



Pearl Haskew Elementary
"Learn Love Serve Lead"



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Irvington, AL 36544

Standard 3.2

- *Examples of lessons plans*
- *Common Assessments*

Dates: August 22-26		Course: Math		Teacher: Third Grade	
Unit Title: Multiplication (arrays/equal groups)					
Essential Questions					
<ol style="list-style-type: none"> 1. What is multiplication? (skip- counting, equal groups, arrays, area models, equal jumps on the number line) 2. How does repeated addition/subtraction represent multiplication/division? 3. What is an array? How does an array represent multiplication and division? 4. What is the commutative property of multiplication? 					
Unit Topics				Standards	
Concepts of multiplication and division. Application of multiplication and division strategies				3.OA.1 Interpret products of whole numbers interpret 3.OA.5 Apply properties of mult. And dv 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. 3.OA.3 Use mult within 100 to solve word Problems in situations involving equal groups and arrays.	
Day 1	Day 2	Day 3	Day 4	Day 5	
Continue modeling multiple ways to solve multiplication problems and continue to connect with division. Using arrays word problems <p style="text-align: center;">Practice 0s and 1s facts</p>	Using arrays with word problems Marching Band task <p style="text-align: center;">Practice 0s and 1s facts</p>	Solve word problems using equal grouping. Model solving problems using equal groups. Task: sharing marbles <p style="text-align: center;">Practice 0s and 1s facts</p>	Give students an “answer” to a word problem. Groups of students will write a word problem to match the answer. Can use a gallery walk set-up using multiple answers. <p style="text-align: center;">Practice 0s and 1s facts</p>	Fact drill on 0s and 1s. Students will be given directions for planting crops in their garden. They will create the garden using arrays. <p style="text-align: center;">Grade</p>	
Unit Vocabulary			Materials & Resources		
Product Factors Multiples Array Strategies Grouping			Task directions Examples of arrays Array challenge game manipulatives Paper, pencil Gallery walk questions		

Dates: Oct.26-30		Course: Reading		Teacher: Third Grade	
Unit Title: Novel Study- BFG by Ronald Dahl					
Essential Questions					
How has Sophie's point of the view of the BFG changed since the beginning of the story? What is the BFG's point of view about Sophie?					
Unit Topics			Standards		
Recounting stories Similes Prior knowledge Making predictions Character point of view Sequencing			Reading Standards: Recount stories, determine central message, lesson or moral. Explain how message, lesson, or moral is conveyed through key details in text. (RL 3.2) Recognize narrator's character, and one's point of view, author's point of view (RL3.6) (RI3.6) Know and apply grade-level phonics (RF3.3d) Language standards: produce compound sentences (3.1i) use coordinating conjunctions (3.1h) shades of meaning among related words (3.5c) Writing: Explanatory/informative (W3.2)		
Day 1	Day 2	Day 3	Day 4	Day 5	
BFG Novel study Chapters 13/14 Point of View & sequencing Compound sentences, conjunction, shades of meaning activities Writing- explanatory/informative writing on "giants" Sondag Syst- Mastery Check	BFG Novel study Chapters 13/14 Point of view & sequencing Compound sentences Conjunctions Shades of meaning activities Explanatory/informative writing on "giants" Sondag Syst- -Mastery check-grade, word book p.148, rubric Page 189	BFG Novel Study test Point of view & sequencing Compound sentences Conjunctions Shades of meaning activities Explanatory/informative Writing on "giants" Sondag Syst- mastery check	Spooky stories close read/ main idea/text evidence activities) Compound sentences Conjunctions Shades of meaning activities Explanatory/informative writing on "giants" Sondag Syst- mastery check	Spooky stores close read/main idea /text evidence activities) Point of view Compound sentences Conjunctions Shades of meaning activities Explanatory/informative writing on "giants" Sondag Syst- mastery check	
Unit Vocabulary		Materials & Resources			
Hesitated ghastly Longed ecstasy Peering reverberated Cavern horrid Desolate Craggy Cross Hullabaloo Colossal		Copies of BFG novel BFG journal pages test Trait space Sondag System mastery check			

Name:

Class:

Date:

Read the text and answer the following question(s). Read the text and answer the following question(s).

An Adventurous Writer

The most inventive writer of the 19th century was the French author Jules Verne. He was a creative author that loved science and adventure. As a young boy, Jules used his imagination to make up stories with his younger brother, Paul. His curiosity grew when he went on little adventures with his brother. They would often sneak to the nearby dock to see the boats. In fact, when Jules was only twelve years old, he tried to sneak onto a boat that was sailing to the West Indies. Unfortunately for him, his father found out about it before it left.

Jules's ideas grew even more as he got older. He was very smart and wanted to know how things worked. As a young adult, he mostly spent time in the library reading books on science and technology. Eventually, he fell in love with science fiction.

Jules read many books on dirigibles, or blimp-like machines. With the help of a friend, he came up with the idea of traveling in a balloon that would move up and down by catching the wind. At the same time, Verne noticed that many people were interested in the country of Africa. Then a light went on. Verne thought to combine the two ideas together. He wrote a science fiction story about a balloon that traveled over Africa called *Five Weeks in a Balloon*. This was his first success as a writer. Jules became well known to readers.

Verne's writing style was very different. His books were a lot like travel books that allowed the reader to explore along with the main characters. Using science, he was able to capture the imaginations of many readers. Even though he wrote about travel and science, Jules hardly traveled anywhere and never studied under a real scientist. In spite of his inexperience, he really fascinated his readers through his stories.

Jules wrote about things that often predicted the future of science. He wrote about traveling to the moon in a book called *From the Earth to the Moon*. This forecast was made almost a century before a real ship landed on the moon. Another one of his new ideas was shown when he wrote a book about a submarine. He named it *Twenty Thousand Leagues Under the Sea*. It was pretty amazing because he wrote about them before they were even used. This adventure was about the Nautilus, a submarine that moved by electricity.

One of his most popular books was called *Around the World in Eighty Days*. In this story, the main character, Phileas Fogg, took a wager to travel the world in eighty days. This story was so exciting that people could not wait to read it. It was cut up into smaller pieces and published in a newspaper. People were able to read each account as if it were really an article in the newspaper. Eventually it was put together into a novel and was read all over the world. It was even made into a movie. In fact, many of his books were made into movies.

Question #3

TEACHER READS:

Read the question to yourself and select the best answer.
Choose the *best* inference about Jules Verne.

- A) Jules Verne was a successful writer.
- B) Jules Verne was a lonely individual.
- C) Jules Verne was a wealthy man.
- D) Jules Verne was an immature person.

Question #4

TEACHER READS:

Read the question to yourself and select the best answer.
Read the following sentences.

He wrote a science fiction story about a balloon that traveled over Africa called *Five Weeks in a Balloon*. This was his first success as a writer. Jules became well known to readers.

In these sentences, what is the meaning of success?

- A) a work of literature
- B) to try to do something new
- C) a person or thing that does or goes well
- D) something based on imaginary events

Have you ever wondered where all that salt comes from in our oceans? You have probably noticed that rain falling from the sky does not taste salty. So why do the oceans contain so much salt? There are actually a few reasons for this. Rain water first falls as fresh water with little or no dissolved salts. As the fresh rain water runs downhill, salt is collected from the dirt and rocks. Dirt and rocks naturally contain sodium chloride, which is what we know as table salt. This water then travels to *tributaries*, which are small rivers or streams found in the mountains that flow into larger rivers. After the water from the tributaries flow into larger rivers, the rivers transport the water to the ocean. Although rivers only have small amounts of salt, these small amounts are constantly flowing into the oceans. Salt can also be added to the oceans because of the constant pounding of waves on the shores. Because the waves beat against the dirt and rocks on the shore, salt is again released into the water. A final way salt can be added to the ocean is from the undersea volcanoes that erupt and release more salt into our oceans.

So now we know how salt gets into the ocean, right? But you might be thinking that the fresh rain water that falls would *dilute*, or water down the amount of salt in the ocean. Here is why this does not happen. When sunlight hits the ocean, the heat causes the water to change from a liquid to a gas. This process is called *evaporation*. The gas that is formed when water evaporates is called *water vapor*. This water vapor will later fall as rain. However, the salt that is in the ocean does not evaporate. Therefore, the amount of salt in the ocean stays the same, while the amount of water decreases as it evaporates. This means the concentration of salt in the ocean is actually increasing over time, rather than decreasing.

Since so much of the Earth's water is salty, we only have a limited amount of fresh water available for us to use. Remember that only about 3% of the water on Earth is fresh water. Out of this small amount of fresh water, more than 2% of that is frozen. Most of the frozen water can be found in *ice sheets* that cover places in Antarctica and Greenland. An ice sheet is a giant chunk of ice and snow covering a very large area of land. Ice sheets have been frozen for thousands of years. *Glaciers*, floating chunks of ice, also make up a portion of our Earth's fresh frozen water. The liquid fresh water left for us to use can be found in rivers and lakes. Some fresh water is also found underground. However, the amount of fresh water left for us to use is less than 1% of water on Earth. Knowing this information should change our minds about the amount of water we use.

I hope I have left you with some food for thought that will help you understand why we need to conserve water. The more we know about the water we use, the better we will be able to do our part to help preserve water for future generations.

coastal walls. High above them, they viewed enormous, almost frightening figures on an island in the eastern South Pacific. They wondered if maybe they had found a land inhabited by giants.



The next morning, Roggeveen's curiosity brought him onto the island. As he neared the huge walls, he discovered that they were actually massive stone platforms. The figures he had seen stood on top of the platforms, and they were not alive. They were tall figures of humans from the waist up, and they each wore red helmets. All of them were many times the size of any of his crew members. After Roggeveen realized that they were harmless, and that there were no treasures on the island, he and his crew left the island they named "Easter Island." Roggeveen didn't realize that he left behind one of the world's most incredible mysteries.

Fifty years later, the island was once again explored by Europeans. They discovered that the giant statues were made of volcanic stone. Many of the figures were lowered from a crater, down a rocky slope, to the wall platforms. Some of the slopes were ten miles long. The statues were approximately 66 feet high and weighed up to 50 tons. How were these people able to perform such a task in those days?

In the middle 1800s, the figures no longer stood erect. They were toppled over and chipped, and their helmets were shattered. Tools used to sculpt statues were found inside a crater. They appeared to be left behind. Where were the people who created these humongous figures? Why were they constructed? None of the 200 people who lived on the island at this time could explain these carved giants. They didn't know why they were created or who created them.

Since that time, tourists from all over the world continue to visit Easter Island. They marvel at the idea that people were able to create such remarkable statues during a time when tools were very primitive. They wonder who knocked them down and why. Scientists have come up with some theories about the answers to all the questions, but as of today, the history of Easter Island continues to be one of the biggest mysteries of all time.

Question #10

TEACHER READS:

Read the question to yourself and select the best answer.

Which document would you use to find the MOST information about touring Easter Island?

- A) travel brochure
- B) tour guide's procedure manual
- C) map of Easter Island
- D) island census results

Question #14**TEACHER READS:**

Read the question to yourself and select the best answer(s).

Part B:

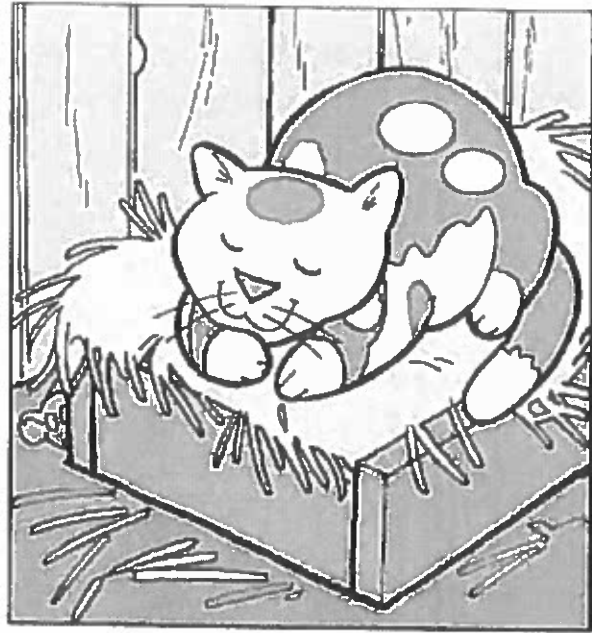
Which sentence from the text *best* supports your answer in part A?

- A) The problem is that about 97% of the Earth's water is salt water found in our oceans and seas.
- B) This means the concentration of salt in the ocean is actually increasing over time, rather than decreasing.
- C) Since so much of the Earth's water is salty, we only have a limited amount of fresh water available for us to use.
- D) Knowing this information should change our minds about the amount of water we use.

Read the passage then answer the questions.

Spots the Barn Cat

Spots was a large grey and white cat. Spots lived in a barn on a farm. Spots liked living in the barn. It was warm in the winter and cool in the summer. There were many mice for Spots to chase. Best of all, Spots had a soft place to sleep in the corner of the barn.



1. What is the main idea?
 - a. The barn was dirty.
 - b. Spots was grey and white.
 - c. The barn was a good place for Spots to live.
 - d. Spots often slept outside when it rained.

2. Which detail supports the main idea?
 - a. The barn was warm in the winter and cool in the summer.
 - b. Spots liked to lay lazily in the sun.
 - c. The farmer liked to pet Spots
 - d. Spots is an old cat.

3. Which detail does NOT support the main idea?
 - a. Spots had a soft place to sleep in the corner.
 - b. There were many mice for Spots to chase
 - c. Spots moved to the barn when he was just a small kitten.
 - d. It was warm in the winter.

Module 4 – End of Unit 1 Reading Assessment
Main Idea and Details
Compare and Contrast Informational Texts

Name: _____ Date: _____

Read the passages and answer the questions.

Clues to the Past

No one has ever seen a living dinosaur. So how do scientists learn about them? Paleontologists are scientists that research the things that dinosaurs left behind. They look for fossils, the hardened remains or traces of animals and plants that lived a long time ago. They study fossils for clues about how dinosaurs lived.

For many years, scientists thought that dinosaurs hatched from eggs. But no one knew for sure until 1869. In that year, some fossil dinosaur eggs were found in France. Since then, many more fossil dinosaur eggs have been discovered elsewhere, including in the United States and China. These fossils show us that some dinosaurs built nests, and they give us clues about how those dinosaurs lived.

Millions of years ago, dinosaurs left droppings on the ground. Over time, the droppings turned into fossils. Today, by studying these fossil droppings, we can tell whether a dinosaur ate grass, fish, or meat.

Dinosaurs no longer exist, but they never really disappeared. We can learn plenty of things about them by studying the clues they left behind!

Scientists Who Study the Past

Have you ever read about people of long ago? Books tell you how they lived. You can also learn what the people were like. Archaeologists are scientists who study past human life and culture.

Howard Carter, an English archaeologist, made a great find in 1922. He studied ancient Egypt. After years of work, he found King Tut's tomb. King Tut was a king in ancient Egypt. The king died at eighteen. His body went through a special process. It was wrapped in cloth. King Tut's body became a mummy. This mummy was in the tomb. There was also treasure in the tomb, such as golden chairs and the king's jewelry stored in magnificent boxes. A bed, a temple, and food were left inside the tomb. People are still amazed to see these things today.

Howard Carter and other archaeologists showed that the past has much to teach us. However, our interest should not let us forget that it is very important to respect the past. Luckily for us, archaeologists today do care. They help us understand what the world was like long ago.

6. Which of the following is another way that the two passages are different?
- A. The first passage talks about paleontologists and the second passage talks about archaeologists.
 - B. Only the first passage talks about making discoveries from long ago.
 - C. The first passage talks about mummies and fossils.
 - D. The second passage talks about discovering fossil eggs and tombs.

7. In the sentence below, what does the word **tomb** mean?

"After years of work, he found King Tut's tomb."

- A. house
- B. garden
- C. backyard
- D. grave

8. In the sentence below, what does the word **fossil** mean?

"In that year, some fossil dinosaur eggs were found in France."

- a. A very large egg
- b. A very old dinosaur
- c. Someone who researches the things that dinosaurs leave behind.
- d. The hardened remains of animals or plants that lived a long time ago.

9. Write the main idea of the first passage "Clues to the Past" and find two details in the passage that supports the main idea.
