

Unit 1: Stories Worth Telling Again & Again- Week 1

Grade Level: 3rd

Duration of Lesson: Aug. 26-30

**Essential Question: Why do we hand stories down from generation to generation?**

<p><b><u>Word Study</u></b> Sort 15</p>	<p><b><u>Vocab</u></b> author, illustrator, noun, verb</p>	<p><b><u>Poetry</u></b> Aunt Sue’s Stories by Langston Hughes</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Grandfather’s Journey- GR (basal)</li> <li>• Merry-Go-Round (Nouns)</li> <li>• Sign of the Beaver- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.2-</b> Recount stories from diverse cultures; determine the central message, and explain how it is conveyed  <b>RL.3.3-</b> Describe characters in a story and explain how their actions contribute to the sequence  <b>SL.3.1c-</b> Ask questions to check understanding of information</p>	<p><b>L3.1a-</b> Explain the function of nouns</p>	<p><b>W3.3-</b> Write narratives to develop real or imagined experiences  <b>W.3.3a-</b> introduce characters, sequencing  <b>W.3.3.b-</b> Dialogue  <b>W.3.3c-</b>Transition words  <b>W.3.3d-</b>Closure</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers  <b>3.OA.3-</b> Represent and solve problems involving multiplication and division  <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>NS.1.3.9-</b>Apply lab safety rules as they relate to specific science lab activities (see Arkansas Lab Safety Guide)</p>	<p><b>G.1.3.11-</b> Explain the purpose of a physical map  <b>G.1.3.12-</b>Utilize the map key/legend to interpret physical maps  <b>G.1.3.13-</b>Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles</p>

Unit 1: Stories Worth Telling Again & Again- Week 2  
 Grade Level: 3rd                      Duration of Lesson: Sept. 2-6

**Essential Question: Why do we hand stories down from generation to generation?**

<p><b><u>Word Study</u></b> Word 16</p>	<p><b><u>Vocab</u></b> collective noun, pronoun, verb tenses, generational stories</p>	<p><b><u>Poetry</u></b> By Myself by Eloise Greenfield</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Tea With Milk- GR</li> <li>• Mine, All Mine (Pronouns)</li> <li>• Sign of the Beaver- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.2-</b> Recount stories from diverse cultures; determine the central message, and explain how it is conveyed  <b>RL.3.3-</b> Describe characters in a story and explain how their actions contribute to the sequence  <b>SL.3.1c-</b> Ask questions to check understanding of information</p>	<p><b>L3.1a-</b> Explain the function of nouns, pronouns</p>	<p><b>W3.3-</b> Write narratives to develop real or imagined experiences  <b>W.3.3a-</b> introduce characters, sequencing  <b>W.3.3.b-</b> Dialogue  <b>W.3.3c-</b> Transition words  <b>W.3.3d-</b> Closure</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers  <b>3.OA.3-</b> Represent and solve problems involving multiplication and division  <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>NS.1.3.9-</b> Apply lab safety rules as they relate to specific science lab activities (see Arkansas Lab Safety Guide)</p>	<p><b>G.1.3.11-</b> Explain the purpose of a physical map  <b>G.1.3.12-</b> Utilize the map key/legend to interpret physical maps  <b>G.1.3.13-</b> Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles</p>

Unit 1: Stories Worth Telling Again & Again- Week 3

Grade Level: 3rd

Duration of Lesson: Sept. 9-13

**Essential Question: Why do we hand stories down from generation to generation?**

<p><b><u>Word Study</u></b> Sort 17</p>	<p><b><u>Vocab</u></b> trickster tale, the trickster, the fool, problem</p>	<p><b><u>Poetry</u></b> Grandpa's Stories by Langston Hughes</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Tops and Bottoms- GR</li> <li>• Sign of the Beaver- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.2-</b> Recount stories from diverse cultures; determine the central message, and explain how it is conveyed  <b>RL.3.3-</b> Describe characters in a story and explain how their actions contribute to the sequence  <b>SL.3.1c-</b> Ask questions to check understanding of information</p>	<p><b>L3.1a-</b> Explain the function of nouns, pronouns   <b>L.3.1b-</b>Form and use regular and irregular plural nouns</p>	<p><b>W3.3-</b> Write narratives to develop real or imagined experiences  <b>W.3.3a-</b> introduce characters, sequencing  <b>W.3.3.b-</b> Dialogue  <b>W.3.3c-</b>Transition words  <b>W.3.3d-</b>Closure</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers  <b>3.OA.3-</b> Represent and solve problems involving multiplication and division  <b>3.OA.5-</b> Understand properties of multiplication  <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>LS.2.3.1-</b>Classify animals as vertebrates and invertebrates according to their structure</p>	<p><b>G.2.3.2-</b>Identify cultural traits of ethnic groups that live in Arkansas</p>





Unit 1: Stories Worth Telling Again & Again- Week 6

Grade Level: 3rd

Duration of Lesson: Sept. 30- Oct. 4

<b>Essential Question: Why do we hand stories down from generation to generation?</b>
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<b><u>Word Study</u></b> Sort 20	<b><u>Vocab</u></b> sidebars, hyperlinks, search tools, subtitles	<b><u>Poetry</u></b> You Are Old, Father William by Lewis Carroll	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Snowed in with Grandmother Silk- GR</li> <li>• Apple and the Arrow- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.2-</b> Recount stories from diverse cultures; determine the central message  <b>RL.3.3-</b> Describe characters in a story and explain how their actions contribute to the sequence  <b>RL.3.7-</b> Illustrations  <b>RL.3.9-</b> Compare/Contrast similar books, same author  <b>SL.3.1c-</b> Ask questions to check understanding  <b>SL.3.2-</b> main idea  <b>SL.3.4-</b> report out</p>	<p><b>LP.3.1.1j-</b> Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences   <b>L3.1a-</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs   <b>L.3.2-</b> Form and use possessives</p>	<p><b>W3.3-</b> Write narratives to develop real or imagined experiences  <b>W.3.3a-</b> introduce characters, sequencing  <b>W.3.3.b-</b> Dialogue  <b>W.3.3c-</b> Transition words  <b>W.3.3d-</b> Closure</p>	<p><b>3.OA.2-</b> Represent and solve problems involving multiplication and division  <b>3.OA.3-</b> Represent and solve problems involving multiplication and division  <b>3.OA.7-</b> Multiply and divide within 100  <b>3.OA.8-</b> Solve two-step word problems using the four operations  <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>LS.3.3.3-</b> Differentiate among complete metamorphosis, incomplete metamorphosis, and embryonic development</p>	<p><b>G.2.3.1-</b> Discuss several customs in the United States and tell how they originated (e.g., greetings, fireworks, parades)</p>

Unit 2: The People, The Preamble, and the Presidents- Week 1

Grade Level: 3rd

Duration of Lesson: Oct. 7-11

<b>Essential Question: Why is important to choose words carefully for government documents?</b>
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<b><u>Word Study</u></b> Sort 21	<b><u>Vocab</u></b> bio-poem, chronological order	<b><u>Poetry</u></b> The Star Spangled Banner by Francis Scott Key	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• So You Want to be President?- GR</li> <li>• Coming to America- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.3</b> -Describe characters in a story <b>RL.3.7</b> - Text illustrations <b>RI.3.3</b> -Describe the relationship between a series of historical events, scientific ideas or concepts, <b>RI.3.4</b> - grade level vocab <b>RI.3.6</b> -point of view <b>RF.3.3a</b> - prefixes and suffixes <b>*SL.3.3</b> - Ask and answer questions	<b>*L.3.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>L.3.1a</b> - verbs, adjectives, adverbs <b>L.3.4d</b> - Use glossaries or beginning dictionaries	<b>W.3.2</b> -Write informative/explanatory texts <b>W.3.2a</b> -Introduce a topic and group related information together <b>W.3.2b</b> -Develop the topic <b>W.3.2.c</b> -Use linking words and phrases <b>W.3.2d</b> -Provide closure	<b>3.NBT.1</b> - Rounding	<b>LS.2.3.2</b> - Identify major parts and functions of the following systems: -respiratory	<b>H.6.3.1</b> -Research the history of the Arkansas state flag <b>C.5.3.4</b> -Discuss the proper etiquette for the American Flag <b>C.5.3.1</b> -Examine the significance of national symbols and the role they play in fostering effective citizenship

Unit 2: The People, The Preamble, and the Presidents- Week 2

Grade Level: 3rd

Duration of Lesson: Oct. 14-18

**Essential Question: Why is it important to choose words carefully for government documents?**

<p><b><u>Word Study</u></b> Sort 22</p>	<p><b><u>Vocab</u></b> cumulative choral reading, define</p>	<p><b><u>Poetry</u></b> The Flag Goes By by Henry Holcomb Bennett</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Vote!- GR</li> <li>• Coming to America- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.3</b>-Describe characters in a story  <b>RL.3.7</b>- Text illustrations  <b>RI.3.8</b>- sequencing  <b>RI.3.9</b>- compare/contrast similar texts  <b>RF.3.3a</b>- prefixes and suffixes  <b>RF.3.3c</b>-Decode multisyllable words</p>	<p><b>L.3.1a</b>- verbs, adjectives, adverbs  <b>L.3.1d</b>-Form and use regular and irregular verbs  <b>L.3.1e</b>- simple verb tenses</p>	<p><b>W.3.2</b>-Write informative/explanatory texts  <b>W.3.2a</b>-Introduce a topic and group related information together  <b>W.3.2b</b>-Develop the topic  <b>W.3.2.c</b>-Use linking words and phrases  <b>W.3.2d</b>-Provide closure</p>	<p><b>3.NBT.1</b>- Rounding  <b>3.NBT.2</b>- Fluently add and subtract within 1000</p>	<p><b>LS.2.3.2</b>- Identify major parts and functions of the following systems: -respiratory</p>	<p><b>H.6.3.1</b>- Research the history of the Arkansas state flag  <b>C.5.3.4</b>-Discuss the proper etiquette for the American Flag  <b>C.5.3.1</b>-Examine the significance of national symbols and the role they play in fostering effective citizenship</p>



Unit 2: The People, The Preamble, and the Presidents- Week 3

Grade Level: 3rd

Duration of Lesson: Oct. 21-25

**Essential Question: Why is it important to choose words carefully for government documents?**

<b><u>Word Study</u></b> Sort 23	<b><u>Vocab</u></b> definition, dictionary	<b><u>Poetry</u></b> George Washington by Rosemary and Stephen Vincent Benet	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• We the Kids (Preamble)</li> <li>• If You Were There When They Signed the Constitution- GR</li> <li>• Coming to America- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.5</b> -Explain how a series of chapters fit together <b>RL.3.7</b> - Text illustrations <b>RL.3.9</b> - Compare similar texts <b>RI.3.3</b> -Describe the relationship between a series of historical events <b>RI.3.8</b> -sequencing <b>RF.3.3a</b> -prefixes and suffixes <b>RF.3.3c</b> -Decode multisyllable words	<b>L.3.1a</b> - verbs, adjectives, adverbs <b>L.3.1d</b> -Form and use regular and irregular verbs <b>L.3.1e</b> - simple verb tenses	<b>W.3.2</b> -Write informative/explanatory texts <b>W.3.2a</b> -Introduce a topic and group related information together <b>W.3.2b</b> -Develop the topic <b>W.3.2.c</b> -Use linking words and phrases <b>W.3.2d</b> -Provide closure	<b>3.NBT.1</b> - Rounding <b>3.NBT.2</b> -Fluently add and subtract within 1000	<b>LS.2.3.2</b> - Identify major parts and functions of the following systems: -muscular	<b>C.5.3.2</b> -Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism) <b>C.4.3.2</b> -Describe responsibilities and services of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)

Unit 2: The People, The Preamble, and the Presidents- Week 4

Grade Level: 3rd

Duration of Lesson: Oct. 28-Nov. 1

**Essential Question: Why is it important to choose words carefully for government documents?**

<p><b><u>Word Study</u></b> Sort 24</p>	<p><b><u>Vocab</u></b> sequence, synonyms</p>	<p><b><u>Poetry</u></b> A Nation's Strength by Ralph Waldo Emerson</p>	<ul style="list-style-type: none"> <li>Lives of the Presidents-GR</li> <li>14 Cows for America-RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.5</b>-Explain how a series of chapters fit together  <b>RL.3.9</b>- compare similar texts  <b>RI.3.3</b>-Describe the relationship between a series of historical events  <b>RI.3.4</b>- grade level vocab  <b>RI.3.6</b>- point of view  <b>RI.3.8</b>- sequencing  <b>RI.3.9</b>- compare similar texts  <b>RF.3.3a</b>- prefixes and suffixes  <b>RF.3.3c</b>- Decode multisyllable words</p>	<p>* <b>L.3.1a</b>- verbs, adjectives, adverbs  <b>L.3.1.f</b>-Ensure subject-verb and pronoun-antecedent agreement  <b>L.3.1g</b>-Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified</p>	<p><b>W3.3</b>- Write narratives  <b>W.3.3a</b>-Establish a situation and introduce a narrator and/or characters  <b>W.3.3.b</b>-Use dialogue and descriptions of actions</p>	<p><b>3.MD.1</b>-Tell and write time to the nearest minute and elapsed time  <b>3.OA.8</b>-Solve two-step word problems using addition and subtraction operations</p>	<p><b>LS.2.3.2</b>- Identify major parts and functions of the following systems: -muscular</p>	<p><b>C.4.3.4</b>-Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)</p>

Unit 2: The People, The Preamble, and the Presidents- Week 5

Grade Level: 3rd

Duration of Lesson: Nov. 4-8

**Essential Question: Why is it important to choose words carefully for government documents?**

<p><b><u>Word Study</u></b> Sort 25</p>	<p><b><u>Vocab</u></b></p>	<p><b><u>Poetry</u></b> Washington Monument by Night by Carl Sandburg</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Famous First Ladies- GR</li> <li>• 14 Cows for America- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.5</b>-Explain how a series of chapters fit together</p> <p><b>RL.3.9</b>- compare similar texts</p> <p><b>RI.3.3</b>-Describe the relationship between a series of historical events</p> <p><b>RI.3.4</b>- grade level vocab</p> <p><b>RI.3.6</b>- point of view</p> <p><b>RI.3.8</b>- sequencing</p> <p><b>RI.3.9</b>- compare similar texts</p> <p><b>RF.3.3a</b>- prefixes and suffixes</p> <p><b>RF.3.3c</b>- Decode multisyllable words</p>	<p>* <b>L.3.1a</b>- verbs, adjectives, adverbs</p> <p><b>L.3.1.f</b>-Ensure subject-verb and pronoun-antecedent agreement</p> <p><b>L.3.1g</b>-Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified</p>	<p><b>W3.3</b>- Write narratives</p> <p><b>W.3.3a</b>-Establish a situation and introduce a narrator and/or characters</p> <p><b>W.3.3.b</b>-Use dialogue and descriptions of actions</p>	<p><b>3.MD.1</b>-Tell and write time to the nearest minute and elapsed time</p> <p><b>3.OA.8</b>-Solve two-step word problems using addition and subtraction operations</p>	<p><b>NS.1.3.5</b>-Estimate and measure length, mass, temperature, and elapsed time using International System of Units (SI)</p>	<p><b>C.4.3.1</b>-Discuss why government is necessary at the local level</p> <p><b>C.4.3.3</b>-Identify the three levels of government: -local -state -federal</p>

Unit 2: The People, The Preamble, and the Presidents- Week 6

Grade Level: 3rd

Duration of Lesson: Nov. 4-8

**Essential Question: Why is it important to choose words carefully for government documents?**

<p><b><u>Word Study</u></b> Sort 26</p>	<p><b><u>Vocab</u></b></p>	<p><b><u>Poetry</u></b> Washington Monument by Night by Carl Sandburg</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Patriotic Poetry/Reader's Theatre- GR</li> <li>• 14 Cows for America-RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>L.3.5</b>-Explain how a series of chapters fit together  <b>RL.3.9</b>- compare texts  <b>RI.3.3</b>-Describe the relationship between a series of historical events, scientific ideas or concepts  <b>RI.3.4</b>- grade level vocab  <b>RI.3.6</b>- point of view  <b>RI.3.8</b>- sequencing  <b>RI.3.9</b>- compare texts  <b>RF.3.3a</b>- prefixes and suffixes  <b>RF.3.3c</b>- Decode multisyllable words</p>	<p>* <b>L.3.1a</b>- verbs, adjectives, adverbs  <b>L.3.1.f</b>-Ensure subject-verb and pronoun-antecedent agreement  <b>L.3.1g</b>-Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified</p>	<p><b>W3.3</b>- Write narratives  <b>W.3.3a</b>-Establish a situation and introduce a narrator and/or characters  <b>W.3.3.b</b>-Use dialogue and descriptions of actions</p>	<p><b>3.MD.1</b>-Tell and write time to the nearest minute and elapsed time  <b>3.OA.8</b>-Solve two-step word problems using addition and subtraction operations</p>	<p><b>NS.1.3.5</b>-Estimate and measure length, mass, temperature, and elapsed time using International System of Units (SI)</p>	<p><b>C.5.3.3</b>-Describe the election process</p>

Unit 3: Creative, Inventive, and Notable People- Week 1

Grade Level: 3rd

Duration of Lesson: Nov. 18-22

**Essential Question: How are creative and inventive similar? How are the two different?**

<p align="center"><b><u>Word Study</u></b> Sort 27</p>	<p align="center"><b><u>Vocab</u></b> biographies, complex sentence</p>	<p align="center"><b><u>Poetry</u></b> Paper II (aka Monday Poem) by Carl Sandburg</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Thomas Edison: A Brilliant Inventor- GR</li> <li>• The Sign Painter- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RI.3.3-</b> Sequencing, cause/effect <b>RI.3.7-</b>Use information gained from illustrations <b>SL3.1a-</b> Come to discussions prepared</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs <b>L.3.1.h-</b> Use coordinating and subordination conjunctions <b>L.3.1i-</b> Produce simple, compound, and complex sentences</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers <b>3.OA.3-</b> Represent and solve problems involving multiplication and division <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>NS.1.3.5-</b> Estimate and measure length, mass, temperature, and elapsed time using International System of Units (SI)</p>	<p><b>E.8.3.5-</b>Define and discuss characteristics of an entrepreneur <b>G.3.3.1-</b>Discuss different types of transportation and communication links between communities <b>H.6.3.15-</b>Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)</p>

Unit 3: Creative, Inventive, and Notable People- Week 2

Grade Level: 3rd

Duration of Lesson: Dec. 2-6

<b>Essential Question: How are creative and inventive similar? How are the two different?</b>
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<p align="center"><b><u>Word Study</u></b> Sort 28</p>	<p align="center"><b><u>Vocab</u></b> compound sentence, coordinating conjunction</p>	<p align="center"><b><u>Poetry</u></b> The Folk Who Lived in Backward Town by Mary Ann Hoberman</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• The Pot that Juan Built-GR</li> <li>• Fantastic! Wow! And Unreal! (Interjections and Conjunctions)</li> <li>• The Sign Painter- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RI.3.3-</b> Sequencing, cause/effect <b>RI.3.7-</b>Use information gained from illustrations <b>SL3.1a-</b> Come to discussions prepared</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs <b>L.3.1.h-</b> Use coordinating and subordination conjunctions <b>L.3.1i-</b> Produce simple, compound, and complex sentence</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers <b>3.OA.3-</b> Represent and solve problems involving multiplication and division <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>PS.7.3.1-</b> Classify materials as those which can reflect, refract, or absorb light</p>	<p><b>H.6.3.9-</b>Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)</p>

Unit 3: Creative, Inventive, and Notable People- Week 3

Grade Level: 3rd

Duration of Lesson: Dec. 9-13

**Essential Question: How are creative and inventive similar? How are the two different?**

<p align="center"><b><u>Word Study</u></b> Sort 29</p>	<p align="center"><b><u>Vocab</u></b> note taking, presentation</p>	<p align="center"><b><u>Poetry</u></b> Jimmy Jet and His TV Set by Shel Silverstein</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell: Inventor of the Telephone- GR</li> <li>• No One Saw: Ordinary Things Through the Eyes of an Artist</li> <li>• The Sign Painter- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RI.3.3-</b> Sequencing, cause/effect  <b>RI.3.7-</b>Use information gained from illustrations  <b>SL3.1a-</b> Come to discussions prepared information</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs  <b>L.3.2-</b> Capitalization, punctuation, and spelling when writing  <b>L.3.2a-</b>Capitalize appropriate words in titles</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers  <b>3.OA.3-</b> Represent and solve problems involving multiplication and division  <b>3.OA.9-</b> Identify arithmetic patterns  <b>3.OA.5-</b> Properties of Multiplication</p>	<p><b>PS.7.3.1-</b> Classify materials as those which can reflect, refract, or absorb light</p>	<p><b>H.6.3.11-</b>Identify Jamestown as the first permanent American settlement  <b>H.6.3.12-</b>Discuss John Smith’s role and influence in the establishment of a self-sufficient settlement in Jamestown  <b>H.6.3.13-</b>Identify the causes for the establishment of the 13 colonies</p>

Unit 3: Creative, Inventive, and Notable People- Week 4

Grade Level: 3rd

Duration of Lesson: Dec. 16-20

**Essential Question: How are creative and inventive similar? How are the two different?**

<p><b><u>Word Study</u></b> Sort 30</p>	<p><b><u>Vocab</u></b> Research questions</p>	<p><b><u>Poetry</u></b> The Pot that Juan Built by Nancy Andrews-Goebel &amp; David Diaz</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Henry Ford: Putting the WORLD on WHEELS- GR</li> <li>• When Marian Sang- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RI.3.3-</b> Sequencing, cause/effect <b>RI.3.7-</b>Use information gained from illustrations <b>SL3.1a-</b> Come to discussions prepared</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs <b>LP.3.1.2a-</b> Capitalize dates and names of people</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.1-</b> Interpret products of whole numbers <b>3.OA.3-</b> Represent and solve problems involving multiplication and division <b>3.OA.8-</b>Solve two- step word problems using the four operations <b>3.OA.9-</b> Identify arithmetic patterns <b>3.OA.5-</b> Properties of Multiplication</p>	<p><b>PS.7.3.3-</b>Identify methods of producing electricity relative to Arkansas: hydroelectric coal oil natural gas nuclear solar wind</p>	<p><b>G.3.3.2-</b>Describe human settlements <b>G.2.3.3-</b>Identify reasons people live in rural, urban, and suburban areas <b>G.2.3.4-</b>Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas</p>



Unit 3: Creative, Inventive, and Notable People- Week 5

Grade Level: 3rd

Duration of Lesson: Jan. 6-10

**Essential Question: How are creative and inventive similar? How are the two different?**

<p><b><u>Word Study</u></b> Sort 31</p>	<p><b><u>Vocab</u></b> simple sentence</p>	<p><b><u>Poetry</u></b> No One Saw: Ordinary Things Through the Eyes of an Artist by Bob Raczka</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Many Lives of Benjamin Franklin- GR (basal)</li> <li>• When Marian Sang- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.2-</b> Recount stories from diverse cultures; determine the central message, and explain how it is conveyed</p> <p><b>RL.3.3-</b> Describe characters in a story and explain how their actions contribute to the sequence</p> <p><b>SL.3.1c-</b> Ask questions to check understanding of information</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs</p> <p><b>L.3.2b-</b> Use commas in addresses</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.2-</b> Solve problems involving multiplication and division</p> <p><b>3.OA.3-</b> Solve problems involving multiplication and division</p> <p><b>3.OA.7-</b> Multiply and divide within 100</p> <p><b>3.OA.8-</b> Solve two-step word problems using the four operations</p> <p><b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>PS.7.3.3-</b> Identify methods of producing electricity relative to Arkansas: hydroelectric coal oil natural gas nuclear solar wind</p>	<p><b>G.2.3.3-</b> Describe how people affect and alter their environment</p> <p><b>H.6.3.10-</b> Examine land development and its impact on a community</p> <p><b>G.3.3.4-</b> Discuss ways in which the school and community can improve the physical environment by practicing conservation</p>

Unit 3: Creative, Inventive, and Notable People- Week 6

Grade Level: 3rd

Duration of Lesson: Jan. 13-17

**Essential Question: How are creative and inventive similar? How are the two different?**

<p align="center"><b><u>Word Study</u></b> Sort 32</p>	<p align="center"><b><u>Vocab</u></b> subordinating conjunction</p>	<p align="center"><b><u>Poetry</u></b> No One Saw: Ordinary Things Through the Eyes of an Artist by Bob Raczka</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Amelia and Eleanor Go For a Ride- GR</li> <li>• Emma’s Rug</li> <li>• When Marian Sang- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RI.3.3-</b> Sequencing, cause/effect <b>RI.3.7-</b>Use information gained from illustrations <b>SL3.1a-</b> Come to discussions prepared</p>	<p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adverbs <b>L.3.2c-</b>Use commas and quotation marks in dialogue</p>	<p><b>W.3.2-</b> Write informative/explanatory texts</p>	<p><b>3.OA.2-</b> Solve problems involving multiplication and division <b>3.OA.3-</b> Solve problems involving multiplication and division <b>3.OA.7-</b>Multiply and divide within 100 <b>3.OA.8-</b>Solve two-step word problems using the four operations <b>3.OA.9-</b> Identify arithmetic patterns</p>	<p><b>PS.7.3.3-</b>Identify methods of producing electricity relative to Arkansas: hydroelectric coal oil natural gas nuclear solar wind</p>	<p><b>H.6.3.8-</b>Compare artifacts from events in various periods of history <b>H.6.3.7-</b>Analyze a timeline that illustrates selected historical events</p>

Unit 4: Inspired by the Sea- Week 1

Grade Level: 3rd

Duration of Lesson: Jan. 20-24

**Essential Question: Why does the sea inspire people?**

<p align="center"><b><u>Word Study</u></b> Sort 33</p>	<p align="center"><b><u>Vocab</u></b> Adjectives, adverbs</p>	<p align="center"><b><u>Poetry</u></b> Sleepy Pearl by Frances Gorman Risser, Do Oysters Sneeze? By Jack Presutsky</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Big Blue Whale- GR (basal)</li> <li>• Many Luscious Lollipops (language)</li> <li>• Sarah, Plain and Tall- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.3</b>-Describe characters in a story <b>RL.3.5</b>-Explain how a series of chapters, scenes, or stanzas fit together <b>RL.3.9</b>-Compare and contrast the themes, settings, and plots <b>RI.3.2</b>- Determine the main idea of a text</p>	<p><b>L.3.1</b>- Command of standard English <b>L.3.1a</b>- Nouns, pronouns, verbs, adjectives, adverbs <b>L.3.2</b>- Capitalization, punctuation, and spelling <b>LP.3.1.2c</b>- Commas in dates <b>L.3.3</b>-Use knowledge of language</p>	<p><b>W.3.2</b>-Write informative/explanatory texts</p>	<p><b>3.NF.1</b>- Develop understanding of fractions as numbers <b>3.NF.2a</b>-Represent a fraction 1/b on a number line diagram <b>3.NF.2b</b>-Represent a fraction a/b on a number line diagram by marking off lengths</p>	<p><b>PS.5.3.1</b>- Compare and contrast objects based on two or more properties</p>	<p><b>G.1.3.1</b>-Define absolute location <b>G.1.3.3</b>-Discuss the characteristics that define a region: -takes up area -has boundaries -has special features</p>



Unit 4: Inspired by the Sea- Week 3

Grade Level: 3rd

Duration of Lesson: Feb. 3-7

**Essential Question: Why does the sea inspire people?**

<p align="center"><b><u>Word Study</u></b> Sort 35</p>	<p align="center"><b><u>Vocab</u></b> Line, poem, poet</p>	<p align="center"><b><u>Poetry</u></b> Beach Stones by Lilian Moore</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Life on a Coral Reef- GR</li> <li>• Paddle to the Sea- RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.3-</b>Describe characters in a story  <b>RI.3.2-</b> Determine the main idea of a text  <b>RI.3.6-</b>Distinguish their own point of view  <b>RI.3.9-</b>Compare and contrast the most important points</p>	<p><b>L.3.1-</b> Command of standard English  <b>L.3.1a-</b> Nouns, pronouns, verbs, adjectives, adverbs  <b>L.3.2-</b> Capitalization, punctuation, and spelling  <b>L.3.3-</b>Use knowledge of language</p>	<p><b>W.3.2-</b>Write informative/explanatory texts</p>	<p><b>3.NF.1-</b> Develop understanding of fractions as numbers  <b>3.NF.2a-</b>Represent a fraction <math>1/b</math> on a number line diagram  <b>3.NF.2b-</b>Represent a fraction <math>a/b</math> on a number line diagram by marking off lengths</p>	<p><b>PS.5.3.2-</b> Demonstrate physical changes in matter  <b>PS.5.3.3-</b> Determine the mass of solids</p>	<p><b>G.1.3.7-</b>Identify the seven continents  <b>G.1.3.5-</b>Identify the following using a globe or a map:                      -Equator                      -Prime Meridian                      -North Pole                      -South Pole</p>

Unit 4: Inspired by the Sea- Week 4

Grade Level: 3rd

Duration of Lesson: Feb.10-14

**Essential Question: Why does the sea inspire people?**

<p align="center"><b><u>Word Study</u></b> Sort 36</p>	<p align="center"><b><u>Vocab</u></b> Quotation marks, stanza</p>	<p align="center"><b><u>Poetry</u></b> A Sand Witch for a Sandwich by Emily Sweeney</p>	<p align="center"><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Titanic- GR</li> <li>• Paddle to the Sea- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.3-</b>Describe characters in a story  <b>RI.3.2-</b> Determine the main idea of a text  <b>RI.3.6-</b>Distinguish their own point of view  <b>RI.3.9-</b>Compare and contrast the most important points</p>	<p><b>L.3.1-</b> Command of standard English  <b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adv  <b>L.3.5-</b>Demonstrate understanding of word relationships  <b>L.3.5a-</b>Distinguish the literal/ nonliteral meanings of words</p>	<p><b>W.3.2-</b>Write informative/explanatory texts</p>	<p><b>3.NF.3a-</b> Understand two fractions as equivalent if they are the same size  <b>3.NF.3b-</b> Recognize and generate simple equivalent fractions  <b>3.NF.3c-</b>Express whole numbers as fractions  <b>3.NF.3d-</b> Express whole numbers as fractions</p>	<p><b>PS.5.3.3-</b> Determine the mass of solids  <b>PS.5.3.4-</b> Compare and contrast solids and liquids</p>	<p><b>G.1.3.14-</b>Label physical features on maps and globes:                      -rivers                      -lakes                      -oceans                      -mountains                      -islands                      -desert                      -coast                      -peninsula                      -plains  <b>G1.3.10-</b> Seasonal changes affect the environment</p>

Unit 4: Inspired by the Sea- Week 5

Grade Level: 3rd

Duration of Lesson: Feb.17-21

**Essential Question: Why does the sea inspire people?**

<p><b><u>Word Study</u></b> Sort 37</p>	<p><b><u>Vocab</u></b> Text evidence, text features</p>	<p><b><u>Poetry</u></b> From the Shore by Carl Sandburg</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• The Storm- GR</li> <li>• Minn of the Mississippi- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.9-</b>Compare and contrast the themes, settings, and plots of stories</p> <p><b>RI.3.2-</b> Determine the main idea of a text</p> <p><b>RI.3.9-</b>Compare and contrast the most important points</p>	<p><b>L.3.1-</b> Command of standard English</p> <p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adv</p> <p><b>L.3.5-</b>Demonstrate understanding of word relationships</p> <p><b>L.3.5a-</b>Distinguish the literal/ nonliteral meanings of words</p>	<p><b>W.3.2-</b>Write informative/explanatory texts</p> <p><b>W.3.3-</b> Write narratives to develop real or imagined</p> <p><b>W.3.3b-</b> Use dialogue</p>	<p><b>3.NF.3a-</b> Understand two fractions as equivalent if they are the same size</p> <p><b>3.NF.3b-</b> Recognize and generate simple equivalent fractions</p> <p><b>3.NF.3c-</b>Express whole numbers as fractions</p> <p><b>3.NF.3d-</b> Express whole numbers as fractions</p>	<p><b>ESS.8.3.7-</b> Calculate a change in temperature using the Celsius scale</p> <p><b>ESS.8.3.8-</b>Chart precipitation levels over time</p>	<p><b>G.1.3.8-</b>Locate mountain ranges in Arkansas: -Ozark -Ouachita</p> <p><b>G.1.3.9-</b>Locate major rives in Arkansas: -Arkansas -Mississippi -Red -White -Ouachita -St. Francis</p>

Unit 4: Inspired by the Sea- Week 6

Grade Level: 3rd

Duration of Lesson: Feb. 24-28

**Essential Question: Why does the sea inspire people?**

<p><b><u>Word Study</u></b> Sort 38</p>	<p><b><u>Vocab</u></b> Author, illustrator</p>	<p><b><u>Poetry</u></b> Song of a Shell by Violet L. Cuslidge</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• 3 Days on a River- GR</li> <li>• Minn of the Mississippi- RA</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.9-</b>Compare and contrast the themes, settings, and plots of stories</p> <p><b>RI.3.2-</b> Determine the main idea of a text</p> <p><b>RI.3.9-</b>Compare and contrast the most important points</p>	<p><b>L.3.1-</b> Command of standard English</p> <p><b>L.3.1a-</b> Nouns, pronouns, verbs, adj, and adv</p> <p><b>L.3.5-</b>Demonstrate understanding of word relationships</p> <p><b>L.3.5a-</b>Distinguish the literal/ nonliteral meanings of words</p>	<p><b>W.3.2-</b>Write informative/explanatory texts</p> <p><b>W.3.3-</b> Write narratives to develop real or imagined</p> <p><b>W.3.3b-</b> Use dialogue</p>	<p><b>3.OA.8-</b>Solve two step word problems using the four operations</p> <p><b>3.MD.2-</b>Measure and estimate liquid volume and masses of objects using standard units of gram(g), kilogram(kg), and liters(L)</p>	<p><b>ESS.8.3.9-</b> Demonstrate safety procedures related to severe weather</p> <p><b>ESS.8.3.10-</b> Construct and read a rain gauge</p> <p><b>ESS.9.3.1-</b> Analyze the effect of wind and water on Earth's surface</p>	<p><b>G.13.15-</b>Create a physical map that includes the following: -compass rose -legend/key</p>



Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 1

Grade Level: 3rd

Duration of Lesson: March 3-7

**Essential Question: What makes a word or phrase the right one?**

<b><u>Word Study</u></b> Sort 39	<b><u>Vocab</u></b> idiom	<b><u>Poetry</u></b> Barefoot Days by Rachel Field	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Frindle-RA</li> <li>• My Momma Likes to Say (Idioms)-GR</li> <li>• A Medieval Feast-GR</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.4-</b> literal/nonliteral language</p> <p><b>RI.3.2-</b>Determine the main idea of a text</p> <p><b>RI.3.7-</b>Use information gained from illustrations</p> <p><b>RF.3.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <p><b>RF.3.3b-</b> Decode words with common Latin suffixes</p>	<p><b>L.3.1-</b> Demonstrate command of the conventions of standard English grammar</p> <p><b>L.3.1f-</b>Ensure subject-verb and pronoun agreement</p> <p><b>L.3.2-</b> capitalization, punctuation, and spelling</p> <p><b>L.3.5-</b> figurative language, word relationships, and nuances in word meanings</p>	<p><b>W.3.1-</b> Write opinion pieces</p>	<p><b>3.MD.8-</b> Geometric measurement: perimeter</p>	<p><b>ESS.10.3.1-</b> Demonstrate how the planets orbit the sun</p> <p><b>ESS.10.3.2-</b> Demonstrate the orbit of Earth and its moon around the sun</p> <p><b>ESS.10.3.3-</b>Relate Earth's rotation to the day/night cycle</p>	<p><b>H.6.3.3-</b>Discuss that conflicts between countries can lead to war</p> <p><b>H.6.3.4-</b>Discuss the meaning of revolution</p>

Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 2

Grade Level: 3rd

Duration of Lesson: March 10-14

**Essential Question: What makes a word or phrase the right one?**

<p><b><u>Word Study</u></b> Sort 40</p>	<p><b><u>Vocab</u></b> Latin suffixes</p>	<p><b><u>Poetry</u></b> Catch a Little Rhyme by Eve Merriam</p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>• Frindle- RA</li> <li>• Mad as a Wet Hen, and other Idioms-GR</li> <li>• Moonshot: The Flight of Apollo 11-GR</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.4-</b> literal/nonliteral language  <b>RI.3.2-</b>Determine the main idea of a text  <b>RI.3.7-</b>Use information gained from illustrations  <b>RF.3.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words  <b>RF.3.3b-</b> Decode words with common Latin suffixes</p>	<p><b>L.3.1-</b> Demonstrate command of the conventions of standard English grammar  <b>L.3.1f-</b>Ensure subject-verb and pronoun agreement  <b>L.3.2-</b> capitalization, punctuation, and spelling  <b>L.3.5-</b> figurative language, word relationships, and nuances in word meanings</p>	<p><b>W.3.1-</b> Write opinion pieces</p>	<p><b>3.MD.8-</b> Geometric measurement: perimeter</p>	<p><b>ESS.10.3.1-</b> Demonstrate how the planets orbit the sun  <b>ESS.10.3.2-</b> Demonstrate the orbit of Earth and its moon around the sun  <b>ESS.10.3.3-</b>Relate Earth's rotation to the day/night cycle</p>	<p><b>H.6.3.3-</b>Discuss that conflicts between countries can lead to war  <b>H.6.3.4-</b>Discuss the meaning of revolution</p>

Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 3

Grade Level: 3rd

Duration of Lesson: March 17-21

**Essential Question: What makes a word or phrase the right one?**

<b><u>Word Study</u></b> Sort 41	<b><u>Vocab</u></b> thesaurus	<b><u>Poetry</u></b> Daffodils by William Wordsworth	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Frindle-RA</li> <li>• Earth's Resources-GR (Science Basal)</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.4-</b> literal/nonliteral language <b>RI.3.4-</b> domain-specific words <b>RI.3.7-</b> Use information gained from illustrations <b>RF.3.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>RF.3.3b-</b> Decode words with common Latin suffixes	<b>L.3.1-</b> Demonstrate command of the conventions of standard English <b>L.3.1g-</b> Form and use comparative/ superlative adjectives and adverbs <b>L.3.1i-</b> Produce simple, compound, and complex sentences <b>L.3.2-</b> capitalization, punctuation, and spelling when writing <b>L.3.4a-</b> context clues	<b>W.3.1-</b> Write opinion pieces	<b>3.MD.5a-</b> Geometric Measurement: perimeter <b>3.MD.5b-</b> Geometric Measurement: area and perimeter <b>3.MD.6-</b> Geometric Measurement: area and perimeter <b>3.MD.7a-</b> Find the area of a rectangle with whole number size by tiling it <b>3.MD.7b-</b> Multiply side lengths to find areas of rectangles <b>3.MD.7d-</b> Recognize as additive	<b>ESS.8.3.6-</b> Describe the layers of Earth: -crust -mantle -inner core -outer core	<b>H.6.3.17-</b> Identify the factors leading to the purchase of Louisiana <b>H.6.3.18-</b> Recognize that Arkansas was part of the Louisiana Purchase

Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 4

Grade Level: 3rd

Duration of Lesson: March 31-April 4

**Essential Question: What makes a word or phrase the right one?**

<p><b><u>Word Study</u></b> Sort 42</p>	<p><b><u>Vocab</u></b> word roots</p>	<p><b><u>Poetry</u></b> Eating While Reading by Gary Soto</p>	<ul style="list-style-type: none"> <li>• The Search for Delicious-RA</li> <li>• Planets-GR (Science Basal)</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<p><b>RL.3.4-</b> Determine the meaning of words and phrases as they are used in a text</p> <p><b>RI.3.2-</b>Determine the main idea of a text</p> <p><b>RI.3.4-</b>Domain specific words</p> <p><b>RI.3.7-</b>Use information gained from illustrations</p>	<p><b>L.3.1-</b> Demonstrate command of the conventions of standard English</p> <p><b>L.3.4-</b>multiple meaning words</p> <p><b>L.3.4a</b>context clues</p> <p><b>L.3.4b-</b> affixes</p> <p><b>L.3.5-</b> figurative language, word relationships, and nuances in word meanings</p>	<p><b>W.3.1-</b> Write opinion pieces</p>	<p><b>3.MD.5a-</b> Geometric Measurement: area and perimeter</p> <p><b>3.MD.5b-</b> Geometric Measurement: area and perimeter</p> <p><b>3.MD.6-</b> Geometric Measurement: area and perimeter</p> <p><b>3.MD.7a-</b> Find the area of a rectangle with whole number size by tiling it</p> <p><b>3.MD.7b-</b> Multiply side lengths to find areas of rectangles</p> <p><b>3.MD.7d-</b> Recognize as additive</p>	<p><b>ESS.8.3.1-</b> Distinguish among Earth's materials:</p> <ul style="list-style-type: none"> <li>-rocks</li> <li>-minerals</li> <li>-fossils</li> <li>-soils</li> </ul>	<p><b>H.6.3.2-</b>Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, Civil Rights Movement)</p> <p><b>H.6.3.5-</b>Discuss the meaning of Civil War</p>

Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 5

Grade Level: 3rd

Duration of Lesson: April 7-11

**Essential Question: What makes a word or phrase the right one?**

<b><u>Word Study</u></b> Sort 43	<b><u>Vocab</u></b>	<b><u>Poetry</u></b> Popcorn: Poems by James Stevenson	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• The Search for Delicious-RA</li> <li>• Saturn-GR</li> </ul>
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**Weekly Focus**

Reading	Language	Writing	Math	Science	Social Studies
<b>RL.3.4-</b> literal/nonliteral language <b>RL.3.6-</b> Distinguish their own point of view <b>RI.3.4-</b> Domain specific words <b>RI.3.7-</b> Use information gained from illustrations	<b>L.3.1-</b> Demonstrate command of the conventions of standard English <b>L.3.4-</b> multiple meaning words <b>L.3.4a</b> context clues <b>L.3.4b-</b> affixes <b>L.3.5-</b> figurative language, word relationships, and nuances in word meanings	<b>W.3.1-</b> Write opinion pieces <b>W.3.2-</b> Write informative/explanatory texts	<b>3.MD.5a-</b> Geometric Measurement: area <b>3.MD.5b-</b> Geometric Measurement: area and perimeter <b>3.MD.6-</b> Geometric Measurement: area and perimeter <b>3.MD.7a-</b> Find the area of a rectangle with whole number size by tiling it <b>3.MD.7b-</b> Multiply side lengths to find areas of rectangles <b>3.MD.7d-</b> Recognize as additive	<b>ESS.8.3.2-</b> Classify rocks by their properties	<b>H.6.3.5-</b> Discuss the meaning of Civil War <b>H.6.3.6-</b> Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez)

Unit 5: A Feast of Words on a Planet Called Earth and Beyond- Week 6

Grade Level: 3rd

Duration of Lesson: April 14-18

**Essential Question: What makes a word or phrase the right one?**

<b><u>Word Study</u></b> Sort 44	<b><u>Vocab</u></b>	<b><u>Poetry</u></b> Skyscrapers by Rachel Field The City by Langston Hughes	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• The Search for Delicious-RA</li> <li>• Reader's Theatre-GR</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.4-</b> literal/nonliteral language <b>RL.3.6-</b> Distinguish their own point of view <b>RI.3.4-</b> Domain specific words <b>RI.3.7-</b> Use information gained from illustrations	<b>L.3.1-</b> Demonstrate command of the conventions of standard English <b>L.3.4-</b> multiple meaning words <b>L.3.4a</b> context clues <b>L.3.4b-</b> affixes <b>L.3.5-</b> figurative language, word relationships, and nuances in word meanings	<b>W.3.1-</b> Write opinion pieces <b>W.3.2-</b> Write informative/explanatory texts	<b>3.MD.5a-</b> Geometric Measurement: area <b>3.MD.5b-</b> Geometric Measurement: area and perimeter <b>3.MD.6-</b> Geometric Measurement: area and perimeter <b>3.MD.7a-</b> Find the area of a rectangle with whole number size by tiling it <b>3.MD.7b-</b> Multiply side lengths to find areas of rectangles <b>3.MD.7d-</b> Rec area as additive	<b>ESS.8.3.4-</b> Identify the three categories of rocks	<b>E.7.3.1-</b> Determine that people make tradeoffs to get the most benefit from scarce resources <b>E.7.3.2-</b> Evaluate examples from the local community that illustrate scarcity

Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 1

Grade Level: 3rd

Duration of Lesson: April 21-25

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 45	<b><u>Vocab</u></b> fantasy	<b><u>Poetry</u></b> A Dragon's Lament by Jack Prelutsky	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• My Father's Dragon- GR</li> <li>• Boy, Were We Wrong about Dinosaurs-RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.2</b>-Recount stories, including fables, folktales, and myths from diverse cultures</p> <p><b>RL.3.6</b>- Distinguish their own point of view</p> <p><b>RI.3.2</b>-Determine the main idea of a text</p> <p><b>SL.3.2</b>-Determine the main ideas and supporting details of a text read aloud</p>	<p><b>L.3.2</b>- capitalization, punctuation, and spelling when writing</p> <p><b>L.3.4</b>- multiple meaning words</p> <p><b>L.3.4a</b>-context clues</p> <p><b>L.3.4b</b>- affixes</p> <p><b>L.3.5</b>- figurative language, word relationships, and nuances in word meanings</p>	<p><b>W.3.1</b>-Write opinion pieces</p> <p><b>W.3.1a</b>-Introduce the topic</p> <p><b>W.3.1b</b>-Provide reasons that support the opinion</p> <p><b>W.3.1c</b>-Use linking words and phrases</p> <p><b>W.3.1d</b>-Provide a conclusion</p>	<p><b>3.OA.8</b>-Solve two step word problems using the four operations</p> <p><b>3.MD.2</b>-Measure and estimate liquid volume and masses of objects using standard units of gram(g), kilogram(kg), and liters(L)</p>	<p><b>ESS.8.3.5</b>-Identify areas in Arkansas that are the main sources of the following minerals:</p> <ul style="list-style-type: none"> <li>-bauxite</li> <li>-novaculite</li> <li>-quartz</li> <li>crystal</li> <li>-diamond</li> <li>-bromine</li> </ul> <p><b>ESS.8.3.7</b>- Identify common uses of rocks and minerals</p>	<p><b>E.8.3.1</b>-Discuss human capital</p> <p><b>E.8.3.2</b>-Recognize ways people become more skillful in the workplace</p> <p><b>E.8.3.3</b>-Recognize the product associated with the natural resources from which it is created</p> <p><b>E.8.3.4</b>-Explain how capital resources are related to specific jobs</p>

Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 2

Grade Level: 3rd

Duration of Lesson: April 28-May 2

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 46	<b><u>Vocab</u></b> mythology	<b><u>Poetry</u></b> Adventures of Isabel by Ogden Nash	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Dinosaurs before Dark-GR</li> <li>• Boy, Were We Wrong about Dinosaurs-RA</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.2</b> -Recount stories, including fables, folktales, and myths from diverse cultures <b>RL.3.6</b> -Distinguish their own point of view <b>RI.3.2</b> -Determine the main idea of a text <b>SL.3.2</b> -Determine the main ideas and supporting details of a text read aloud	<b>L.3.1</b> - Demonstrate command of standard English <b>L.3.1g</b> - comparative and superlative adjectives and adverbs <b>L.3.1i</b> -Produce simple, compound, and complex sentences <b>L.3.2</b> - capitalization, punctuation, and spelling <b>L.3.4a</b> -context clues	<b>W.3.1</b> -Write opinion pieces <b>W.3.1a</b> -Introduce the topic <b>W.3.1b</b> -Provide reasons that support the opinion <b>W.3.1c</b> -Use linking words and phrases <b>W.3.1d</b> -Provide a conclusion	<b>3.OA.8</b> -Solve two step word problems using the four operations <b>3.MD.2</b> -Measure and estimate liquid volume and masses of objects using standard units of gram(g), kilogram(kg), and liters(L)	<b>PS.6.3.1</b> -Identify characteristics of wave motion: -amplitude -frequency	<b>E.9.3.1</b> -Research items that represented money throughout time (e.g., shells, beads, pelts) <b>E.9.3.2</b> -List and explain the functions of money: -medium of exchange -measure of value -store of value value



Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 3

Grade Level: 3rd

Duration of Lesson: May 5-9

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 47	<b><u>Vocab</u></b> narrative poem	<b><u>Poetry</u></b> Life Doesn't Frighten Me At All by Mayou Angelou	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Greek Myths for Young Children-RA</li> <li>• Hour of the Olympics-GR</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>RL.3.2</b>-Recount stories, including fables, folktales, and myths from diverse cultures</p> <p><b>RL.3.6</b>-Distinguish their own point of view</p> <p><b>RI.3.2</b>-Determine the main idea of a text</p> <p><b>SL.3.2</b>-Determine the main ideas and supporting details of a text read aloud</p>	<p><b>L.3.1</b>- Demonstrate command of standard English</p> <p><b>L.3.1g</b>-Form comparative/superlative adjectives and adverbs</p> <p><b>L.3.2</b>- capitalization, punctuation, and spelling</p> <p><b>L.3.2e</b>-Use conventional spelling for high-frequency words and suffixes</p> <p><b>L.3.2f</b>-Use spelling patterns</p> <p><b>L.3.3</b>-Use knowledge of language</p> <p><b>L.3.5</b>- figurative lang</p>	<p><b>W.3.1</b>-Write opinion pieces</p> <p><b>W.3.1a</b>-Introduce the topic</p> <p><b>W.3.1b</b>-Provide reasons that support the opinion</p> <p><b>W.3.1c</b>-Use linking words and phrases</p> <p><b>W.3.1d</b>-Provide a conclusion</p>	<p><b>3.MD.8</b>- Draw a scaled picture graph and a scaled bar graph to represent data</p> <p><b>3.MD.4</b>-Generate measurement data by measuring links using rulers marked with halves and fourths of an inch</p>	<p><b>PS.6.3.1</b>-Identify characteristics of wave motion: -amplitude -frequency</p> <p><b>PS.6.3.2</b>- Investigate the relationship between sound and wave motion</p>	<p><b>E.9.3.3</b>-Discuss costs and benefits of saving in a financial institution</p> <p><b>E.9.3.4</b>-Identify and explain the role of each productive resource in producing a good or service</p>

Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 4

Grade Level: 3rd

Duration of Lesson: May 12-16

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 48	<b><u>Vocab</u></b> summary	<b><u>Poetry</u></b> The Dragons are Singing Tonight by Jack Prelutsky	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Greek Myths for Young Children-RA</li> <li>• Greek Myths-GR</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.2</b> -Recount stories, including fables, folktales, and myths from diverse cultures <b>RL.3.6</b> -Distinguish their own point of view <b>RI.3.2</b> -Determine the main idea of a text <b>SL.3.4</b> -Report on a topic or text <b>SL.3.5</b> -Create engaging audio recordings of stories or poems that demonstrate fluid reading	<b>L.3.1</b> - Demonstrate command of standard English <b>L.3.1g</b> -Form comparative/ superlative adj and adverbs <b>L.3.2</b> - capitalization, punctuation, and spelling <b>L.3.2e</b> -high-frequency words <b>L.3.2f</b> -Use spelling patterns <b>L.3.3</b> -Use knowledge of language <b>L.3.5</b> - figurative lang	<b>W.3.3</b> -Write narratives to develop real or imagined experiences	<b>3.MD.8</b> - Draw a scaled picture graph and a scaled bar graph to represent data <b>3.MD.4</b> -Generate measurement data by measuring links using rulers marked with halves and fourths of an inch	<b>PS.6.3.3</b> - Determine the impact of the following variables on pitch: -length -mass -tension -states of matter	<b>E.9.3.5</b> -Research goods and services provided by markets in the local community

Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 5

Grade Level: 3rd

Duration of Lesson: May 19-23

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 49	<b><u>Vocab</u></b>	<b><u>Poetry</u></b> When a Giant Has a Haircut by Ken Nesbit	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Favorite Greek Myths-RA</li> <li>• Ancient Greece and the Olympics</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.2</b> -Recount stories, including fables, folktales, and myths from diverse cultures <b>RL.3.6</b> -Distinguish their own point of view <b>RI.3.2</b> -Determine the main idea of a text <b>SL.3.4</b> -Report on a topic or text <b>SL.3.5</b> -Create engaging audio recordings of stories or poems that demonstrate fluid reading	<b>L.3.1</b> - Demonstrate command of standard English <b>L.3.1g</b> -Form comparative/ superlative adj and adverbs <b>L.3.2</b> - capitalization, punctuation, and spelling <b>L.3.2e</b> -high-frequency words <b>L.3.2f</b> -Use spelling patterns <b>L.3.3</b> -Use knowledge of language <b>L.3.5</b> - figurative lang	<b>W.3.3</b> -Write narratives to develop real or imagined experiences	<b>3.MD.8</b> - Draw a scaled picture graph and a scaled bar graph to represent data <b>3.MD.4</b> -Generate measurement data by measuring links using rulers marked with halves and fourths of an inch	<b>PS.6.3.3</b> - Determine the impact of the following variables on pitch: -length -mass -tension -state of matter	<b>E.9.3.6</b> -Describe the benefits of voluntary exchange <b>E.9.3.7</b> -Recognize the connection between specialization and interdependence

Unit 6: Fantastic Adventures with Dragons, gods, and Giants- Week 6

Grade Level: 3rd

Duration of Lesson: May 26-30

**Essential Question: Why is it important to learn about mythology?**

<b><u>Word Study</u></b> Sort 50	<b><u>Vocab</u></b>	<b><u>Poetry</u></b> The Tale of Custard the Dragon by Ogden Nash	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>• Favorite Greek Myths-RA</li> <li>• Ancient Greece and the Olympics</li> </ul>
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**Weekly Focus**

<b>Reading</b>	<b>Language</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>RL.3.2</b> -Recount stories, including fables, folktales, and myths from diverse cultures <b>RL.3.6</b> -Distinguish their own point of view <b>RI.3.2</b> -Determine the main idea of a text <b>SL.3.4</b> -Report on a topic or text <b>SL.3.5</b> -Create engaging audio recordings of stories or poems that demonstrate fluid reading	<b>L.3.1</b> - Demonstrate command of standard English <b>L.3.1g</b> -Form comparative/ superlative adj and adverbs <b>L.3.2</b> - capitalization, punctuation, and spelling <b>L.3.2e</b> -high-frequency words <b>L.3.2f</b> -Use spelling patterns <b>L.3.3</b> -Use knowledge of language <b>L.3.5</b> - figurative lang	<b>W.3.3</b> -Write narratives to develop real or imagined experiences	<b>3.MD.8</b> - Draw a scaled picture graph and a scaled bar graph to represent data <b>3.MD.4</b> -Generate measurement data by measuring links using rulers marked with halves and fourths of an inch	<b>PS.6.3.3</b> - Determine the impact of the following variables on pitch: -length -mass -tension -state of matter	<b>E.9.3.8</b> -Define supply and demand <b>E.9.3.9</b> -Define import and export

