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

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

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

**Whole Group Reading**

**Monday, November 30**

**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 Skill: Inferring**

1. Orally review inferring.

2. 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?

**Activity 2: 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. Quickly review the words using a ball

3. Reread story in partners

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

**Activity 1: Synonyms**

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

**Tuesday, December 1**

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

**Lesson Sequence:**

**Activity 1: Comprehension**

1. Play That’s Me to review words

2. Chorally reread the story and discuss using the questions at the end of the story on Today’s Meet

**Activity 3: Comprehension: Inferring**

1, Orally review what inferring is

2. Discuss how answering riddles is actually inferring

3. Complete inferring with poetry with a partner

**Wednesday, December 2**

**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. Complete “quiz” format to practice context clues with the vocabulary words for this week

* 1. (Saved as one riddle context vocab in smart 3 and vocabulary folder)

3. Chorally read the story Count on Detective Drake to review words

4. Orally review synonyms

5. 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**

1. Take comprehension test for the story

**Activity 3: Comprehension Skill: Inferencing**

1. Use this youtube activity next week:

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

**Thursday, December 3**

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

**Lesson Sequence:**

**Activity 1: Comprehension**

1. Chorally read the nonfiction selection at the end of the story

2. Discuss using questions at the end

**Activity 3: Comprehension Skill: Inferring**

1. Orally review inferring

2. Inferring with commercials

3. Inferring game from FCRR

**Activity 3: 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 4**

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

**Lesson Sequence:**

**Activity 1: Inferring**

1. Complete mini mystery passage to practice making inferrences

2. Check together

**Activity 2: 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

**Activity 3: Context Clues**

1. Continue to work on Baloney project

\*Nov. 17, 2014

\*Nov. 11, 2013(right)

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, November 30**

**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: Endurance Level R**

1. Chorally read chapter 2

2. Assign rereading and questions for the story

**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 (Tornado)

3. Chorally read the first 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 Horrible Harry questions

3. Chorally read chapter 3 and discuss

4. Assign rereading and questions

**Tuesday, December 1**

**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: Mouse and the Motorcycle**

1. Sight words

2. Discuss questions

3. Chorally read chapter 13 and discuss

4. Assign rereading and summary page for the story

**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 chapter 3 questions and collect

3. Chorally read chapter 4 and discuss

4. Assign rereading and 1 thick question

**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

3. Chorally read the next chapter of Horrible Harry

4. Assign rereading and questions

**Wednesday, December 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. 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: Endurance Level R**

1. Chorally read chapter 3

2. Assign rereading and questions for the story

**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 chapter 2 questions and collect

3. Chorally read chapter 3 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 Horrible Harry questions

3. Chorally read chapter 5 and discuss

4. Assign rereading and questions

**Thursday, December 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. 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: Mouse and the Motorcycle**

1. Sight Words

2. Share summary pages

3. Hand out Toad for Tuesday, picture walk, make predictions for the story

4. Chorally read pages 9-21

5. 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. Discuss chapter 3 questions and collect

3. Chorally read chapter 4 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 new book (Santa Clause Doesn’t Mop Floors)

3. Picture walk and make predictions

4. Chorally read chapter 1 and discuss

5. Assign rereading

**Friday, December 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. 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: Endurance**

1. Chapter 4

2. Assign rereading and 2 thick 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. Discuss chapter 4 questions and collect

3. Chorally read chapter 5 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. Chorally read chapter 2 and discuss

3. Assign rereading and questions

**Spelling**

**Monday, November 30**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Pretest

**Tuesday, December 1 - Thursday, December 3**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Friday, December 4**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Final Test

**Math**

**Monday, November 30**

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

**Lesson Sequence:**

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

**\*Abe and Ben will work on breaking apart to multiply in small groups with me. I will meet with them during second recess today. They will complete reteach 5-4.**

1. DOM

2. Geometry short: Volume- use milk crates to introduce idea of area

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

4. Complete practice 12.1

**Tuesday, December 1**

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

**Lesson Sequence:**

**\*Abe and Ben will complete Lesson 5.4. I will meet with them during second recess. Complete Practice 5.4.**

1. DOM

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

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 2**

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

**Lesson Sequence:**

**\*Abe and Ben will use the computer to complete lesson 5-5. They will complete practice 5.5. I will work on estimating large products during math stations.**

1. DOM

2. Use large marshmallows to discuss volume

3. Use time posters to review how to say times 30, 15, and 5 while in math workshop

4. Use Judy clock and to review how to read times (before hour and after the hour)

5. Assign Homework 12.2

**Thursday, December 3**

**Benchmarks:** 3.NBT.2

**Lesson Sequence:**

**\*Abe and Ben will complete reteach 5.6 using the computer. I will work on this problem solving concept in math stations.**

1. Complete counting with a partner and DOM together

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

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

**Friday, December 4**

**Benchmarks:** 3.NBT.2

**Lesson Sequence:**

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

1. Complete DOM

2. Finish volume practice using papers

3. Use math workshop to review telling time to the quarter hour

4. Complete Practice paper (modified)

\*11-17-14

**Science**

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

**Social Studies**

**Monday, November 30**

**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**

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

1. Watch this video to further review the directions

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

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

 -Watch this to understand map scale

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

4. Read aloud book about map scales

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

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

7. Complete together using rulers, glue, and overhead

**Tuesday, December 1**

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

**Lesson Sequence**

**Mrs. Petersen’s Class**

1. No switching today

**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

**Wednesday, December 2**

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

**Lesson Sequence:**

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

1. Continue working on project

**Thursday, December 3**

**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 4**

**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, November 30**

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

**Lesson Sequence:**

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

1. Orally review nouns and plural noun rules

2. Complete smartboard saved as plural words for word work 1

3. Students continue to draft scarecrow stories.

4. I will edit narrative stories or scarecrow stories.

**Tuesday, December 1**

**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. Continue to draft scarecrow stories

5. I will continue to edit narrative stories

**Wednesday, December 2 – Friday, December 4**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

**Handwriting**

**Monday, November 30 – Tuesday, December 1**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, December 2**

**Benchmarks:**

**Lesson Sequence:**

1. Complete next cursive letter and practice pages

2. Collect and asses

**Thursday, December 3– Friday, December 4**

**Benchmarks:**

**Lesson Sequence:**

1. No school