Week of November 30, 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 7**

**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: Inferencing**

1. Complete this youtube activity on white boards

<http://www.youtube.com/watch?v=vsb5Q-_fXCQ>

**Activity 2: Building Background**

1. Use the smartboard and go to <http://activities.macmillanmh.com/reading/treasures/stories/storylist/31.html>

2. Discuss the “Talk About It” together

3. Tell students we will be talking about ecosystems this week

4. Complete activity 1 or 2 if have time

**Activity 3: Vocabulary**

1. Use smartboard to discuss new vocabulary words

2. Write the words on vocabulary cards and draw pictures to go along

3. Play switch to practice if time

**Tuesday, December 8**

**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 match to review words

2. Read together pgs 342-343 and discuss

3. Tell students we will read these words again in our main story for this week

**Activity 2: Comprehension: Cause and Effect**

1. Introduce cause/effect by popping a balloon and discussing cause/effect related to this event

2. Put up blown-up pictures of cause/effect and play memory on the board to introduce and practice the concept

**Activity 3: Comprehension**

1. Have students turn to pg 344, read the title, take a picture walk, and make predictions about the story

2. Explain to students they will be reading the article with a partner

3. After reading, they will try to identify 2 cause/effects in the story and write it on the organizer (practice book O pg. 91)

4. Hand out organizer and put into groups to read

5. Discuss cause/effects tomorrow

**Wednesday, December 9**

**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. Mad Scientists vocabulary game

**Activity 2: Comprehension: cause/effect**

1. Orally review what cause/effect is

2. Do cause/effect activity sort from fcrr

**Activity 3: Comprehension**

1. Reread with a partner; have students fill out a cause and effect chart while reading

2. Come back together and use overhead to discuss causes/effects from the story

**Activity 4: Prefixes**

1. Orally review prefixes and what they are

2. Complete re prefix activity 1 using the smartboard

3. Read the prefix list together and time

**Thursday, December 10**

**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 overhead/smartboard to review context clues with vocabulary words (need to make)

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. Chorally reread the article and discuss using nonfiction ball and questions at the end of the story

**Activity 3: Comprehension: caue/effect**

1. Orally review cause and effect

2. Draw a large t-chart on the board for example/non-example

3/ Hold up signs of cause and effect and not, students say where to put the signs

4. Discuss what all have in common…lead to discover the key words for cause/effect like because, so, etc.

5. Introduce idea of reciprocal

 relationships like: BECAUSE it was so hot, the ice cream melted

6. Cause/effect observ. smartboard

**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.

**Friday, December 11**

**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: Think and Search Questions**

1. Turn to pgs 348 - 349

2. Orally review the kind of questions we have discussed so far

3. Read bookmark and discuss think and search questions

4. Follow teacher’s manual to discuss these types of questions and how to find the answer

**Activity 3: Comprehension Skill: Inferring**

1. Mini-Mystery to practice inferring

**Activity 4: Context Clues**

1. Continue to work on Baloney project

\*Nov. 24, 2014

\*Nov. 25, 2013

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, December 7**

**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 meet with a group at this time.

**Group 1: Toad for Tuesday**

1. Discuss questions for the first section

2. Chorally read the next section and discuss

3. Assign rereading and questions for the next section

**Activity 3: Choice Round**

1. Students go to their choice round.

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

**Group 2: Jackson, Carson, Laynie, Trenton: Level N**

1. Sight words

2. Discuss answers to questions for chapter 3

3. Chorally read the 4th chapter

4. Assign rereading and 2 thick questions for this chapter

**Activity 4: Choice Round**

1. Students go to their choice round.

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

**Group 3: Emma, Devin, Paytyn, Ty: Level L**

1. Sight Words

2. Hand out new book, title, picture walk, make predictions for the story

3. Chorally read the first chapter and discuss

4. Assign rereading and questions

**Tuesday, December 8**

**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 meet with a group at this time.

**Group 1: Endurance**

1. Finish chorally reading chapter 2 and discuss

2. If time, move on to chapter 3.

3. Assign rereading and questions

**Activity 3: Choice Round**

1. Students go to their choice round.

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

**Group 2: Jackson, Carson, Laynie, Trenton: Level N**

1. Sight words

2. Use thick questions to discuss chapter 4

3. Chorally read the 5th chapter

4. Assign rereading and questions for this chapter

**Activity 4: Choice Round**

1. Students go to their choice round.

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

**Group 3: Emma, Devin, Paytyn, Ty: Level L**

1. Sight Words

2. Discuss questions about the story

3. Chorally read the second chapter and discuss

4. Assign rereading and questions

**Wednesday, December 9**

**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 meet with a group at this time.

**Group 1: Toad for Tuesday**

1. Sight Words

2. Discuss questions from the second section

3. Chorally read the third section and discuss

4. Assign rereading and questions

**Activity 3: Choice Round**

1. Students go to their choice round.

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

**Group 2: Jackson, Carson, Laynie, Trenton: Level N**

1. Sight words

2. Use questions to discuss chapter 5

3. Chorally read the 6th chapter

4. Assign rereading

**Activity 4: Choice Round**

1. Students go to their choice round.

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

**Group 3: Emma, Devin, Paytyn, Ty: Level L**

1. Sight Words

2. Discuss questions about the story

3. Chorally read the Third chapter and discuss

4. Assign rereading and questions

**Thursday, December 10**

**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 meet with a group at this time.

**Group 1: Endurance**

1. Discuss chapter 2 questions

2. Chorally read chapter 3 and discuss

3. Assign rereading and questions for chapter 3

**Activity 3: Choice Round**

1. Students go to their choice round.

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

**Group 2: Jackson, Carson, Laynie, Trenton: Level N**

1. Sight words

2. Chorally read the 7th chapter

4. Assign rereading and questions

**Activity 4: Choice Round**

1. Students go to their choice round.

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

**Group 3: Emma, Devin, Paytyn, Ty: Level L**

1. Sight Words

2. Discuss questions about the story

3. Chorally read the 4th chapter and discuss

4. Assign rereading and questions

**Friday, December 11**

**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

**Activity 2: Read to Self**

1. All students will go to read to self.

2. I will meet with a group at this time.

**Group 1: Toad for Tuesday**

1. Discuss chapter 2 questions

2. Discuss questions for the third section

3. Assign summary page for Monday

**Activity 3: Choice Round**

1. Students go to their choice round.

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

**Group 2: Jackson, Carson, Laynie, Trenton: Level N**

1. Sight words

2. Discuss questions for chap 7

3. Chorally read chapter 8 and discuss

4. Assign rereading and 2 thick questions

**Activity 4: Choice Round**

1. Students go to their choice round.

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

**Group 3: Emma, Devin, Paytyn, Ty: Level L**

1. Sight Words

2. Discuss questions about the story

3. Chorally read the 5th chapter and discuss

4. Assign rereading and questions

**Spelling**

**Monday, December 7**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Pretest

**Tuesday, December 8 - Thursday, December 10**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Friday, December 11**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Final Test

**Math**

**Monday, December 7**

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

**Lesson Sequence:**

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

**\*Abe and Ben will do 5-5 again today. I will meet with them during 2nd recess.**

1. DOM

2. Geometry short: <https://www.youtube.com/watch?v=DCDvJb-Zp1c>

 -Watch to introduce volune

3. Orally review telling time to hour, half hour, quarter hour using the quarter time

4. Introduce time after the hour and time before the hour

5. Complete Reteach 12.2

**Tuesday, December 8**

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

**Lesson Sequence:**

**\*Abe and Ben will complete Lesson 5.6 on the computer. They will complete lesson 5-6 on the computer.**

2. <https://www.youtube.com/watch?v=jgpwhYLm6uo>

to introduce volume

3. Use the posters to review ways to say time (regular way, quarter till, quarter after, half past, etc)

4. I will put a time on the Judy clock, students will write a name for that time on their boards

5. After each one, tell all the ways the time could be read

6. Introduce the ways to tell time TM 332 using posters

7. Use the Judy Clock and tell them the two ways to read the time (I do)

8. Together do a few times using the Judy clock (we do)

9. Have students partner up

10. Give them clock cards with answers on the back

11. Have them try to say the two times and check themselves on the back of the cards (collaborative we do)

12. Use wipeboards to further practice using Judy Clocks

13. Assign Practice 12.2 for ind practice

**Wednesday, December 9**

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

**Lesson Sequence:**

**\*Abe and Ben will complete chapter 5 test.**

1. DOM

2. Use large marshmallows to discuss volume

3. Work in math workshop to discuss time to the minutes after and minutes before using the Judy clock

4. Do a few to model, try a few altogether

5. Use wipeboards to further practice

6. Assign Practice 12.3 for ind. practice

**Thursday, December 10**

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

**Lesson Sequence:**

**\*Abe and Ben will complete reteach 6.1 on the computer. I will work with them during 2nd recess, so they know what they are working on. I will also work with them during math workshop.**

1. Complete counting with a partner and DOM together

2. Use volume papers and overhead to practice counting volume of an object

3. Review quarter times in math workshop

4. Move on to doing time to the minute in math workshop

5. Assign Practice paper (modified)

**Friday, December 11**

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

**Lesson Sequence:**

**\*Abe and Ben will complete practice 6.1. I will work on partial products during math stations.**

1. Complete DOM

2. Finish volume practice using papers

3. Practice time to the minute and assign sheet (modified)

\*12-1-14

**Science**

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

**Social Studies**

**Monday, December 7**

**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 8**

**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 9**

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

**Lesson Sequence:**

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

1. Continue working on project

**Thursday, December 10**

**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 11**

**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 7**

**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 8**

**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 9 – Friday, December 11**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

**Handwriting**

**Monday, December 7 – Tuesday, December 8**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, December 9**

**Benchmarks:**

**Lesson Sequence:**

1. Complete next cursive letter and practice pages

2. Collect and asses

**Thursday, December 10– Friday, December 11**

**Benchmarks:**

**Lesson Sequence:**

1. No handwriting