Week of October 26, 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

\*Nouns for grammar

\*Multiple meaning words

\*Context Clues

**Whole Group Reading**

**Monday, October 26**

**Benchmarks:** RI.3.IA.1, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, SL.3.1, SL.3.3, L.3.4, L.3.6

**Lesson Sequence:**

**Activity 1: Background knowledge**

1. Hand out a “You Ought to be in Pictures” paper numbered to 4

2. Show the four “space” pictures

3. After each picture, ask students to write what they thought of when they saw the picture

4. After 4th picture, ask to write what they think we will be talking about this week: space!

5. Hand out solar system poem and put into poem folders

6. Read aloud, read chorally, read in groups

**Activity 2: Vocabulary**

1. Introduce and discuss vocabulary words: solar system, easily, farther, main, dim, temperatures, telescope, and probably using the smartboard

2. Hand out vocabulary cards

3. Have them write the word, definition, sentence, and draw a picture

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

1. Orally review facts and opinions

2. Play I Have Who Has for Facts and Opinions

**Tuesday, October 27**

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

**\*I can identify facts and opinions.**

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Complete vocabulary match on the smartboard

2. Read together the vocabulary reading

3. Review main idea

4. Use main idea organizer for the story and complete the main idea together using the overhead

5. Use the main idea to write a summary for the story together

 -Copy back-to-back

**Activity 2: Comprehension**

1. Call students to the front

2. Have them turn to pg 216-217

3. Have students read title, take a picture walk, and make predictions about the story

4. Read the bookmark and discuss

5. Fill in anticipation guide for the story

6. Read story with a partner; revisit anticipation guide and fill in page numbers while reading

**Wednesday, October 28**

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

**Lesson Sequence:**

**Activity 1: Comprehension**

1. Complete That’s Me to review words

1. Reread the space story in partners

2. Go to Today’s Meet to discuss the story in partners

3. Stay with partners and complete vocab. Practice on my website

**Activity 2: Comprehension Skill: Fact and Opinion**

1. Play fact and opinion race game

 -Put students into groups of 3

 -Hand out fact/opinion sorting cards

 -Allow groups to sort phrases

 -First group to sort correctly wins the game

**Activity 3: Prefixes**

1. Orally review what prefixes are

2. Review the meanings of im, in, dis, non

3. What does re- mean?

4. Complete smartboard saved as re, un, non in to review

**Activity 4: Poetry**

1. Hand out football poem; discuss big game tonight

2. Read aloud

3. Chorally read

4. Suggest other poems to read for fluency

**Thursday, October 29**

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

**Lesson Sequence:**

**Activity 1: Vocabulary**

1. Use smartboard saved as Vocab Practice for solar system to review words

2. Use finger flap books to review

**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: 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

**Friday, October 30**

**Benchmarks:**

**Lesson Sequence:**

1. No School: P/T Conferences

\*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

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

Homophone monkey

**Daily 5/Daily CAFÉ/Guided Reading**

**Monday, October 26**

**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 1

3. Chorally read chapter 2 and discuss

4. Assign rereading and questions for chapter 2

**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

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: What’s in the Sky

3. I will read the intro aloud to students

4. Chorally read Chapters 1-2 and discuss

5. Assign rerading and questions

**Tuesday, October 27**

**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 2

3. Chorally read chapter 3 and discuss

4. 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: Nine True Dolphin Stories Level M**

1. Sight words

2. Collect sticky notes

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: What’s in the Sky

3. I will read the intro aloud to students

4. Chorally read Chapters 3 and discuss

5. Assign rereading and questions

**Wednesday, October 28**

**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 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

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. Discuss questions to chapter 3

3. Chorally read chapter 4

4. Assign rereading and questions

**Thursday, October 29**

**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 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

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. Discuss questions to chapter 4

3. Discuss questions at the end

4. Students go on a vocabulary hunt

5. Complete fluency practice with students

**Friday, October 30**

**Benchmarks:**

**Lesson Sequence:**

1. No School: P/T Conference

**Spelling**

**Monday, October 26**

**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, October 20 - Wednesday, October 22**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. No spelling

**Thursday, October 23**

**Benchmarks:** L.3.2

**Lesson Sequence:**

1. Give spelling final test

2. Collect, check, and return

**Math**

**Monday, October 26**

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

**Lesson Sequence:**

**\*Abe and Ben will complete Lesson 1.9 on the computer. They will complete their assignment on their own.**

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

1. Chapter 4 Test

 -Abe needs to complete some of the test as a spot check for addition skills

**Tuesday, October 27**

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

**Lesson Sequence:**

**\*Ben and Abe will work on the computer to complete 1-10 from the 4th grade curriculum. They will complete P 1-10 on their own. In groups, we will work on problem solving.**

1. DOM

2.[**http://www.math-play.com/polygon-or-not/polygon-or-not.html**](http://www.math-play.com/polygon-or-not/polygon-or-not.html)

Game working on polygon or not a polygon

3. Use math workshop to introduce and review math rules from text pages 109

4. Assign Practice 5.1

**Wednesday, October 28**

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

**Lesson Sequence:**

**\*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

**Thursday, October 29**

**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

**Friday, October 30**

**Benchmarks:**

**Lesson Sequence:**

1. No School: P/T Conferences

\*Math: 10-20-14

\*Geometry short: 10-6-14

**Science**

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

**Social Studies**

**Monday, October 26**

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

3. Complete together using rulers, glue, and overhead

**Mrs. Hoogestraat’s Class**

1. Finish Globes

**Tuesday, October 27**

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

**Lesson Sequence**

**Mrs. Petersen’s Class**

1. No switching today

**Mrs. Hoogestraat’s Class**

1. Finish Scholastic News if needed

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

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

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

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

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

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

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

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

**Wednesday, October 28**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Use the smartboard to review map features taught so far (saved as physical geography map review)

2. Hand out letter cards so all kids get to answer

3. Discuss with students that there are many different kinds of maps and today we are going to learn about one kind of map

4. Use map on pg. 58-59 in book Daily Geography

5. Discuss what a physical map is

6. Partner students and answer questions using the map

7. Discuss the questions together

**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

**Thursday, October 29**

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

**Lesson Sequence:**

**Mrs. Petersen’s Class**

1. Scholastic News

**Friday, October 30**

**Benchmarks**:

**Lesson Sequence:**

1. No School: P/T Conferences

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, October 26**

**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 the kinds of sentences

2. Watch the you tube about the kinds of sentences

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

3. Share my scarecrow story. Discuss beginning, middle, and end.

4. Allow kids to begin to brainstorm the beginning, middle, and end of their stories.

9. if time, continue to edit narrative stories.

**Tuesday, October 27**

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

**Lesson Sequence:**

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

1. Watch move/song about kinds of sentences

<https://www.youtube.com/watch?v=GjbGI-3rIFA&index=9&list=RDvqdBZZToCpw>

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

3. Watch the nouns song to further review

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

4. Continue to draft scarecrow stories

5. I will continue to edit narrative stories

\*8-25-14

**Wednesday, October 28 – Friday, October 30**

**Benchmarks:**

**Lesson Sequence:**

1. No Writing

\*Next Week:

nouns 2 and common and proper nouns

**Handwriting**

**Monday, October 26 – Tuesday, October 27**

**Benchmarks:**

**Lesson Sequence:**

1. No cursive handwriting

**Wednesday, October 28**

**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, October 29– Friday, October 30**

**Benchmarks:**

**Lesson Sequence:**

1. No handwriting