

8/26 - 30/13

Brown
Lagemann
Osborne

"Kumak's Fish" Day 1 8-26-13 10-12:15

Objective	Materials	Pacing
<p>Content Knowledge: Achieving Goals Word Analysis: I can understand Base Words and Endings Comprehension Skill: I can Sequence Comprehension Strategy: Visualize Spelling: I can use Base Words and Endings - ed, -ing, -er, -est Conventions: I can tell the difference between Declarative and Interrogative Sentences Handwriting: Letters Ff, Bb, and Ll Writing: I can write a Thank-You Note</p>	<p>TE pp. 90j-95f SE pp. 90-95, EI 14, EI 27 Decodable Practice Reader 3A Reader's and Writer's Notebook pp. 62-64 Let's Practice It! TR DVD 21</p>	<p>Standards 1 day Blocks 1 day</p>
National Standards		
<p>CCSS Language 1.d. Form and use regular and irregular verbs.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> <p>CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>		
Get Ready to Read/Strategies	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Research and Inquiry: Identify questions for research. Small Group Time Spelling Pretest: Spell base words and endings -ed, -ing, -er, and -est. Conventions: Define and identify sentences that are statements and questions. - Daily Fix-It Handwriting: Write capital and lowercase letters Ff, Bb, and Ll. Writing: Understand and identify the features of a thank-you note. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.95b Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>
<p>Reading Log Study vocabulary</p>	<p>Modifications/Accommodations (If applicable): xPreferential Seating xPeer Tutoring xVerbal Reminders xModified Assignment Distraction-Free Area xTask Completion Support</p> <p>Instructional Method(s): X Whole Group Guided Discussion X Reading X Audio/Visual/Technology X Small Group xPartner/Pairs X Demo/Hands-On X Providing Descriptive Feedback</p> <p>Methods of Formative/Summative Assessment: Flashback xExit Slip X Oral Questions Quiz Multiple Choice Presentation Conferring Live Scoring X Self-Evaluation or Student Self-Assessment Extended Response Question Short Answer Question(s) Other:</p>	

Pearson SuccessNet Lesson Plan

CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Get Ready to Read/Strategies	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How can we achieve goals?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Apply knowledge of base words and endings to decode words in context and in isolation.</p> <p>Literary Terms: Identify exaggeration in texts.</p>	<p>Teacher's Edition p.96a</p>	<p>20 minutes</p>
Read and Comprehend/Strategies	Targeted Resources	Duration
<p>Vocabulary Skill: Use a dictionary or glossary to find the meanings of unknown words.</p> <p>Fluency: Read grade-level text with expression.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Text-Based Comprehension: Understand the elements of a tall tale.</p> <p>Main Selection: Read "Kumak's Fish" pp.98–105.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Comprehension Strategy: Visualize <p>Small Group Time</p>	<p>Teacher's Edition p.96e</p> <p>Student Edition p.98</p> <p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p>	<p>45 minutes</p>
Language Arts/Strategies	Targeted Resources	Duration

"Kumak's Fish" Day 3 8-28-13

Objective	Materials	Pacing
<p>Content Knowledge: Achieving Goals Word Analysis: I can use Base Words and Endings Comprehension Skill: I can Sequence Comprehension Strategy: I can Visualize Comprehension Skill: I can Review Literary Elements: Character and Setting Conventions: I can tell the difference between Declarative and Interrogative Sentences Spelling: I can use Base Words and Endings - ed, -ing, -er, -est Writing: I can write a Thank-You Note</p>	<p>TE pp. 106a–117c SE pp. 106–117 Decodable Practice Passage 3B Reader's and Writer's Notebook pp. 70–71 Let's Practice It! TR DVD 24, 26</p>	<p>Standards 1 day Blocks 1 day</p>
National Standards		
<p>CCSS Language 1.d. Form and use regular and irregular verbs.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> <p>CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
Get Ready to Read/Strategies	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Research and Study Skills: Use a dictionary or glossary to determine meaning.</p> <p>Research and Inquiry: Analyze findings.</p> <p>Conventions: Define and identify sentences that are statements and questions.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Spelling: Spell frequently misspelled words.</p> <p>Let's Write It!: Understand the criteria for writing a thank-you note.</p> <ul style="list-style-type: none"> - Connect to conventions: Sentences <p>Writing: Write a first draft of a friendly thank-you note.</p> <ul style="list-style-type: none"> - Match the tone of a letter to its audience and purpose. - Mini-Lesson: Achieving a Friendly Tone - Quick Write for Fluency Routine <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.115d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>25 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Kumak's Fish" Day 4 8-29-13

Objective	Materials	Pacing
<p>Content Knowledge: Achieving Goals Word Analysis: I can use Plurals -s, -es, -ies Vocabulary Skill: I can figure out Unknown Words Listening and Speaking: I can Tell a Story Conventions: I can tell the difference between Declarative and Interrogative Sentences Spelling: I can use Base Words and Endings -ed, -ing, -er, -est Writing: I can write a Thank-You Note</p>	<p>TE pp. 118a–121e SE pp. 118–121 Decodable Practice Passage 3C Reader's and Writer's Notebook p. 72 Let's Practice It! TR DVD 27–28</p>	<p>Standards 1 day Blocks 1 day</p>
National Standards		
<p>CCSS Language 1.b. Form and use regular and irregular plural nouns.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p>		
Get Ready to Read/Strategies	Targeted Resources	Duration

Homework	My Notes
<p>Reading Log Study vocabulary</p>	<p>Modifications/Accommodations (If applicable): <input type="checkbox"/> Preferential Seating <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Verbal Reminders <input type="checkbox"/> Modified Assignment <input type="checkbox"/> Distraction-Free Area <input type="checkbox"/> Task Completion Support</p> <p>Instructional Method(s): <input checked="" type="checkbox"/> Whole Group Guided Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio/Visual/Technology <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Pairs <input type="checkbox"/> Demo/Hands-On <input type="checkbox"/> Providing Descriptive Feedback Other:</p> <p>Methods of Formative/Summative Assessment: Flashback <input type="checkbox"/> Exit Slip <input checked="" type="checkbox"/> Oral Questions Quiz Multiple Choice Presentation Conferring Live Scoring <input checked="" type="checkbox"/> Self-Evaluation or Student Self-Assessment Extended Response Question Short Answer Question(s) Other:</p>

Pearson SuccessNet Lesson Plan

Get Ready to Read/Strategies	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How can we achieve goals?</p> <ul style="list-style-type: none"> - Review the concept. <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> - Check Oral Vocabulary 	Teacher's Edition p.121f	30 minutes
Read and Comprehend?Strategies	Targeted Resources	Duration
<p>Text-Based Comprehension: Review sequence of events.</p> <p>Vocabulary: Review unknown words.</p> <p>Word Analysis: Review base words and endings.</p> <p>Literary Terms: Review exaggeration/hyperbole.</p> <p>Assessment: Check words correct per minute.</p> <p>Small Group Time</p> <p>Assessment: Check sequence.</p>		30 minutes
Language Arts/Strategies	Targeted Resources	Duration
<p>Research and Inquiry: Communicate inquiry results.</p> <p>Spelling Test: Administer spelling test.</p> <p>Conventions: Review declarative and interrogative sentences.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Proofread revised drafts of thank-you notes for pronoun-antecedent agreement.</p> <ul style="list-style-type: none"> - Proofread revised drafts for correct use of commas. - Mini-Lesson: Proofread for Pronouns - Quick Write for Fluency Routine <p>Wrap Up Your Week</p>	<p>Activity, Story Sort</p> <p>Daily Fix-It</p>	30 minutes
Assessment Checkpoints for the Week	Targeted Resources	Duration

3-3:35

8-26/30/13

Brown Lagerman-Abner

***SS-2.16- Students observe and interpret human behavior to better understand people and relationships in communities.**

***I can understand human behavior in their communities**

Critical Vocabulary: community, citizen, culture, business, museum, law, government urban, suburban, rural, population, region, harbor, transportation, agriculture, economy.

Monday 8-26-13

- S. Studies- read and discuss vocabulary and pages together, pgs40 to 47..

Tuesday 8-27-13

- S. Studies- Read and discuss vocabulary and pages 52 to 55, then do whole group activity on pages 48 & 49 "Grid Map".

Wednesday 8-28-13

- Early Release Day

Thursday 8-29-13

- S. Studies- Read and discuss vocabulary and pages 56 to 61.

Friday 8-30-13

- S. Studies- Do chapter 2 review together pages 66 & 67, then test prep on pages 70 & 71.

Assessment: Will be teacher observation, discussion and chapter review.

Modifications: preferential seating, reminders, peer help and teacher monitoring.