

# QUINCY PUBLIC SCHOOLS THIRD GRADE CONSENSUS MAP

**What is a Consensus Map?** The Latin root word for consensus is *con cen tre* which means the acknowledgement of common truths. A consensus map reflects the “WHAT”—the standards, content and skills agreed upon by a school/district and targets those specific areas in each discipline and across disciplines that are to be addressed with consistency in a school/district. A consensus map outlines the scope and sequence for a specific grade level and allows for each teacher the autonomy to be innovative with “HOW” they teach the agreed upon standards, content and skills outlined on the consensus map.

## How to Use the Consensus Map:

- District Supplied Resource: *Purchased by the district/school to utilize with Core Instruction. Grade level curriculum maps are aligned to this resource.*
- District Purchased Supplemental Resources for All Students: *Supplemental enrichment resources purchased by the district/school to use with implementing core instruction for all students.*
- Reading Workshop:
- Writing Workshop:
- Word Study:
- Science:
- Social Studies:
- Math:

SMP= Standards of Mathematical Practice- SMP’s are included in each math unit of study. The Standards of Mathematical Practice in Third Grade are:

SMP1: Make sense of problems and persevere in solving them.

SMP 5: Use appropriate tools strategically.

SMP2: Reason abstractly and quantitatively

SMP 6: Attend to precision.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 7: Look for and make use of structure.

SMP 4: Model with mathematics.

SMP 8: Look for and express regularity in repeated reasoning.

	LITERACY			CONTENT		
	Reading Workshop	Writing Workshop	Word Study: <i>Phonics &amp; Spelling</i>	Math	Science	Social Studies
District Supplied Resource		Zaner Blosser Handwriting		Everyday Math (EM4)- Grade 3	HMH Science Dimensions Grade 3	
District Purchased Supplemental Resources for all students.	Learning A-Z Raz-Plus (See Lit Coach) Good Habits, Great Readers	Lucy Calkins Units of Study	Phonics Word Study	K-2: Splash Math 3-5: ALEKS	Mystery Science	Pearson MyWorld- See Lit Coach EngageNY Inquiries HMH Social Studies Magazines
<b>August</b>	<p>Launch Reader's Workshop Framework Developing and Applying Strategies</p> <ul style="list-style-type: none"> <li>Guidelines for reader's workshop</li> <li>Selecting and enjoying books</li> <li>How to choose a book</li> <li>Thinking and talking about your book</li> <li>Checking for understanding/solving unknown words</li> </ul> <p>Personal Narrative</p> <ul style="list-style-type: none"> <li>Close read</li> <li>Ask and answer questions</li> <li>Describe characters and their feelings based on illustrations</li> <li>Recount the story-text map</li> <li>Determine meanings of words and phrases</li> </ul>	<p>Launch Writer's Workshop/Personal Narrative Framework</p> <ul style="list-style-type: none"> <li>Establish routines and procedures</li> <li>Choosing and using a writer's notebook</li> <li>Tools</li> <li>Conferencing</li> <li>Establishing writing partners/Share time expectations</li> </ul> <p>Paragraph Unit</p> <p>Handwriting: Manuscript &amp; Cursive</p>	<p>Phonics &amp; Word Study Launching Lessons</p> <ul style="list-style-type: none"> <li>Blending</li> <li>Build automaticity</li> <li>Accountable text</li> <li>Spell/Sort words</li> <li>Build fluency</li> <li>Spelling/Dictation</li> <li>Reading Big words</li> <li>Decode by analogy</li> <li>High frequency words</li> <li>Extend the learning</li> </ul> <p><b>Handwriting</b></p>	<p>Math</p> <ul style="list-style-type: none"> <li>Review Basic Facts Strategies: Addition &amp; subtraction</li> </ul> <p><b>Math Tools, Time, and Multiplication</b> SMP 4 &amp; 5</p> <ul style="list-style-type: none"> <li>Number grids</li> <li>Math tools</li> <li>Number lines</li> </ul>		<p>Civics: Communities Near and Far</p> <ul style="list-style-type: none"> <li>Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways. (SS.3.CV.1)</li> <li>Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies. (SS.3.CV.2)</li> </ul>

<p style="text-align: center;"><b>September</b></p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>• Building reading stamina</li> <li>• Strategies to solve unfamiliar words</li> <li>• Summarizing and retelling narrative text</li> <li>• Self-monitoring for meaning and comprehension</li> <li>• Describing characters/traits</li> <li>• Making Connections to better understand the story</li> </ul> <p><b>Personal Narrative Unit</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast story elements</li> <li>• WAR: Respond personal, summarizing and retelling, character traits, making connections</li> <li>• Language: Nouns, pronouns, verbs</li> </ul> <p><b>Author Study</b></p>	<p><b>Personal Narrative Unit</b></p> <ul style="list-style-type: none"> <li>• Gathering seeds</li> <li>• Planning</li> <li>• Introductions</li> <li>• Point of view</li> <li>• Temporal words</li> <li>• Dialogue</li> <li>• Show don't tell elaboration</li> <li>• Revise/Edit</li> <li>• Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• L, I, T, O</li> <li>• A, D, C, E</li> <li>• F, G, J, Q</li> <li>• U, S, B, P</li> </ul>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>• Short vowels,</li> <li>• Long a</li> <li>• Long o</li> <li>• Long e</li> </ul>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Multiplication strategies</li> <li>• Introducing division</li> <li>• Elapsed time</li> <li>• Measuring mass</li> </ul> <p><b>Number Stories and Arrays</b> SMP 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Multiplication strategies</li> <li>• Extended Facts</li> <li>•</li> </ul>		<p><b>Geography: Communities Near and Far</b></p> <ul style="list-style-type: none"> <li>• Locate major landforms and bodies of water on a map or other representation.(SS.G.1.3)</li> <li>• Compare how people modify and adapt to the environment and culture in our community to other places.(SS.G.2.3)</li> <li>• Show how consumption of products connects people to distant places.(SS.G.3.3)</li> </ul>
<p style="text-align: center;"><b>October</b></p>	<p><b>On Demand Writing: Camping with Cousins</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Central message</li> <li>• Characters/how their actions contribute to the sequence of events</li> <li>• Write a story about the family's time swimming.</li> </ul> <p>Teach collaborative reasoning procedures</p> <p><b>Opinion Unit: Book Review</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions to determine opinions and understand the structure and development of a book review.</li> <li>• Determine main idea</li> <li>• How to state an opinion and support with reasons</li> <li>• Text map book review</li> <li>• Compare and contrast book review</li> <li>• Language: Regular and Irregular Plural Nouns &amp; Verbs</li> </ul> <p><b>Informational Unit</b></p> <ul style="list-style-type: none"> <li>• Book Talk</li> <li>• Determine main idea and details in an informational text using the text and text features and begin to take notes.</li> <li>• Language: Use pronoun-antecedent agreement</li> </ul>	<p>ODW: Narrative Task: <u>Camping with Cousins</u></p> <p><b>Opinion Unit: Book Review</b></p> <ul style="list-style-type: none"> <li>• Orally rehearse a book review</li> <li>• Introduce without giving the ending</li> <li>• State opinions with supporting reasons</li> <li>• Conclusion</li> <li>• Revise/Edit</li> <li>• Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• R, N, M, H</li> <li>• V, Y, W, X</li> <li>• K, Z,</li> <li>• i, t u, w</li> </ul>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>• Long i</li> <li>• Compound words</li> <li>• R- controlled vowels (ar, or)</li> <li>• R-controlled vowels (er, ir, ur)</li> </ul>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Number stories</li> <li>• Multistep Number stories</li> <li>• Equal groups</li> <li>• Multiplication arrays</li> <li>• Division Arrays</li> <li>• Frames and Arrows</li> </ul>	<p><b>Forces and Interactions</b></p> <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.(3-PS2-1)</li> <li>• Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (3-PS2-2)</li> <li>• Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects no tin contact with each other(3-PS2-3)</li> <li>• Define a simple design problem that can be solved by applying scientific ideas about magnets. (3-PS2-4)</li> </ul>	

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">November</p>	<p><b>On Demand Writing:</b> Research Simulation: <u>Life in a Deep Freeze</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of text.</li> <li>Determine the main ideas. Recount the key details and explain how to support main idea.</li> <li>Write an essay that compares and contrasts the different kinds of transportations used by people in India.</li> </ul> <p><b>Continue Informational Unit</b></p> <ul style="list-style-type: none"> <li>Finding the main ideas of text and supporting details from 2 or more texts on the same topics.</li> <li>WAR: Compare/Contrast to compare important points presented in two texts.</li> </ul> <p><b>Persuasive Essay Unit</b></p> <ul style="list-style-type: none"> <li>Close read</li> <li>Determine main idea of text</li> <li>Describe logical connections between sentences and paragraphs.</li> <li>Distinguish own point of from that of the author</li> <li>Notice and name author's use of figurative language.</li> <li>Language: Use comparative and superlatives</li> </ul>	<p><b>Informational Unit:</b></p> <ul style="list-style-type: none"> <li>Gather information to make web about a topic</li> <li>Determine categories/headings</li> <li>Taking notes</li> <li>Main idea</li> <li>Vocabulary specific to the topic</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>Persuasive Essay Unit</b></p> <ul style="list-style-type: none"> <li>Strategies for generating essay topics</li> <li>Crafting a thesis statement</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>e, l, b</li> <li>h, f, k</li> <li>r, s, j, p</li> <li>a, d, g</li> </ul>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>Closed syllables</li> <li>Open syllables</li> <li>Consonant-le syllables</li> <li>Vowel team syllables</li> </ul>	<p><b>Math</b> SMP 2 &amp; 7</p> <ul style="list-style-type: none"> <li>Partial sums addition</li> <li>Column addition Counting up subtraction</li> <li>Expand and trade subtraction</li> <li>Picture graphs</li> <li>Commutative property of multiplication</li> <li>Adding and subtracting a group</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b>History: Communities Near and Far</b></p> <ul style="list-style-type: none"> <li>Create and use a chronological sequence of related events to compare developments that happened at the same time.(SS.3.H.1)</li> <li>Explain how the diverse perspectives of people and events develop and shape communities and/or regions.(SS.3.H.2.)</li> <li>Identify and analyze how different kinds of historical sources are used to explain events in the past. (SS.3.H.3)</li> </ul>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">December</p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>Understanding story structure in fables/folktales</li> </ul> <p><b>Folktale &amp; Fables Unit</b></p> <ul style="list-style-type: none"> <li>Close read</li> <li>Determine central message, lesson, or moral and explain how it conveyed through key details in a text</li> <li>Language: Coordinating Conjunctions</li> </ul> <p><b>On Demand Writing:</b> <u>Coyote &amp; Fire &amp; How Big Bear Stuck to the Sky</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text</li> <li>Describe characters/actions</li> <li>Determine the meaning of words and phrases</li> <li>Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale</li> </ul>	<p><b>Continue Persuasive Essay Unit</b></p> <ul style="list-style-type: none"> <li>Generate reason and support for thesis statement</li> <li>Introductions</li> <li>Conclusions</li> <li>Paragraph writing</li> <li>Linking phrases/conjunctions</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>o, c, q</li> <li>n, m, y</li> <li>x, v, z</li> </ul>	<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>VCE syllables, Vowel-r syllables</li> <li>Inflectional endings-ed, -ing</li> </ul>	<p><b>Math</b> SMP 6 &amp; 7 Basic Facts: Patterns 9's, Break apart facts, squares and the "miner" fact</p> <ul style="list-style-type: none"> <li>Measuring with a Ruler</li> <li>Line Plots</li> <li>Polygon review</li> <li>Special quadrilaterals</li> <li>Perimeter</li> <li>Area</li> </ul>		<p><b>History: Communities Near and Far</b></p> <ul style="list-style-type: none"> <li>Create and use a chronological sequence of related events to compare developments that happened at the same time.(SS.3.H.1)</li> <li>Explain how the diverse perspectives of people and events develop and shape communities and/or regions.(SS.3.H.2.)</li> <li>Identify and analyze how different kinds of historical sources are used to explain events in the past. (SS.3.H.3)</li> </ul>

<p style="text-align: center;"><b>January</b></p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>Building vocabulary and concept knowledge</li> <li>Identifying and evaluating the theme of a book</li> </ul> <p><b>Character Analysis Unit</b></p> <ul style="list-style-type: none"> <li>Close read</li> <li>Compare and contrast themes</li> <li>Character motivations/struggles</li> <li>Make predictions based off patterns</li> <li>Language: Use subordinating conjunctions</li> <li>WAR: Theme</li> </ul>	<p><b>Writing:</b></p> <p><b>Character Analysis Unit</b></p> <ul style="list-style-type: none"> <li>Share opinions about a character in the story</li> <li>Draft thesis about a character</li> <li>Support opinion with reasons and text evidence: brief summary, exact lines and quoting from the text, variety of evidence</li> <li>Use linking words/ phrases</li> <li>Introductions</li> <li>Conclusion</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>A, O, D</li> <li>C, E</li> <li>N, M, H</li> <li>K, U</li> </ul>	<p><b>Unit 6/7</b></p> <ul style="list-style-type: none"> <li>Irregular plurals</li> <li>Long oo and short oo</li> <li>Diphthong (ou, ow)</li> <li>Suffixes -er, -or</li> </ul>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>Rectilinear figures</li> </ul> <p><b>Fractions and Multiplication Strategies</b> SMP: 6 &amp; 7 Basic Facts: Review multiplication strategies</p> <ul style="list-style-type: none"> <li>Representing fractions</li> <li>Equivalent fractions</li> <li>Helper facts</li> <li>Multiplication Facts Strategies: Doubling/Near Squares/Break Apart Strategy</li> </ul>		<p><b>Economics: Communities Near and Far</b></p> <ul style="list-style-type: none"> <li>Compare the goods and series that people in the local community produce and those that are produced in other communities.(SS.EC.1.3)</li> <li>Generate examples of the goods and services that governments provide. (SS.EC.2.3)</li> <li>Describe the role of banks and other financial institutions in an economy.(SS.EC.FL.3.3)</li> <li>Explain that when people borrow, they receive something of value now and agree to repay the lender over time. (SS/EC.FL.4.3) * This standard is not addressed in JA.</li> </ul>
<p style="text-align: center;"><b>February</b></p>	<p><b>Realistic Fiction Unit</b></p> <ul style="list-style-type: none"> <li>Close read</li> <li>Ask and answer questions to demonstrate understanding</li> <li>Describe character’s traits/how their actions contribute to the sequence of events</li> <li>Explain how the illustrations in the story provides details about the setting</li> <li>Language: Possessives</li> </ul> <p><b>On Demand Writing:</b> Literary Analysis Task: <u>Little Polar Bear and Huskey Pup</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding</li> <li>Determine central message</li> <li>Determine the meaning of words and phrases</li> <li>Write an essay to explain how the pictures and words in the story provide details about the setting.</li> </ul> <p><b>IAR Online Practice</b></p>	<p><b>Realist Fiction Unit</b></p> <ul style="list-style-type: none"> <li>Ideas for realistic fiction</li> <li>Developing characters</li> <li>Problems/Solutions</li> <li>Plotting with a story mountain</li> <li>Setting</li> <li>Point of view</li> <li>Show don’t’ tell</li> <li>Introductions</li> <li>Sensory details</li> <li>Adverbs</li> <li>Dialogue</li> <li>Conclusions</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Y, Z, V</li> <li>W, X</li> <li>I, J, Q</li> <li>T, F</li> </ul>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>Homophones</li> <li>Variant vowels o</li> <li>Hard and soft c</li> <li>Hard and soft g</li> </ul>	<p><b>Math</b></p> <p><b>Fractions</b> SMP: 4 &amp; 5 Basic Facts: Pattern 9s, multiply to help facts</p> <ul style="list-style-type: none"> <li>Liquid volume</li> <li>Number stories with measures</li> <li>Fraction Strips</li> <li>Fractions on a number line</li> <li>Fractions in number stories</li> </ul>	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Represent data in tables and graphical displays to describe typical weather conditional expected during a particular season.(3-ESS2-1)</li> <li>Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)</li> <li>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard(3-ESS3-1)</li> </ul>	

<p style="text-align: center;"><b>March</b></p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>Visualizing</li> </ul> <p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>Poetry immersion</li> <li>Notice and name structures and features of poems</li> <li>World choice</li> <li>Line breaks</li> <li>Repetition</li> <li>Stanzas</li> <li>Central message</li> <li>Language: Suffixes</li> </ul>	<p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>Immersion</li> <li>Choose a topic</li> <li>Mentor texts techniques</li> <li>Precise, deliberate word choice</li> <li>Line breaks</li> <li>Descriptive details</li> <li>Repetition</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>G, S, L,</li> <li>P, R, B</li> <li>Review</li> </ul>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>Diphthongs /oi/ and /ou/</li> <li>Suffixes -able, -ful, -less</li> <li>Prefixes dis-, un-</li> <li>Prefixes ore-, re-</li> </ul>	<p><b>Math</b></p> <p><b>More Operations</b></p> <p>SMP: 1 &amp; 3</p> <p>Basic Facts Division: Picture 2s, Clocks, 5s, 0s, 1s, 10s</p> <ul style="list-style-type: none"> <li>Multiplication and Division Diagrams</li> <li>Multiplication with larger factors</li> <li>Number sentences with parentheses</li> <li>Order of operations</li> </ul>	<p><b>Life Cycles and Inherited Traits</b></p> <ul style="list-style-type: none"> <li>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.(3-LS1-1)</li> <li>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.(3-LS3-1)</li> <li>Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)</li> <li>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)</li> </ul>	
<p style="text-align: center;"><b>April</b></p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>Setting and monitoring your purpose for reading non-fiction</li> </ul> <p><b>Opinion Unit:</b></p> <ul style="list-style-type: none"> <li>Read to determine main ideas and supporting details and point of view in opinion texts and media.</li> <li>Compare and contrast the most important details and opinions in two texts and media on the same topic.</li> </ul> <p><b>Author Study</b></p> <p><b>Informational Unit:</b></p> <ul style="list-style-type: none"> <li>Read to understand authors' purpose and determine main ideas and supports</li> <li>Use text features and search tools to location information efficiently.</li> </ul>	<p><b>Opinion Unit:</b></p> <ul style="list-style-type: none"> <li>Pre-writing: personal beliefs/causes</li> <li>Select an idea and organize ideas with an organizer</li> <li>Introduction</li> <li>Draft body paragraphs</li> <li>Concluding state</li> <li>Revise</li> <li>Edit</li> <li>Share writing</li> </ul> <p><b>Informational Article Unit:</b></p> <ul style="list-style-type: none"> <li>Use research gathered to lead into informational article</li> </ul> <p><b>Handwriting</b></p> <p>Review</p>	<p><b>Phonics &amp; Word Study</b></p> <ul style="list-style-type: none"> <li>Unaccented final syllables- en, -on, -ain, -in</li> <li>Derivational suffixes (-ing, -ment, -ness)</li> <li>Introduce related words</li> </ul>	<p><b>Math</b></p> <p><b>Multiplication and Division</b></p> <p>SMP: 3 &amp; 8</p> <p>Basic Facts: Review</p> <ul style="list-style-type: none"> <li>Measuring to the nearest ¼ inch</li> <li>Extended facts: multiplication &amp; division</li> <li>Sharing money</li> <li>Attributes of prisms</li> </ul>	<p><b>Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Construct an argument that some animals form groups that help members survive. (3-LS2-1)</li> <li>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.(3-LS4-1)</li> <li>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.( 3-LS4-3)</li> <li>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.( 3-LS4-4)</li> </ul>	
<p style="text-align: center;"><b>May</b></p>	<p><b>Developing and Applying Strategies</b></p> <ul style="list-style-type: none"> <li>Evaluating non-fiction: Critiquing the text</li> </ul> <p><b>Informational Article Unit:</b></p> <ul style="list-style-type: none"> <li>Read to understand and note-taking to build knowledge about a topic</li> <li>Using text structure to build knowledge about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Lead/Introduction</li> <li>Facts</li> <li>Vocabulary specific to the topic</li> <li>Headline</li> <li>Captions</li> <li>Quotations</li> <li>Sub-headings</li> <li>Add/Deletes information to make writing more interesting/descriptive</li> <li>Edit</li> <li>Publish</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Review lessons as needed</li> </ul>	<p><b>Math</b></p> <p><b>Multidigit Operations</b></p> <p>SMP: 1 &amp; 4</p> <p>Basic Facts: Review</p> <ul style="list-style-type: none"> <li>Multiply and divide with multiples of 10</li> <li>Mental math to multiply</li> <li>Multidigit multiplication</li> </ul>	<p><b>Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Construct an argument that some animals form groups that help members survive. (3-LS2-1)</li> <li>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.(3-LS4-1)</li> <li>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.( 3-LS4-3)</li> <li>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.( 3-LS4-4)</li> </ul>	

