



2nd Quarter Nine Week Plans



Reading

Communication and Multimodal Literacies	Reading
<p>3.1 The student will use effective communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. b) Present accurate directions to individuals and small groups. c) Ask and respond to questions from teachers and other group members. d) Orally summarize information expressing ideas clearly. e) Use language appropriate for context and audience. f) Increase listening and speaking vocabularies. g) Participate in collaborative discussions. h) Work respectfully with others in pairs, diverse groups, and whole class setting. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of regular and irregular vowel patterns. b) Decode regular multisyllabic words. <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d) Use context to clarify meaning of unfamiliar words. <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a) Set a purpose for reading. b) Make connections between reading selections. d) Compare and contrast settings, characters, and plot events. e) Summarize plot events. j) Identify the theme. k) Use reading strategies to monitor comprehension throughout the reading process. l) Differentiate between fiction and nonfiction. <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. d) Ask and answer questions about what is read using

- the text for support.
- e) Draw conclusions using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Read with fluency, accuracy, and meaningful expression

Writing-

Descriptive Writing- My Thankful Heart

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Grammar

Writing

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- c) Use past and present verb tense.
- e) Use singular possessives.
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Information Writing (Research)

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Math-

Unit 3: Using Data to Describe my World

3.15 The student will

- a) Collect, organize, and represent data in pictographs or bar graphs

- b) Read and interpret data represented in pictographs and bar graphs

Unit 4: Solving Problems using Multiplication and Division

3.4 The student will

- a) Represent multiplication and division through 10×10 , using a variety of approaches and models
- b) Create and solve single-step practical problems that involve multiplication and division through 10×10
- c) Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10
- d) Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less

Science- Animal Adaptations, Terrestrial and Aquatic Ecosystems and Food Chains

Animal Adaptations

3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include

- a) populations may adapt over time;
- b) adaptations may be behavioral or physical; and
- c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.

Terrestrial and Aquatic Ecosystems/Food Chains

3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include

- a) ecosystems are made of living and nonliving components of the environment; and
- b) relationships exist among organisms in an ecosystem.

Social Studies- Geography & History, Economics, Ancient

Mali, and Ancient Rome

Unit 2: What does it mean for me to be a citizen of the world?

SOLs: 3.1b, 3.1e

3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of

- a) Africa;
- b) Asia;
- c) Europe;
- d) North America; and
- e) South America.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- b) using geographic information to support an understanding of world cultures;
- e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;

Unit 3: How can citizens work together in the world community?

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- d) summarizing points and evidence to answer a question;
- f) determining relationships with multiple causes or effects;

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.

3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).