## Standards Addressed This Week:

### Reading Standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</td>
</tr>
<tr>
<td>RL.3.9</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
</tr>
<tr>
<td>RF.3.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
</tbody>
</table>

### ELA Standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
</tr>
</tbody>
</table>

### Specific Objectives:

**M O N D A Y**

- **Specific Objective(s):** Students will listen for comprehension during a read aloud. Students will be able to generate the meaning of unfamiliar words using context clues.

- **Procedures/Strategies:**
  - **Engage:** What is the difference between comparing and contrasting?
  - **Explore:** Teacher introduces vocab words with power point having students write them in their reading notebook, then the teacher reads read aloud “The Bixby Bridge” TE pg. T280-T281. Students will discuss their responses to what clues in a story tell you about the characters.
  - **Explain:** Teacher explains the difference between comparing and contrasting. TE pg. T281 “Listening Comprehension.”
  - **Elaborate:** Teacher will introduce story for the week “Pop’s Bridge” T294, Students will answer the guided comprehension questions about the story while reading.
  - **Evaluate:** Participation, ability to understand the difference between comparing and contrasting.
  - **Grammar:** Common and Proper Nouns TE pg. T286.
  - **ELA:** Teacher introduces spelling words, write them on the board and have students write in notebooks: (load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat, (Bonus: motion, pitch, direction, speed, sound) clap words.
  - **Vocab words:** foggy, stretch, crew, balancing, tide, cling, excitement, disappears

**T U E S D A Y**

- **Specific Objectives:** Students will compare and contrast characters. Students will be able to generate meaning of unfamiliar words using context clues – tide, cling, excitement, disappears

- **Procedures/Strategies:**
  - **Engage:** How do we use story details to make inferences and predictions?
  - **Explore:** Review Vocabulary Words. Reread the story “Pop’s Bridge” from the textbook.
  - **Explain:** Teacher will use TE pgs. T292-T293(notebook file) to compare and contrast characters and use story details to make inferences and predictions (whole group).
  - **Elaborate:** Students will complete a compare and contrast sheet with partners.
  - **Evaluate:** Participation, hold discussions, correctly compare and contrast characters as well as use story details to make inferences and predictions.
  - **Grammar:** Common and Proper Nouns TE pg. 308.
  - **ELA:** Teacher reviews spelling words: clap words.
    - Long O spellings TE pg. 308.
  - **Vocab words:** tide, cling, excitement, disappears, foggy, stretch, foam, follow, glow

**Technology/Resources:** TE, read aloud

**Homework:** read story, Worksheet Common/Proper Nouns; study vocab, Spelling Choice Board- due Thurs.
| WEDNESDAY | Specific Objectives: Students will be able to compare and contrast using details from a story. Procedures/Strategies:  
- **Engage** – Teacher will ask the class to compare and contrast story details to personal experiences.  
- **Explore**— Class will discuss comparing and contrasting using details from the story "Pop's Bridge". TE pg. 314 – 315.  
- **Explain**--- Teacher will explain how comparing and contrasting details can help us to relate to other people. TE pg. 315.  
- **Elaborate**-Students will reread pgs. 115-136 of story and answer the guided practice questions on TE pg. 315. Students will share their answers with the class. (Display story with power point slides of pgs. 115-136)  
- **Evaluate**- Participation, hold discussions, correctly complete wk pg. 50 TE pg. 315; DOL test  
- **Grammar**-Common and Proper Nouns TE pg. 316, Notebook file  
- **ELA**- Students will come up with sentences using their spelling words.  
*Long O spellings** – TE pg. 316  
Vocab words: review and create sentences for weekly vocab words.  
Technology/Resources: Smartboard, TE, SB, wk pg.  
Homework: study for vocab., story test, & reading test; Spelling due; Eng.- worksheet(Common/Proper Nouns); |
| --- |
| THURSDAY | Specific Objectives: Students will be able to compare and contrast using details from the story Procedures/Strategies:  
- **Engage** – Teacher will review common & proper nouns, vocab., and story with students  
- **Explore** – Class will discuss the different parts of the story, comparing and contrasting it  
- **Explain** – Teacher will go over directions to the test  
- **Elaborate** – students will take reading test, vocab test, ,grammar test, & spelling test  
- **Evaluate** – teacher graded test  
- **Grammar** – Review common and proper nouns with Smartboard Activity, TE pg. 324  
- **ELA** – students will sort spelling words using the notebook file  
Technology/Resources: smartboard, TE, vocab and story test  
Homework: Eng.- ws/test, Spelling test, read AR book |
| FRIDAY | Staff Development – No School |

### Standards Addressed This Week:

3-1.2: Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

Target Indicator: 3-1.3: Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

Target Indicator: 3-2.1: Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Specific Objective(s): Students will review the regions of SC, river systems, and human effects using maps.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Procedures/Strategies:</td>
</tr>
<tr>
<td></td>
<td>• Essential Question – What are the six major regions of SC? What are the 4 major river systems? How can we</td>
</tr>
<tr>
<td></td>
<td>show the human effects on a map?</td>
</tr>
<tr>
<td></td>
<td>• Engage – Teacher will show BrainPop Jr. video on reading maps.</td>
</tr>
<tr>
<td></td>
<td>• Explore – Students will answer and ask questions about how different maps show important information</td>
</tr>
<tr>
<td></td>
<td>about SC.</td>
</tr>
<tr>
<td></td>
<td>• Explain – The teacher will discuss different maps used for different information.</td>
</tr>
<tr>
<td></td>
<td>• Elaborate – Students will discuss with a partner something they learned about how maps help us learn.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate – Teacher will check throughout the lesson for understanding</td>
</tr>
<tr>
<td></td>
<td>Assessment: Teacher will evaluate BrainPop Jr. quiz answers.</td>
</tr>
<tr>
<td></td>
<td>Homework: None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Specific Objective(s): Students will review characteristics of the regions of SC, river systems, and cities of SC.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Procedures/Strategies:</td>
</tr>
<tr>
<td></td>
<td>• Essential Question – How does where a city is affect the growth, development, and success of a city?</td>
</tr>
<tr>
<td></td>
<td>• Engage – Teacher will ask students to choose a favorite city in SC and graph the result.</td>
</tr>
<tr>
<td></td>
<td>• Explore – Students will give reasons for choosing that city. Class will discuss how the city benefits from its</td>
</tr>
<tr>
<td></td>
<td>location and resources.</td>
</tr>
<tr>
<td></td>
<td>• Explain – The teacher will facilitate the review. Students (in groups) will create a circle map for each city</td>
</tr>
<tr>
<td></td>
<td>listing why that city is great.</td>
</tr>
<tr>
<td></td>
<td>• Elaborate – Students will discuss in groups to create group map.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate – Teacher will check throughout the lesson for understanding, group maps</td>
</tr>
<tr>
<td></td>
<td>Assessment group maps</td>
</tr>
<tr>
<td></td>
<td>Homework: none</td>
</tr>
<tr>
<td><strong>Specific Objective(s):</strong></td>
<td>Students will identify the purpose for the Constitution of the United States and the Bill of Rights.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Procedures/Strategies:** | - Essential Question – What is the constitution and the bill of rights?  
- Explore – Students will discuss what they have learned about the constitution.  
- Explain – The teacher will assist students in creating a tree map showing the government of the US as set up by the Constitution. (Executive, Legislative, Judicial)  
- Elaborate – Teacher will monitor students for comprehension of branches of government.  
- Evaluate – Teacher will observe discussion and review tree maps. |
| **Technology/Resources:** | textbook, video, paper, pencils |
| **Homework:** | none |

<table>
<thead>
<tr>
<th><strong>Specific Objective(s):</strong></th>
<th>Students will identify the three Native American groups most important to the development of SC.</th>
</tr>
</thead>
</table>
| **Procedures/Strategies:** | - Essential Question – What are the three major Native American groups?  
- Engage – Teacher will begin Native Americans notebook file. (through page 8)  
- Explore – Students will discuss what they know and think they know about Native Americans.  
- Explain – The teacher will introduce the 3 major groups in SC. (Page 9 in notebook file) Students will create a tree map of the three groups from SC. Students will write one fact about each group on the tree map.  
- Elaborate – Teacher will monitor students for comprehension groups.  
- Evaluate – Teacher will observe discussion and review tree maps. |
| **Technology/Resources:** | textbook, notebook file, notebooks |
| **Homework:** | none |

| **Friday** | Staff Development- No classes for students |
### Subject: Writing  
**Week of:** Sept. 15 – 18, 2014  
**Grade:** 3rd

#### Writing Standards:
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Writing Prompts:  
**Genre: Narrative**

| Monday | Specific Objective(s): SW write a narrative about when they were embarrassed.  
Procedures/Strategies:  
Engage: Teacher will share a memory of when they were embarrassed. (The time I left my laptop at home, almost like a student forgetting their spelling hw.)  
Explore: Have kids brainstorm on a tree map in their writing journal.  
Explain: Have kids begin writing their rough draft.  
Elaborate: Monitor and provide feedback to student journals. Remind students to add details to their writing.  
Evaluate: Author’s chair.  
Technology/Resources: Doc Cam, Writing journal |
| --- | --- |
| Tuesday | Specific Objective(s): SW write a narrative about a personal experience they will remember.  
Procedures/Strategies:  
Engage: Partner talk about something you will always remember.  
Explore: Have each student pick one experience to write about.  
Explain: Have kids brainstorm using a tree map in their writing journal.  
Elaborate: Students will begin to write a rough draft.  
Evaluate: Students ability to write a narrative rough draft.  
Technology/Resources: Doc Cam, writing journal |
| Wednesday | Specific Objective(s): SW write a narrative about turning into a grown up.  
Procedures/Strategies:  
Engage: Partner talk about what you would do as a grown up.  
Explore: Have each student pick one experience to write about.  
Explain: Have kids brainstorm using a tree map in their writing journal.  
Elaborate: Students will begin to write a rough draft.  
Evaluate: Monitor and assist students with their writing.  
Technology/Resources: Doc Cam, writing journal  
Extension: Kids draw a picture of them all grown up. |
| Thursday | ½ Day No Writing |
| Friday | Staff Development Day |
**Standards Addressed This Week:**

3-5.8 Explain how the vibration of an object affects pitch.
3-1.8 Use appropriate safety procedures when conducting investigations.
3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.
3-1.3 Generate questions such as “what if?” or “how?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.
3-1.7 Explain why similar investigations might produce different results.
3-5.1 Identify the position of an object relative to a reference point by using position terms such as "above," "below," "inside of," "underneath," or "on top of" and a distance scale or measurement.
3-5.2 Compare the motion of common objects in terms of speed and direction.
3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.
3-5.4 Explain the relationship between the motion of an object and the pull of gravity.
3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.
3-5.6 Compare the pitch and volume of different sounds.

<table>
<thead>
<tr>
<th>Specific Objective(s):</th>
<th>The students will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.</th>
</tr>
</thead>
</table>
| Procedures/Strategies: | **Essential Question** – What have I learned?  
**Engage** – The teacher and students will have discussions throughout the lesson.  
**Explore** - The read and discuss book pages, PPT slides, and activities.  
**Explain** – The teacher will review previously taught skills.  
**Elaborate** – The students will discuss what they have learned with a partner.  
**Evaluate** – The teacher will monitor throughout the lesson.  
**Technology/Resources**: Sound PowerPoint slides, Science book |
| Assessment: | Each student will be assessed throughout the lesson based on their participation. |

**MONDAY**

**Specific Objective(s):** The students will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.
**Procedures/Strategies:**
- **Essential Question** – What have I learned?
- **Engage** – The teacher and students will have discussions throughout the lesson.
- **Explore** - The read and discuss book pages, PPT slides, and activities.
- **Explain** – The teacher will review previously taught skills.
- **Elaborate** – The students will discuss what they have learned with a partner.
- **Evaluate** – The teacher will monitor throughout the lesson.
**Technology/Resources**: Sound PowerPoint slides, Science book
**Assessment**: Each student will be assessed throughout the lesson based on their participation.

**TUESDAY**

**Specific Objective(s):** The students will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.
**Procedures/Strategies:**
- **Essential Question** – What have I learned?
- **Engage** – The teacher and students will have discussions throughout the lesson.
- **Explore** - The read and discuss book pages, PPT slides, and activities.
- **Explain** – The teacher will review previously taught skills.
- **Elaborate** – The students will discuss what they have learned with a partner.
- **Evaluate** – The teacher will monitor throughout the lesson.
**Technology/Resources**: Sound PowerPoint slides, Science book
**Assessment**: Each student will be assessed throughout the lesson based on their participation.
<table>
<thead>
<tr>
<th>Specific Objective(s):</th>
<th>The students will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures/Strategies:</td>
<td></td>
</tr>
<tr>
<td>• <strong>Essential Question</strong> – What have I learned?</td>
<td></td>
</tr>
<tr>
<td>• <strong>Engage</strong> – The teacher and students will have discussions throughout the lesson.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Explore</strong> - The read and discuss book pages, PPT slides, and activities.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Explain</strong> – The teacher will review previously taught skills.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Elaborate</strong> – The students will discuss what they have learned with a partner.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Evaluate</strong> – The teacher will monitor throughout the lesson.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Technology/Resources</strong>: Sound PowerPoint slides, Science book</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong>:</td>
<td>Each student will be assessed throughout the lesson based on their participation.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Specific Objective(s):</th>
<th>The students will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures/Strategies:</td>
<td></td>
</tr>
<tr>
<td>• <strong>Essential Question</strong> – What have I learned?</td>
<td></td>
</tr>
<tr>
<td>• <strong>Engage</strong> – The teacher and students will have discussions throughout the lesson.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Explore</strong> - The read and discuss book pages, PPT slides, and activities.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Explain</strong> – The teacher will review previously taught skills.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Elaborate</strong> – The students will discuss what they have learned with a partner.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Evaluate</strong> – The teacher will monitor throughout the lesson.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Technology/Resources</strong>: Sound PowerPoint slides, Science book</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong>:</td>
<td>Each student will be assessed throughout the lesson based on their participation.</td>
</tr>
</tbody>
</table>

***The teacher will monitor and adjust plans as needed***

---

| **Staff Development** |  |
Lucy T. Davis Lesson Plan

| Name: 3rd Grade Teachers | Subject: Math | Week of: 9/15-9/19 | Grade: 3 |

### Standards Addressed This Week:
- 3.OA.9: Identify arithmetic patterns & explain them using properties of operations.
- 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2: Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations & the relationship between addition & subtraction.
- 3.MD.1: Tell & write to the nearest minute & measure time intervals in minutes. Solve word problems involving addition & subtraction of time intervals in minutes.
- 3.MD.3: Draw a scaled picture graph & a scaled bar graph to represent a data set with several categories.

#### Specific Objective(s):

**Lesson 2.1 - fact families with addition and subtraction**

- **Procedures/Strategies:**
  - Engage: Teacher will use Smartboard to go with lesson 2.1 having students interact with board and other students and answering questions.
  - Explore: Calendar Board Activity, mental math, math message.
  - Explain: Teacher will use Smartboard lesson to introduce key vocabulary and review of fact family triangles.
  - Elaboration: Students will use white boards to participate in Smartboard lesson, they will review the turn-around rule & relationship between addition & subtraction for a fact family, complete journal pgs 30 and 31, play "Roll to 100" (directions in student reference book pages 307-308).

- **Evaluate:** Observation, journal pgs.
- **Technology/Resource:** Smartboard Lesson, TE pgs 100-105, student journals.
- **Homework:** skill links page 25.

**Lesson 2.2 – extending subtraction and addition facts**

- **Procedures/Strategies:**
  - Engage: Teacher will use Smartboard lesson to go over lesson 2.2 students will interact with board and other students and answer questions.
  - Explore: Mental Math, Math Message, Calendar Board Activity, go over homework from last night.
  - Explain: Teacher will use Smartboard lesson to go over key vocabulary and review extensions of facts.
  - Elaboration: Students will use white boards to participate in Smartboard lesson, they will use basic addition & subtraction facts to solve fact extensions, journal pages 32 and 33, play “Name That Number” (directions student reference book pages 39).

- **Evaluate:** Observation, journal pages.
- **Technology/Resource:** Smartboard Lesson, TE pages 106-111, student journals.
- **Homework:** skill links page 26.

**Lesson 2.3 – addition and subtraction with “What’s my Rule”**

- **Procedures/Strategies:**
  - Engage: Teacher will use Smartboard lesson to go over lesson 2.2, students will interact with board and other students and answer questions.
  - Explore: Math Message, Mental Math, Calendar Board Activity, go over homework from last night.
  - Explain: Teacher will use Smartboard lesson to go over key vocabulary and review/practice in and out boxes.
  - Elaboration: Students will use white boards to participate in smartboard lesson, they will review & solve variations of “What’s My Rule?” problems, journal pages 34 and 35.

- **Evaluate:** Observation, Math 4 Today quiz.
- **Technology/Resource:** Smartboard Lesson for review, TE pages 112-116, Math 4 Today quiz, student journals.
- **Homework:** None.

**½ day**

**THURSDAY**

- **Technology/Resource:** Smartboard Lesson for review, TE pages 112-116, Math 4 Today quiz, student journals.
- **Homework:** None.

**FRIDAY**

- **Technology/Resource:** Smartboard Lesson for review, TE pages 112-116, Math 4 Today quiz, student journals.
- **Homework:** None.

No School