

**Literacy Block Lesson Plans (revised 08/09)**

Name: Walker/Wood

Grade: 3

Week of: March 18-22, 2013

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| Monday 3/18/13 | Common Core Standards: Reading Standards for Literature #1,2, 4,and 5 Reading Standards for Foundational Skills #3 a-d and #4a & c Writing Standards #3 a-d and #4 & 5 Language Standards #1f & i, 2 a, e & f, 4 a-c |
| Read Aloud #1 Genre: nonfiction Mini Lesson Focus: Figurative Language (15 minutes) | Teacher will present a lesson on figurative language. This week students will work with similes, metaphors, and idioms. Today teacher will present one example of each so students may identify the differences. Teacher will present that a simile is when the writer compare two things with the words like or as. Teacher will present that a metaphor is when the writer compares two things but does not use the word like or as. Teacher will present that an idiom is when the writer uses a phrase in which the words have a meaning different that the usual meaning. Introduce Posters – tell students where they can look in the room. Give examples. Create Graphic Organizer |
| Independent Reading (20 minutes) | Students will practice independent reading and being called to the back table to read with a teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters. |
| Share Time (10 minutes) | Students will share if they found a simile, metaphor, or idiom in the story. Students will turn and talk with partners at their tables. After turn and talk is over, four students will share with the whole class. |
| Shared Reading Genre: fiction (Read Aloud #2) (20 minutes) | Teacher will present the first half of the texttalk story <u>Rough Face Girl</u> . Teacher will stop at predetermined points to ask questions about the vocabulary words in the story that the students will study and be responsible for in homework, test, and life. The six vocabulary words are charred, haughtily, suitable, feverishly, awesome, and prevail. |
| Word Work (phonics, vocabulary) (15 minutes) | Spelling lesson: sion pattern Teacher will introduce spelling words for the week. As we progress in the third quarter, students are going to encounter more spelling words that they are unfamiliar with. Teacher will post definitions for any words that students do not know. Students will copy these definitions on their word study paper. Teacher will review definitions for fusion, infusion, version (can tie into when there is a problem with another student and each tells his/her side), revision (can tie into writing), invasion, envision, diversion, evasion, and excursion. Teacher will ask students to create sentences with 4 of the words to see if students understand the meanings of the words. Words: vision, fusion, division, infusion, version, revision, decision, invasion, envision, diversion, evasion, excursion, and expression |
| Fluency Practice | Teacher will call reading groups work on fluency. Students will partner read to work on fluency. (This takes place during independent reading/guided reading.) |
| Writing Mini Lesson Focus: Extended Response (10 minutes) | Students will continue their work on extended response writing. Teacher will review events of story Clever Tom and the Leprechaun. Teacher will review parts of an extended response- beginning sentence, text reference, interpretation, evaluation, and ending sentence. The extended response question is- Who is more clever- Tom or the Leprechaun? |
| Work Time (Independent Writing) | Students will work to complete the extended response. |

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| (20 minutes) | |
| Share Time (10 minutes) | Students will turn and talk about how they are progressing with writing the response. |
| Read Aloud #3 SS Integration Genre: nonfiction | Students will make their presentations of their third quarter projects. The students created posters of Chicago teams and places that are currently in Chicago. Today students will present their posters to the class so the other students can learn from their research. |
| Homework | 30 minutes of reading Spelling words 3x each Vocabulary wksht Three Little Wolves and Big Bad Pig |
| Assessments | Teacher will determine if students understand the differences among simile, metaphor, and idiom. Teacher will determine if students understand the process to write an extended response in writing. Teacher will determine if students understand the events of the texttalk story. Teacher will determine if students understand how to spell words with the sion pattern. |
| Differentiation (Accommodations) NOTE: Accommodations will be made for Struggling Learners, Gifted Learners, Students with Disabilities, English as a Second Language Learners, | Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with LLI tutors. Special Needs Learners: Students are only responsible for ½ of the spelling list. Students may also be given a different set of spelling words such as sight words. Ms. Lofton and classroom teacher will need to decide that. Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with Ms. Lofton. Students will be given more time to complete assignments. Students will be seated at front of classroom or at red table and/or carpet time to help with distraction. Gifted Learners: Students can read a book from Brain Box and complete a summary organizer. Students can work in the Book Challenge. |
| Tuesday 3/19/13 | Common Core Standards: Reading Standards for Literature #1,2, 4,and 5 Reading Standards for Foundational Skills #3 a-d and #4a & c Writing Standards #3 a-d and #4 & 5 Language Standards #1f & i, 2 a, e & f, 4 a-c |
| Read Aloud #1 Genre: nonfiction Mini Lesson Focus: Figurative Language (15 minutes) | Teacher will continue to work on figurative language. Teacher will present a short story about two people on a hike. After reading, teacher will present questions about figurative language such as what are the feet being compared to, and what does "I'll never make it" mean. Teacher will continue to model the differences between the three types (simile, metaphor, and idiom). |
| Independent Reading (20 minutes) | Students will practice independent reading and being called to the back table to read with a teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters. |
| Share Time (10 minutes) | Students will share if they found a simile, metaphor, or idiom in the story. Students will turn and talk with partners at their tables. After turn and talk is over, four students will share with the whole class. |
| Shared Reading Genre: fiction (Read Aloud #2) (20 minutes) | Teacher will present the second half of the texttalk story <u>Rough Face Girl</u> . Teacher will stop at predetermined points to ask questions about the vocabulary words in the story that the students will study and be responsible for in homework, test, and life. The six vocabulary words are charred, haughtily, suitable, feverishly, awesome, and prevail. |
| Word Work | Grammar Lesson- Verbs in the Past |

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| (phonics, vocabulary) (15 minutes) | Teacher will present a lesson on verbs in the past. Teacher will remind students that if you want to show past time with most verbs you only need to add ed. Some verbs you need to drop the e and add ed. Some verbs you need to change the y to i and add ed. Some verbs you need to double the consonant and add ed. Teacher and students will work on examples on page 133. (the examples next to the circle) |
| Fluency Practice | Teacher will call reading groups to work on fluency. Students will partner read to work on fluency. (This takes place during independent reading/guided reading.) |
| Writing Mini Lesson Focus: Extended Response (10 minutes) | Students will continue their work on extended response writing. Teacher will review events of story Clever Tom and the Leprechaun. Teacher will review parts of an extended response- beginning sentence, text reference, interpretation, evaluation, and ending sentence. The extended response question is- Who is more clever- Tom or the Leprechaun? |
| Work Time (Independent Writing) (20 minutes) | Students will work to complete the extended response. |
| Share Time (10 minutes) | Students will turn and talk about how they are progressing with writing the response. |
| Read Aloud #3 SS Integration Genre: nonfiction | Students will make their presentations of their solar system brochures. These presentations will allow the students to learn about the planets from each other. This will be a good introductory activity since our next unit in science is the solar system. |
| Homework | 30 minutes of reading Spelling words ABC order |
| Assessments | Teacher will determine if students understand the differences among simile, metaphor, and idiom. Teacher will determine if students understand the process to write an extended response in writing. Teacher will determine if students understand the events of the texttalk story. Teacher will determine if students understand how to make verbs in the past tense. |
| Differentiation (Accommodations) NOTE: Accommodations will be made for Struggling Learners, Gifted Learners, Students with Disabilities, English as a Second Language Learners, | Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with LLI tutors. Special Needs Learners: Students are only responsible for ½ of the spelling list. Students may also be given a different set of spelling words such as sight words. Ms. Lofton and classroom teacher will need to decide that. Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with Ms. Lofton. Students will be given more time to complete assignments. Students will be seated at front of classroom or at red table and/or carpet time to help with distraction. Gifted Learners: Students can read a book from Brain Box and complete a summary organizer. Students can work in the Book Challenge. |

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| Wednesday 3/20/13 | Common Core Standards: Reading Standards for Literature #1,2, 4,and 5 Reading Standards for Foundational Skills #3 a-d and #4a & c Writing Standards #3 a-d and #4 & 5 Language Standards #1f & i, 2 a, e & f, 4 a-c |
| Read Aloud #1 | Teacher will continue to work on figurative language. Teacher will present a report that a |

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| Genre: nonfiction Mini Lesson Focus: Figurative language (15 minutes) | student wrote about his favorite animal. After reading, teacher will present questions about figurative language such as took a shine to means and what is the kangaroo's pouch compared to. Teacher will continue to model the differences between the three types (simile, metaphor, and idiom). |
| Independent Reading (20 minutes) | Students will practice independent reading and being called to the back table to read with teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters. |
| Share Time (10 minutes) | Students will share if they found a simile, metaphor, or idiom in the story. Students will turn and talk with partners at their tables. After turn and talk is over, four students will share with the whole class. |
| Shared Reading Genre: fiction (Read Aloud #2) (20 minutes) | Teacher will present all six vocabulary words from the texttalk book of Rough Face Girl. Teacher will present the definition and example sentences with the following vocabulary words: charred, haughtily, and suitable. Teacher will provide on post-it poster the vocabulary words and definitions. charred- turned black from fire haughtily- too proud suitable- just right feverishly- doing something in a hurry awesome- fantastic prevail- to be able to do something difficult before everyone else |
| Word Work (phonics, vocabulary) (15 minutes) | Teacher may choose to work with any of her groups for work knowledge practice. |
| Fluency Practice | Teacher will call reading groups to work on fluency. Students will partner read to work on fluency. (This takes place during independent reading/guided reading.) |
| Writing – Mini Lesson Focus: Extended Response (10 minutes) | Teacher will remind students of the events in the story Rough Face Girl. Teacher will present an extended response question to the class. The question is: How do you know rough face girl was an appropriate name? Teacher will remind students of the steps involved in completing an extended response. |
| Work Time (Independent Writing) (20 minutes) | Students will work to complete the extended response. |
| Share Time (10 minutes) | Students will turn and talk about how they are progressing with writing the response. |
| Read Aloud #3 | Teacher choice of read aloud |
| Homework | 30 minutes of reading Study spelling words for test Reading sheet 124 Vocabulary wksht Rough Face Girl wksht- Test tomorrow |
| Assessments | Teacher will determine if students understand the differences among simile, metaphor, and idiom. Teacher will determine if students understand the process to write an extended response in writing. Teacher will determine if students understand the meaning of the vocabulary words. |
| Differentiation (Accommodations) NOTE: Accommodations will be made for Struggling Learners, Gifted Learners, | Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with LLI tutors. Special Needs Learners: Students are only responsible for ½ of the spelling list. Students may also be given a different set of spelling words such as sight words. Ms. Lofton and |

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| Students with Disabilities, English as a Second Language Learners, | classroom teacher will need to decide that. Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with Ms. Lofton. Students will be given more time to complete assignments. Students will be seated at front of classroom or at red table and/or carpet time to help with distraction. Gifted Learners: Students can read a book from Brain Box and complete a summary organizer. Students can work in the Book Challenge. |
| Thursday 3/21/13 | Common Core Standards: Reading Standards for Literature #1,2, 4,and 5 Reading Standards for Foundational Skills #3 a-d and #4a & c Writing Standards #3 a-d and #4 & 5 Language Standards #1f & i, 2 a, e & f, 4 a-c |
| Read Aloud #1 Genre: fiction Mini Lesson Focus: Cause and effect (15 minutes) | Teacher will distribute a reading comprehension test on figurative language. This test has two reading passages. |
| Independent Reading (20 minutes) | Students will practice independent reading and being called to the back table to read with teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters. |
| Share Time (10 minutes) | Students will share if they found a simile, metaphor, or idiom in the story. Students will turn and talk with partners at their tables. After turn and talk is over, four students will share with the whole class. |
| Shared Reading Genre: fiction (Read Aloud #2) (20 minutes) | Teacher will review the vocabulary words with the class prior to the test. |
| Fluency Practice (15 minutes) | Teacher will call reading groups to work on fluency. Students will partner read to work on fluency. (This takes place during independent reading/guided reading.) |
| Word Work (phonics, vocabulary) (15 minutes) | Students will take a spelling test. Students will take a vocabulary test. |
| Writing – Mini Lesson Focus: Extended Response (10 minutes) | Teacher will remind students of the events in the story Rough Face Girl. Teacher will present an extended response question to the class. The question is: How do you know rough face girl was an appropriate name? Teacher will remind students of the steps involved in completing an extended response. |
| Work Time (Independent Writing) (20 minutes) | Students will work to complete the extended response. |
| Share Time (10 minutes) | Students will turn and talk about how they are progressing with writing the response. |
| Read Aloud #3 Genre | Teacher choice |
| Homework | 30 minutes of reading |
| Assessments | Teacher will determine if students understand the differences among simile, metaphor, and idiom. Teacher will determine if students understand the process to write an extended response in writing. |

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| | <p>Teacher will determine if students understand the events of the texttalk story.</p> <p>Teacher will determine if students understand how to spell words with the sion pattern.</p> |
| <p>Differentiation (Accommodations) NOTE: Accommodations will be made for Struggling Learners, Gifted Learners, Students with Disabilities, English as a Second Language Learners,</p> | <p>Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with LLI tutors.</p> <p>Special Needs Learners: Students are only responsible for ½ of the spelling list. Student may also be given a different set of spelling words such as sight words. Ms. Lofton and classroom teacher will need to decide that. Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with Ms. Lofton. Students will be given more time to complete assignments. Students will be seated at front of classroom or at red table and/or carpet time to help with distraction.</p> <p>Gifted Learners: Students can read a book from Brain Box and complete a summary organizer. Students can work in the Book Challenge.</p> |
| <p>Friday 3/22/13</p> | <p>Common Core Standards: Reading Standards for Literature #1,2, 4,and 5 Reading Standards for Foundational Skills #3 a-d and #4a & c Writing Standards #3 a-d and #4 & 5 Language Standards #1f & i, 2 a, e & f, 4 a-c</p> |
| <p>Read Aloud #1 Genre: fiction Mini Lesson Focus: Figurative Language (15 minutes)</p> | <p>Students will participate in another practice for working with figurative language in a text. With a partner, students will read a poem titled The Skier and answer questions which ask them to explain the language that is used. Some students will work with teacher at red table for a reteaching of this lesson.</p> |
| <p>Independent Reading (20 minutes)</p> | <p>Students will practice independent reading and being called to the back table to read with teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters.</p> |
| <p>Share Time (10 minutes)</p> | <p>Students will share if they found a simile, metaphor, or idiom in the story. Students will turn and talk with partners at their tables. After turn and talk is over, four students will share with the whole class.</p> |
| <p>Shared Reading Genre: fiction (Read Aloud #2) (20 minutes)</p> | <p>Due to field trip to Hyde Park Art Center, there may not be time for a shared reading.</p> |
| <p>Word Work (phonics, vocabulary) (15 minutes)</p> | <p>Teacher may choose to work with a group on word knowledge.</p> |
| <p>Fluency Practice (15 minutes)</p> | <p>Teacher will call reading groups to work on fluency. Students will partner read to work on fluency. (This takes place during independent reading/guided reading.)</p> |
| <p>Writing – Mini Lesson Focus: Extended Response (10 minutes)</p> | <p>Teacher will remind students of the events in the story Rough Face Girl. Teacher will present an extended response question to the class. The question is: How do you know rough face girl was an appropriate name? Teacher will remind students of the steps involved in completing an extended response.</p> |
| <p>Work Time (Independent Writing) (20 minutes)</p> | <p>Students will work to complete the extended response.</p> |
| <p>Share Time (10 minutes)</p> | <p>Students will turn and talk about how they are progressing with writing the response.</p> |

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| Read Aloud #3 Second Step | Teacher will lead a lesson of Second Step. She will follow guidelines for lesson 21 of Unit 4. This lesson's title is dealing with negative peer pressure. |
| Homework | 30 minutes of reading |
| Assessments | Teacher will determine if students understand the differences among simile, metaphor, and idiom. Teacher will determine if students understand the process to write an extended response in writing. |
| Differentiation (Accommodations) NOTE: Accommodations will be made for Struggling Learners, Gifted Learners, Students with Disabilities, English as a Second Language Learners, | Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with LLI tutors. Special Needs Learners: Students are only responsible for ½ of the spelling list. Students may also be given a different set of spelling words such as sight words. Ms. Lofton and classroom teacher will need to decide that. Students will be given readers' notebook letter sheet with certain parts filled in and with sentence starters. Students will receive special instruction with Ms. Lofton. Students will be given more time to complete assignments. Students will be seated at front of classroom or at red table and/or carpet time to help with distraction. Gifted Learners: Students can read a book from Brain Box and complete a summary organizer. Students can work in the Book Challenge. |