

Monday 08/01/2016	Tuesday 08/02/2016	Wednesday 08/03/2016	Thursday 08/04/2016	Friday 08/05/2016
<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will complete bellwork questions on the board. 1. What are we supposed to be doing if the Teacher or a classmate is talking? (Think SLANT!)</p> <p>2. What are the three steps for using the restroom?</p> <p>3. How many times are you allowed to use the restroom in a day?</p> <p>S. will listen to announcements and recite the pledge and Craycroft Creed.</p> <p>S. will share bellwork answers with a partner. T. will review answers with class.</p> <p>S. will complete bellwork in journals. (I will do journal checks weekly or every other week).</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will complete bellwork questions in journal. 1. How do we enter the classroom in the morning, after specials, and after lunch?</p> <p>2. How do we leave the classroom?</p> <p>S. will listen to announcements. S. will recite pledge and Craycroft Creed.</p> <p>S. will share bellwork answers with a partner. T. will review answers with class. S. will bring out homework packets and T. will go over Math portion of HW packet.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will enter class and bring out HW packets. T. will go over Math portion with S.</p> <p>S. will listen to announcements and recite pledge and Craycroft Creed.</p> <p>T. will continue going over HW from previous night.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will complete bellwork activity with a partner. S. will work in groups of 2 (one group of 3) on the subtraction flashcards.</p> <p>S. will listen to announcements. S. will recite pledge and Creed.</p> <p>S. will continue working on subtraction flashcards 10 minutes total. (5 minutes per partner).</p> <p>S. will bring out homework packets for HW check with T.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will complete bellwork questions in journals. 1. <math>11+7=</math> 2. <math>25+22=</math></p> <p>S. will listen to announcements. S. will recite pledge and Creed.</p> <p>S. will turn in HW packets into homework basket.</p>
<p><b>Math 8:15am - 10:00am</b></p> <p><b>Meeting: We will identify and write addition problems using fours.</b> <b>Exceeding: We will create an addition problem and word problem that uses the fours pattern.</b> <b>Language: We will write word problems that go with our addition problems.</b></p>	<p><b>Math 8:15am - 10:00am</b></p> <p><b>Meeting: We will identify numbers by looking at visuals and count them.</b> <b>Exceeding: We will evaluate and count by fours.</b> <b>Language: We will discuss number sequences and patterns.</b></p> <p>T. will introduce Math vocabulary: difference and estimation. S. will write down vocabulary terms and</p>	<p><b>Math 8:15am - 9:15am</b></p> <p><b>Meeting: We will identify and explain the different addition and subtraction strategies.</b></p> <p><b>Exceeding: We will create addition/subtraction strategy flip books.</b></p> <p><b>Language: We will write the place values of numbers.</b></p> <p>Introductory set: S. will complete the following Math</p>	<p><b>Math 8:15am - 10:00am</b></p> <p><b>Meeting: We will identify and explain adding and subtracting by place value.</b> <b>Exceeding: We will evaluate and choose our favorite place value strategy.</b> <b>Language: We will discuss and solve addition and subtraction problems using one strategy.</b> <b>Introductory set:</b> After S. have practiced with subtraction flash cards. T. will introduce addition strategy anchor chart. Guided practice:</p>	<p><b>Math 8:15am - 10:00am</b></p> <p><b>Meeting: We will identify and explain the four addition property operations.</b> <b>Exceeding: We will evaluate and solve addition problems using one of the operations.</b> <b>Language: We will share and discuss our strategies and answers with a partner.</b></p> <p>Anticipatory set: S. will complete a subtraction worksheet and be given 10 minutes.</p> <p>Guided lesson: T. will have S. turn in subtraction sheets into the Math basket and have S. bring out their Math journals. T. will introduce the '4 properties of operations' anchor chart with the commutative, distributive, identity and associative</p>

T. will introduce lesson by having S. practice subtraction flashcards with a partner.  
S. will work in pairs (there will be one group of 3).  
S. will work 10 minutes total, 5 minutes per partner.

T. will introduce Math vocabulary. S. will write down vocabulary in Math journals. sum, algorithm, and place value.

T. will introduce groups of 4's week of inspirational Math activity.

T. will give each S. a poster to work on (white construction paper in closet).

S. will work within their table groups and will be given a number ( Ex: 13 or 23).

S. will need to create an addition problem that adds 3 numbers to equal that number.

Ex: If the answer is 13, a problem they could create is  $4+8+1=13$ .

The requirement is that S. add three numbers together and that they have to use the number 4 at least once in the problem.

S. will be given two numbers that they need to create addition problems that equal it.

definitions in their Math journals.

T. will introduce inspirational Math lesson 2 worksheet has number visuals.

T. will introduce directions. S. are to write the number represented above each visual.

S. will then color in each of the number visuals.

S. that finish early will receive a numbers chart. T. will ask S. about yesterday's lesson and what types of addition problems they created, what number they used in each of their addition problems (4).

S. will then need to count by fours and color in the squares of the numbers (4,8, 12, etc.).

Extensive: S. that finish early will find another number pattern within the hundreds chart and color in those numbers.

#### Standards

**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.

Reading 10:40am - 11:15am

problems in their Math journals.

#### Practice Problems:

1.  $43 + 89 =$
2.  $78 + 23 =$
3.  $54 + 63 =$
4.  $329 + 273 =$
5.  $63 - 35 =$
6.  $47 - 19 =$
7.  $98 - 49 =$
8.  $123 - 81 =$

S. will share answers with a partner and S. will check each other's work. T. will then have S. come up to the board and volunteer their answers.

Guided lesson: T. will model and introduce the three addition strategies flip book for S.

(expanded, standard, place value, and word form).

Independent activity: S. will complete their addition strategies flip book and S. that finish early will complete the

S. will take notes in Math journals. S. will write down the four main methods of adding multi-digit numbers. T. will then provide two multi-digit addition problems for S. to solve. S. will need to choose one of the four methods to solve the addition problems with.

Independent activity:  
Ex problems:  $55+26$  and  $34+19$

T. will walk around and view S. work.

S. will then share with a partner what their favorite addition strategy is.

T. will take class poll of what the favorite strategies are.

T. will then show S. the subtraction strategy anchor chart.

S. will take notes on the four subtraction strategies in their Math journals.

T. will then have S. solve two multi-digit subtraction problems.

Ex problems:  $67-44$  and  $83-42$

S. will share with a partner their favorite strategy for subtraction.

Closer: T. will take another class poll.

#### Standards

property for addition and multiplication. S. will take notes in their Math journals. S. that finish early may write down any questions that they have about the four operations.

Independent activity: S. will complete the lesson 3 homework from the Math unit.

Closer: S. will share their answers with a partner and trade papers to grade them. Once papers are graded, one S. from each table group will turn in the papers.

#### Standards

**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.

#### Reading 10:40am - 11:15am

Meeting: We will analyze and explain the story that we are reading.

Exceeding: We will evaluate and answer questions based on our Reading.

S. will be given 10 minutes to create an addition problem, a drawing and a word problem to go with it.

T. will walk around and view S. work.

S. will be given another 10 minutes to create a second addition problem, word problem and drawing.

T. might modify and have S. create one problem instead of two.

#### Standards

**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.

#### Reading 10:40am - 11:15am

Meeting: We will identify and read on-level text.

Exceeding: We will evaluate and answer questions on a reading.

Language: We will read aloud books with a partner.

Introductory set: T. will introduce and explain each of the reading stations. Reading Stations include: reading fluency (working one on one

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Exceeding: We will evaluate and answer questions on a reading.

Language: We will read aloud books with a partner.

Introductory set: T. will introduce and explain each of the reading stations. Reading Stations include: reading fluency (working one on one with S. on oral reading passage), silent reading, and level reading groups.

Guided lesson: T. will introduce and model the level reading books, in which S. will work in groups of 4-5 and choral read with one another. T. will model how S. are to work in their Reading groups and the procedures that accompany it.

Independent activity: S. will practice Reading group procedures and T. will begin testing S. reading fluency.

Closer: S. will share with a partner one of the procedures we went over with a partner.

#### Standards

**3.RF.4a** Read on-level text with purpose and understanding.

#### E.L.A. 11:50am - 1:50pm

place value worksheet from lesson 3.

Closer: S. will share their answers for the worksheet with a partner.

### Topic 1- Fluently Add & Subtract Using Various Strategies

**8/3-8/9, five instructional days with six possible lessons listed below.**

Fluency: [Facts of Ten \(add/sub\)](#)

#### Daily Skills Review

Topic 1: [DSR Unit 1, Topic 1](#)

#### Journal Response:

[Topic 1](#)

**[Lesson 1: Add & Subtract Within 1,000 Using Strategies Based on Place Value Place Value Review](#)**

Lesson Plan: [Lesson #1](#)

#### Lesson Resources:

[Tutorial Video- Addition Strategies](#)

**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.

#### Reading 10:40am - 11:15am

Meeting: We will analyze and explain the story that we are reading.

Exceeding: We will evaluate and answer questions based on our Reading.

Language: We will read aloud and write answers about our Reading.

Introductory set: T. will briefly go over Reading portion of homework packet with S.

Guided lesson: T. will have S. work in small groups on Reading levels books (buckets). S. will work within their groups on either a reading level book or on the 'dog gone friendly' Reading packet.

Independent activity: S. will continue working in their Reading stations. T. will try testing S. for reading fluency.

Language: We will read aloud and write answers about our Reading.

Introductory set: T. will briefly go over Reading portion of homework packet with S.

Guided lesson: T. will have S. work in small groups on Reading levels books (buckets). S. will work within their groups on either a reading level book or on the 'dog gone friendly' Reading packet.

Independent activity: S. will continue working in their Reading stations. T. will try testing S. for reading fluency.

Closer: S. will share with a partner one way that they help remember key parts of a story.

#### Standards

**3.RF.4** Read with sufficient accuracy and fluency to support comprehension.

#### E.L.A. 11:50am - 1:50pm

Meeting: We will identify and explain how we are going to increase our power of reading.

Exceeding: We will evaluate and create a summary on

with S. on oral reading (passage), silent reading, and level reading groups.

Guided lesson: T. will introduce and model the level reading books, in which S. will work in groups of 4-5 and choral read with one another. T. will model how S. are to work in their Reading groups and the procedures that accompany it.

Independent activity: S. will practice Reading group procedures and T. will begin testing S. reading fluency.

Closer: S. will share with a partner one of the procedures we went over with a partner.

**Standards**

**3.RF.4a** Read on-level text with purpose and understanding.

**E.L.A. 11:50am - 1:50pm**

Meeting: We will write and explain our answers using evidence from the reading.  
Exceeding: We will evaluate and create notes on 'My Librarian is a Camel.'  
Language: We will read and discuss the text in 'My Librarian is a Camel.'

Introductory set: S. will complete page 3 in their

Meeting: We will analyze and explain the meaning of a story.

Exceeding: We will create a summary of 'My Librarian is a Camel' using details from the text.

Language: We will discuss any questions that we have about 'My Librarian is a Camel.'

Introductory set: S. will complete the lesson 4 sheet from the 'writing warm up' packet.

T. will go over two of the problems from the worksheet with the class. T. will then ask S. to share with a partner what the name of the book was that we started to read yesterday and what it was about.

Guided lesson: T. will hand out worksheet for second supporting material from lesson 1. S. will read the quote and write down any questions that they have about the quote: "But the

volunteers aren't done yet.... They cross a river in their truck and drive until they cannot go farther. Then they unload the boxes of books to take them to the small villages. From

[Video- Subtraction Strategies](#)

[Video- Subtraction Strategy w/ Regrouping](#)

[Strategies for 2nd and 3rd grade](#)

**Anchor Chart Examples:** [3-Digit Addition & Subtraction Strategies](#) - This can be built/added to as you progress through a review / intro of each strategy

**Interactive Math Notebook:** [Ideas for Interactive Book](#)  
**Homework:** [Homework Lesson 1](#)

**E.L.A. 9:10am - 10:00am**

Meeting: We will analyze and write down questions for the book 'Rain School.'  
Exceeding: We will evaluate and create a summary using evidence from the reading.  
Language: We will share and discuss evidence from the reading.

[Tutorial](#)

Closer: S. will share with a partner one way that they help remember key parts of a story.

**Standards**

**3.RF.4** Read with sufficient accuracy and fluency to support comprehension.

[Tutorial](#)

[Addition](#)

**E.L.A. 11:50am - 1:50pm**

Meeting: We will identify and explain what a power book is.  
Exceeding: We will evaluate and create an explanation for why we chose our power book.  
Language: We will share and discuss our power book with the class.

Introductory set: T. will introduce the vocabulary for the lesson. S. will write down vocabulary terms and definitions in E.L.A. journals.  
**genre, fiction, fantasy, series, nonfiction, norms, fishbowl, discuss.**

Guided lesson: T. will introduce activity in which S. are to answer the question about the book they read the previous day, 'Rain School.'  
Question: What lengths did the characters go to to seek an education and the chance

why we want the power of reading.  
Language: We will share and discuss why we think the power of reading is important.

Introductory set: T. will model and introduce the vocabulary for the lesson. S. will write down vocabulary terms and definitions in their E.L.A. journals (two columns):  
**complete sentences, topic, informative, paragraph, and participate.**

Guided lesson: T. will introduce question that S. are to answer. T. will mention how S. are to increase their 'power of reading.' T. will share with a partner what they will do to increase their power of reading. Several S. will share whole class.

Independent activity: S. will complete the power reading worksheet from lesson 5. S. that finish early will work on the closer activities and/or silent read if they are finished.

Closer: S. that aren't working at u-table will answer the writing prompt, writing a 5 sentence summary.

'Writing Warm Ups' packets. T. will choose two problems from the warm up to go over. Guided lesson: T. will introduce the book that S. will be read aloud 'My Librarian is a Camel.' T. will introduce vocabulary for lesson: question, conversation, and power. S. will write down vocabulary terms and definitions in their E.L.A. journals. T. will begin read aloud of 'My Librarian is a Camel.' S. will split a paper in their journal in half. One column will say 'I notice', and the other column will say 'I wonder.' S. will write down things that they hear and notice in the text and pictures in the left column, and any questions that they have in the 'I wonder' column.

Independent activity: T. will hand out supporting materials from lesson 1 module worksheet. The sheet will have a quote from the text: **Quote:** "A driver and a librarian divide the books into two boxes. They saddle them on the camel's back, which is covered with a grass mat for protection. A

here they must walk four hours ... crossing log bridges while carrying the boxes of books on their shoulders."

S. will be given 7 minutes to read the quote and write down their questions. S. will then share their questions with a partner. Several S. will share their questions whole class.

T. will then introduce new vocabulary for the lesson: **character, setting, motivation, problem, solution, and lesson.** T. will resume read aloud of 'My Librarian is a Camel. S. will fill out a new 'I notice' and 'I wonder' chart for the reading.

Independent activity: T. will model and introduce the worksheet that accompanies lesson 2. S. will need to write down a brief summary on what the text was talking about. S. will be given 5 minutes to

Introductory set: T. will have S. complete page 5 in the 'writing warm up,' packet. T. will go over two problems with S. S. will turn in finished packets to the E.L.A. basket. T. will then ask S. to share with their partner the meaning of setting and motivation. Several S. will share definitions whole class.

Guided lesson: T. will introduce worksheet from lesson 2, the somebody, in, wanted, but so, summary worksheet for 'Rain School.' T. will introduce summary format and S. will take notes in their E.L.A. journals. **T. will introduce vocabulary for reading: evidence, question, clue, sapling, rumped, and slump.** T. will then introduce and read aloud book 'Rain School.' S. will fill out an 'I notice', and 'I wonder' chart for the reading.

Independent activity: T. will restate the somebody summary worksheet and S. will need to fill it out and write the summary of 'Rain School' using details from the reading.

Closer: T. will pull groups of 5-6 at the u-table. S. will read

to read? S. will share with a partner their thoughts and several S. will share whole class. T. will then mention how S. are to select one of the books from T. library and how they need to select a book that takes considerable reading power. This means that the book is challenging and at least has 3-5 vocabulary terms that are unknown to the S.

Independent activity: S. will independently read the book that they selected for 30 minutes. S. will then complete the 'power book' worksheet from lesson 4 and fill it out based on the book that they chose.

T. will have 5-6 S. working at the u-table working on reading fluency. T. will monitor and collect data for E.L.A. groups the following week.

Closer: S. that aren't working at u-table will answer the writing prompt, writing a 5 sentence summary.

S. will select one of the following writing prompts.

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1. What would happen if animals could talk? What questions would you would like to ask them?
2. Imagine that you can become invisible whenever you wanted to? What are some of the things you would do?
3. What would you eat if you were on a deserted island? How would you catch your food?

### Standards

**3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed

second camel carries a tent that serves as the library roof.”

Beneath the quote will be an area to write any questions that you have on the text. S. will be given 7 minutes to read the quote and write down any questions that they have.

Closer: S. will share their questions with a partner. Several S. will share their questions whole class. T. will begin reading fluency groups and 5-6 S. will be sent to the table to read aloud several passages. T. will collect data on S. fluency.

S. that aren't working at u-table will answer the writing prompt, writing a 5 sentence summary.

S. will select one of the following writing prompts.

do so. S. will then read aloud their summaries to their partner. Several S. will share whole class.

Closer: T. will assign S. level readers books to read. T. will pull 5-6 S. to the u-table and S. will take turns reading aloud the text. T. will monitor S. reading fluency and data will determine reading groups for the following week.

S. that aren't working at u-table will answer the writing prompt, writing a 5 sentence summary.

S. will select one of the following writing prompts.

1. What would happen if animals could talk? What questions would you would like to ask them?
2. Imagine that you can become invisible whenever you wanted to?

several passages and T. will monitor reading fluency.

S. that aren't working at u-table will answer the writing prompt, writing a 5 sentence summary.

S. will select one of the following writing prompts.

1. What would happen if animals could talk? What questions would you would like to ask them?
2. Imagine that you can become invisible whenever you wanted to? What are some of the things you would do?
3. What would you eat if you were on a deserted island? How would you catch your food?

#### Standards

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

1. What would happen if animals could talk? What questions would you would like to ask them?
2. Imagine that you can become invisible whenever you wanted to? What are some of the things you would do?
3. What would you eat if you were on a deserted island? How would you catch your food?

#### Standards

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed

by planning, revising, and editing.

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### AVID and Community Culture 1:50pm - 2:25pm

Meeting: We will identify and explain what we want to be when we grow up.  
Exceeding: We will evaluate and create an essay on our future job.  
language: We will discuss and write a list on what we want to be when we grow up.

Anticipatory set: T. will ask S. to think about what they want to be when they grow up. S. will share their response with a partner.

Guided lesson: T. will model on the projector how to set up essay on 'what they want to be when they grow up.'

Independent activity: S. will begin brainstorming and then writing down their rough drafts of their essays.

Closer: S. will share with a partner what they have written so far.

1. What would happen if animals could talk? What questions would you would like to ask them?
2. Imagine that you can become invisible whenever you wanted to? What are some of the things you would do?
3. What would you eat if you were on a deserted island? How would you catch your food?

**Standards**

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**3.RI.1**

3. What are some of the things you would do?
3. What would you eat if you were on a deserted island? How would you catch your food?

**Standards**

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**AVID and Community Culture 1:50pm - 2:25pm**

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Reading 11:55am - 12:25pm**

Meeting: We will analyze and explain the story that we are reading.

Exceeding: We will evaluate and answer questions based on our Reading.

Language: We will read aloud and write answers about our Reading.

Introductory set: T. will briefly go over Reading portion of homework packet with S.

Guided lesson: T. will have S. work in small groups on Reading levels books (buckets). S. will work within their groups on either a

by planning, revising, and editing.

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

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Guided lesson: T. will model on the projector how to set up essay on 'what they want to be when they grow up.'

Independent activity: S. will begin brainstorming and then writing down their rough drafts of their essays.

Closer: S. will share with a partner what they have written so far.

**Grammar 2:25pm - 2:40pm**

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Meeting: We will identify and explain common rules of grammar.

Exceeding: We evaluate and write down rhyming words and words that use short vowel sounds.

Language: We will recite rhyming words.

Introductory set: T. will introduce lesson 1 Grammar packet on short a and short o sounds. S. will need to complete the first page of the packet.

Guided lesson: T. will model and introduce the lesson 1 packet. T. will also introduce the rhyming flash cards that S. will work in small groups on. S. will also have a station in which they are practicing the current week's spelling words.

Independent activity: S. will work in their stations making at least one rotation.

Closer: S. will share with a partner one new thing that they learned from the Grammar stations.

**Standards**

**3.L.3** Use knowledge of language and its conventions when writing,

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

**AVID and Community Culture 1:50pm - 2:25pm**

Meeting: We will identify and explain what it means to be a scholar.

Exceeding: We will create scholar posters.

Language: We will write down scholarly terms.

Anticipatory set: T. will ask S. to think of what the word 'scholar' means. S. will have 1-2 minutes to think of a definition. S. will share definitions with a partner, and several S. will share whole class.

Guided lesson: T. will model and introduce 'what it means to be a scholar' posters. T. will write key vocabulary terms: scholar, intelligent, driven, optimistic, etc.

Independent activity: S. will work on scholar posters in small groups (table groups).

Closer: S. will share one thing that they added on their posters with the T.

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Exceeding: We evaluate and write down rhyming words and words that use short vowel sounds.

reading level book or on the 'dog gone friendly' Reading packet.

Independent activity: S. will continue working in their Reading stations. T. will try testing S. for reading fluency.

Closer: S. will share with a partner one way that they help remember key parts of a story.

**Standards**

**3.RF.4** Read with sufficient accuracy and fluency to support comprehension.

**AVID and Community Culture**

**Grammar**

Meeting: We will identify and explain common rules of grammar.

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Language: We will recite rhyming words.

Introductory set: T. will introduce lesson 1 Grammar packet on short a and short o sounds. S. will need to complete the first page of the packet.

Guided lesson: T. will model and introduce the lesson 1 packet. T. will also introduce the rhyming flash cards that S. will work in small groups on. S. will also have a station in which they are practicing the current week's spelling words.

Independent activity: S. will work in their stations making at least one rotation.

Closer: S. will share with a partner one new thing that they learned from the Grammar stations.

**Standards**

**3.L.3** Use knowledge of language and its conventions when writing,

speaking, reading, or listening.



Meeting: We will identify and explain common rules of grammar.

Exceeding: We evaluate and write down rhyming words and words that use short vowel sounds.

Language: We will recite rhyming words.

Introductory set: T. will introduce lesson 1 Grammar packet on short a and short o sounds. S. will need to complete the first page of the packet.

Guided lesson: T. will model and introduce the lesson 1 packet. T. will also introduce the rhyming flash cards that S. will work in small groups on. S. will also have a station in which they are practicing the current week's spelling words.

Independent activity: S. will work in their stations making at least one rotation.

Closer: S. will share with a partner one new thing that they learned from the Grammar stations.

#### Standards

**3.L.4c** Use a known root word as a clue to the meaning of an unknown

Language: We will recite rhyming words.

Introductory set: T. will introduce lesson 1 Grammar packet on short a and short o sounds. S. will need to complete the first page of the packet.

Guided lesson: T. will model and introduce the lesson 1 packet. T. will also introduce the rhyming flash cards that S. will work in small groups on. S. will also have a station in which they are practicing the current week's spelling words.

Independent activity: S. will work in their stations making at least one rotation.

Closer: S. will share with a partner one new thing that they learned from the Grammar stations.

#### Standards

**3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

speaking, reading, or listening.

word with the same root  
(e.g., company, companion).

**3.L.1** Demonstrate  
command of the  
conventions of standard  
English grammar and usage  
when writing or speaking.