### 3rd and 4th Grade Pre-Weekly

**November 26th-30th, 2018**

**Ms. Mathis/Mrs. Jimenez**  
*Tutoring is from 3:15-4:15 on Monday and Thursday.*

| Monday:  
<table>
<thead>
<tr>
<th>Nov. 26th</th>
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</table>
| 8:00-820 (Smart time) See class daily schedule  
1st Period (Planning) 8:00-9:50: 3rd and 4th go to Art  
2nd Period Math (10:00-11:27)  
3rd and 4th Grade Math  
Complete Math 4 Today # 9, (Mon. and Tues.)  
Complete the math word problem-of-the-day. ATO.3  
Correct and review in small groups. 3.MDA.6  
4th grade math: Review prime and composite numbers by going over pp. 68-69 together. Explain how to find factors of numbers. Complete pp. 70 and 71 with a pal. Review in small groups. Complete XLI on prime and composite numbers. Complete pp. 72 and 73 for home. 4.ATO.1  
3rd grade math: Explain using the multiplication table for division also. Go over pp. 46-47 together. Solve multiplication word problems. Go over pp. 48 and 49. Complete XLI review problem solving. 3.ATO.7 & 1  
Lunch at 11:30 |  
| 3rd Period: (12:00-1:30)  
Math (cont.)  
Work on XLI skills using the results of today’s daily math. Continue to work in small groups and individual conferencing. 4th grade can start on homework.  
4th Period (1:30-3:00)  
4th Grade Science: (1:30-2:15)  
Discuss types of severe weather. Read and discuss pp. 255-258. Create an extreme weather poster using research information. See T.258. 4.E.2B.  
3rd grade Science: (1:15-3:00)  
Prepare for home at 3:00. |

| Wed.  
<table>
<thead>
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| 8:00-820 (Smart time) See class daily schedule  
1st Period (Planning) 8:00-9:50: 3rd and 4th go to Art  
2nd Period Math (10:00-11:27)  
3rd and 4th Grade Math  
Complete Math 4 Today # 9, (Thurs. and Fri.)  
Complete the math word problem-of-the-day. ATO.3  
Correct and review in small groups.  
4th grade Math: Review homework from pp. 72 and 73. Refer back to today’s word problem. Did you have to do more than one step. Go over pp. 84 & 85 on multi-step problems. Point out key terms. Complete a sheet on multi-step problems. 4ATO.2  
3rd grade Math: Use a multiplication chart to complete pp. 50 and 51. Review fact families. Use a number line to show relationship between fact. Complete a review sheet on multiplication and skip counting. 3.ATO.1 & 3.NSBT.3  
Lunch at 11:30 |  
| 3rd Period: (12:00-1:30)  
Math (cont.)  
Work on XLI skills using the results of today’s daily math. Continue to work in small groups on word problems and daily math. Give a 3-minute multiplication quiz.  
4th Period (1:30-3:00)  
4th Grade Science: (1:30-2:15)  
Share information about the extreme weather poster. Allow others to ask questions or make comments. Read silently an Epic book on weather. Take the quiz. 4-4.4  
3rd grade Science: (1:15-3:00) |
**Friday; Nov. 30th**

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<td>2nd Period Math</td>
<td>(10:00-11:27)</td>
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<tr>
<td>3rd and 4th Grade Math</td>
<td>Complete Math 4 Today # 9, (Weekly quiz) Complete the math word problem-of-the-day. ATO.3 Correct and review in small groups. 3.MDA.6</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>Use models to solve multi-step word problems. Go over pp. 88-89 together. Share various models that students generate. Complete p. 90 for assessment. Draw a model for your answer. 4ATO.2</td>
</tr>
<tr>
<td>3rd Grade Math</td>
<td>Explore patterns and different ways to define patterns. Go over pp. 52-52 together. Complete p. 57 on filling in the missing number. Complete XLI review on patterns. 3.ATO.3</td>
</tr>
<tr>
<td>Discuss life spans of animals. Why are some longer than others. Complete the activity on p. 53. Create a bar graph to go along with the chart. Read and discuss pp. 56-57 on habitats. Describe the habitat where you love. 3-2.1</td>
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</table>

**Prepare for home at 3:00.**

**3rd Period; (12:00-1:30)**

Math (cont.)

Continue to work in small groups on word problems and daily math. Work in ABC math of your choice.

**4th Period (1:30-3:00)**

**4th Grade Science; (1:30-2:15)**

Complete a mastery connect quiz on extreme weather. Read an Epic book and take the comprehension quiz.

**3rd grade Science; (1:15-3:00)**


**Prepare for home at 3:00.**

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**Tuesday; Nov. 27th**

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<td>8:00-9:50; 3rd &amp; 4th go to Ms. Simpson</td>
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<td>2nd Period</td>
<td>3rd and 4th ELA</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>Read and discuss <em>The Ant and the Grasshopper</em>, pp. 222-224 (3rd grade book). Allow 3rd grade to share text with a 4th grader Complete journal writing on “What do you think the author’s purpose of writing this article was?” What are main reasons authors write? Share with class. (5.1/5.2)</td>
</tr>
<tr>
<td>Readers’ Workshop</td>
<td>Read and discuss pp. 194-199 in <em>The One and only Ivan</em>. Complete response questions. (C1.1; RL.13.3)</td>
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<tr>
<td>Independent Reading/Small Group</td>
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<tr>
<td>11:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>4th Period; (1:30-3:00)</td>
<td>(1:35-2:00) 4th grade Social Studies: Analyze a timeline to interpret events that happened during the same time period. Use pp. 116-117. Complete applying skills on p. 119.</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>3rd grade Read silently, Epic books, Who’s Reading, or book bag</td>
</tr>
<tr>
<td>4th grade goes to music</td>
<td>(2:20-3:05)</td>
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</table>
| 3rd Period: (12:00-1:30) | Read aloud: Read orally and discuss the Epic text, *Great Americans*. Discuss the author’s purpose for writing the text. Use laptops to take the quiz.  
Small Groups: 3rd grade: Discuss the author on p. 204. Read and discuss pp. 206-211 after going over vocabulary on pp. 200-201, point out clues for defining the words. Tell how words and pictures work together. 4th grade read silently pp. 201-208 in their reading text. Select a book from your bag of books when completed.  
Writers’ Workshop: We often write during all subjects. Why is writing important? Who is your favorite writer? Write a few sentences explaining your ideas. |
| (200-3:00)  
3rd Grade S. Studies: Identify the countries that settled the North America. Go over the timeline on p. 110. Explore the map on p. 111. Read and discuss pp. 115-115. Summarize the journey of the 3 SC Explorers. 3-2.2  
Prepare for home at 3:00. |

| Thursday; Nov. 29th  
8:00-820 (Smart time) See class daily schedule  
1st Period (Planning) 8:00-9:50 3rd & 4th go to Ms. Simpson  
2nd Period: 3rd and 4th ELA  
Shared Reading: Read orally and discuss *Sidewalk Artist*. Allow 4th graders to share text with a 3rd grader. What is the authors’ purpose for writing this text? Write in your journal about ways to express yourself. Share it with the class.  
Reader’s Workshop: Read and discuss pp. 200-206 of *The One and only Ivan*. Complete response questions from the board, work with a group. (C.1.1; RL.13.3) Independent Reading/Small Group  
11:30: Lunch  
3rd Period: (12:00-1:30) Read aloud: Read orally and discuss the Epic text, *My Life as an Early Settler*. Discuss text features. Why did the author use these text features to help readers understand the text?  
Small Groups: Separate 4th grades students in 4s. Discuss the text from pp. 201-208. Read and discuss pp. 209-212., Go over vocabulary in context on pp. 196-197. Read and discuss pp. 585-590. Share your thoughts about the authors purpose.  
Writers’ Workshop: Brainstorm for a title for your book. Start on the cover page, (draft). Write the title and other text features that you think are important to the reader. |
| 4th Period (1:35-3:00)  
(1:35-2:00) 4th grade  
Social Studies: Read and discuss pp. 142-145. List the two “worlds” that collided. Who are the leaders? Why did they collide? 4-2.2 and 4-2.4  
1:30-2:00) 3rd grade Read silently, Epic books, Who’s Reading, or book bag  
4th grade goes to music (2:20-3:05)  
(2:00-3:00)  
3rd Grade S. Studies: Map study, discuss the map on p. 116. Answer the questions. Read about Hernando de Soto in Epic books. Read pp. 118-199 for class. Discuss why he came to SC.  
Prepare for home at 3:00 |
LCKS 5th Grade Science/Preweekly Report (continued)

Teacher: J. Hobbs
Course: Science 5th Grade (A – Day)

Standards taught this week:

Science:
Standard 5

- 5.E.3A. Conceptual Understanding: Some of the land on Earth is located above water and some is located below the oceans. The downhill movement of water as it flows to the ocean shapes the appearance of the land. There are patterns in the location and structure of landforms found on the continents and those found on the ocean floor.
- 5.E.3A.1 Construct explanations of how different landforms and surface features result from the location and movement of water on Earth’s surface through watersheds (drainage basins) and rivers.
- 5.E.3A.2 Develop and use models to describe and compare the characteristics and locations of the landforms on continents with those on the ocean floor (including the continental shelf and slope, the mid-ocean ridge, the rift zone, the trench, and the abyssal plain).

All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week’s assignments will depend on the rate in which students are able to master the material presented.

| Mon       | Students will complete notes based on the standards |
|           | Students will need to complete the vocabulary for the week |
|           | Students will need to complete any worksheet not done in class |
|           | Students will need to complete and read unit C chapter 1 lesson 2 complete the review questions at the end |
| Wed       | Students will complete activity based on ecosystems |
|           | Students will complete notes that wasn’t finished |
|           | Students will have a vocabulary check and quiz on Friday |
|           | Students will need to complete and read unit C chapter 1 lesson 2 and complete the review questions at the end, and any handout not completed |

| Fri       | Students will take a vocabulary test and complete and activity in class |

1. Landforms
2. Mountain
3. Mountain range
4. Hills
5. Valleys
6. Plains
7. Island
8. Archipelago
9. Peninsula
10. Canyon
11. Delta
12. Plateau
| Unit 3 | Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.  
   5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.  
   5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.  
   5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.  
   5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements. |
|-------|--------------------------------------------------------------------------------------------------|
| Tuesday, November 27 | **1. Discrimination**  
   **Homework:** Complete reading of pgs. 258-263. Complete questions 1, 3, and 4. |
| Thursday, November 29 | **1. Immigration**  
   **Homework:** Read pgs. 264-265 complete Activities 1 and 2. |

*Please be aware that unforeseen occurrences may cause these plans to change*
Week beginning:

**Science:**

**Standard 6**

- 6.E.2A.1 Develop and use models to exemplify the properties of the atmosphere (including the gases, temperature and pressure differences, and altitude changes) and the relative scale in relation to the size of Earth.
- 6.E.2A.2 Critically analyze scientific arguments based on evidence for and against how different phenomena (natural and human induced) may contribute to the composition of Earth’s atmosphere.

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<td></td>
<td>Students will need to complete any worksheet not done in class</td>
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<td></td>
<td>Students will need to read and complete review questions on chapter 6 lesson 1 and 2</td>
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<tr>
<td>Tues</td>
<td>Students will complete activity based on energy transformation</td>
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<tr>
<td>Wed</td>
<td>Students will complete notes that wasn’t finished</td>
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<tr>
<td></td>
<td>Students will have a vocabulary check and vocabulary quiz</td>
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<tr>
<td></td>
<td>Students will need to read and complete review questions on chapter 6 lesson 3-4</td>
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<tr>
<td>Thurs</td>
<td>Vocabulary quiz and quiz over atmosphere</td>
</tr>
<tr>
<td>Fri</td>
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</table>

**Vocabulary:**

- Air pressure
- Altitude
- Troposphere
- Stratosphere
- Thermosphere
- Exosphere
- Atmospheric gases
- Nitrogen Oxger
- Carbon dioxide
- Trace gases
- Water vapor
- Fossil fuels
- Greenhouse gases
<table>
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<tr>
<th>Standard 6-2: The student will demonstrate an understanding of life in ancient civilizatons and their contributions to the modern world.</th>
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<tbody>
<tr>
<td>6-2.1 Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.</td>
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<tr>
<td>6-2.2 Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.</td>
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<tr>
<td>6-2.3 Describe the development of Roman civilization, including language, government, architecture, and engineering.</td>
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<tr>
<td>6-2.4 Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).</td>
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<thead>
<tr>
<th>Tuesday, November 27</th>
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<tbody>
<tr>
<td>1. Greece</td>
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**Homework:** Read pg. 243, complete 1-3 Study notes, handouts.

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<thead>
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<th>Thursday, November 29</th>
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<tbody>
<tr>
<td>1. Democracy</td>
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<td>2.</td>
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**Homework:** Read pgs. 252-256, define all highlighted vocabulary words. All words are listed on pg. 252. Study notes, handouts

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Teacher: J. Hobbs  
Course: Science 7th Grade (A - Day)  
Standards taught this week:

Science:
- 7.P.2A. Conceptual Understanding: All substances are composed of one or more elements. Elements are pure substances which contain only one kind of atom. The periodic table organizes these elements based on similar properties. Compounds are substances composed of two or more elements. Chemical formulas can be used to describe compounds.
- 7.P.2B.2 Use mathematical and computational thinking to describe the relationship between the mass, volume, and density of a given substance.

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| Monday | Students will complete notes based on the standards  
|        | Students will need to complete the vocabulary for the week  
|        | Students will need to complete any worksheet not done in class  
|        | Students will need to read and complete review questions on chapter 14 lesson 1-2 |
| Wednesday/Friday | Students will complete activity based on ecosystems  
|                  | Students will complete notes that wasn't finished  
|                  | Students will have a vocabulary check and vocabulary quiz  
|                  | Students will need to read and complete review questions on chapter 14 lesson 3-4  
|                  | Vocabulary quiz and quiz over Matter and measurements |

Vocabulary:
- Mass  
- Length  
- Volume  
- Temperature  
- Meniscus  
- Weight  
- Matter
Mrs. Cuthbertson ELA Enrichment Grade 7 Pre-Weekly

Homework

Students will need to complete, and turn-in paragraph style book report as outlined in the Grades 5-8 Fiction Book Report Template (Paragraph Style)

The template will be provided to students during Enrichment class

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

Epic Books access- www.getepic.com
Class code: UHA-2140
Student Pin: 5527

Assignments are due on Friday, 11/30/18 to Mrs. Cuthbertson

1. Student should turn-in their rough draft and/or outline of all required information from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #1- will be graded

2. Student should turn-in their final draft which should include of all required information and in the specific format from the Grades 5-8 Fiction Book Report Template (Paragraph Style) Assignment #2- will be graded
**Standard 7-2:** The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

- **7-2.1** Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.
- **7-2.2** Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church and the contributions of Galileo and Sir Isaac Newton.
- **7-2.3** Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.
- **7-2.4** Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.

**Tuesday, November 27**

1. Enlightenment

*Homework:* Complete pg. Read pgs. 680-689 complete pg. 689, 1-3

**Thursday, November 29**

1. Enlightenment Influence on Revolutions

*Homework: Study notes, and handouts.*

*Please be aware that unforeseen occurrences may cause these plans to change*
Teacher: J. Hobbs  
Course: Science 8th Grade (A – Day)  
Standards taught this week:

<table>
<thead>
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<th>Science:</th>
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<tbody>
<tr>
<td>• Standard 8.P.3: The student will demonstrate an understanding of the properties and behaviors of waves</td>
</tr>
<tr>
<td>• 8.P.3A.2 Develop and use models to exemplify the basic properties of waves (including frequency, amplitude, wavelength, and speed).</td>
</tr>
<tr>
<td>• 8.P.3A.3 Analyze and interpret data to describe the behavior of waves (including refraction, reflection, transmission, and absorption) as they interact with various materials.</td>
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<td>• Students will complete activity based on ecosystems</td>
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<td>• Vocabulary quiz and quiz over Matter and measurements</td>
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</tbody>
</table>

Vocabulary:

- Amplitude
- Hertz
- Pitch
- Sound wave
- Decibel
- Loudness
- Sound
- Frequency
- Medium
- Vibration
Students will need to complete, and turn-in paragraph style book report as outlined in the Grades 5-8 Fiction Book Report Template (Paragraph Style)

The template will be provided to students during Enrichment class

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

Epic Books access- [www.getepic.com](http://www.getepic.com)
Class code: UHA-2140
Student Pin: 5527

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1. Student should turn-in their rough draft and/or outline of all required information from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #1- will be graded

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**Unit 3**

Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.

8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.

8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.

8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.

8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs.

8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Tuesday, November 27</td>
<td>1. Causes of American Revolution</td>
</tr>
<tr>
<td></td>
<td><em>Homework: Complete reading pgs. 214-221. Complete 1-3</em></td>
</tr>
<tr>
<td>Thursday, November 29</td>
<td>1. American Revolution</td>
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<tr>
<td></td>
<td><em>Homework: Study notes and handouts</em></td>
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