

Literacy Block Lesson Plans (revised 08/09) Grade: 3

Name: Walker/Wood

Week of: Marc	ch 18-22, 2013
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	Teacher will present a lesson on figurative language. This week students will work with
Genre: nonfiction	similes, metaphors, and idioms. Today teacher will present one example of each so
Mini Lesson Focus:	students may identify the differences. Teacher will present that a simile is when the
Figurative Language	writer compare two things with the words like or as. Teacher will present that a
(15 minutes)	metaphor is when the writer compares two things but does not use the word like or as.
(10 11111005)	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.
Indonondont Deading	Create Graphic Organizer Students will practice independent reading and being called to the back table to read with
Independent Reading (20 minutes)	a teacher. Teacher will help students fill out their reading logs as needed. Students will
(20 mmutes)	complete readers' notebook letters.
Share Time	Students will share if they found a simile, metaphor, or idiom in the story. Students
(10 minutes)	will turn and talk with partners at their tables. After turn and talk is over, four students
(10 minutes)	will share with the whole class.
Shared Reading	Teacher will present the first half of the texttalk story <u>Rough Face Girl.</u> Teacher will
Genre: fiction	stop at predetermined points to ask questions about the vocabulary words in the story that
(Read Aloud #2)	the students will study and be responsible for in homework, test, and life. The six
(20 minutes)	vocabulary words are charred, haughtily, suitable, feverishly, awesome, and prevail.
Word Work	Spelling lesson: sion pattern
(phonics, vocabulary)	Teacher will introduce spelling words for the week. As we progress in the third quarter,
(15 minutes)	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	Students will continue their work on extended response writing. Teacher will review
Mini Lesson Focus:	events of story Clever Tom and the Leprechaun. Teacher will review parts of an
Extended Response	extended response- beginning sentence, text reference, interpretation, evaluation, and
(10 minutes)	ending sentence. The extended response question is- Who is more clever- Tom or the
	Leprechaun?
Work Time	Students will work to complete the extended response.
(Independent Writing)	

(20 minutes)	
Share Time	Students will turn and talk about how they are progressing with writing the response.
(10 minutes)	
Read Aloud #3	Students will make their presentations of their third quarter projects. The students
SS Integration	created posters of Chicago teams and places that are currently in Chicago. Today
Genre: nonfiction	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,
Assessments	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.
Differentiation	Teacher will determine if students understand how to spell words with the sion pattern.
	Low Achieving Learners: Students will be given readers' notebook letter sheet with certain parts filled in and with
(Accommodations)	Students will be given readers' notebook letter sheet with certain parts filled in and with
NOTE: Accommodations	sentence starters. Students will receive special instruction with LLI tutors.
will be made for Struggling	Special Needs Learners : Students are only responsible for ¹ / ₂ of the spelling list.
Learners, Gifted Learners,	Students may also be given a different set of spelling words such as sight words. Ms.
Students with Disabilities,	Lofton and classroom teacher will need to decide that. Students will be given readers'
English as a Second	notebook letter sheet with certain parts filled in and with sentence starters. Students will
Language Learners,	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	Teacher will continue to work on figurative language. Teacher will present a short story
Genre: nonfiction	about two people on a hike. After reading, teacher will present questions about
Mini Lesson Focus:	figurative language such as what are the feet being compared to, and what does "I'll
Figurative Language	never make it" mean. Teacher will continue to model the differences between the three
(15 minutes)	types (simile, metaphor, and idiom).
Independent Reading	Students will practice independent reading and being called to the back table to read with
(20 minutes)	a teacher. Teacher will help students fill out their reading logs as needed. Students will
	complete readers' notebook letters.
Share Time	Students will share if they found a simile, metaphor, or idiom in the story. Students
(10 minutes)	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	Teacher will present the second half of the texttalk story Rough Face Girl. Teacher will
Genre: fiction	stop at predetermined points to ask questions about the vocabulary words in the story that
(Read Aloud #2)	the students will study and be responsible for in homework, test, and life. The six
(20 minutes)	vocabulary words are charred, haughtily, suitable, feverishly, awesome, and prevail.
Word Work	Grammar Lesson- Verbs in the Past
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(phonics, vocabulary)	Teacher will present a lesson on verbs in the past. Teacher will remind students that if
(15 minutes)	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.
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Writing	Students will continue their work on extended response writing. Teacher will review
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Extended Response	extended response- beginning sentence, text reference, interpretation, evaluation, and
(10 minutes)	ending sentence. The extended response question is- Who is more clever- Tom or the
````	Leprechaun?
Work Time	Students will work to complete the extended response.
(Independent Writing)	
(20 minutes)	
Share Time	Students will turn and talk about how they are progressing with writing the response.
(10 minutes)	
Read Aloud #3	Students will make their presentations of their solar system brochures. These
SS Integration	presentations will allow the students to learn about the planets from each other. This will
Genre: nonfiction	be a good introductory activity since our next unit in science is the solar system.
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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	Low Achieving Learners:
(Accommodations)	Students will be given readers' notebook letter sheet with certain parts filled in and with
<b>NOTE:</b> Accommodations	sentence starters. Students will receive special instruction with LLI tutors.
will be made for Struggling	Special Needs Learners: Students are only responsible for ¹ / ₂ of the spelling list.
Learners, Gifted Learners,	Students may also be given a different set of spelling words such as sight words. Ms.
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Language Learners,	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.
	Students can work in the book Chanenge.

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	Writing Standards #3 a-d and #4 & 5
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Read Aloud #1	Teacher will continue to work on figurative language. Teacher will present a report that a

Mini Lesson Focus: Figurative language 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 (if minutes)   Independent Reading (20 minutes) Students will practice independent reading and being called to the back table to read will 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 share with the whole class.   Shared Reading Genre: fiction (Read Aloud #2) 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 avesome-fantastic prevail- to be able to do something difficult before everyone else   Word Work (phonics, vocabulary) Teacher will reading groups to work on fluency. Students will partner read 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 reading groups to work on fluency. Students will work to complete the extended response. (10 minutes)   Work Time (10 minutes) Students will work to complete the extended response. (10 minutes)   Teacher will reading st		
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(15 minutes) (simile, metaphor, and idiom).   Independent Reading (20 minutes) Students will practice independent reading and being called to the back table to read will teacher. Teacher will help students fill out their reading logs as needed. Students will complete readers' notebook letters.   Share Time Students will share if they found a simile, metaphor, or idiom in the story. Students will will and talk with partners at their tables. After turn and talk is over, four students will share with the whole class.   Shared Reading 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 ifficult before everyone else   Word Work Teacher will present to work with any of her groups for work knowledge practice.   (15 minutes) Teacher will present of to work on fluency. Students will partner read to work on fluency. Students will partner read to work on fluency. Students will partner read to work on fluency. Students will present an extended response question to the class. The question is: How do you know rough face girl was an appropriate name? (I0 minutes)   Work Time (Independent Writing) Students will urn and talk about how they are progressing with writing the response. (I0 minutes)   Work Time (I0 minutes) Students will urn and talk about how they are progressing with writing the response. (I0 minutes)   Students will turn and talk about how they are progressing wit		
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	Assessments	Teacher will determine if students understand the differences among simile, metaphor, an
idiom. Transformatill determines if students understand the annears to surite an enter ded reasons		
		Teacher will determine if students understand the process to write an extended response is
writing.		6
Teacher will determine if students understand the meaning of the vocabulary words.		
0	Differentiation	
		Students will be given readers' notebook letter sheet with certain parts filled in and with
<b>NOTE: Accommodations</b> sentence starters. Students will receive special instruction with LLI tutors.		
		<b>Special Needs Learners:</b> Students are only responsible for $\frac{1}{2}$ of the spelling list. Students
Learners, Gifted Learners, may also be given a different set of spelling words such as sight words. Ms. Lofton and	Learners, Gifted Learners,	may also be given a different set of spelling words such as sight words. Ms. Lofton and

Studente with Dis-Lilling	alagaroom taashar will used to decide that Obidents will be since and such as 1 - 1.1.4
Students with Disabilities,	classroom teacher will need to decide that. Students will be given readers' notebook lette
English as a Second	sheet with certain parts filled in and with sentence starters. Students will receive special
Language Learners,	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.
Thursday 2/21/12	Students can work in the Book Challenge.   Common Core Standards:
Thursday 3/21/13	Reading Standards for Literature #1,2, 4,and 5
	Reading Standards for Enterature #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 distribute a reading comprehension test on figurative language. This test has
Genre: fiction	two reading passages.
Mini Lesson Focus:	the reading publices.
Cause and effect	
(15 minutes)	
Independent Reading	Students will practice independent reading and being called to the back table to read with
(20 minutes)	teacher. Teacher will help students fill out their reading logs as needed. Students will
	complete readers' notebook letters.
Share Time	Students will share if they found a simile, metaphor, or idiom in the story. Students will
(10 minutes)	turn and talk with partners at their tables. After turn and talk is over, four students will
	share with the whole class.
Shared Reading	Teacher will review the vocabulary words with the class prior to the test.
Genre: fiction	
(Read Aloud #2)	
(20 minutes)	
Fluency Practice	Teacher will call reading groups to work on fluency.
(15 minutes)	Students will partner read to work on fluency.
	(This takes place during independent reading/guided reading.)
Word Work	Students will take a spelling test.
(phonics, vocabulary)	Students will take a vocabulary test.
(15 minutes)	Teacher will remind students of the grants in the stars Devel, Devel, Devel, T. 1. 11
Writing –	Teacher will remind students of the events in the story Rough Face Girl. Teacher will
Mini Lesson Focus:	present an extended response question to the class. The question is: How do you know rough face girl was an appropriate name?
Extended Response	Teacher will remind students of the steps involved in completing an extended response.
(10 minutes) Work Time	Students will work to complete the extended response.
(Independent Writing)	Students will work to complete the extended response.
(20 minutes)	
Share Time	Students will turn and talk about how they are progressing with writing the response.
(10 minutes)	students will turn and ank about now they are progressing with writing the response.
Read Aloud #3	Teacher choice
Genre	
	30 minutes of reading
	JO INITIALES OF TEADING
Homework	v
	Teacher will determine if students understand the differences among simile, metaphor, an
Homework	

	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	Low Achieving Learners:
(Accommodations)	Students will be given readers' notebook letter sheet with certain parts filled in and with
NOTE: Accommodations	sentence starters. Students will receive special instruction with LLI tutors.
will be made for Struggling	Special Needs Learners: Students are only responsible for ¹ / ₂ of the spelling list. Studen
Learners, Gifted Learners,	may also be given a different set of spelling words such as sight words. Ms. Lofton and
Students with Disabilities,	classroom teacher will need to decide that. Students will be given readers' notebook lette
English as a Second	sheet with certain parts filled in and with sentence starters. Students will receive special
Language Learners,	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.
Friday 3/22/13	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	Students will participate in another practice for working with figurative language in a text
Genre: fiction	With a partner, students will read a poem titled The Skier and answer questions which ask
Mini Lesson Focus:	them to explain the language that is used. Some students will work with teacher at red tak
Figurative Language	for a reteaching of this lesson.
(15 minutes)	
Independent Reading	Students will practice independent reading and being called to the back table to read with
(20 minutes)	teacher. Teacher will help students fill out their reading logs as needed. Students will
	complete readers' notebook letters.
Share Time	Students will share if they found a simile, metaphor, or idiom in the story. Students will
(10 minutes)	turn and talk with partners at their tables. After turn and talk is over, four students will
	share with the whole class.
Shared Reading	Due to field trip to Hyde Park Art Center, there may not be time for a shared reading.
Genre: fiction	
(Read Aloud #2)	
(20 minutes)	
Word Work	Teacher may choose to work with a group on word knowledge.
(phonics, vocabulary)	
(15 minutes)	
Fluency Practice	Teacher will call reading groups to work on fluency.
(15 minutes)	Students will partner read to work on fluency.
XX7	(This takes place during independent reading/guided reading.)
Writing –	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
Mini Lesson Focus:	
Extended Response	rough face girl was an appropriate name? Teacher will remind students of the steps involved in completing an extended response
(10 minutes) Work Time	Teacher will remind students of the steps involved in completing an extended response. Students will work to complete the extended response.
	students will work to complete the extended response.
(Independent Writing) (20 minutes)	
(20 minutes) Share Time	Students will turn and talk about how they are progressing with writing the response
	Students will turn and talk about how they are progressing with writing the response.
(10 minutes)	

Read Aloud #3	Teacher will lead a lesson of Second Step. She will follow guidelines for lesson 21 of Un
Second Step	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, an
	idiom.
	Teacher will determine if students understand the process to write an extended response in
	writing.
Differentiation	Low Achieving Learners:
(Accommodations)	Students will be given readers' notebook letter sheet with certain parts filled in and with
NOTE: Accommodations	sentence starters. Students will receive special instruction with LLI tutors.
will be made for Struggling	Special Needs Learners: Students are only responsible for 1/2 of the spelling list. Studen
Learners, Gifted Learners,	may also be given a different set of spelling words such as sight words. Ms. Lofton and
Students with Disabilities,	classroom teacher will need to decide that. Students will be given readers' notebook lette
English as a Second	sheet with certain parts filled in and with sentence starters. Students will receive special
Language Learners,	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.