

### 3rd Grade Lesson Plans- Week of: 3/28-4/1

WIN Time- 7:45-8:20					
WIN <a href="#">Math</a>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Topic</b>	Word Problems	Word Problems	Word Problems	Word Problems	Word Problems
<b>Reading Workshop</b>					
<p><b>Lesson(s):</b> <a href="#">Unit Five District Plan</a></p> <p><b>Genre: Persuasive Texts</b></p> <p><b>PLC Question #1- What do we want students to know and learn?</b>            3.9Ei: The students are expected to identify the claim.            3.9Eii: The students are expected to distinguish fact from opinion.            3.9Eiii: The students are expected to identify the intended audience or reader.</p> <p><u>Key words:</u>            Introduce:            inform, discuss, persuade, fact and opinion, claim</p> <p>Review:            audience</p> <p><b>PLC Question #2- How will we know if students have learned?</b>  <b>Students will be able to answer:</b>            Why did the author include?...            Paragraph five under kinetograph (inspired people to invent similar machines)            Paragraph fifteen (structure of text, compare and contrast light bulb and kinetograph)</p> <p>What is the main purpose for writing...            How the inventions impacted history            How the inventions improved the daily lives of individuals</p> <p>Which sentence states an opinion? How do you know            (end of kinetograph section- "That is why it is one of Edison's best inventions")</p>					

Passage:

Edison's Best Invention

- Assign different inventions to groups

**PLC Question #3- How will we respond when students do not learn?**

- Graphic organizer for each section (main idea and details, t-chart)
- Reduce amount of details (focus on two, instead of five)
- Find sentences or key words to highlight where key vocabulary is used in the passage (color code)

**PLC Question #4- How will we enrich and extend the learning for students who are proficient?**

All students will be able to determine what all of the inventions have in common (how they inspired other inventions)

Students can create their own invention and determine how their invention can help other people.

Students will answer what it takes to make a successful invention?

	Monday	Tuesday	Wednesday	Thursday	Friday
Mini Lesson	<p>TEK: 3.9Ei, 3.9Eii, 3.9Eii</p> <p><b>Learning target</b> I will identify the features of a persuasive text.</p> <p><u>Supplies/ Material:</u></p> <p>▶ Identify Pers...</p> <p>☰ Banning Junk ...</p> <p><u>Edison's Best Inventions</u></p> <p><u>Persuasive Images</u></p>	<p>TEK: 3.9Ei, 3.9Eii, 3.9Eii</p> <p><b>Learning target</b> I will identify the central claim of a persuasive text.</p> <p><u>Supplies/ Material:</u></p> <p>▶ Identify Per...</p> <p>☰ Banning Junk...</p> <p><u>Edison's Best Inventions</u></p>	<p>TEK: 3.9Ei, 3.9Eii, 3.9Eii</p> <p><b>Learning target</b> I will identify the central claim and supporting details of a persuasive text.</p> <p><u>Supplies/ Material:</u></p> <p>▶ Identify Persua...</p> <p><u>Model Text: Becoming Expert Readers</u></p> <p>☰ Banning Junk Fo...</p> <p><u>Edison's Best Inventions</u></p> <p><u>Persuasive Images</u></p>	<p>TEK: 3.9Ei, 3.9Eii, 3.9Eii</p> <p><b>Learning target</b> I will make inferences on the topic of a persuasive text.</p> <p><u>Supplies/ Material:</u></p> <p>▶ Identify Persuas...</p> <p><u>Model Text: Becoming Expert Readers</u></p> <p>☰ Banning Junk Food</p> <p><u>Edison's Best Inventions</u></p>	<p>TEK: 3.9Ei, 3.9Eii, 3.9Eii</p> <p><b>Learning target</b> I will make inferences on text features of a persuasive text.</p> <p><u>Supplies/ Material:</u></p> <p>▶ Identify Persuasiv...</p> <p><u>Model Text: Becoming Expert Readers</u></p> <p>☰ Banning Junk Food</p> <p><u>Edison's Best Inventions</u></p> <p><u>Persuasive Images</u></p>

	<ul style="list-style-type: none"> <li><a href="#">Persuasive Te...</a></li> <li><a href="#">Staar Questi...</a></li> </ul> <p><u>Mini lesson:</u></p> <p>Teacher will introduce what it means to persuade and vocabulary found in persuasive texts. Teacher will show the youtube video and choose two persuasive images. Teacher will create a t-chart, put a description of the picture on the left and how it persuades the audience on the right.</p> <p>Teacher will model using one of the model texts above. The t-chart will have 2 details on the left and how it persuades the reader on the right.</p> <p><u>Independence Practice:</u></p> <p>Students will be assigned one of</p>	<p><a href="#">Persuasive Images</a></p> <ul style="list-style-type: none"> <li><a href="#">Persuasive T...</a></li> <li><a href="#">Staar Quest...</a></li> </ul> <p><u>Mini lesson:</u></p> <p>Teacher will choose two persuasive images. Teacher will create a t-chart, put a description of the picture on the left and how it persuades the audience on the right.</p> <p>Teacher will model using one of the model texts above. The t-chart will have 2 details on the left and how it persuades the reader on the right.</p> <p><u>Independence Practice:</u></p> <p>Students will be assigned one of</p>	<ul style="list-style-type: none"> <li><a href="#">Persuasive Text ...</a></li> <li><a href="#">Staar Question ...</a></li> </ul> <p><u>Mini lesson:</u></p> <p>Use the persuasive text below to highlight the author's claim, persuasive language, and supporting details.</p> <p><a href="#">Persuasive Text.p...</a></p> <p><u>Independence Practice:</u></p> <p>Students will be assigned one of Edison's inventions and complete the document below.</p> <ul style="list-style-type: none"> <li><a href="#">Persuasive Text ...</a></li> <li><a href="#">Persuasive Ima...</a></li> </ul> <p><u>Share/Reflect:</u></p> <p>Two students will share out their independent practice.</p>	<p><a href="#">Persuasive Images</a></p> <ul style="list-style-type: none"> <li><a href="#">Persuasive Text ...</a></li> <li><a href="#">Staar Question ...</a></li> </ul> <p><u>Mini lesson:</u></p> <p>Use the persuasive text below to highlight the author's claim, persuasive language, and supporting details.</p> <p><a href="#">Persuasive Text.pdf</a></p> <p><u>Independence Practice:</u></p> <p>Students will answer two out of four of the short response questions in the persuasive text document below.</p> <ul style="list-style-type: none"> <li><a href="#">Persuasive Text D...</a></li> <li><a href="#">Persuasive Imag...</a></li> </ul> <p><u>Share/Reflect:</u></p> <p>Two students will share out their independent practice.</p>	<ul style="list-style-type: none"> <li><a href="#">Persuasive Text F...</a></li> <li><a href="#">Staar Question S...</a></li> </ul> <p><u>Mini lesson:</u></p> <p><u>Independence Practice:</u></p> <p>Students will answer two out of four of the short response questions in the persuasive text document below.</p> <ul style="list-style-type: none"> <li><a href="#">Persuasive Text Doc...</a></li> <li><a href="#">Persuasive Images/...</a></li> </ul> <p><u>Share/Reflect:</u></p> <p>Two students will share out their independent practice.</p>
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	<p>Edison's inventions and complete the document below.</p> <p>☰ Persuasive Tex... ☰ Persuasive Im... <u>Share/Reflect:</u></p> <p>Two students will share out their independent practice.</p>	<p>Edison's inventions and complete the document below.</p> <p>☰ Persuasive Te... ☰ Persuasive I... <u>Share/Reflect:</u></p> <p>Two students will share out their independent practice.</p>			
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Writing Workshop					
	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Mini Lesson</b></p>	<p><b>L.T.</b> Students will use the writing process in order to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><b><u>Grammar Mini-Lesson:</u></b> Review over the resources and have students respond to the activity below</p> <p>Resources:</p>	<p><b>L.T.</b> Students will use the writing process in order to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><b><u>Grammar Mini-Lesson:</u></b> Review over the resources and have students respond to the activity below</p> <p>Resources: <a href="#">Commas In Address-Anchor Charts</a></p>	<p><b>L.T.</b> Students will use the writing process in order to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><b><u>Grammar Mini-Lesson:</u></b> Review over the resources and have students respond to the activity below</p> <p>Resources: <a href="#">Commas In Address-Anchor Charts</a></p>	<p><b>L.T.</b> Students will use the writing process in order to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><b><u>Grammar Mini-Lesson:</u></b> Review over the resources and have students respond to the activity below</p> <p>Resources: <a href="#">Commas In Address-Anchor Charts</a></p>	<p><b>L.T.</b> Students will use the writing process in order to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><b><u>Grammar Mini-Lesson:</u></b> Review over the resources and have students respond to the activity below</p> <p>Resources: <a href="#">Commas In Address-Anchor Charts</a></p>

	<p><a href="#">Commas In Address-Anchor Charts</a></p> <p>Lesson: <a href="#">Commas In Sentences- Day One</a></p> <p><b>Writing:</b> <a href="#">Teacher's Guide- Poetry</a></p> <p><a href="#">Display and Engage</a></p> <p><a href="#">Focal Text- Gone Fishing</a></p> <p><b>Complete Lesson Twelve and Thirteen</b> in the Teacher Guide Above - Editing One: Grammar, Usage, and Mechanics - Editing Two: Proofreading</p>	<p>Lesson: <a href="#">Commas In Sentences- Day Two</a></p> <p><b>Writing:</b> <a href="#">Teacher's Guide- Poetry</a></p> <p><a href="#">Display and Engage</a></p> <p><a href="#">Focal Text- Gone Fishing</a></p> <p><b>Complete Lesson Fourteen</b> in the Teacher Guide Above - Prepare The Final Copy</p>	<p>Lesson: <a href="#">Commas In Sentences- Day Three</a></p> <p><b>Writing:</b> <a href="#">Teacher's Guide- Poetry</a></p> <p><a href="#">Display and Engage</a></p> <p><a href="#">Focal Text- Gone Fishing</a></p> <p>WRAP UP AND FINISH POETRY WRITING</p>	<p>Lesson: <a href="#">Commas In Sentences- Day Four</a></p> <p><b>Writing:</b> <a href="#">Teacher's Guide- Poetry</a></p> <p><a href="#">Display and Engage</a></p> <p><a href="#">Focal Text- Gone Fishing</a></p> <p>WRAP UP AND FINISH POETRY WRITING</p>	<p>Lesson: <a href="#">GRADE- Commas In Addresses</a></p> <p><b>Writing:</b> <a href="#">Teacher's Guide- Poetry</a></p> <p><a href="#">Display and Engage</a></p> <p><a href="#">Focal Text- Gone Fishing</a></p> <p>WRAP UP AND FINISH POETRY WRITING</p>
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### Math Whole Group/Stations

Lesson(s):

**PLC Question #1- What do we want students to know and learn?**

(3.8A) I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

**PLC Question #2- How will we know if students have learned?**

Students will

- Summarize, making conclusion about a data set from
  - Frequency table
  - Dot plot
  - Pictograph
  - Bar graph with scaled

**PLC Question #3- How will we respond when students do not learn?**

Teachers will show students one data at a time to make sure students know what the graph represents.

**PLC Question #4- How will we enrich and extend the learning for students who are proficient?**

Students will draw conclusion/summarize the graph, think of ways to apply what we learned from the graph/data.

<p><b>Mini Lesson</b></p> <p><a href="#">STAAR Reference Materials</a></p> <p><a href="#">Perimeter Song</a></p> <p>Brainpop: <a href="#">Perimeter</a> Brainpop: <a href="#">Area</a></p> <p><a href="#">Area Song</a> <a href="#">Perimeter Song</a></p> <p>GG: <a href="#">Intro to Perimeter</a> GG: <a href="#">Intro to Area</a> GG: <a href="#">Measure mass and volume</a> GG: <a href="#">Tell Time</a></p>	<p><b>L.T</b> I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)</p> <p><i>enVisionMATH 2.0, Grade 3</i></p> <ul style="list-style-type: none"> <li>15-1 Frequency Table</li> </ul>	<p><b>L.T L.T</b> I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)</p> <p><i>enVisionMATH 2.0, Grade 3</i></p> <ul style="list-style-type: none"> <li>15-2 Dot Plots</li> </ul>	<p><b>L.T</b> I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)</p> <p><i>enVisionMATH 2.0, Grade 3</i></p> <p>15-3 Reading Pictographs and Bar Graphs</p>	<p><b>L.T</b> I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)</p> <p><i>enVisionMATH 2.0, Grade 3</i></p> <p>15-4 Making Pictographs</p>	<p><b>L.T</b> I can summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)</p> <p><i>enVisionMATH 2.0, Grade 3</i></p> <p>15-5 Making Bar Graph</p> <p><b>(Grade- <a href="#">SeeSaw activity</a> with a data set for students to make a <a href="#">frequency table</a>, <a href="#">Dot plots</a>, <a href="#">Pictographs</a> and <a href="#">Bar graph</a> in their notebook)</b></p>
<b>Independent</b>					
<b>Submit</b>					

**Math Resources**

[Unit 6 Assessment](#) (English [Blueprint & Answer Key](#) [Unit Assessment Data Analysis Tool](#))  
[Word Problems Google Drive](#)  
[Math CFA Standard Mastery Tracker](#)  
[Unit 6 UBD](#)  
[Unit 6 Calendar](#)  
[Investigation-Masters](#) (online)  
[Investigation-Student Handbook](#) (online)  
[Teach Transform](#)

[Hands on Standard-Number Operations](#)

[Hands On Standard-Fraction](#)

**Advance Plan**

- [Exemplars](#)
- [Place Value](#)
- [Multiplication and Division](#)
- [Fractions](#)
- [Extending Multiplication](#)
- [Geometry and Measurement](#)

**Unit Toolbox**

Number Talks: [Division](#) [Fractions I](#) [Fractions II](#) [Partial Products](#) [Multiplication](#) [Division\(Multiplying Up\)](#) [Two Dimensional Figures](#)  
[Three Dimensional Figures](#) [Time](#) [Which One Doesn't Belong](#)  
Learning Resources: [Unit 1](#) [Unit 2](#) [Unit 3](#) [Unit 4](#) [Unit 5](#) [Unit 6](#) [Unit 7](#)  
[Spiraled Essential TEKS](#)  
[Vertical Connections](#)

**Science**

**Unit Toolkit**

<a href="#">Unit 7 Vocabulary Cards (SP) presentation</a> <a href="#">Natural Resources (SP) pre-assessment</a>	<b>**NEW</b> <a href="#">EiE Video Library</a> <a href="#">Unit Tips, Preparation, and Materials</a> <a href="#">More to Explore Menu</a> <a href="#">Water Filter Station Cards</a>	<a href="#">Unit 7 Critical Vocabulary Routine</a> <a href="#">Unit 7 Words We Know (SP) presentation</a> <a href="#">Words We Know Poster (SP) poster</a>	<a href="#">Unit 7 Choice Box</a> <a href="#">Unit 7 Digital Resources</a> <a href="#">3-5 Lesson Coding</a> <a href="#">Connections</a>
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[Connect, Reflect, Revise Sentence Stems \(SP\)](#)      [Science Assessment and Spiral Map](#)  
[Meaningful Conversations Sentence Stems \(SP\)](#)



**Critical Daily Routine**

[Unit 7 Science Talks Spiral Routine \(SP\)](#) are developed from the previous Science Talks and should be a daily routine in the classroom. Use the ready to go weekly presentations to spiral all grade level essential standards. The [3rd Grade Science Spiral Slides Routine](#) document has a year at a glance with links to each slide deck to be used as needed.

**Highlighted TEKS have been identified as district essential standards.**

**3.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:**

(A) demonstrate safe practices as described in the Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, and gloves

**3.2 Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:**

(A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world

(B) collect and record data by observing and measuring using the metric system and recognize differences between observed and measured data

(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data

(D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations

(E) demonstrate that repeated investigations may increase the reliability of results

(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion

**3.3 Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:**

(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing

(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

**3.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and practices to conduct science inquiry. The student is expected to**

(A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, magnets, collecting nets, notebooks, and Sun, Earth, and Moon system models; timing devices, and materials to support observation of habitats of organisms such as terrariums and aquariums

**3.7 Earth and space The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:**

(C) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.

<p><a href="#">Unit 7 UBD</a> <a href="#">Unit 7 Calendar</a></p> <p>3rd Grade Science <a href="#">Spiral Slides Routine</a></p>	<p><b>LT</b> I can use the steps of the Engineering Design Process to design a water filter to clean non-toxic</p>	<p><b>LT</b> I can use the steps of the Engineering Design Process to design a water filter to clean non-toxic</p>	<p><b>LT</b> I can explore the characteristics of natural resources that make them useful in products and materials such as</p>	<p><a href="#">Earth's Resources Assessment</a> student handout <a href="#">Earth's Resources Assessment Blueprint and ANSWER KEY</a></p>	<p>Show students the video <a href="#">Why Care About Water</a> (2:29) from the launch lesson. Review global water issues</p>
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<p>The following videos could be used as needed throughout the unit:</p> <p><a href="#">The Groundwater Story</a> (3:46)  <a href="#">EARTH</a> (3:03)  <a href="#">Show Me the Water</a> (2:49)  <a href="#">Water the Source of Life</a> (1:19)  <a href="#">World Without Water</a> video (3:30)  <a href="#">Water Treatment Plant</a> (2:22)</p> <p><a href="#">Engineering Everywhere: Water Reuse</a> (8:47)</p> <p><a href="#">Water Cycle</a> (3:27)</p> <p><b>Discovery Education Videos:</b>  <a href="#">Water Pollutions</a> (5:33)</p> <p><a href="#">Dive in with Sea Turtles</a> (12:00)</p> <p><a href="#">Celebrate earth day: Straws</a> (10:00)</p> <p><a href="#">Environmental Problems and Solutions</a> (15:47)</p>	<p>contaminated water.</p> <p>PISD Lesson: <a href="#">Designing Water Filters</a></p> <p><b>4-4, 4-5</b></p>	<p>contaminated water.</p> <p>PISD Lesson: <a href="#">Designing Water Filters</a></p> <p><b>4-6</b> (Final design of the filter system)</p>	<p>clothing and furniture and how resources may be conserved.</p> <p><a href="#">Unit 7 assessment study guide</a></p>	<p>teacher document</p> <p>Generation Genius Lesson: <a href="#">Material Properties and Purposes (K-2 Series)</a></p>	<p>and discuss why clean water is important. As a class, discuss ways they can help build awareness. Accept all answers.</p> <p>Show students the video <a href="#">Sam, Recycling to Make a Difference</a> (3:14). Tell them to listen for how one boy is making a difference by providing a way to recycle things that most people just throw away. After the video, have a class discussion about how Sam's actions are impacting others. Ask students if they think Sam is a hero. Encourage students to support their thinking with evidence from the video.</p> <p>Allow students to choose a way to be a World Water Superhero and</p>
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<p><a href="#">Human Impact: Pollution in the Ocean</a> (4:34)</p> <p><b>Discovery Techbook Explorations:</b>  <a href="#">Value of Renewable Resources</a></p> <p><a href="#">Forces that Shape the Earth</a></p> <p><a href="#">Water Cycle Exploration</a></p> <p><b>Articles:</b>  <a href="#">Renewable Resources</a></p> <p><a href="#">Conservation of Resources</a></p> <p><a href="#">Living in Harmony</a></p> <p><b>Website:</b>  <a href="#">Third Grade Water Cycle</a></p>					<p>communicate the importance of clean water. They may:</p> <ul style="list-style-type: none"> <li>● create an advertisement, public service announcement, or news story</li> <li>● draw and describe a world-water superhero with super powers that can improve water quality and availability</li> <li>● invent a new way to filter water (use the video <a href="#">The Drinkable Book</a> (2:00) to show an example of an invention)</li> </ul>
<p><b>Independent</b></p>					
<p><b>Submit</b></p>					

(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:  
 (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities;  
 (B) compare ethnic and/or cultural celebrations in the local community with other communities

(12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:  
 (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities

<p><b>Culture Unit Plan</b></p>	<p><b>LT:</b>          (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities</p> <p><b><u>Wrap up lessons and complete study guide</u></b></p> <p><u>Study Guide-</u>          Day One          (fill out)  <a href="#">Unit Six Culture Study Guide</a></p>	<p><b>LT:</b>          (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities</p> <p><b><u>Wrap up lessons and complete study guide</u></b></p> <p><u>Study Guide-</u>          Day Two          (review answers)  <a href="#">Unit Six Culture Study Guide ANSWER KEY</a></p>	<p><b>LT:</b>          (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities</p> <p><b><u>Wrap up lessons and complete study guide</u></b></p> <p><u>Study Guide-</u>          Day Three          (review and prepare for assessment)</p>	<p><b>LT:</b>          (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities</p> <p><b><u>Wrap up lessons and complete study guide</u></b></p> <p><u>Study Guide-</u>          Day Four          (review and prepare for assessment)</p>	<p><b>LT:</b>          (A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities</p> <p><b><u>Unit Six Assessment- Culture</u></b></p>
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