Unit 1

(Weeks 1-6)

Stories Worth Telling Again and Again

Why do we hand stories from one generation to the next?

Reading, Writing, and Language Key Concepts: Recount stories, folktales, myths, tall tales, and fables; character traits, plot, setting, sequence of events, parts of speech, sentence formation, command of conventions, subject/predicate, narratives, and descriptive details.

Standards:

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3: Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.
SL.3.1(c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Math Key Concepts: Place Value, Addition, Subtraction, Problem Solving, and Patterns

Standards:

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.3 Multiply one digit whole numbers by multiples of 10 in the rage 10-90 using strategies based on place value and properties of operations.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]

3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

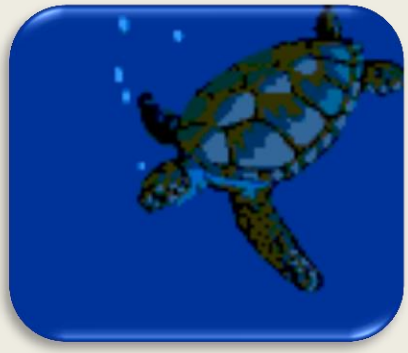
Science Key Concepts: Scientific Method (ongoing), Biomes, Ecosystems, Communities and Heredity

Social Studies Key Concepts: Types of Communities, citizenship and local government, geography

Unit 2

(Weeks 7-12)

Inspired by the Sea



How does the sea inspire us?

Reading, Writing, and Language Key Concepts: Determine main idea and supporting details, recount key ideas, compare and contrast two texts, ask and answer questions to demonstrate understanding, multiple meaning words, dictionary skills

Standards:

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3(b): Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.

SL.3.1(a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Math Key Concepts: Perimeter, Area, Multiplication, and Division

Standards:

Represent and solve problems involving multiplication and division.

3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.[2] Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

3.OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Science Key Concepts: Animal classifications (e.g., amphibians, reptiles, birds, and mammals) and ecology- interdependence, ecosystems, and environmental conservation

Social Studies Key Concepts: Historic Perspective: Change over time and immigration

Unit 3

(Weeks 13-18)

Creative, Inventive, and Notable People

How are the words creative and inventive the same?

How are they different?

What does it mean to be notable?

Reading, Writing, and Language Key Concepts:

Standards:

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.

SL.3.1(a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

L3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1(h): Use coordinating and subordinating conjunctions.

L.3.1(i): Produce simple, compound, and complex sentences.

Math Key Concepts: Graphs, Liquid Measure, and Time

Standards:

Solve problems involving measurement and estimation.

3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[2]

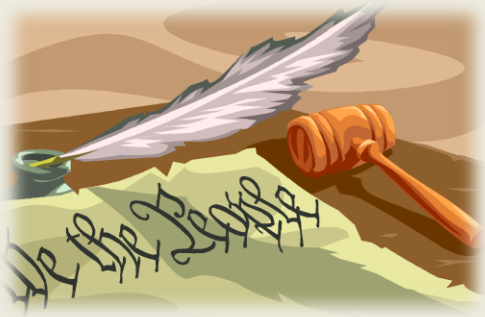
Represent and interpret data.

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets*.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Science Key Concepts: Energy, Light and Sound

Social Studies Key Concepts: Inventions and Inventors



Unit 4

(Weeks 19-24)

The People, The Preamble, and The Presidents

Why is it important to choose words carefully for government documents?

Reading, Writing, and Language Key Concepts:

Standards:

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

RF.3.4(b): Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.

W.3.7: Conduct short research projects that build knowledge about a topic.

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.

L.3.4(d): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Math Key Concepts: Fractions

Standards:

Develop understanding of fractions as numbers.

3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.A.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.

3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.

3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Science Key Concepts: Electricity and Magnets

Social Studies Key Concepts: Culture and Society: Presidents, Constitution, Government

Unit 5

(Weeks 25-30)

A Feast of Words on a Planet Called Earth and Beyond

How does proper word choice give the reader a mental picture?

Reading, Writing, and Language Key Concepts:

Standards:

RI.3.7: Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3(b): Decode words with common Latin suffixes.

L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word.

RL.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Math Key Concepts: Geometry and Measurement

Standards:

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.C.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7 Relate area to the operations of multiplication and addition.

3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.

3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter.

3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

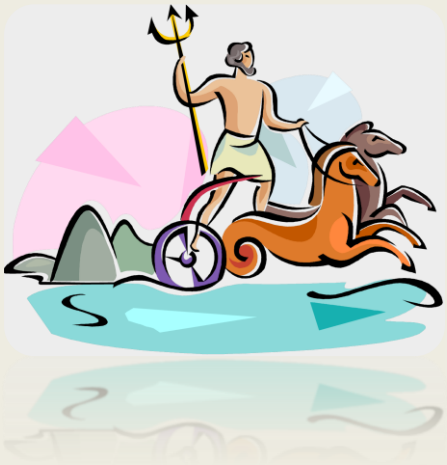
Reason with shapes and their attributes.

3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

Science Key Concepts: Health, Fossils, Adapting to Environmental Changes

Social Studies Key Concepts: Economics



Unit 6

(Weeks 31-36)

Fantastic Adventures with Dragons, Gods, and Giants

Why is it important to know mythology?

Reading, Writing, and Language Key Concepts:

Standards:

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension

RF.3.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Math Key Concepts: Problem Solving and Review

Standards:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science Key Concepts: Weather, Climate, and Weather Related Hazards

Social Studies Key Concepts: Regions: U.S. and Kentucky

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Ms. Angela Brown

Mrs. Jody Henriquez

3rd Grade Moto:

Teamwork Together