

COCKRELL HILL ELEMENTARY

FIFTH SIX-WEEKS LESSON PLAN PARENT REPORT

Greetings Third Grade Parents:

Welcome to the fifth six-weeks of school for your third grade student. Listed below you will find the lesson plans our third grade teachers will be following for the fifth six-weeks. Each new six-weeks we will be revising the lesson plans for your information.

Beginning the week of March 1, 2010, child will be learning the following in these subject areas:

A. Reading:

1. Reading/Fluency
 - a. Students will read grade-level text with fluency and comprehension.
2. Reading/Vocabulary Development
 - a. Students will understand new vocabulary and use it when reading and writing.
3. Reading/Comprehension of Literary Text/Theme and Genre
 - a. Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
4. Reading/Comprehension of Literary Text/Poetry
 - a. Students will understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
5. Reading/Comprehension of Literary Text/Drama
 - a. Students will understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
6. Reading/Comprehension of Literary Text/Fiction
 - a. Students will understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
7. Reading/Comprehension of Literary Text/Literary Nonfiction
 - a. Students will understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
8. Reading/Comprehension of Literary Text/Sensory Language

- a. Students will understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.
9. Reading/Comprehension of Independent Reading
 - a. Students read for sustained periods of time and produce evidence of their reading.
10. Reading/Comprehension of Informational Text/Culture and History
 - a. Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
11. Reading/Comprehension of Informational Text/Expository Text
 - a. Students will analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
12. Reading/Comprehension of Informational Text/Persuasive Text
 - a. Students will analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
13. Reading/Comprehension of Informational Text/Procedural Texts
 - a. Students will understand how to glean and use information.
14. Reading/Media Literacy
 - a. Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasing more complex texts.
15. RCS Reading/Comprehension Skills
 - a. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

B. Math:

1. Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
2. Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.
3. Underlying processes and mathematical tools. The student uses logical reasoning.
4. Number, operation, and quantitative reasoning. Students will multiply by 11/multiply by 12.
5. Number, operation, and quantitative reasoning. Students will multiply Tens / multiply with 2 digit numbers.

6. Number, operation, and quantitative reasoning. Students will practice dividing. The student recognizes and solves problems in multiplication and division situations. The student is expected to use models to solve division problems and use number sentences to record the solutions.
7. Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. Students will relate Multiplication to Division. The student is expected to identify and extend whole number and geometric patterns to make predictions and solve problems.
8. Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.
9. Underlying processes and mathematical tools. The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
10. Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to identify congruent two-dimensional figures with lines of symmetry using concrete models and technology. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions including halves and fourths.
11. Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to collect, organize, record and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data

C. Science:

1. Students will observe and describe the habitats of organisms within an ecosystem.
2. Students will observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food or space.
3. Students will describe environmental changes in which some organisms would thrive, become ill or perish.
4. Students will describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

Parents, please be aware that your child will or could attend weekly programs such as Fun Phonics (Kindergarten and First Grade), and Study Island. These special intervention programs will be provided to all students as needed to help increase their certain learning skills. Fun Phonics will be used to assist Kindergarten through First grade students.

Study Island is another school-wide reading program that can be utilized both at school and at home. If your child cannot give you his or her log-in code, contact your child's homeroom teacher by phone or e-mail and that information will be provided to you. Parental involvement in a child's educational life is truly a successful key to developing a life-long learner. These programs will not start until further notice.

Below you will find some academic websites that will help you with reading and math skills:

www.readwritethink.org/calendar/calendar_day
www.rpo.library.utoronto.ca/display/index.cfm
www.galegroup.com/free_resources/poets/poems/index.thm
www.awesomestories.com/
www.brainpop.com
www.sciencespot.net/Pages/Kidzone.html
www.readwritethink.org
www.childrenslit.com/
www.school.discovery.com/schrockguide/arts/artlit.html
www.sreetips.com/google.html
www.aaamath.com/geo.html
www.simscinece.org/
www.funattic.com/games.htm
www.eddytheeco-dog.com/
www.educationplanet.com/search/science/Enviornment
www.mathstories.com
<http://www.mrsalphabet.com/>
<http://www.everythingpreschool.com>
www.letteroftheweek.com/index.html
<http://www.fayette.k12.in.us/eastview/comprehension.htm>
www.starfall.com

New sites:

http://www.tea.state.tx.us/tchrtoolbag/CurRes_Math.html
www.freemathworksheets.net
www.SchoolExpress.com
www.flocabulary.com/historysample.html
www.storylineonline.net
www.tumblebooks.com
www.hbschool.com/glossary/math2/index_temp.html

http://kidshealth.org/kid/stay_healthy/food/pyramid.html
<http://www.msnbc.msn.com/id/14489259/>
<http://www.sciencedaily.com/releases/2006/08/060825003742.htm>
<http://www.dcschools.com/index.php?id=91>
<http://www.newseum.org/todaysfrontpages/flash/>
http://jc-schools.net/ce/reading-strategies_files/frame.htm

The students will be able to access the website: www.BrainPOP.com from the school computers. If you would like to view it from home, the website will give you a 30 minute preview and you can purchase it for your home.

Sincerely,

Wanda Randall
Principal