Reading Lesson Plans

Week: November 12 – November 16

Cause/effect, simple subject/predicates, dictionary skills, vowel sounds ou/ow

Standards:

Journeys:
Story: Kamishibai Man
Genre: Realistic Fiction
Skill: cause/effect
Vocabulary: familiar, jerky, vacant, rickety, blurry, rude, blasted, applause

Monday:
Mini lesson:
1. Introduce Skill “cause/effect” (see TE pg T292) & Show sheet on Smart Board and complete “Scary Story”
2. Read pg TE280 to review reading vocabulary words “The Magical Art of Mime” and follow along by asking questions in TE 57 (in skinny text book)

Guided Reading Groups: K(below) – Before the Talkies, L (ESOL) – Manny’s Story, M (on) – Tall, Tall Tuesday, P (above) – The Kabuki Kid

Closing:
3. Complete Smart board (If time – if not use all week to review skill)

HW: Vocabulary Sentences

Tuesday

Mini lesson:
1. Read background about Kamishibai Man in text on page 288 (follow along in skinny TE pg 56 by asking those questions)
2. Read story, Kamishibai Man
3. Complete chart in TE pg 303 to discuss cause/effect

Guided Reading Groups: K(below) – Before the Talkies, L (ESOL) – Manny’s Story, M (on) – Tall, Tall Tuesday, P (above) – The Kabuki Kid
Closing:
4. Play cause/effect matching game

**Wednesday**
1. Introduce dictionaries by completing PowerPoint (from last week if didn’t get to)
2. Watch Brain Pop (Dictionaries) if didn’t last week
3. Review dictionaries/guide words and complete sheet

**Guided Reading Groups:** K(below) – Before the Talkies, L (ESOL) – Manny’s Story, M (on) – Tall, Tall Tuesday, P (above) – The Kabuki Kid

**Closing:**
1. To review cause/effect, give each student a piece of construction paper. SW fold the paper in half. On the left side, they write “Cause”. On the right side, they “write effect”. Students will write 3 causes and 3 effects in complete sentences and using the signal key words on the paper and illustrate each. You can put these together to make a class booklet.

**Thursday**
**Mini lesson:**
1. Read “The True Story of Kamishibai” (information text) in student books on page 314-315 or TE 320-321 and complete mini lesson in TE skinny book page 57 - importance of headings
2. SW Reread story Kamishibai Man with partners
   *Early finishers can complete Spelling Word Hunt activity in word study notebooks

**Guided Reading Groups:** K(below) – Before the Talkies, L (ESOL) – Manny’s Story, M (on) – Tall, Tall Tuesday, P (above) – The Kabuki Kid

**Closing:**
3. Play Roll-Say-Keep about story

**HW:** sheet, read story at home and record on reading log

**Friday**
1. Take assessment (assessment will include vocabulary, grammar, and skill)
Vocabulary: familiar, jerky, vacant, rickety, blurry, rude, blasted, applause

**Monday**

**Mini lesson:**
1. TW introduce vocabulary words for Kamishibai Man - use smart board.
2. Play Vocabulary review game on smart board (if time)
3. Complete Day 1 on TE 118. Suffix -y.

HW: Vocabulary Sentences

**Tuesday**

1. Complete Vocabulary Day 2 in TE 118 “Idea Completion”
   - Cut out vocabulary cards (like spelling cards)
   - Read bolded sentences on bottom on page and SW will hold up the correct vocabulary card as you read sentences

**Wednesday**

1. Complete Vocabulary Day 3 in TE 119 “Antonyms”
   - Read bolded sentences on top of pg 119 and use cut out cards to hold the correct word up

**Thursday**

**Mini lesson:**
1. Complete Vocabulary Day 4 in TE 119 “Riddles”
   - Get out word cards
   - Read riddles on 119 aloud and SW hold up the correct word card

**Friday**

1. Complete Vocabulary Day 5 in TE pg 119 “Vocabulary Web”
   - Put students in 8 groups and assign them 1 vocabulary word...have them draw a web like shown in TW 119 on white boards and complete web on their assigned word. SW share their web to the class.
Spelling Lesson Plans
Vowel sounds in town (Ow, ou)

Standards:
3-3.7 Spell correctly
3-3.4 Read high-frequency words in texts.

Words: clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown

Monday
1. Model the Sort pg. 56 in TE book - use smartboard
   • TW will demonstrate on board how to sort this week's words
   • SW cut out cards and stick in word study notebook

Materials: cards to cut out, notebook with envelope, scissors
HW: Tic-Tac Toe Spelling (Choose 1)

Tuesday
1. Speed Sort. 56 in TE book

Materials: notebook, cards, glue
HW: Tic-Tac Toe Spelling (Choose 1)

Wednesday
1. Open Sort pg 57 in TE book
   • SW will complete this on provided sheet
2. If time, Word Hunt (pg. 57 in TE book)
   • SW write 2 columns in their word study notebook and search in Kamishibai Man and write down any ow, ou words they find

Materials:
HW: Tic-Tac Toe Spelling (Choose 1 - due tomorrow)

Thursday
1. Review
2. Assessment pg 57 in TE book. Attach phonics section sheet to the test
Standards:

3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

3-4.2 Use complete sentences (including compound sentences) in writing.

Tuesday

Day 1 - What writers do when they Draft

1. STW evaluate a student draft

2. Review their dream room quick write from week 2, day 3, and continue to work on it

3. Write about what slows them down when they draft.

Materials Needed: Workbook pg 18, 19, 20 Prewriting graphic organizer from last week, teacher's drafting model 1, My dream room pieces from Week 2 Day 3, student writing folders

Wednesday

1. Learn how word choice and sentence fluency can be improved during drafting

Day 2 – Connecting Word Choice and Sentence Fluency to Drafting

Materials Needed: Teachers' drafting model 1 and teacher's drafting model 2

Thursday

1. Day 3 - Read - Aloud - Superdog by Carolyn Buehner
   - Listen to read-aloud
• Discuss writing traits used by the author

• Write about a dream room

**Materials Needed:** Copy of book, *Superdog*, student workbook heart of hero pg. 21

**Friday**

1. **Day 4 - Video Screening - Carolyn Buehner on Writing**
   - Watch video
   - Pinpoint and write about a prewriting technique

**Materials Needed:** video clip on Traitspace, my everyday hero: a 25 Word sentence pg 22

**Friday (If time – due to short week)**

**Day 5 - One-On-One Conferences**

• Review their 25 word sentences

• Discuss the role of drafting in the writing process and share three ideas that they learned about drafting

**Materials Needed:** Student handbooks pg 23, pg 22, TE teacher contact record og 361
Prompt:
- In Kamishibai Man, Jiichan remembers what it was like for a storyteller in the old days. Write a paragraph about a memory you have. Tell why the memory is important to you.

Monday:
1. After reading “The magical Art of Mime” (In Reading) on pp TE280-281, display projectable 9.3. Read and discuss goals in TE 287 in green box. Then SW compose a new opening and ending for the response.

Prompt: Give your opinion about television and how it can be good or bad.

Tuesday:
1. Tell students to organize their responses by writing a strong opening. A strong opening begins by clearly stating the writer’s opinion.
2. Ask Question: Why do you think Jiichan wanted to go on his rounds again?
3. Discuss weak opening and strong opening on TE pg 309.
4. Have students write a strong opening for the question. *Remind students to use words from the question.*

Prompt: Talk about an invention that has had both good and bad effects for people.

Wednesday:
1. Explain that one way to gather ideas for a response to literature is by listing reasons that support an opinion about the literature.
2. Introduce prompt: Why do you think that people stopped watching the Kamishibai Man’s Show? Write an essay explaining your opinion. Tell students that you are going to demonstrate how to answer the prompt by listing reasons that support your opinion (TE 317) Show think Aloud on TE 317
3. Students write creating list/begin planning to write essay by prewriting.

Prompt: Tell whether you prefer to read stories or listen to a storyteller. Explain why.

Thursday:
1. Explain that a responses to literature answers only the question that is asked in the writing prompt. It does not give any extra information. Ask Question: Why do you think Baacham made candies? Show chart in TE pg 325. For examples
2. Revisit yesterday’s list. Choose important reasons and organize them in
flowchart. Display projectable 9.10. Add more reasons to flow chart too.
3. SW will complete their flow chart. (see TE 325)

Prompt: Retell a story that an older person has told you. Explain who the person is.

**Friday:**
1. Tell students they will read how a student writer explored a topic and planned his
response to literature.
2. Read pg 320 in student textbook about Hector.
3. SW complete Reading as Writer Questions on pg 321.
4. SW check their prewriting completed on Day 3 and Day 4 and make any
improvements needed (TE pg 332)

Prompt: Describe a tradition you know. Tell why the tradition is important.
Grammar Lesson Plans
Simple Subject and Simple Predicate

Standards:
3-4.4 Use grammatical conventions of written Standard American English

Monday- Identify nouns in the subject
1. Watch brain pop “Subject and predicates”
2. Use Smart Board and sing song to review subject and predicate
3. Complete sheet

Tuesday- Identify Verbs in the predicate
1. Play Simple Subject and Simple Predicate Jeopardy review Game
2. Complete sheet

Wednesday - identify the noun in the subject and the verb in the predicate
1. Review subject and predicates by playing "Who Wants to Be a Millionaire"
2. Complete sheet

Thursday: - Review subject/predicate
1. Review subject and predicate by taking “quiz”
2. complete sheet

Friday - assessment (see sheet attached to test)
Lesson Plans for Math—
November 12th-16th
Third Grade—Broderick, Evans, Howard, Lengacher

Standards:
3-4.4—Classify angles as either right, acute, or obtuse.
3.4.2—Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.
3.4.5—Classify triangles by the length of their sides as either scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right.

Monday:
- Complete anything that was not completed last week—
- SW share pictures from Friday—can share with group, partner, or class—Let the students locate the polygons in the picture—can hang up if they do a good job.
- TW review angles—right, acute, obtuse—use hand gesture—Could let the students walk around the school to find angles or just in the classroom again—
- TW review triangles—right, acute, obtuse, equilateral, isosceles, scalene triangles—Students can draw triangles on small white board—TW show triangle song again—United Streaming—Math Mansion—20-Triangle Delight—Go to the song
- TW review polygons—triangle, quadrilateral, pentagon, hexagon, octagon—Let the students draw shape on small white board as you call out a polygon—TW go over homework/remembering—pg. 67 & sheet

Assessment: TO, questions
HOMEWORK: Homework/remembering—pg. 67 & angle sheet
MATERIALS: small white boards, angles, pictures from Friday, United streaming, sheet
Tuesday—
➢ TW go over Wednesday’s work
➢ SW play Math Bingo—SW write words into the bingo chart—TW call out definition of the words—SW mark their bingo card—
➢ If time—Take a walk around the school to look for angles or polygons
➢ TW review triangle by showing Math Mansion—Triangles—(song or the whole united streaming)—TW show different triangles and SW tell what kind of triangle—Use triangle out of the book
➢ TW explain sheet & pg. 45 in activity book for homework

Assessment: TO, questions

HOMEWORK: sheet & pg. 45 in activity book

MATERIALS: bingo sheet, definition sheet, triangles, sheet for homework

Wednesday---
➢ TW go over homework to get ready for test
➢ TW review for the test
➢ TW explain the test
➢ SW complete the test

Early Finishers—Study multiplication facts—Write 2’s & 3’s on paper with pen

Assessment: TO, questions

HOMEWORK: sheet on multiplication

MATERIALS: test, sheet

Standard—3-2.4—Apply procedures to round any whole number to the nearest 10, 100, or 1,000.

Thursday: ---Unit-5-Lesson-1

*Send letter pg. 47—(activity book)*—Use smart board lesson from the district—If you like
➢ TW go over Wednesday’s work
➢ TW teach rounding song or chant
TW demonstrate another way to round with demonstration secret cards—(See TE. Pg. 294)—These are the cards in activity book—pgs. 7-10—You do not have to use if you do not want to, it's up to you.

TW do Activity 1—TE. Pg. 300-301—Round to the nearest ten—SW work on pg. 125-126 (hard book)—I would use small white boards

TSW complete pg. 127—Do a couple together and then let the students work with a partner to complete—TW go over this

TW explain & assign homework/remembering .Pgs. 73-74

Assessment: TO, questions

HOMEWORK: homework/remembering .Pgs. 73-74

MATERIALS: chant song, small white boards, demonstration cards--

Friday: --- Use smart board lesson from the district—If you like

TW go over Thursday's work

TW review the rounding chant/song

TW show BrainPop—Rounding—It gets into decimals some, but can help with money

TSW do math talk TE. Pg. 292—TW do estimate—whole class—TE. Pg. 292-293—Do math talk in action—(side column)

SW practice rounding by doing pgs. 121-122—(hard book)—use the small white boards—

TW explain & assign homework/remembering pgs. 71-72—TW go over if time—if not you can work on this on Monday.

ASSESSMENT: TO, questions

HOMEWORK: None

MATERIALS:
Standards: 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding: The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. The indicators below help students understand how these various groups interacted to form a new and unique culture.

Indicators: 3-2.1 – Compare the culture, governance, and physical environment of the major Native American tribal groups of S.C. including the Cherokee, Catawba, and Yemassee.

3-2.3 – Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

Review: 3-1.1 – Identify on a map the location of significant physical features of S.C., including landforms; river systems such as the Pee Dee River Basin, The Santee River Basin, The Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (Relate the rivers and land regions to where the three tribes being studied were located.)

Monday:
1. Review the Catawba Tribe from last week.
2. Assist St. in completing workbook p. 19 as a review.
3. Pop Quiz tomorrow!

Tuesday:
1. Review all vocabulary and Cherokee Tribe for quiz
2. Give pop quiz on Cherokee and Vocabulary words

4. Read and discuss pp. 76 – 77 to review their ways of government (council, chief)
5. Discuss the term “clan” and explain that a Native American child belonged to the clan of its mother. The child was raised more by his/her uncles rather than its father, because the father belonged to another clan and helped raise his sister’s children
6. Add the definition to the book:
   Maize - corn

Wednesday:
1. Introduce the Yemassee tribe using pp. 100 -103 in text.
2. Discuss that the Yemassee tribe lived in the low country near the Georgia and S.C. border near the coast.
3. Add facts to the last page in the student study guide booklets:
   Location and homes – located along waterways in the low country coastal zone
   Round homes covered with palmetto fronds or leaves
   Food – shellfish, clams, oysters
   Additional information - lived near the beach in summer and moved inland during winters. Midden mounds tell us about their culture
4. Add definitions to booklet:
   Yemassee – the Native American tribe that settled in the Low Country coastal areas of SC
   Midden mounds – ancient mounds, containing bits of pottery and shells, that are found in the Low Country and tell about the people who lived there

Homework: Study for tomorrow’s quiz on Catawba Tribe

Thursday:
1. Briefly review for quiz on Catawba Tribe and vocabulary.
2. Give quiz on Catawba tribe.

Friday:
1. Use the map on page 98 in text to review the location of the Catawba, Cherokee, and Yemassee tribes. Discuss the cardinal directions, (N, S, E, W ), used on a map. Also show the intermediate directions (NE, NW, SE, SW)
2. Let students draw a “compass rose” and label each cardinal and intermediate direction. Practice using the directions by calling out questions using the map on 98 as a referent.

Example: The Cherokee lived ________ of the Catawba. (west)
Yemassee lived __________ of the Pee Dee.
(southwest)
Catawba lived ______ of the Pee Dee (northwest)

3. Students may complete workbook p. 20 together for practice or as a daily grade.

Add to vocabulary book:

- **Cardinal directions** – north, south, east, and west
- **Intermediate directions** – a direction that is between 2 cardinal directions – NW, NE, SE, and SW
- **Compass Rose** – shows the cardinal directions on a map (draw one in book)

Materials: text, drawing paper or index cards, S.C. Soc. St. workbook

**Remind students of the extra credit project that they may complete for a bonus test grade. Due next TUESDAY! 😊**
Standard 3-3: The student will demonstrate an understanding of Earth’s composition and the changes that occur to the features of Earth’s surface.

Indicators: 3-3.3 and 3-3.4

Monday:
1. TSW play Bingo one more time as a review.
2. TSW play Stike-Out and winning team will earn 3 bonus points on test 😊
   Teacher can use study guide, bingo clues, and test to call out clues for strike out.
3. TW remind students of test tomorrow and will make sure all science folders go home again.

Materials: bingo cards and strike out materials
HW: study for test

Tuesday:
1. TSW review briefly and answer any questions students may have before test is given out.
2. TW pass out test and go over all directions.
3. SW take test.
4. Early finishers will read at desk quietly.
5. TW introduce landforms and volcanoes by watching Magic School Bus is Blowing Its Top. (if time permits)

Materials: test
HW: none

Wednesday:
1. TSW discuss the video and what students know about volcanoes. (if not done from Friday)
2. SW glue picture of volcano to flip book and write down information.
   a. An opening in Earth’s surface from which lava flows.
   b. As lava hardens the volcano gets bigger (grows higher and higher).
3. SW keep flip book in science folder.

Materials: video (found on united streaming), flip book, and picture
HW: none
Thursday:
1. SW continue working on flip book and TW introduce mountains.
2. TSW read page 203 in text book and discuss mountains.
3. TSW read page 206 and discuss plateaus. *Students need to know that a plateau is a mountain that has a flat top.*
4. SW glue picture of mountain and write facts down in flip book.
   a. A place on Earth’s surface where land is much larger than the land that surrounds it.
   b. Some are tall and rocky, others are rounded and covered in trees.
   c. A mountain area that has a flat top is called a plateau.
5. SW keep flip book in science folder.
6. SW do WB page 35 and go over in class. (OR for MW)

Materials: flip book, video, and picture, WB
HW: none

Friday:
1. TW review volcanoes and mountains with students.
2. TW introduce valleys as S. reads page 204 about valleys in text book.
3. SW glue picture of valley in flip book and write facts down.
   a. A lowland area between higher areas such as mountains
   b. Sometimes rivers can wear away land to form valleys
4. SW place flip books in science folder.

Materials: flip book, video, and picture
HW: none