

Class	Mon 05/11	Tue 05/12	Wed 05/13	Thu 05/14	Fri 05/15
<p>03 LA-a</p>	<p>LP: Welcome to Week 9!</p> <p>Lesson Plans:</p> <p>Please combine your <u>Reading, Writing, & Social Studies on What Makes a Strong Community</u>, in one final essay, following the instructions for each day:</p> <p>Monday -</p> <p>Class Discussion STEP 1&2 - Final Essay on Community- ELAR Week 9 (May 11-15)</p> <p>Carefully following the steps for each day outlined in this week's assignments, please write a 3 to 5-paragraph essay on what you have learned about yourself and Community this year at St. Philips. You may also include some events or feelings that you remember from when you first started school until now, the end of 3rd grade. (Individual steps are due each day this week; the completed essay is due at the end of the week.)</p> <p>Monday</p> <p>STEP 1. BRAINSTORM the who, what, when, where, & how of items a & b below with short phrases (due May 11). Add your ideas to our ELAR Week 9 Google Class discussion under the "Stream" tab. Add at least 3 on-topic comments to contribute to the following main ideas:</p> <p>a. key community ideas or themes you heard about in 3rd grade (Look in your Journeys and Horizons textbooks for reminders).</p> <p>b. fun experiences, challenges you overcame, and lessons you learned that are helping you become a future 4th grade leader St. Philips</p> <p>STEP 2. Write the rough draft of your essay's first paragraph, the INTRODUCTION. This paragraph should be 3- 5 sentences, double spaced, and handwritten in your notebook before our ELAR Zoom calls begin on Tuesday (May 12).</p>	<p>LP:</p> <p>Join Mrs. Capt for chapel on Dojo or FB</p> <p>Please continue combining your <u>Reading, Writing, & Social Studies on What Makes a Strong Community</u>, in one final essay, following the instructions for each day:</p> <p>Tuesday -</p> <p>STEP 3. Decide on three different statements that could be the topic sentence for 3 different paragraphs on Community. In other words, write a single main idea in one sentence for each paragraph. These 3 statements or sentences will later be developed into what's called the BODY of your essay. Choose from the items a & b listed in STEP 1 for your main ideas.</p> <p>Plan to spend at least 1 hour a day completing your work.</p> <p>Zoom Calls</p> <p>Please see your Zoom time schedule, link, and password posted in ELAR Google Classroom under the Classwork tab.</p> <p>Please have your work and questions ready to go over during your Zoom time, along with a sharpened pencil and a pen or colored pencil for grading.</p> <p>Be prepared to review reading, writing, grammar, handwriting, spelling, vocabulary, study skills, and Social Studies.</p>	<p>LP:</p> <p>Please combine your <u>Reading, Writing, & Social Studies Essay on What Makes a Strong Community</u>, following the instructions for each day:</p> <p>Wednesday - Thursday</p> <p>STEP 4. Write 3 paragraphs with examples and details that all relate to the single main idea you are developing in each paragraph that you decided on for STEP 3</p> <p>Be prepared to review reading, writing, grammar, vocabulary, study skills, and Social Studies.</p> <p>TEKS 3</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>LP:</p> <p>Please combine your <u>Reading, Writing, & Social Studies on What Makes a Strong Community</u>, in one final essay, following the instructions for each day:</p> <p>Wednesday - Thursday</p> <p>STEP 4. Finish writing the 3 paragraphs with examples and details that all relate to the single main idea you are developing for each paragraph.</p> <p>Zoom Call 2:30</p> <p>See link in Meetings in Social Studies Google Classroom under the Classwork tab.</p> <p>Please have your work and questions ready to go over during your Zoom time, along with a sharpened pencil and a pen or colored pencil for grading.</p> <p>Be prepared to review reading, writing, grammar, vocabulary, study skills, and Social Studies.</p> <p>TEKS 3</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion; and</p> <p>(ii) developing an engaging idea with relevant details;</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense ;</p> <p>(iii) singular, plural, common, and proper nouns;</p>	<p>LP:</p> <p>Please combine your <u>Reading, Writing, & Social Studies on What Makes a Strong Community</u>, in one final essay, following the instructions for each day:</p> <p>Friday -</p> <p>STEP 5. Reread your INTRODUCTION and BODY paragraphs aloud and look for a way to tie them all together in a final paragraph that summarizes and concludes your essay on Community and your future role as a 4th grade Leader in our SPES community. Write your final paragraph. Now go back and reread the steps and instructions for each day and look for any improvements you can make to your essay. Make sure your essay includes a unique title that gets your reader's attention and fits your essay at the top of your paper.</p> <p>TEKS 3</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion; and</p> <p>(ii) developing an engaging idea with relevant details;</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense ;</p> <p>(iii) singular, plural, common, and proper nouns;</p>

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	<p>TEKS:</p> <ul style="list-style-type: none"> ▪ 3.1 a. apply mathematics to problems arising in everyday life, society, and the workplace; ▪ 3.1 b. use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; ▪ 3.1 c. select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; ▪ 3.1 e. create and use representations to organize, record, and communicate mathematical ideas; ▪ 3.1 g. display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. ▪ 3.4 c. determine the value of a collection of coins and bills; ▪ 3.5 a. represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; ▪ 3.6 a. classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language; ▪ 3.6 b. use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories; ▪ 3.7 b. determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; 	<ul style="list-style-type: none"> ▪ 3.1 e. create and use representations to organize, record, and communicate mathematical ideas; ▪ 3.1 g. display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. ▪ 3.4 c. determine the value of a collection of coins and bills; ▪ 3.5 a. represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; 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03 SCI-a	<p>LP: Objective: The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>Lesson: Youtube Videos; Question at the end of the week.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl#/classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl</p> <p>Estimated Time of Completion: 15 Minutes</p> <p>Evaluation: Video watched, question answered on google classroom.</p> <p>TEKS:</p> <ul style="list-style-type: none"> 3.8 (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle; (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and (D) identify the planets in Earth's solar system and their position in relation to the Sun. 	<p>LP: Objective: The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>Lesson: Youtube Videos; Question at the end of the week.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl#/classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl</p> <p>Estimated Time of Completion: 15 Minutes</p> <p>Evaluation: Video watched, question answered on google classroom.</p> <p>TEKS:</p> <ul style="list-style-type: none"> 3.8 (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle; (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and (D) identify the planets in Earth's solar system and their position in relation to the Sun. 	<p>LP: Objective: The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>Lesson: Youtube Videos; Question at the end of the week.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl#/classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl</p> <p>Estimated Time of Completion: 15 Minutes</p> <p>Evaluation: Video watched, question answered on google classroom.</p> <p>TEKS:</p> <ul style="list-style-type: none"> 3.8 (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle; (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and (D) identify the planets in Earth's solar system and their position in relation to the Sun. 	<p>LP: Zoom:</p> <p>Topic: 3rd Grade Zoom</p> <p>Time: May 14, 2020 01:30 PM Central Time (US and Canada)</p> <p>Join Zoom Meeting https://us04web.zoom.us/j/7896010470?pwd=RWZXV1Z0bCt6dFFhc29nTm1EUlphX2Zl</p> <p>Meeting ID: 789 601 0470</p> <p>Password: 123927</p> <p>Objective: The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>Lesson: Youtube Videos; Question at the end of the week.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl#/classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl</p> <p>Estimated Time of Completion: 15 Minutes</p> <p>Evaluation: Video watched, question answered on google classroom.</p> <p>TEKS:</p> <ul style="list-style-type: none"> 3.8 (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle; (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and (D) identify the planets in Earth's solar system and their position in relation to the Sun. 	<p>LP: Objective: The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>Lesson: Youtube Videos; Question at the end of the week.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl#/classroom.google.com/u/0/c/NcyNzAyNDY4MzRa/a/MTAwNTEyMzc3ODU1MzRl</p> <p>Estimated Time of Completion: 15 Minutes</p> <p>Evaluation: Video watched, question answered on google classroom.</p> <p>TEKS:</p> <ul style="list-style-type: none"> 3.8 (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle; (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and (D) identify the planets in Earth's solar system and their position in relation to the Sun.