

### 3<sup>rd</sup> Grade Lesson Plans for the week of: November 16-20 2009

	Language Arts 7:45 - 9:45	Social Studies 9:45 -10:30	Math 11:30 – 12:00 1:00-2:00	Science 2:00 – 3:00
Monday	No School	No School	No School	No School
Tuesday		<p><b>Unit 4 Lesson 1 (Day 1):</b>  <b>EXPLORE:</b>            Teacher will show students Birdseye and street level views of various Texas Communities including Hutto. Compare this with a historical map of Hutto.  <b>EXPLAIN:</b>            TLW answer questions such as:            - How do communities change over time?            - What changes in a community?            - What human processes are involved in changing communities?            - What evidence do you have that communities have changed?            - How do we recognize change?  <b>ELABORATE:</b>            Students will discuss with neighbor what they have learned about how the local community has changed and work together to write a list of changes.  <b>Teacher Resources:</b>            Birdseye view of many Texas towns at Amon carter Museum:  <a href="http://www.birdseyeviews.org">www.http://www.birdseyeviews.org</a>            or of other towns at Library of Congress:  <a href="http://memory.loc.gov/ammem/pmytml/">http://memory.loc.gov/ammem/pmytml/</a></p>		
Wednesday		<p><b>Unit 4 Lesson 1 ( Day 2)</b>  <b>EVALUATE:</b>            Analyze pictures and describe (in a paragraph) how individuals, events, and ideas have changed communities over time.  <b>Teacher Resources:</b>            Rubric for Evaluation            PowerPoint for lesson 1            Daguerreotypes  <b>Materials:</b>            Copies of slides 46-47 from Lesson 1 PowerPoint  <b>Handout:</b>            Give students the organizer People, Objects, Activities.</p>		

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Thursday		<p><b>Unit 4 Lesson 2 (Day 1)</b>  <b>ENGAGE</b>          Preview Social Studies Textbook Chapter 5 pp. 145-169  <b>EXPLORE:</b>          - In small groups students use JIG-saw method (Book-in-an-Hour) to learn necessary information and read assigned section.          - Student groups prepare and present information they read in a miniMural while other students take notes about key points in a graphic organizer.  <b>EXPLAIN:</b>          Students compare their notes with their table groups, adding information where needed and then play Find Someone Who.  <b>Teacher Resources:</b>          Jig-Saw/Mini-Mural  <b>Handouts:</b>          Invention, Technology &amp; Change, Find Someone Who.</p>		
Friday		<p><b>Unit 4 Lesson 2 (Day 2):</b>  <b>EXPLORE</b>          - Follow CSCOPE Script.          Make a chart with main search topics: Food, Clothing, Shelter, Medicine, Photography, Agriculture, Transportation, Education, Government, Communication, and Recreation.          - Students will choose topic to research          - Students use the two component I-Search method )          Student report on search and report on information learned)  <b>ASSESSMENT W/ MODIFICATIONS:</b>          Grade search process and two minute oral report on their search and what they learned (written report or poster, timeline, etc.)  <b>Teacher Resources:</b>          Parent form letter describing I-Search process</p>		

**Reading Groups:**

- Group A (F2)
- Group B (F4)
- Group C (J1)
- Group D (J2)

**Spelling Groups:**

- Letter Name
- Within Word Pattern
- Syllables and Affixes