Week of November 16, 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

\*Plural Nouns for grammar (next 1 weeks)-Common and proper nouns –Possessive Nouns-Joining nouns in a subject.

\*Context Clues

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

**Whole Group Reading**

**Monday, November 16**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RI.3.7, RI.3.10, RF.3.4, SL.3.1, SL.3.3

\*I can ask and answer questions using the text for support.

**Lesson Sequence:**

**Activity 1: Synonyms**

1. Discuss what synonyms are

<https://www.youtube.com/watch?v=7cCqu5hArDQ>

2. Watch video to further explore

**Activity 2: Vocabulary**

1. Use the smartboard to review words (saved as stone soup game day 3)

**Activity 3: Comprehension**

1. Chorally reread the main selection for the week; discuss using teacher’s manual while reading

2. Make an inference about the story together using the inferring paper they have in their stay here folder

**Activity 4: Comprehension Skill: Inferencing**

1. Orally review what inferencing is using poster; watch movie: <http://www.youtube.com/watch?v=iIke2kH7Fz0>

2. Hand out poem of song, put into poem folders. Read it aloud, read it chorally. Choose 2 more poems to read.

3. Put up poem from pinterest and have kids infer what happened to the candy and to the sand castle

3. Play inferencing game on the smartboard (Saved as Making Inferrences Grade 3—have to skip a few slides in this smartboard)

**Tuesday, November 17**

**Benchmarks**: RL.3.IA.1, RL.3.1, RL.3.4, RL.3.5, SL.3.1, SL.3.3

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Assign vocabulary paper for ind practice (Practice page O pg. 75)

**Activity 2: Comprehension**

1. Take comprehension test for the story (get from Laurie)

2. Read the informational story chorally 308-311

3. Discuss using questions at the end

**Activity 3: Comprehension Skill: Inferring**

1. Watch the pigeon/chick video from pinterest

-Stop video at the end. Ask what the mom will do? What will the mom bring for food? What do the chicks think the mom will bring?

2. Inferencing with edits on smartboard3

**Wednesday, November 18**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RI.3.7, RI.3.10, RF.3.4, SL.3.1, SL.3.3

\*I can use strategies, like understanding homophones, to read and understand unknown words.

**Lesson Sequence:**

**Activity 1: Synonyms**

1. Orally review synonyms

2. Play the pizza matching game to review

**Activity 1: Building Background**

1. Have students turn to page 314-315; discuss picture and bookmark

2. Use smartboard to go to this video to try some riddles:

[**http://www.youtube.com/watch?v=Qec8T6d8aOc**](http://www.youtube.com/watch?v=Qec8T6d8aOc)

**Activity 2: Vocabulary**

1. Use the smartboard to introduce vocabulary words

2. Complete vocabulary cards for the words

**Thursday, November 19**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RI.3.7, RI.3.10, RF.3.4, SL.3.1, SL.3.3

**Lesson Sequence:**

**Activity 1: Synonyms**

1. <https://www.youtube.com/watch?v=JUJ2Oz4E2BQ&index=14&list=PLK8HZI2-0U71Rg00t_35mJrIwdswdgoYj>

2. Play Synonym Go Fish to review

**Activity 2: Vocabulary**

1. Use smartboard match to review words

**Activity 3: Comprehension**

1. Review that we will be thinking/reading about riddles by watching riddle song:

[**http://www.youtube.com/watch?v=8er3jjLIh\_M**](http://www.youtube.com/watch?v=8er3jjLIh_M)

2. Have students turn to page 318-319

3. Read the title, take a picture walk, make a prediction about the story

4. Share a few predictions aloud; discuss it is a fairy tale and review different characteristics of fairy tales

5. Send kids back to seat and fill out anticipation guide about the story

6. Share a few ideas

7. Put students into groups with partners or with teacher at table to read the story aloud

8. When finished, fill out “after” of anticipation guide with a partner, along with page numbers

9. Discuss what answers should be to a few of the questions

**Friday, November 20**

**Benchmarks:** RI.3.IA.1, RI.3.1, RI.3.4, RI.3.7, RI.3.10, RF.3.4, SL.3.1, SL.3.3

**Lesson Sequence:**

**Activity 1: Synonyms**

1. Orally review synonyms

2. Play Synonym Turkeys with a partner to review

**Activity 2: Comprehension**

1. Quickly review the words using a ball

2. Reread story in partners

3. Discuss setting and how, kind of like inferences, authors don’t always give all the details

**Activity 3: Inferring**

1. Use the big poster to orally review inferences

2. Complete inferring with commercials from pinterest; use copies of papers supplies there as well

\*Nov. 10, 2014

\*Nov. 11, 2013(right)

\*Continue with inferring next week

-Use this youtube activity next week: <http://www.youtube.com/watch?v=vsb5Q-_fXCQ>

-Inferring game from FCRR

-Inferring with poetry/riddles

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, November 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. 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: Disaster at Lunker Lake**

1. Discuss ending of book using questions; collect

2. Hand out papers for book commercials and discuss

3. Watch some of the book commercials on own

4. Will begin work next time

**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: Magpie’s Mystery Level N**

1. Sight words

2. Discuss questions for chapter 2 and discuss

3. Chorally read chapter 3 and discuss

4. Assign rereading of chapter 3 and questions for the 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: The Monster’s Riddle Level L**

1. Sight Words

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

3. Chorally read chapter 1 and discuss

4. Assign rereading and questions

**Tuesday, November 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. 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: Aubrey, Kaleal, Kai, Kennedy, Garrett, Ali: Mouse and the Motorcycle Level O**

1. Sight words

2. Discuss questions for chapter 7

3. Chorally read chapter 8 and discuss

4. Assign rereading and questions for chapter 8

**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: Magpie’s Riddle Level N**

1. Sight words

2. Discuss chapter 3 using questions

3. Answer the questions at the end of the book

4. Assign summary and begin work

**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 The Monster’s Riddle**

1. Sight Words

2. Discuss questions from chapter 1

3. Chorally read chapter 2-3 and discuss

4. Assign rereading of the chapter and questions

**Wednesday, November 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. Review what a prefix is

2. Read the prefix and compound word page slowly

3. Time and mark progress

**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: Aubrey, Kaleal, Kai, Kennedy, Garrett, Ali: Mouse and the Motorcycle Level O**

1. Sight words

2. Discuss questions for chapter 8

3. Chorally read chapter 9 and discuss

4. Assign rereading and questions for chapter 9

**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: Magpie’s Mystery Level N**

1. Sight words

2. Share summaries and collect

**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 for chapters 2-3

3. Chorally read chapter 4 and discuss

4. Assign rereading and questions

**Thursday, November 19**

**Benchmarks**: RL.3.1, RL.3.2, IA.1, RL.3.10, RI.3.7, RF.3.4, W.3.3, SL.3.1, SL.3.3, SL.3.5, SL.3.6

**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: Aubrey, Kaleal, Kai, Kennedy, Garrett, Ali: Mouse and the Motorcycle Level O**

1. Sight words

2. Discuss questions for chapter 9

3. Chorally read chapter 10 and discuss

4. Assign rereading and questions for chapter 10

**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. Hand out new book, take a picture walk, make predictions for the story

3. Chorally read the first chapter and discuss

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 for chapter 4

3. Discuss questions at the end of the book

4. Use wipeboards to write a beginning, middle, end summary for the book together

**Friday, November 20**

**Benchmarks:** RL.3.1, RL.3.2, IA.1, RL.3.10, RI.3.7, RF.3.4, W.3.3, SL.3.1, SL.3.3, SL.3.5, SL.3.6

**Lesson Sequence:**

**Activity 1: Fluency**

1. Have volunteers suggest poems to read

2. Read 2-3 chorally

**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: Aubrey, Kaleal, Kai, Kennedy, Garrett, Ali: Mouse and the Motorcycle Level O**

1. Sight words

2. Discuss questions for chapter 10

3. Chorally read chapter 11 and discuss

4. Assign rereading and questions for chapter 11

**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: My Dog, My Hero Level M**

1. Sight words

2. Discuss questions from the last chapter

3. Chorally read the next chapter and discuss

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. Hand out Horrible Harry book, take picture walk, make predictions for the story

3. Chorally read the first chapter and discuss

4. Assign rereading and questions

**Spelling**

**Monday, November 16**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Give spelling pretest

2. Discuss challenge list and color-coding

3. Collect, check, return list and list to study

**Tuesday, November 17 - Thursday, November 19**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Friday, November 20**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Give spelling final test

2. Collect, check, and return

**Math**

**Monday, November 16**

**Benchmarks:** 3.NBT.A.2

**Lesson Sequence:**

**\*I can quickly and easily subtract numbers within 1,000.**

**\*Abe and Ben will complete chapter 4 test on their own today.**

1. DOM

2. Geometry Short: Area

<https://www.youtube.com/watch?v=A7zPgMV4eTM>

3. Complete math stations to practice subtraction with regrouping

Group 1: Subtracting in the thousands

Group 2: Introduce subtracting across zeroes

Assign reteach

\*Jackson move to this group.

Group 3: Continue to practice subtracting across zeroes

Group 4: Will not work with Abe and Ben today. Will work 1-on-1 with students in need.

**Tuesday, November 17**

**Benchmarks:** 3.NBT.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete Lesson 5-1 on the computer. They will complete practice 5-1 as an assignment.**

1. DOM

2. Geometry short: smartboard area 2

3. Use math stations to practice subtraction with regrouping

Group 1: Subtraction in the thousands

Group 2-3: Subtraction across zeroes

Group 4: Abe and Ben will work on multiplying 10’s and 100’s.

**Wednesday, November 18**

**Benchmarks:** 3.NBT.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete 5-2 on the computer. They will complete practice 5-2 for an assignment. I will meet with them to work during 2nd recess.**

1. DOM

2. Geometry short: area practice on the smartboard saved as area 3

3. Complete whole group practice on subtraction across zeroes

4. Complete problem solving practice together

**Thursday, November 19**

**Benchmarks:** 3.NBT.A.1

**Lesson Sequence:**

**\*Abe and Ben will work on the computer to complete lesson 5-3. They will complete reteach 5-3 for homework. I will work with them during lunch recess on this concept.**

1. Chapter 5 math test

**Friday, November 14**

**Benchmarks:** 3.NBT.A.1

**Lesson Sequence:**

**\*Abe and Ben will complete 5-4 on the computer. They will complete reteach 5-4 for their assignment. I will work with them at 2nd recess.**

1. DOM

2. Draw a few shapes on the board to practice area.

3. Introduce time with big book

4. Review time to the hour and half hour

-Discuss ways to say time to the half hour

\*Math: 11-10-14

\*Geometry short: 11-3-14

**Science**

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

**Social Studies**

**Monday, November 16**

**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. Read aloud a book about map scales

2. Watch a map scales movie

**Mrs. Hoogestraat’s Class**

[**https://www.youtube.com/watch?v=Jgotrjc-Psc**](https://www.youtube.com/watch?v=Jgotrjc-Psc)

1. Hand out small circles

2. Label circles with Cardinal Directions

3. As a class, label the main directions in the classroom

4. Have students stand up and call out a direction, have them turn that direction, repeat many times

5. Then discuss intermediate directions, talk about how northwest is between north and west, southeast, is between south and east

6. Lead students to tell you where the remaining intermediate directions would be

7. As a class, label the intermediate directions in the classroom and on the circles

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

Watch this video to further review the directions

**Tuesday, November 17**

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

**Lesson Sequence**

**Mrs. Petersen’s Class**

1. No switching today

**Mrs. Hoogestraat’s Class**

1. Orally review the directions and labels in the room

2. Play Mrs. Hoogestraat says and Hide the Monkey to review/practice directions

3. Do the Cha Cha slide but with directions on youtube

<https://www.youtube.com/watch?v=Nw07DjfQ48g>

**Wednesday, November 18**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. No switching due to early out

**Mrs. Hoogestraat’s Class**

1. Orally review what maps are, map symbols, map key, cardinal directions, intermediate directions, locator maps

1. Discuss what map scales are and how you use them

<https://www.youtube.com/watch?v=V3QxrX0MYu4>

-Watch this to understand map scale

2. Draw a simple scale on the board and a few pictures; discuss

3. Read aloud book about map scales

4. Find some map scales in social studies books and discuss

5. Hand out scale activity from Read to Go Lessons Grade 3

6. Complete together using rulers, glue, and overhead

**Thursday, November 19**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Continue working on map skills project

**Mrs. Hoogestraat’s Class**

1. No social studies

**Friday, November 20**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Continue working on map skills project

2. Watch map skills video

**Mrs. Hoogestraat’s Class**

1. No social studies

Move to Next Week:

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

Show after have discussed all types of maps

**Writing**

**Monday, November 16**

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

**Lesson Sequence:**

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

1. Watch the nouns song to review

<https://www.youtube.com/watch?v=qcXy6_Mqe54>

2. Use smartboard saved as plural nouns exchange to introduce and discuss plural nouns

3. Students continue to draft scarecrow stories.

4. I will edit narrative stories or scarecrow stories.

**Tuesday, November 17**

**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 plural sort to practice

4. Continue to draft scarecrow stories

5. I will continue to edit narrative stories

**Wednesday, November 18 – Friday, November 20**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

**Handwriting**

**Monday, November 16 – Tuesday, November 17**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, November 18**

**Benchmarks:** W.3.2

**Lesson Sequence:**

1. Review how to sit and slant

2. Go to the next page and introduce the next letter

3. Practice words

4. Complete both workbook pages, collect, and asses

**Thursday, November 19– Friday, November 20**

**Benchmarks:**

**Lesson Sequence:**

1. No handwriting