

Suggested Schedule for Brekke 3rd Grade Scholars

8:00- 9:00 Watch your Lesson - Read and Take an AR test


9:00 - 10:00 Class Meeting

10:00-12:00 Complete Assigned Activities

Weekly Concept: Teaming Up

Essential Question: How do teams work together?

Think about how each story will help you answer the Essential Question.

Wonders Unit 5, Week 3	Monday June 1, 2020	Tuesday June 2, 2020	Wednesday June 3, 2020	Thursday June 4, 2020	Friday June 5, 2020
8:00-9:00 AR Articles are found in: 	<p align="center"><u>Assignment A</u></p> <p align="center">Read an AR Article to practice your Reading Skills. Take an AR Test</p>	<p align="center"><u>Assignment A</u></p> <p align="center">Read an AR Article to practice your Reading Skills. Take an AR Test</p>	<p align="center"><u>Assignment A</u></p> <p align="center">Read an AR Article to practice your Reading Skills. Take an AR Test</p>	<p align="center"><u>Assignment A</u></p> <p align="center">Read an AR Article to practice your Reading Skills Take an AR Test</p>	<p align="center"><u>Assignment A</u></p> <p align="center">Read an AR Article to practice your Reading Skills Take an AR Test</p>

10:00-11:00

Take your time when writing. Make sure your words express your thoughts completely and explain your evidence!

Assignment B (Building Conceptual Understanding) Unit 5 Week 3

View the Weekly Opener Video: Teaming Up



Listen to the Read Aloud Firefighters: Teamwork Counts



Stop and ask yourself how is this read aloud related to the Essential Question.

Review Vocabulary



Read the story: Rescue Dogs Save the Day and answer binder questions, "Make Connections" on page 365.



Assignment B (Building Conceptual Understanding)

Firefighter Heroes



For each story answer the "Respond to Reading" Questions on page 15, and the "Make Connections" questions on page 18.

Don't forget to take an AR Quiz



This is a picture of the binder on the pages where you will respond. Press Save and make sure you Submit.

Assignment B (Write to Sources)

Wildfires



Read and answer the following Write to Sources Prompt in Google Classroom:

Why do you think Seymour Simon wrote about wildfires? How do you know?



Use the graphic organizer to record your evidence. Answer the prompt in Google Classroom.

Assignment B (Write to Sources)

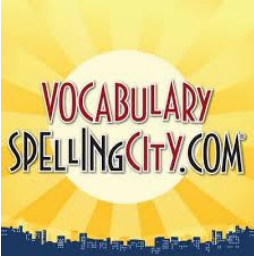






"Windy Gale and the Great Hurricane"







Read the selection. Complete pages 150-153 in your close reading companion.

Assignment B (Assessment)

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<p>11:00-12:00</p>	<p>Assignment C</p> <p>Spelling City Do the Spelling and Vocabulary Practice Assignment 5.3 Practice</p> 	<p>Assignment C</p> <p>Writing Fluency</p>  <p>Comprehension: Model Author's Point of View</p>  <p>Genre: Expository Text mini lesson</p>	<p>Assignment C</p> <p>Close Reading</p> <p>Reread "Wildfires"</p>  <p>Complete pages 147-149 in your close reading companion book.</p>	<p>Assignment C</p>	<p>Assignment C</p> <p>Play ConnectED games</p>  <p>Grammar: Pronoun-Verb</p>  <p>Author's Point of View and Context</p>  <p>Vocabulary Practice</p>
<p>California Language Arts Common Core Content Standards</p>	<p>SL.3.1.d Explain their own ideas and understanding in light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
<p>Math Chapter 11 Lessons</p>	<p><u>June 1, 2020</u></p>	<p><u>June 2, 2020</u></p>	<p><u>June 3, 2020</u></p>	<p><u>June 4, 2020</u></p>	<p><u>June 5, 2020</u> Work on Biography Project</p>

	Lesson 5: Tell Time to the Minute	Lesson 6: Time Intervals	Lesson 7: Problem-Solving Strategy: Work Backward	Review and Reflect Pages 677-678	
<u>Essential Question:</u> <u>Why do we measure?</u>	Homework on ConnectED 11.5 	Homework on ConnectED 11.6 	Homework on ConnectED 11.7 	Vocabulary Review Game 	Make sure you are doing 30 minutes of STMath every day. IXL - MATH section T 1-14 Practice 20 minutes a day
California Math Standards	3.MD.1	3.MD.1	3.MD.1	3.MD.1	3.MD.1