Week of November 2, 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 2 weeks). Then, possessive nouns. Then, joining nouns in a subject.

\*Finish Multiple meaning words

\*Context Clues

\*Compound sentences

**Whole Group Reading**

**Monday, November 2**

**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: Comprehension**

1. Complete That’s Me to review words

**Activity 2: Comprehension**

1. Reread the story chorally

2. Use the beach ball and questions at the end of the story to discuss

**Activity 3: Comprehension Skill: Fact/Opinion**

1. Orally review facts and opinions

2. Play I Have Who Has for Facts and Opinions

**Tuesday, November 3**

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

\*I can use specific terms like stanza when discussing a text.

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Use finger flap books to review

**Activity 2: Comprehension**

1. Read the short nonfiction selection after the story.

2. Answer the questions at the end together.

**Activity 3: Comprehension: Fact and Opinion**

1. Use an example/non-example to review fact/opinion

-Discuss what the difference is

2. Pull items from a bag and give fact and opinions about each object

3. After I model a few, have students work with a partner to come up with facts/opinions about several more items from the bag

4. Use large football mat and try some facts and opinions…..shoot into goal if get it right

5. Play fact and opinion football with a partner

6. Read aloud a reproducible book and model finding facts and opinions in the book

7. Partner students to continue to read the story and find facts and opinions within the text and record on the recording paper

**Wednesday, November 4**

**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: Building Background**

1. Use large poster of writing poem

2. Read aloud, read together, read in groups

3. Discuss what the poem means: you can write anything in your imagination

4. Explain to students we will be talking about being a writer this week

**Activity 2: Vocabulary**

1. Introduce vocabulary using smartboard (saved as author vocab intro with context clues)

2. Write on cards

**Activity 3: Homophones/Homonyms**

1. <https://www.youtube.com/watch?v=l0VpP7VxtYg>

2. Orally discuss/review what homophones/homonyms are

3. Watch the video to further explore

**Thursday, November 5**

**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 read and comprehend nonfiction text, or stories.

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

**Lesson Sequence:**

**Activity 1: Comprehension/Author’s Purpose**

1. Use smartboard to introduce and discuss author’s purpose

-Saved as Author’s Purpose all 4

**Activity 2: Vocabulary/Comprehension**

1. Use a beach ball to orally review the new vocabulary words

2. Have students turn to pg. 258 and read the vocabulary words on the bookmark chorally

3. Chorally read the story on these pages together

4. Review author’s purpose; what the 4 main purposes are

-Get 4 hats that say the purposes on them

5. Hand out paper with “clues” from the story

6. Decide together what the clues and author’s purpose was

-Come up and choose that hat

-Fill in the purpose on the organizer

**Activity 3: Main Story/Comprehension**

1. Students will open to main selection on pg. 260 – 261: Author: A True Story

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

3. Put students into 3 ring circus to read the story

**Activity 4: Word Analysis**

[**https://www.youtube.com/watch?v=rwYe7mqBZAo&list=PL0FADEDE58C214DBB&index=4**](https://www.youtube.com/watch?v=rwYe7mqBZAo&list=PL0FADEDE58C214DBB&index=4)

1. Watch this video to review homphones

**Friday, November 6**

**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 read and comprehend nonfiction text, or stories.

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

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Use the smartboard to review words (matching from Laurie)

**Activity 2: Comprehension**

1. Reread the story in partners

2. Use the nonfiction story ball to discuss the story together

**Activity 3: Comprehension Skill: Author’s Purpose**

1. Use the smartboard to further explore author’s purpose (saved as author’s purpose)

**Activity 4: Word Analysis**

<https://www.youtube.com/watch?v=GJUqJyX5NSA&list=PLy0Auy74juMlefmyMraBTp4ZUxGKCyFX8>

1. Watch Homophone monkey to review homophones

<https://www.youtube.com/watch?v=tgGpLfPEl2Q>

2. Watch to understand the homophone game

3. Play in small groups if we have time

\*Finish this week’s activities next week.

\*Next week

**Activity 3: Word Analysis**

1. Orally review homonyms: words that are spelled the same but have different meanings

2. Orally review that to figure out what the word is/means, you need to use context clues from the sentence

3. Hand out practice book pg 27 Practice book A

4. Complete the first 2-3 together; have students finish independently

1. Orally review homographs

2. Use the smartboard to review multiple meaning words: saved as multiple meaning words

1. Orally review homographs

2. Use the smartboard to review multiple meaning words: saved as multiple meaning words

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, November 2**

**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/Violet

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

1. Sight words

2. Discuss questions for chapter 3

3. Chorally read chapter 4 and discuss

4. Assign rereading and questions for chapter 4

**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: Nine True Dolphin Stories Level M**

1. Sight words

2. Collect sticky notes and discuss questions for Doris and Buzz

3. Read the next chapter chorally 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: What’s in the Sky Level K**

1. Sight Words

2. Hand out new book: Apartment 3B Kooties Mystery

3. We will chorally read chapter 1 and discuss

4. Assign rereading and questions

**Tuesday, November 3**

**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 4

3. Chorally read chapter 5 and discuss

4. Assign rereading and questions for chapter 5

**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: Nine True Dolphin Stories Level M**

1. Sight words

2. Collect sticky notes and discuss questions previous chapter

3. Read the next chapter chorally 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 1

3. Chorally read the next 2 chapters and discuss

4. Assign rereading and questions

**Wednesday, November 4**

**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. Complete prefix re smartboard to further practice

3. Discuss prefix wall on the door and walls. Show Bens “disagree”

4. Read the prefix and compound word page slowly

5. 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 5

3. Chorally read chapter 6 and discuss

4. Assign rereading and questions for chapter 6

**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: Nine True Dolphin Stories Level M**

1. Sight words

2. Collect sticky notes and discuss questions previous chapter

3. Read the next chapter chorally 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 2-3

3. Chorally read the next 2 chapters and discuss

4. Assign rereading and questions

**Thursday, November 5**

**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 6

3. Chorally read chapter 7 and discuss

4. Assign rereading and questions for chapter 7

**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: Nine True Dolphin Stories Level M**

1. Sight words

2. Collect sticky notes and discuss questions previous chapter

3. Discuss and assign summary for the book

4. Allow time to work.

5. Complete fluency practice while working.

**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 4-5

3. Chorally read the next 2 chapters and discuss

4. Assign rereading and questions

**Friday, November 6**

**Benchmarks:**

**Lesson Sequence:**

**Activity 1: Fluency**

1. Hand out new poem. (Top Secret saved as Top Secret Poem in 3rd Lesson Plans Folder and Sharpen poem saved in same location)

2. I will read it aloud.

3. Read it chorally.

4. Have volunteers suggest other poems to read 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 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: Nine True Dolphin Stories Level M**

1. Sight words

2. Share summaries.

3. I will collect and assess.

**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 6-7

3. Chorally read the next 2 chapters and discuss

4. Assign rereading and questions

**Spelling**

**Monday, November 2**

**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 3 - Thursday, November 5**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Friday, November 6**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Give spelling final test

2. Collect, check, and return

**Math**

**Monday, November 2**

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

**Lesson Sequence:**

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

**\*Ben and Abe will chapter 1 test on their own.**

1. DOM

2. Use slideshow saved as polygon slideshow in third lesson plans folder to review polygons

3. Complete math workshop to review and practice fact families

4. Assign Practice 5.2

**Tuesday, November 3**

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

**Lesson Sequence:**

**\*Ben and Abe will use the computer to complete lesson 4-1. They will do their assignment on their own. At group, we will work with properties of addition.**

1. DOM

2. Introduce area and discuss.

-Have kids cut out 1 inch squares. Use it to measure area of things on desk.

3. Work in math workshop to practice estimating differences

4. Assign Homework 5.3 for assignment

**Wednesday, November 4**

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

**Lesson Sequence:**

**\*Ben and Abe are doing lesson 4-2 on the computer during math time. They will complete Reteach 4-2. I will keep them in at first recess to work to understand this.**

1. DOM

2. Review what area is.

-Have 1 ft squared to measure area.

-Have 1 meter squared to measure area of things in room.

3. Use blocks to review subtracting 2-digit numbers with 1 regroup

4. Move on to practice subtracting 3-digit numbers with 1 regroup

5. Practice on boards

6. Play Kabam saved in subtraction folder to practice

7. Assign skills Maint 5-5?

**Thursday, November 5**

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

**Lesson Sequence:**

**\*Abe and Ben will complete lesson 4-3 on the computer. I will keep them in to practice addition with lots of regrouping. They will complete Practice 4-3 for their assignment.**

1. DOM

2. Complete smartboard saved as area practice 1 in smart3 folder for further practice.

3. Review subtracting 2-digit numbers with 1 regroup

4. Move on to practice subtracting 3-digit numbers with 1 regroup

5. Practice on boards

6. Play Subtraction games with a partner

7. Assign maint review 5.5 -??

**Friday, November 6**

**Benchmarks:** 3.NBT.A.!

**Lesson Sequence:**

**\*Abe and Ben will complete lesson 4-4 on the computer. Their assignment with be practice 4-4. I will work on subtraction with borrowing when I meet with them during math stations.**

1. DOM

2. Geometry Short: Area

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

3. Use math workshop to review 3-digit numbers subtraction with borrowing

4. Assign Maint. Review 5-7

\*Math: 10-27-14

\*Geometry short: 10-20-14

**Science**

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

**Social Studies**

**Monday, November 2**

**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. Orally review what map scale is.

2. Finish the activity from 3rd Grade Lessons

**Mrs. Hoogestraat’s Class**

1. Get s.s. books and chorally read and discuss H11-H12

2. Put up overhead of same maps on pgs. H11-H12

3. Discuss what we think the different symbols on the map might stand for (draw comparisons between real picture and map of that place)

4. Lead students to understand that those symbols stand for real things

5. Ask students how people might know what each symbol stands for…they might not have a real picture of a place to compare to

6. Show map key; explain a map key shows what the symbols stand for on a map

7. Watch this video to further explore map symbols and keys

<https://www.youtube.com/watch?v=v9nOie2mmr0>

**Tuesday, November 3**

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

**Lesson Sequence**

**Mrs. Petersen’s Class**

1. No switching today

**Mrs. Hoogestraat’s Class**

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

1. Watch this song to review map symbols and keys

2. Have students get S.S. books

3. Read through half of pg H13 together

4. Tell students these are called Cardinal Directions

5. Read through the rest of pg H13; discuss

6. Hand out small circles

7. Label circles with Cardinal Directions

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

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

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

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

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

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

Watch this video to further review the directions

**Wednesday, November 4**

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

**Lesson Sequence:**

1. No social studies due to the early out.

**Thursday, November 5**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Read aloud a book about map scales

2. Watch a map scales movie

**Friday, November 6**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Scholastic News

Move to Next Week:

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>

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

Show after have discussed all types of maps

**Writing**

**Monday, November 2**

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

**Lesson Sequence:**

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

1. Introduce nouns using smartboard saved as nouns 1 in Nouns Folder in Smart 3 on desktop.

2. Watch the nouns song to further review

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

3. Students continue to draft scarecrow stories.

4. I will edit narrative stories.

**Tuesday, November 3**

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

**Lesson Sequence:**

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

[**https://www.youtube.com/watch?v=Ws1muWsnBFQ**](https://www.youtube.com/watch?v=Ws1muWsnBFQ)

1. Watch this noun song from Schoolhouse Rock to review what nouns are.

2. Complete nouns 2 on the smartboard to further practice identifying nouns

3. Continue to draft scarecrow stories

4. I will continue to edit narrative stories

\*8-25-14

**Wednesday, November 4 – Friday, November 6**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

\*Next Week:

nouns 2 and common and proper nouns

**Handwriting**

**Monday, November 2 – Tuesday, November 3**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, November 4**

**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 5– Friday, November 6**

**Benchmarks:**

**Lesson Sequence:**

1. No handwriting