05				Relate the buoyancy of an object to its density.
SC.0.3.2.01				Identify the structures of living things, including their systems and explain their functions.
SC.0.3.2.21				Explain how igneous, sedimentary and metamorphic rocks are formed.
SC.0.3.2.03				Compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e. g., beaks and feet in birds, seed dispersal, camouflage, or different types of flowers).
SC.0.3.2.18				Recognize the relative movement of the Earth and moon in relation to the sun.
SC.0.3.2.19				Describe the similarities and differences among the planets.

Burch Elementary School

Science

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	CONTENT OF SCIENCE CONTENT STANDARDS AND OBJECTS
SC.0.3.2.15				Identify fossils as a record of time.
SC.0.3.2.05				Relate the buoyancy of an object to its density.
SC.0.3.2.02				Observe, measure, and record changes in living things (e. g., growth and development, or variations within species).
SC.0.3.2.06				Identify physical and chemical properties.
SC.0.3.2.04				Observe and describe relationships among organisms and predict the effect of adverse factors.
SC.0.3.2.08				Investigate the dissolving of solids in liquids.
				Identify fossils as a record of time.

SC.0.3.2.15				
SC.0.3.2.11				Recognize that it takes work to move objects over a distance.

Burch Elementary School

Science

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	APPLICATION OF SCIENCE CONTENT STANDARDS AND OBJECTS
SC.0.3.3.01				Identify that systems are made of parts that interact with one another.
SC.0.3.3.07				Explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to complete the task.
SC.0.3.3.10				Develop respect and responsibility for the environment by engaging in conservation practices.
SC.0.3.3.08				Recognize that a solution to one scientific problem often creates new problems (e. g., recycling, pollution, conservation, or waste disposal).
SC.0.3.3.06				Cite examples of the uses of science and technology in common daily events and in the community.
SC.0.3.3.02				Use models as representations of real things.
SC.0.3.3.05				Given a set of events, objects, shapes, designs, or numbers, formulate patterns of constancy or regularity.
SC.0.3.3.10				Develop respect and responsibility for the environment by engaging in conservation practices.
SC.0.3.3.10				Develop respect and responsibility for the environment by engaging in conservation practices.
SC.0.3.3.03				Observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.

Burch Elementary School

Writing

Class: Third Grade

Teacher: Ms. Justice

CSO	ITEM #	% CORRECT	DOK	CONTENT STANDARDS AND OBJECTS
RLA.O.3.2.01				demonstrate proper manuscript and full transition to cursive writing techniques: posture / paper placement / pencil grip / letter formation / slant / letter size / spacing / rhythm / alignment
RLA.O.3.2.02				identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).
RLA.O.3.2.03				compose a written composition using the five-step writing process: pre-write / draft / revise / edit / publish
RLA.O.3.2.04				develop proper paragraph form in written composition: beginning, middle, end / main ideas with relevant details / sentence variety such as declarative, interrogative and exclamatory and imperative / descriptive and transitional words / indentations
RLA.O.3.2.05				identify and apply conventions of spelling in written composition (e.g., high frequency words from grade level list, letter/sound relationships to spell

				independently, make structural changes to spell words correctly, irregular verbs and irregular plural nouns).
RLA.O.3.2.06				identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing, first word of a direct quotation).
RLA.O.3.2.07				identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).
RLA.O.3.2.08				produce appropriate grammar in written composition.
RLA.O.3.2.09				compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).
RLA.O.3.2.10				alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).
RLA.O.3.2.11				select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).
RLA.O.3.2.12				use a variety of strategies to plan simple research (e.g., identify topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about topic, develop course of action for writing, determine how to locate necessary information).

<p>.3.2.01</p>	<p>I can <i>demonstrate</i> proper manuscript and full transition to cursive writing techniques using correct</p> <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • slant • letter size • spacing • rhythm • alignment
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Lesson Plans

3rd GRADE

Teacher: Dora Ida Justice

Date:

Wk: 11/26/12

Lesson Plans on desk must include:

Multi-Culture- Music, Culture Dolls, Who is the first 10 presidents of the United States, Thanksgiving around the World (if not finished before TD; Begin Culture Dolls for Christmas Around the World.

Let's Move! Activities- Zumba, Fast Walk, Animal Dance, Cha-Cha Slide, Robot

Character Education- Appreciation .

Special activities going on in school or classroom – Preparation for culture dolls regarding Christmas Around the World, OTHER: _____

Portfolios for Students: This is in progress.

REWARDS INCENTIVES: AR achievements, character ed, student of the week in classroom

NOTE: Vertical Teaming

Horizontal Teaming:

Mingo County Curriculum

Social Studies: CSO's and Nex Gen are either listed below or attached

WV CSO:

SS.S.WV.1

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

SS.O.WV.1.1

Explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).

Monday, 26, 2012

Bell Ringer: Construct sentences from using Spelling words to write into sentences- This week's theme is "Weather."

Pledge of Allegiance

Accelerated Reader

Character Education:

Appreciation

This week's lesson: Write and discuss an essay about a situation in which you appreciate something or someone.

Can any of the following questions be discussed:

Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

Introduction/Review of words page _____. Students will complete spelling practice pg _____.

Science/SSt: Block 1 for Justice

Students will review/complete Chapter 6:

Central Question:

What Makes up the Weather? (pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 1: What makes up weather

Wksheet: pg. 54 and 55 for vocabulary building

Science/SSt: Block 2

Newsome

Students will review/complete Chapter 6:

Central Question:

What Makes up the Weather? (pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

SS.O.WV.1.2

Propose solutions and investigate opportunities for public volunteerism concerning a local problem.

SS.O.WV.1.3

Model the behavior that shows how students are citizens of their classroom, community, state, and nation.

SS.O.WV.1.4

Take and defend a position as to why fulfilling one's civic responsibility is important.

Grade WV

SS.S.WV.2

Students will

- examine and analyze the purpose and basic principles of the United States government (Purposes of Government).
- outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).
- examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).
- analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs).

NEXT GENERATION STANDARDS

Language Arts/Writing

RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).

RLA.3.2.10 writes a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).

RLA.3.2.2 use the five step writing process (e.g., graphic organizers for prewriting; descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level).

Technology

21C.S.3.1

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

Lesson 1: What makes up weather

Wksheet: pg. 54 and 55 for vocabulary building

Science/S.St: Block 3 Croaff

Students will review/complete Chapter 6:

Central Question:

What Makes up the Weather? (pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 1: What makes up weather

Wksheet: pg. 54 and 55 for vocabulary building

Writing/Handwriting

Students will complete handwriting pg 51-60

Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Tuesday, November 27, 2012

Bell Ringer: Construct sentences from using Spelling words to write into sentences- This week's theme is

"Weather."

Pledge of Allegiance

Accelerated Reader

Character Education:

Appreciation

This week's lesson: Write and discuss an essay about a situation in which you appreciate something or someone.

Can any of the following questions be discussed:

Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you?

How do you feel about it now? What did you learn from it?

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

21C.O.3.1.TT1

Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer

21C.O.3.1.TT2

Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.

21C.O.3.2.TT1

Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).

CSO's for RLA PROJECT

See Attached

Introduction/Review of words page _____. Students will complete spelling practice pg _____.

Science/SSt: Block 1 for Justice

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Science/SSt: Block 2

Newsome

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Science/S.St: Block 3 Croaff

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Writing/Handwriting

Students will complete handwriting pg 51-60.

Review topic sentences and writing procedures.
Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment.

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Wednesday, November 28, 2012

Bell Ringer: Construct sentences from using Spelling words to write into sentences- This week's theme is "Weather."

Pledge of Allegiance

Accelerated Reader

Character Education:

Appreciation

This week's lesson: Write and discuss an essay about a situation in which you appreciate something or someone.

Can any of the following questions be discussed:
Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

Introduction/Review of words page _____. Students will complete spelling practice pg _____.

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

Introduction to words page _____. Students will complete spelling practice pg _____.

Science/SSt: Block 1 for

Justice

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin

with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Science/SSt: Block 2

Newsome

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Science/S.St: Block 3 Croaff

Students will review/complete Chapter 6:

Central Question:

How are Weather Patterns Different?

(pg.175)

Read and discuss Vocabulary and lessons questions Begin with:

Lesson 2: How are weather patterns different?

Lab: Measuring Relative Humidity

Writing/Handwriting

Students will complete handwriting pg 51-60.

Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment.

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Thursday, November 29, 2012

Bell Ringer: Construct sentences

from using Spelling words to write into sentences- This week's theme is "Weather."

Pledge of Allegiance

Accelerated Reader

Character Education:

Appreciation

This week's lesson: Write and discuss an essay about a situation in which you appreciate something or someone.

Can any of the following questions be discussed:

Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you?

How do you feel about it now? What did you learn from it?

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

Introduction/Review of words page _____.

Students will complete spelling practice pg _____.

Science/SSt: Block 1 for Justice

Students will complete Review and Test Prep pg 189 Science

Central Question:

1. What makes up the Weather
2. How are Weather Patterns Different?
(pg.175-189)

Lab: Prep for Friday

Science/SSt: Block 2

Newsome

Students will complete Review and Test Prep pg 189 Science

Central Question:

3. What makes up the Weather
4. How are Weather Patterns Different?
(pg.175-189)

Lab: Prep for Friday

Science/S.St: Block 3 Croaff

Students will complete Review and Test Prep pg 189 Science

Central Question:

5. What makes up the Weather
6. How are Weather Patterns Different?

(pg.175-189)

Lab: Prep for Friday

Writing/Handwriting

Students will complete handwriting pg 51-60.

Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment.

Review writing procedures and students will complete descriptive language sheet and/or work on graphic organizer and paragraph forms

Friday, November 30, 2012

Bell Ringer: Construct sentences from using Spelling words to write into sentences- This week's theme is "Weather."

Pledge of Allegiance

Accelerated Reader

Character Education:

Appreciation

This week's lesson: Write and discuss an essay about a situation in which you appreciate something or someone.

Can any of the following questions be discussed: Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?

Let's Move

Cha Cha Slide/ Walk to Music

Spelling

Students will complete Spelling Test

Science/SSt: Block 1 for

Justice

Clouds:

Central Question:

What are the different clouds?

Read and discuss Vocabulary and lessons questions Begin with:

BrainPop and page 190.

Activity: Create a picture of a

specific cloud and write a 5 sentence report on what kind of clouds are there and what it means- Snow, rain, thunderstorm?

Science/SSt: Block 2

Newsome

Clouds:

Central Question:

What are the different clouds?

Read and discuss Vocabulary and lessons questions Begin with:

BrainPop and page 190.

Activity: Create a picture of a specific cloud and write a 5 sentence report on what kind of clouds are there and what it means- Snow, rain, thunderstorm?

Science/S.St: Block 3 Croaff

Clouds:

Central Question:

What are the different clouds?

Read and discuss Vocabulary and lessons questions Begin with:

BrainPop and page 190.

Activity: Create a picture of a specific cloud and write a 5 sentence report on what kind of clouds are there and what it means- Snow, rain, thunderstorm?

Writing/Handwriting

Students will complete handwriting pg 45-50

Review topic sentences and writing procedures.

Student will *demonstrate* proper manuscript and **full** transition to cursive writing techniques using correct posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm alignment

Review topic sentences and writing procedures.

SPL

Reading and Math review

Currently working on writing skills, and sentence structure.

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