Week of December 14, 2015 Lesson Plans Mrs. Hoogestraat

**Morning Work**

1. When the students come in they will first move their lunch stick to indicate the lunch count.

2. Then, they will get a chair.

3. Next, they will do journal and turn it in. On Tuesday and Thursday, I will read chapter book aloud during this time.

**Calendar**

1. We will discuss the date.

2. Then, we will go over any announcements for the day.

3. Finally, we will say the pledge and the purple hands pledge

4. Following we will complete DOL together as a class.

\*Prefix lessons continue this week

\*Common and proper nouns –Possessive Nouns-Joining nouns in a subject.

\*Compound sentences in Looked Like Spilt Milk next writing project

\*Start t/th spelling next week

**Whole Group Reading**

**Monday, December 14**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RF.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Lesson Sequence:**

**Activity 1: Comprehension Skill: Inferring**

1. Review inferring orally: <https://www.youtube.com/watch?v=acZzllpIYz4>

-Watch the movie to review further

2. Read animals should definitely not wear clothes

3. Model on large posters an inference I might make and write it out

4. Do the second one with a partner and share. Write an inference on large paper.

5. Go to seat. Do another with a partner and write on large paper (inference chart)

6. Do final one on own and write on paper.

**Activity 2: Comprehension Skill: Cause/Effect**

1. Orally review what cause/effect is

2. Use the smartboard (saved as cause and effect observation) to practice

**Activity 3: Building Background**

1. Use the vocabulary ppt (the first slide) to discuss traveling.

**Activity 4: Vocabulary**

1. Use vocabulary ppt saved as jones vocab ppt intro to introduce and discuss vocabulary words.

2. Complete homophone practice at end as well

**Tuesday, December 15**

**Benchmarks**: RI.3.IA.1, RI.3.1, RI.3.4, RF.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Lesson Sequence:**

**Activity 1: Comprehension Skill: Cause/Effect**

1. Orally review what cause/effect is

2. Hand out one index card to each student; they must stand up and find their matching cause or effect

3. When all matches have been found, share

**Activity 2: Vocabulary**

1. Use overhead/smartboard to review context clues with vocabulary words

-Context vocab jones family is saved under

2. Read the words on the bookmark on pg 354

3. Read vocab story orally

4. Discuss inferencing/visualizing using paragraph at end of the story

**Activity 3: Visualizing**

<http://www.youtube.com/watch?v=zY7Mz7Qi4x0>

1. Review visualizing with video

2. Hand out paper with elf descriptive words

3. Have kids draw elf they are visualizing

4. Share by playing switch

**Activity 4: Comprehension/Fluency**

1. Turn to page 356 - 357

2. Read the title, take a picture walk, and make predictions for the story

3. Put into partners and with teacher (2-ring circus) to read the new story

4. Remind students while reading to “visualize” the story

-With me: Ty, Paytyn, Trey, Emma, Devin

-Partners: Aubrey/Trenton, Taylor/Carson, Regan/Kaleal, Claire/Kai, Kennedy/Laynie, Ben/Ali. Abe/Jackson, Garrett/Kennah

**Wednesday, December 16**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RF.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Lesson Sequence:**

**Activity 1: Visualizing**

1. Use the anchor chart to review what visualizing is and why you do it

2**.** <http://www.youtube.com/watch?v=n5yP_HavvLg>

watch video to further review

3. Read aloud Piggy pie and draw what visualizing in 3 places throughout story

**Activity 2: Vocabulary**

1. Mad Scientists vocabulary game

**Activity 3: Comprehension**

1. Partner reread the story; use the organizer to think about the story

2. Discuss using story spinner

**Thursday, December 17**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RF.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Use smartboard saved as jones vocab Thursday to review words (kids will need wipeboards)

2. Orally review synonyms and antonyms (find a list to use for this)

3. Play jumping game

-face a partner and jump twice and put out a leg

-If show same leg, must say synonyms for the “go” word

-if show opposite legs, must say antonyms for the “go” word

**Activity 2: Comprehension/Fluency**

1. Reread Jones story chorally; stopping to discuss

2. Use today’s meet to discuss the story using questions at the end of the story

**Activity 3: Visualizing**

1. Review visualizing; watch video (stop at the practice portion)

<https://www.youtube.com/watch?v=ZyEni3aBxC0>

2. Read aloud Owl Moon; write on visualzing organizer

3. Share

**Friday, December 18**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RF.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Smartboard match from Laurie

2. Assign vocab page for ind practice (Practice Book O pg 96)

**Activity 2: Comprehension**

1. Take comprehension test for Jones Family Express

**Activity 3: How-To Articles**

1. Have students turn to page 380

2. Use bookmark to discuss genre

3. Read aloud together

4. Use questions at the end to discuss

**Activity 4: Visualizing**

1. Review visualizing

2. Read aloud its raining gumball to students

3. Students read along with me from their paper

4. Draw a picture to match/show visualizations

5. Share in a switch-like format

**Activity 4: Comprehension Skill: Inferring**

1.<https://www.youtube.com/watch?v=1oqdI5JMJnM>

-Movie to review inferring

2. Hand out Mini Mystery

3. I will read it aloud

4. Give kids time to answer questions

5. Discuss and check

**Activity 4: Context Clues**

1. Continue to work on Baloney project

\*Dec. 8, 2014

\*Dec. 9, 2013

Next Week:

**Activity 4: Context Clues**

1. Orally review what context clues are

2. Read aloud the Baloney book and discuss words that you had to figure out from context

3. Introduce the baloney assignment.

4. Have kids begin to write their sentence that includes context clues. I will edit.

5. If finish that, can being the picture part.

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, December 14**

**Benchmarks:** SL.3.1, SL.3.3, RL.3.10, RI.3.10, RF.3.4, L.3.1, RF.3.4

**Lesson Sequence:**

**Activity 1: Fluency**

1. Complete fluency partner phrases

2. Have students go with their partners in their spots.

3. If someone is gone, they work with you or you can partner 2 people up.

4. Each partner reads the phrases for 1 minute. Once done, they read their “No’s”, the ones they read wrong first, then count how many they read correctly and record on their sticky note.

-Partners: Treyshon/Mrs. H, Ty/Kai, Devin/Emma, Kaleal/Aubrey, Carson/Garrett, Trenton/Regan, Laynie/Kennedy, Jackson/Claire, Ali/Ben, Abe/Taylor, Kennah/Paytyn

5. Recollect cards in baggies when done.

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will test during this time.

**Activity 3: Choice Round**

1. Students go to their choice round.

2. I will meet with a group at the table.

**Group 2: Endurance**

1. Share sticky notes from the book and discuss

**Activity 4: Choice Round**

1. Students go to their choice round.

2. I will test during this round; students will turn in questions from Horrible Harry book

**Tuesday, December 15**

**Benchmarks:** SL.3.1, SL.3.3, RL.3.10, RI.3.10, RF.3.4, L.3.1, RF.3.4

**Lesson Sequence:**

**Activity 1: Fluency**

1. Complete fluency partner readings

2. Discuss goals and how to do this

3. Partner up and complete readings

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will test during this time.

**Activity 3: Choice Round**

1. Students go to their choice round.

2. I will test during this time.

**Activity 4: Choice Round**

1. Students go to their choice round.

2. I will test during this round.

**Wednesday, December 16**

**Benchmarks:** SL.3.1, SL.3.3, RL.3.10, RI.3.10, RF.3.4, L.3.1, RF.3.4

**Lesson Sequence:**

**Activity 1: Fluency**

1. Time and record prefix page

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will test during this time.

**Activity 3: Choice Round**

1. Students go to their choice round.

2. I will test during this time.

**Activity 4: Choice Round**

1. Students go to their choice round.

2. I will test during this time.

**Thursday, December 17**

**Benchmarks**: SL.3.1, SL.3.3, RL.3.10, RI.3.10, RF.3.4, L.3.1, RF.3.4

**Lesson Sequence:**

**Activity 1: Fluency**

1. Partner fluency reading

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will test during this time.

**Activity 3: Choice Round**

1. Students go to their choice round.

2. I will test during this round.

**Activity 4: Choice Round**

1. Students go to their choice round.

2. I will test during this round.

**Friday, December 18**

**Benchmarks:** SL.3.1, SL.3.3, RL.3.10, RI.3.10, RF.3.4, L.3.1, RF.3.4

**Lesson Sequence:**

**Activity 1: Fluency**

1. Read poems from poem folders

2. Hand out new Christmas poem to read aloud, read chorally, and read other poems.

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will test during this time.

**Activity 3: Choice Round**

1. Students go to their choice round.

2. I will test during this round.

**Activity 4: Choice Round**

1. Students go to their choice round.

2. I will test during this round.

**Spelling**

**Monday, December 14**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Pretest

**Tuesday, December 15 - Thursday, December 17**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Friday, December 18**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Final Test

**Math**

**Monday, December 14**

**Benchmarks:** 3.MD.A.1

**Lesson Sequence:**

**\*I can tell time to the half hour and hour.**

**\*I will work with Abe and Ben during journal. Abe needs to work on subtraction across zeroes and Ben needs to work on multiplication of bigger numbers. They will complete 6-1 on the computer. I will work with them during lunch recess to practice the skill. We will use place value blocks to build the numbers and then multiply them. They will do reteach 6.1. I have a video on my website I would like them to watch before they begin their assignment.**

1. DOM

2. Geometry short: complete volume practice using the volume paper and the overhead

3. Orally review telling time to the half hour, quarter hours, to the minute as a whole group.

4. Complete Practice page (modified 12.3)

**Tuesday, December 15**

**Benchmarks:** 3.MD.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete practice 6-1. I will meet with them during math stations to complete work on this topic. We will use place value blocks to build the numbers and then multiply them.**

2. Geometry short: Angles. Introduce angles on the board

3. Work in math stations to practice elapsed time

4. Assign practice paper (modified)

**Wednesday, December 16**

**Benchmarks:** 3.MD.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete multiplication 6.2 using the computer. I will meet with them during the test. They are working on the standard algorithm for multiplying larger numbers. I will assign practice 6.2. Watch the video on my website before completing the assignment.**

1. DOM

2. Orally review 3 types of angles. Draw volunteers up to make the angles with their arms.

3. Take test over time

4. Discuss new math stations (time stations)

**Thursday, December 17**

**Benchmarks:** 3.MD.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete reteach 6.3 on the computer. It is working on standard algorithm again. I will meet with them during math recess.**

1. Complete counting with a partner and DOM together

2. <https://www.youtube.com/watch?v=NVuMULQjb3o>

-Watch this song to review angles

3. Read Each Orange Had Eight Slices by Paul Giganti to introduce the concept of multiplication/ equal groups. Ask Mrs, Jahn, the librarian, to pull this book and all the other multiplication books for you. You can place them in a crate (borrowed from Mrs. Petersen) in the front of the room for you and the kids to read

4. After reading a few, have them start to really “count it up” to find the answers to the problems the book asks

5. Explain to students we will be talking about multiplication in the same way we looked at addition in the book we just read. Tell them we will make it really easy (many of them are worried about multiplication)

6. Have students open textbook to pg. 206; read the problem at the top of the pg.

7. Hand out counters (which are in a container on the back of the silver shelf over by the library area. They are already in baggies. There should be enough for everyone to have a baggy) and paper. (cut regular white papers in halves and give each student 5-6 papers) Have students model the problem using the counters and paper; visually check

-For example, 3 x 5 = 3 papers with 5 counters on each paper. This would also be 5 + 5 + 5 = 15

-For example, 2 x 3 = 2 papers with 3 counters on each paper. This would also be 3 + 3=6

8. Once all students are done, draw a picture on the board of what they should have done at seat. Explain the addition and multiplication problems that relate to their model. Write them on the board under the picture. Be sure that the first number is always the number of papers and the second number is always the number of counters. This repetition will help them later.

9. Draw another simple problem on the board, have students model at seat using counters.

10. Once everyone is finished, explain the addition and multiplication problems that relate to their model. Be sure to always draw the picture and write both problems underneath on the board.

11. Go through many examples this way. As progress, ask student volunteers to name the addition and multiplication problems that would go along with the models.

12. Move on to writing an addition problem on the board and having them draw the model and related multiplication problem(begin at the board with a volunteer and complete several of these together. Then have them get out their wipeboards and do this in partners or on their own.)

13. Then write a multiplication problem and they write addition problem and draw related model on wipeboards. They can do this in partners or on their own.

14. Assign Reteach 8.1: Talk students through the pictures on the page and have them draw circles around the shapes to better show the equal groups. The circles will stand for the “papers” you have been using in this lesson.

**Friday, December 18**

**Benchmarks:** 3.MD.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete reteach 6.4 using the computer. I will work on multiplying 1 digit times more than 2 digit at second recess.**

1. Complete DOM

2. <https://www.youtube.com/watch?v=vB9Fax-9nAs>

-Watch this song to review angles

3. Hand out counters. Have students model simple problems on desk using counters

4. Once everyone is finished, discuss the related addition and multiplication problems on the board

5. Do 5-10 examples this same way

6. Move on to me writing an addition problem on the board, the students modeling the problem and write the related multiplication problem on wipeboards; discuss every problem

7. Once everyone seems to understand, move on to writing a multiplication problem on the board, students model problem and write related addition problem

8. Complete geometric math activity

-Hand out yellow, maroon, and orange construction paper and picture

cards (geometric shapes)

-Students create the model indicated on the card on their papers

-Then write related addition and multiplication sentences

-Pass card to next person on my signal

-They can work in partners to complete these process

-They should be able to fit 3 multiplication problems horizontally on the

paper

-You check multiplication and addition problems they write

-If correct, they can go over with a black marker

-If they look really cool, you can hang them up on the windows on the outside of the classroom

\*11-18-13

**Science**

\*\*Mrs. Petersen will teach all sections of science

**Social Studies**

**Monday, December 14**

**Benchmarks:** SS.3-6.G.1

**Lesson Sequence**

**\*I can find a map to find places in my community and my country.**

**Mrs. Petersen’s Class**

1. Have students practice reading their paragraphs for Blabberize.

2. Go to the computer lab, have a few people record at a time.

**Mrs. Hoogestraat’s Class**

1. Orally review all map parts using the buzzers

2. Discuss map projects

3. Begin writing the words for the map project

-Partners: Abe/Jackson, Ben/Paytyn, Kennah/Kennedy/Trey, Taylor/Ty, Claire/Trenton, Regan/Carson, Ali/Kaleal, Emma/Aubrey, Laynie/Devin, Kai/Garret

**Tuesday, December 15**

**Benchmarks:** SS.3-6.G.1

**Lesson Sequence**

**Mrs. Petersen’s Class**

1. No switching today

**Mrs. Hoogestraat’s Class**

1. Map Project

**Wednesday, December 16**

**Benchmarks**: SS.3-6.G.1

**Lesson Sequence:**

**Mrs. Petersen’s Class and Mrs. H’s Class**

1. Continue working on project

**Thursday, December 17**

**Benchmarks**: SS.3-6.G.1

**Lesson Sequence:**

**Mrs. Petersen’s Class and Mrs. H’s Class**

1. Finish project as needed

2. Complete Scholastic News if finished

**Friday, December 18**

**Benchmarks**: SS.3-6.G.1

**Lesson Sequence:**

**Mrs. Petersen’s Class and Mrs. H’s Class**

1. Finish project as needed

2. Complete Scholastic News if finished

Move to Next Week:

<https://www.youtube.com/watch?v=gRYSSNq5GSc>

Show after have discussed all types of maps

**Writing**

**Monday, December 14**

**Benchmarks:** W.3.2, SL.3.1, L.3.1

**Lesson Sequence:**

**\*I can write stories from a different point of view.**

1. On the board, orally review plural noun rules

2. <https://www.youtube.com/watch?v=9xtCf2PyWJw>

Watch this short movie to review –es rules

3. Complete smartboard saved as plurals for word work 2

4. I will edit narrative stories or scarecrow stories.

5. Students will work on an extra story if finished

**Tuesday, December 15**

**Benchmarks:** W.3.2, SL.3.1, L.3.1

**Lesson Sequence:**

**\*I can write stories from a different point of view.**

1. <https://www.youtube.com/watch?v=7xr-xSf94r8>

2. Discuss common and proper nouns using this video

3. I will continue to edit scarecrow and narrative stories

**Wednesday, December 16 – Friday, December 18**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

**Handwriting**

**Monday, December 14 – Tuesday, December 15**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, December 16**

**Benchmarks:**

**Lesson Sequence:**

1. Complete next cursive letter and practice pages

2. Collect and asses

**Thursday, December 17– Friday, December 18**

**Benchmarks:**

**Lesson Sequence:**

1. No handwriting