

Abels 3rd Grade LESSON PLAN

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Literacy--Reading Common Core Learning Standards Addressed IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p>
<p>Learning Targets/ “I Can” Statements Being Addressed</p>	<p>I can answer questions during the classroom based on what I’m listening to or reading. I can describe characters in a story and how their actions impact the sequence of the story. I can use expression when reading.</p>	<p>I can answer questions during the classroom based on what I’m listening to or reading. I can describe characters in a story and how their actions impact the sequence of the story. I can use expression when reading.</p>	<p>I can answer questions during the classroom based on what I’m listening to or reading. I can describe characters in a story and how their actions impact the sequence of the story. I can use expression when reading.</p>	<p>I can answer questions during the classroom based on what I’m listening to or reading. I can describe characters in a story and how their actions impact the sequence of the story. I can use expression when reading.</p>	<p>I can answer questions during the classroom based on what I’m listening to or reading. I can describe characters in a story and how their actions impact the sequence of the story. I can use expression when reading.</p>
<p>Activities/ Tasks to meet Standards: Question of the week: How can we achieve goals?</p>	<p>Concept map to QOW * Work together * Plan * Let friends help Brainstorm, design, collaborate * Intro Vocab Teacher Read Aloud “This is a Park Your Community Built”</p>	<p>* Review vocab: Collaborate, brainstorm, design * Intro: funds, amusement Literary Terms: * Exaggeration Story Structure Resolution--Outcome</p>	<p>Review vocab: design, amusement Intro: announcement, rehearsal * Comprehension check over 98-105</p>	<p>Review Announcement and rehearsal Intro: admirably, adequate, enthusiasm * Newspaper Article (Genre) * Persuasion News Stories vs. Editorials</p>	<p>Concept Wrap Up WEB Review ALL amazing Vocab and Lesson Words Review * Sequencing * Base words and Endings * Exaggeration/Hyperbole</p>
<p>Resources/Materials: (Texts, Digital resources, & materials)</p>	<p>* Phonics Endings pg. 92-93 in text (ed, ing, er, est) * Fluency with pairs to reinforce Expression Target Skill: pg. 94-94 Nalukataz, The Blanket Toss Sequencing Visualizing * Intro Tested Vocab words with picture cards</p>	<p>Dictionary/Glossary Pg. 96-97 First Snow Preread Kumak’s Fish (Tall Tale)—Read and Discuss 98-105 Reinforce Visualizing</p>	<p>Read and Discuss Kumak’s Fish—105-113 * Class discussion “Think Critically” pg. 114-115</p>	<p>* How to Catch a Fish pg. 118-119</p>	

Assessments: (Include daily assessment & formative)	* Student written summary after teacher read aloud	Monitor Discussion Literary Elements: Characters/Setting DVD-25	* Monitor Group Discussion Sequencing DVD-24	Sequence Author's Purpose	* Weekly Test Assessment (Evan, Spencer, Kaydence) * Fluency Check "Planning A Camping Trip"—
NOTES: Overview of skills: * Sequencing * Vocab/unknown words * Literary Terms * Visualizing	Oral Vocab: brainstorm, collaborate, design, funds, amusement, announcement, rehearsal, adequate, admirably, enthusiasm Lesson Vocab: Twitch, gear, willow, yanked, splendid, parka				Monitor Fluency using Passage based on DIBELS Lynzi--66 Sara--67 Kaydence--54 Noah--69

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Literacy--Writing Common Core Learning Standards Addressed	FS 3--Know and Apply Grade-Level phonics and word analysis in decoding skills CCSS Language 2.e—use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words CCSS Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	FS 3--Know and Apply Grade-Level phonics and word analysis in decoding skills CCSS Language 2.e—use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words CCSS Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	FS 3--Know and Apply Grade-Level phonics and word analysis in decoding skills CCSS Language 2.e—use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words CCSS Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	FS 3--Know and Apply Grade-Level phonics and word analysis in decoding skills CCSS Language 2.e—use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words CCSS Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	FS 3--Know and Apply Grade-Level phonics and word analysis in decoding skills CCSS Language 2.e—use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words CCSS Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Learning Targets/ “I Can” Statements Being Addressed	I can use base words and endings. I can write declarative and Interrogative sentences.	I can use base words and endings. I can write declarative and Interrogative sentences.	I can use base words and endings. I can write declarative and Interrogative sentences.	I can use base words and endings. I can write declarative and Interrogative sentences.	I can use base words and endings. I can write declarative and Interrogative sentences.
Activities/ Tasks to meet Standards: Question of the week: How can we achieve goals?	* Pretest over Words * Word Sort based on endings * Intro Declarative and Interrogative Sentences	* Review Skill * Discuss and model examples of Sentence Types	* Review Skill * Discuss and model examples of Sentence Types	Monitor Student understanding of Sentences	* Final Spelling Test
Resources/Materials: (Texts, Digital resources, & materials)		R/W 66 (Declarative and Interrogative) R/W 67 (Base words and Endings)	Independent Work R/W-71 (Base Words and Endings) DVD-26 (Declarative and Interrogative)	* Spelling List and Paper	
Assessments: (Include daily assessment & formative)	* Correct Spelling Tests * Sort based on performance		* Check understanding of skill	Begin writing Sentences using spelling words with base words and endings	
NOTES: * Base words and Endings * Declarative and Interrogative Sentences					

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Math Common Core Learning Standards Addressed	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Learning Targets/ "I Can" Statements Being Addressed	I can round to 10. I can round to 100.		I can add numbers up to 1000.	I can subtract numbers up to 1000.	I can add and subtract numbers up to 1000.
Activities/ Tasks to meet Standards:	* 3 ways to write #'s * Review Skill (0-4 down) (5-9 go up) * Cards and white boards with #'s up to 3 digit numbers				
Resources/Materials: (Texts, Digital resources, & materials)	Deck of Cards * Students write their own 3 digit #'s and round them (10 or more examples)				
Assessments: (Include daily assessment & formative)	* monitor students as they are working * Check their performance on task				
NOTES:	Lillian, Kaydence, Allie, Lynzi, Jayden check (I can round to 10) * Continue to Reinforce Basic Addition and Subtraction Facts				

	strategies				
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