

Third Grade Lesson Plans

DAY 1

Reading

80-120 minutes

Placement Week/ Getting Started Day 1

Use this week to place your students in the differentiated Reading Groups. Use the time during this week to introduce to students the routines and activities they will encounter throughout the year.

Whole Group (40 to 60 minutes) –

Evaluate: Administer Group Placement Test Online

Explain: (20 Minutes) Introduce independent reading and classroom library procedures.

Looking ahead:

- The placement test data will decide which Reading Placement Assessment (RPA) to administer.

Science

30 minutes

Weather Patterns and Predictions Bring Science Alive Unit 3: Weather and Climate, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What makes weather?*

Student Text: Students will read about materials and their properties

Engage: Have students view the picture from Bring Science Alive online. Ask the following questions: “What do you see in this image?”, “What forms of water do you think are in this picture?”

Explain: Text reading (pages 134-139)

Students will complete the Interactive Tutorial and the Reading Notes in their print Interactive Student Notebook

Explore: In a **Visual Discovery** Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.

- Write a script for the scene that includes two characters.
- Describe the weather in the scene.
- Act out the scene with props

Social Studies

30 minutes

Essential question: What are my rights and responsibilities as a citizen of my community?

Materials needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?
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Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"

Math

60-75 minutes

Before beginning any topic students are given a pre-test to create differentiated math groups, so begin with pre-testing Topic One using the topic test. This can be given to your class per your schedule permits. In addition, you may use the "Getting to Know Your Math Book" lesson pg. 2, 3 as well as the "Math Project" on pg. 3 in the teacher's guide Topic 1-Numeration on those first 2 days. You will start Topic 1-1 on that Monday following the short week.

Topic: Numeration

Lesson: 1-1 Representing Numbers

Background: An understanding of place value is necessary to read and write all numbers. Knowing the value of each digit in a number provides a basis for understanding the value of the entire number. Place value understanding requires an integration of new and difficult-to-construct concepts of grouping by tens (base-10 concepts) with procedural knowledge of how groups are recorded in our place-value scheme, how numbers are written, and how they are spoken.

Learning Target- Students will read and write 3-digit and 4-digit numbers.

Materials: Place-value blocks (or Teaching Tools 18 and 19)

*Set up the 3 differentiated centers prior to lesson.

Vocabulary: digits, place value, standard form, expanded form, word form

Daily Common Core Review: 1-1 (To be completed in less than 10 minutes)

*Student DCCR booklets available to be ordered through BV Print Services for each topic. DCCR is also found in Teacher Resource Guide- Number and Base Ten book.

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will use pictures and place-value blocks to model 3-digit numbers. Remind students that place value tells you the value of each digit in a number according to its position in the number. Pose questions to students about how each place value relates to each other. Model building various numbers using place value blocks and write in expanded form. Students then work in small groups of 3 with each student having a designated job- 3 digit number announcer, modeler using place value blocks, and standard form writer. Students change roles and repeat with other numbers.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Kids will learn to read and write numbers in the hundreds and thousands in different ways.
- **(Explore)Guided Practice:** Work through together the "Guided Practice" problems 1-7 found on pg. 6 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 8-17 found on pg. 7 in the student book. If student struggle with zeros when writing numbers in their various forms, remind them to break down numbers into thousands, hundreds, tens, and ones. Students can use a

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place-value chart if necessary.

- **(Elaborate)Problem Solving:** As students work through the problem solving problems 18-21, remind children that the digit's value depends on its place-value position. If students finish early, have them write a 4-digit number and then exchange numbers with a classmate. Ask them to write the number given to them in two different ways.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned that our number system is based on groups of ten. Whenever we get 10 in one place value, we move to the next greater place value. In this lesson, you learned how to read and write numbers in the hundreds and thousands in standard form, expanded form, and word form.

- **(Evaluate)Quick Check/Writing to Explain:** Give Quick Check Master 1-1. (Found in Assessment Sourcebook) Exercises 1-4 are worth 1 point each. Use the rubric to score Exercise 5. Based on student results, prescribe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4points= Reteaching Master 5-6= Practice Master 7 = Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

* These centers will be set up prior to the lesson.

10 Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 1

Song: "Fabulous Facts" (Rock Your Math Class)

Activity:

Students will construct triangular flashcards with large triangles. Students will identify the facts that have not been addressed through the computational strategies. After constructing these tools, students will partner up and practice these "fact families" by moving hand.

Writing

30 minutes

Evaluate:

Devote the first day of writing workshop— forty minutes—to an on demand assessment of narrative writing. Do *not* remind students of the qualities of good narrative writing, do *not* share examples of powerful texts, and definitely do *not* confer with writers. This needs to be a hands-off assessment. This will give you baseline data of your students as writers. (Students have has experience with narrative writing with the prior year's District Writing Assessment.)

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DAY 2
Reading
80-120 minutes
<p>Placement Week/ Getting Started Day 2</p> <p>Whole Group (25 minutes)</p> <p>Explain:</p> <ul style="list-style-type: none"> • Introduce the Rotation Model on page xx of TE share two to three Literacy Centers, Daily 5, or Study Station Flip Charts. <p>Small Group (60 minutes)</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> • Practice the rotations and classroom procedures using a timer set for 10 to 15 minutes. During rotation practice start pulling students individually to administer the Reading Progress Assessments (RPA). These will need to be completed by the end of day 5. <p>Whole Group/Wrap –up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> • Ask students to share with a partner what worked for you during rotations today.
Science
30 minute
<p>Weather Patterns and Predictions</p> <p>Bring Science Alive Unit 3: Weather and Climate, Lesson 1</p>
<p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What makes weather?</i></p> <p>Materials: Interactive Student Notebook</p> <p>Explore: In a Visual Discovery Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.</p> <p>Scene A: Night at the Court</p> <ul style="list-style-type: none"> • Students watch the video. Ask the following question: “Do you think it is hot or cold?”, “What can you observe about wind or water in this location?” • Write down your observations in number 1 of your notebook. <p>Scene B: Afternoon at the Desert</p> <ul style="list-style-type: none"> • Students watch the video. Ask the following question: “Do you think it is hot or cold?”, “What can you observe about wind or water in this location?” • Write down your observations in number 1 of your notebook. <p>Scene C: Morning by the Pond</p> <ul style="list-style-type: none"> • Students watch the video. Ask the following question: “Do you think it is hot or cold?”, “What can you observe about wind or water in this location?” • Write down your observations in number 1 of your notebook. <p>Scene D: Evening at the Observatory</p> <ul style="list-style-type: none"> • Students watch the video. Ask the following question: “Do you think it is hot or cold?”, “What can you observe about wind or water in this location?” • Write down your observations in number 1 of your notebook.

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Scene E: Day at the Beach

- Students watch the video. Ask the following question: “Do you think it is hot or cold?”, “What can you observe about wind or water in this location?”
- Write down your observations in number 1 of your notebook.

Social Studies

30 minutes

Essential question: What are my rights and responsibilities as a citizen of my community?

Materials needed: chart/visual from previous lesson, image of the Constitution

Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.

Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it’s important to make sure everyone’s voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students’ suggestions and display them. Suggestion - only list the rules, not the students’ names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.

Math

60-75 minutes

Topic: Numeration

Lesson 1-2 Ways to Name Numbers

Background: Students have learned that numbers can be written in standard form, expanded form, and word form. This lesson presents the concept that numbers can be named in different ways by using different numbers of ones, tens, hundred, or thousands. For example, 1,200 can be named as one thousand, two hundred or as twelve hundred.

Learning Target-Students will name numbers in different ways.

Materials: Place value blocks (or Teaching Tools 18 and 19)

Vocabulary: None

Daily Common Core Review: 1-2 **(To be completed in less than 10 minutes or as morning work)**

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will name numbers in different ways. Students have a discussion about the various ways numbers are

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their writing materials on their desks or bring them to the carpet. Create an anchor chart for Writer's Workshop.

Mini-Lesson 15 to 20 minutes

Engage - Explain

Select one of the books from the list above to share with your students. Make connections to how writers get ideas. This is a good time to begin an anchor chart on how authors get ideas; title it "What Writers Write About."

Independent Writing 20 minutes

Elaborate

Have students begin a list of ideas that they can write about. Remind them of the connections that we have just made during the mini-lesson.

Share 5 minutes

Explain

Have each student share an idea with the class they can write about.

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DAY 3
Reading
80-120 minutes
<p>Placement Week/ Getting Started Day 3</p> <p>Whole Group (25 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> Model remaining Literacy Stations. Create an anchor chart to reflect clear expectations for appropriate behavior during Literacy Rotations. Write and post expected behaviors on chart paper. <p>Small Group (60 minutes)</p> <p>Explore -Evaluate</p> <ul style="list-style-type: none"> During rotation practice, continue to administer the Reading Progress Assessments (RPA). <p>Whole Group (5 minutes)</p> <ul style="list-style-type: none"> Have student volunteers model the specific rotation behaviors that are to be used during the Literacy Stations of your choice.
Science
30 minutes
<p style="text-align: center;">Weather Patterns and Predictions Bring Science Alive Unit 3: Weather and Climate, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What makes weather?</i></p> <p>Materials: Interactive Student Notebook</p> <p>Explore: In a Visual Discovery Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.</p> <ul style="list-style-type: none"> Assign each pair one scene Have students write a script for their scene. It should be about two people deciding if they should play a game outside. The script should be: <ul style="list-style-type: none"> Be less than 1 minute long. Have two characters deciding whether they should play outside or not. Describe the location's weather. Use these words: weather, temperature, wind, and humidity.
Social Studies
30 minutes
<p>Essential question: What are my rights and responsibilities as a citizen of my community?</p> <p>Materials needed: Class Constitution, image of Constitution</p> <p><i>Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a "Class Constitution" with plenty of room for students to sign it.</i></p> <p>Engage: Display image of the Constitution, focus on signatures of the Framers: http://www.archives.gov/exhibits/charters/constitution_zoom_4.html</p> <p>Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how</p>

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need their parent/guardian’s signature on forms, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days’ lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Math

60-75 minutes

Topic: Numeration

Lesson 1-3 Greater Numbers

Background: Recognizing the patterns in place value can help students read and write greater numbers in a variety of ways. The pattern of using ones, tens, and hundreds columns within each period continues with the thousands, the millions, and so on. The pattern also influences how we read numbers. For all periods except the ones period, the digits within the period are read as one number with the name of the period stated afterward.

Learning Target-Students will read and write numbers in the tens and hundred thousands.

Materials: None

Vocabulary: period

Daily Common Core Review: 1-3 **(To be completed in less than 10 minutes or as morning work)**

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will show the standard form of 6-digit numbers followed by expanded form and word form. Discuss where in real life they see or could see large numbers. Pose numbers to students and have them work together to write in word form. Emphasize that the digits in a period are read as a number of hundreds, followed by the period name, except in the case of the ones period. Write the number in word form and ask students to read the number aloud with you.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will read and write numbers with up to six digits in different ways.
- **(Explore)Guided Practice:** Work through together the “Guided Practice problems 1-6 found on page 10 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 7-21 found on page 11 in the student book.

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- **(Elaborate)Problem Solving:** As students work through the problem solving problems 22-26 found on page 11 in the student book. If students finish early, ask them to write the population of each city in the table in word form.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

- You have learned how to name numbers in different ways.
- **(Evaluate)Quick Check/Writing to Explain:** Give Quick Check Master 1-3. (Found in Assessment Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home.
- **Leveled Homework:** 0-4 points= Reteaching Master 5= Practice Master 6= Enrichment Master

Differentiated Instruction: Enrichment pages can be passed out to those who need it.

Math Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 3

Song: "Fabulous Facts" (Rock Your Math Class)

Activity:

Students will construct triangular flashcards with large triangles. Students will identify the facts that have not been addressed through the computational strategies. After constructing these tools, students will partner up and practice these "fact families" by moving hand on vertices.

Writing

30 minutes

Using pages 146-148 in *Making Sense of the Writer's Workshop* continue Launching Writer's Workshop using th books listed on Day 1 or from the Mentor Text List in the New Teachers Binder

Purpose: Review procedures for Writer's Workshop that we began yesterday. For example: Where are the materials kept, what are the expectations for Writer's Workshop, begin an anchor chart for "Writer's Workshop Expectations".

Mini-Lesson 15 to 20 minutes

Engage

- Select one of the books from the list above to share with your students. Make connections to how writers get ideas. This is a good time to begin an anchor chart on how authors get ideas; title it "What Writers Write About".

Independent Writing 20 minutes

Elaborate - Evaluate

- Have students begin a list of ideas that they can write about. Remind them of the connections that we have just made during the mini-lesson
- Begin to confer with students about writing using the Responsive Confering Prompts to Support and Scaffold Writers.

Share 5 minutes

Elaborate

- Students share with a partner their writings for today. Each partner actively listens to the other one at a time and then compliments them on their writing. The student who is listening should have their writing on the floor or on the desk and not in their hands while they are listening.

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DAY 4
Reading
80-120 minutes
<p>Placement Week/ Getting Started Day 4</p> <p>Whole Group (15 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> Review rotation expectations and procedures. Write the Inquiry Process steps on the board and discuss their meaning (page xxii of TE). <p>Small Group (70 minutes)</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> During rotation practice administer the Reading Progress Assessments to four students individually. <p>Whole Group/ Wrap up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> Review the anchor chart and review any changes the students may have suggested.
Science
30 minutes
<p style="text-align: center;">Weather Patterns and Predictions</p> <p style="text-align: center;">Bring Science Alive Unit 3: Weather and Climate, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What makes weather?</i></p> <p>Explore: In a Visual Discovery Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.</p> <ul style="list-style-type: none"> Students should rehearse the scene, find props to bring the scene to life. and get prepared for presentations
Social Studies
30 minutes
<p>Essential Question: Why do people choose to live in my community?</p> <p>Materials needed: black and white maps of the United States (outline, make sure compass rose is included), crayons or colored pencils</p> <p>Engage: Ask the students if anyone traveled outside the state of Kansas over the summer. Invite them to share where they went and why. After students share, explain that today we are going to take a little tour of the United States.</p> <p>Play Tour of the States – Official Music Video - http://safeshare.tv/w/MiPEudcQBs</p> <p>At the end of the video, pause (time should be about 3:51). Ask students to make some observations about the United States. After students have shared general observations about the map, ask them to describe where Kansas is located.</p> <p>Explore: Provide students with a map of the United States, key feature to include is the state boundaries and national capital (note: you can create maps from National Geographic’s Education website – http://education.nationalgeographic.com/education/mapping)</p>

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Ask them to color the state of Kansas with their favorite color. Then ask them to color any other states they have visited with a different color.

Evaluate: Provide students time to share their maps with a partner and discuss where they have traveled and why. Collect maps from students and store them until next day's lesson.

Math

60-75 minutes

Topic: Numeration Lesson 1-4 Understanding Number Lines

Background: The number line is another way to represent numbers. Each whole number can be associated with a unique point on the number line. Zero is the least whole number on the number line and there is no greatest number as the line continues without end. The distance between any two consecutive whole numbers on a number line is the same for all such pairs. However, the length of the segment can be different for different number lines. Any given point on a number line can be represented by a different symbol, but collectively the given symbols represent the same number.

Learning Target-Students locate and compare whole numbers on a number line.

Materials: Number Lines (Teaching Tool 10)

Vocabulary: None

Daily Common Core Review: 1-4 (To be completed in less than 10 minutes or as morning work)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

Students will write conservation whole numbers on number lines. Tell students they will be learning more functions of a number line. Draw a line on the board with 5 evenly spaced tick marks. Label the first mark 2 and the third mark 4. Have students use Teaching Tool 10 as their recording sheet. Find the missing numbers from this number line. Write all numbers on number line B of your recording sheet and explain how you know what numbers to write. Give students time to work together in pairs, followed by sharing their thinking with classmates. Use questioning to help students identify features of a number line. Allow students to add more numbers to the number line.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will find and write numbers on a number line.
- **(Explore)Guided Practice:** Work through together the “Guided Practice problems 1-4 found on page 12 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 5-9 found on page 12 in the student book.
- **(Elaborate)Problem Solving:** As students work through the problem solving problems 10-15 found on page 13. If students finish early, have students draw a number line like the one in Exercise 14, only using different numbers. Have students exchange papers with a partner and write the number represented by each point.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned how to name numbers in different ways.

- **(Evaluate)Quick Check/Writing to Explain:** Give Quick Check Master 1-4. (Found in Assessment

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Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home.

- **Leveled Homework:** 0-4 points= Reteaching Master 5= Practice Master
6= Enrichment Master

Differentiated Instruction: Enrichment pages can be passed out to those who need it.

10 Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 4

Song: "Fabulous Facts" (Rock Your Math Class)

Activity:

Play the game "Cover the Quantities" from pages 18-23 (dynamic dice) and the double dice and transparent chips. The pages can be run front and back or laminated for repeated practice. This game can be placed into centers or repeated motivational practice.

Writing

30 minutes

Using pages 148 -149 in *Making Sense of the Writer's Workshop* continue Launching Writer's Workshop. Mentor texts are listed on Day 1 or on the Mentor Text List in the New Teachers Binder.

Purpose: Introduce your procedures for Writer's Workshop. For example, Organization: will you have them use folder's or Writer's notebooks, your expectations for environment look-like and sound-like (begin an anchor chart) etc.

Mini-Lesson 15 to 20 minutes

Engage - Explain

- Select a new book from the list above or continue with the book you began yesterday to share with your students. Make connections to how writers get their ideas. (Depending on the length of the book it may take two days to read.) Add ideas to the anchor chart titled "What Writer's Write About".

Independent Writing 20 minutes

Elaborate

- Have students continue to work on their list of ideas or choose an idea to write about. Teacher confers with students on their writing using the Responsive Conferring Prompts to Support and Scaffold Writers.

Share 5 minutes

Explain

- Students share with a partner what they have written today and the partner gives a compliment on the writing. (Be sure to model this activity.) What is one partner doing while the other is reading?

Looking ahead: Students may bring in stickers or photos to decorate their notebooks with tomorrow.

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DAY 5
Reading
80-120 minutes
<p>Whole Group (15 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> Review rotation expectations and procedures. Write the Inquiry Process steps on the board and discuss their meanings. (Page xxii of TE) <p>Small Group (70 minutes)</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> During rotation practice administer the Reading Progress Assessments to four students individually. All Reading Progress Assessments need to be completed today. <p>Whole Group/ Wrap up (5 minutes)</p> <p>Engage</p> <ul style="list-style-type: none"> Ask students, "What is the most interesting thing you have learned during rotations today?" <p>Looking ahead:</p> <ul style="list-style-type: none"> Students need to be assigned to one of the following Differentiated Reading groups: Advanced, Benchmark, Strategic, or Intensive On the LEAD21 website students need to be placed into their groups using the Group Manager Make sure you have the question board ready
Science
30 minutes
<p style="text-align: center;">Weather Patterns and Predictions</p> <p style="text-align: center;">Bring Science Alive Unit 3: Weather and Climate, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What makes weather?</i></p> <p>Elaborate and Evaluate: In a Visual Discovery Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.</p> <ul style="list-style-type: none"> Students perform scene A. The class should listen for the words, weather, temperature, wind, and humidity. Students perform scene B. The class should listen for the words, weather, temperature, wind, and humidity. Students perform scene C. The class should listen for the words, weather, temperature, wind, and humidity. Students perform scene D. The class should listen for the words, weather, temperature, wind, and humidity. Students perform scene E. The class should listen for the words, weather, temperature, wind, and humidity.
Social Studies
30 minutes
<p>Essential Question: Why do people choose to live in my community?</p> <p>Materials needed: four signs to indicate the cardinal directions (north, south, east, and west), put on display in classroom, four signs to indicate intermediate directions (northwest, northeast, southwest, and southeast) ready to put on display in the middle of the lesson, CD from Social Studies Alive: My Community and Beyond, maps students colored during the previous days' lesson</p> <p><i>Lesson adapted from Activity 2.1, Social Studies Alive: My Community and Beyond</i></p>

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Engage: Ask students to stand up. Play CD Track 9 from *Social Studies Alive: My Community and Beyond*, Lesson 2, “North, South, East, and West.” Tell students to face and point to the appropriate cardinal direction when they hear each one mentioned in the song (note if you do not have the song, you can either make up a song or randomly call out directions and have students point).

Explain: Inform students that there are four directions found between the cardinal directions that are called intermediate directions. Ask students to guess the names of these directions. Pull out the signs for the intermediate directions and place them in their appropriate position in the classroom. Once signs are placed, ask students to stand up and point to the various directions in the classroom when you call them out (note: begin by calling out the intermediate directions, then mix it up and add cardinal directions).

Elaborate: Have students identify the direction between two places in the classroom. Select a common reference point, such as the teacher’s desk or the door. Have students select another item, such as the flag, cabinets, etc.

Ask one student to walk slowly from the teacher’s desk to the other item. Ask the class to identify the cardinal or intermediate direction in which the student is walking. Repeat 2-3 times with different students and items.

Evaluate: Distribute maps students colored previously. Ask students to look over their maps. Discuss as a class, how might knowing our cardinal and intermediate directions help us read this map of the United States? Why might it be important to know how to read a map? What can we learn from maps?

Math

60-75 minutes

Topic: Numeration Lesson 1-5 Counting on the Number Line

Background: The number line can be used to represent a numeric pattern. Equal differences in the numbers in the pattern are shown by equal lengths of the line segments between the numbers. Since the scale on some graphs is a number line, this understanding prepares students for reading and interpreting more complex graphs.

Learning Target-Students identify the pattern on a number line or graph scale, and calculate missing labels.

Materials: Number Lines (Teaching Tool 10)

Vocabulary: None

Daily Common Core Review: 1-5 **(To be completed in less than 10 minutes or as morning work)**

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will use patterns to write whole numbers on number lines. Generate a discussion about patterns on a number line and how those patterns help you learn to write numbers on lines. Discuss what a pattern is and examples of real-world problems with patterns. Share how numbers on a number-line follow patterns, too. Have students work with a partner and use Teaching Tool 10 to record their answers. Students should find the numbers missing from this pattern on the number line. Write all the numbers on number line B on your recording sheet and explain how you know what numbers to write. After students have been given time to work, have students share the answers and explanations. Students will then create number lines for their partners and work together.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will find and complete whole number patterns on a number line.
- **(Explore)Guided Practice:** Work through together the “Guided Practice problems 1-4 found on page 12 in the student book.

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- **(Elaborate)Independent Practice:** Students will work through independently problems 5-9 found on page 12 in the student book.
- **(Elaborate)Problem Solving:** As students work through the problem solving problems 10-15 found on page 13. If students finish early, have students draw a number line like the one in Exercise 14, only using different numbers. Have students exchange papers with a partner and write the number represented by each point.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned how to name numbers in different ways.

- **(Evaluate)Quick Check/Writing to Explain:** Give Quick Check Master 1-4. (Found in Assessment Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home.
- **Leveled Homework:** 0-4 points= Reteaching Master 5= Practice Master
6= Enrichment Master

Differentiated Instruction: Enrichment pages can be passed out to those who need it.

10 Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 5

Song: “Fabulous Facts” (Rock Your Math Class)

Activity:

Students will use the triangular flashcards with large triangles. Students will identify the facts that have not been addressed through the computational strategies. Students will partner up and practice these “fact families” by moving hand to cover up each vertex.

Writing

30 minutes

Using pages 150- 157 in *Making Sense of the Writer’s Workshop* continue Launching Writer’s Workshop lessons using the books from Day 1 or from the Mentor Text List in the New Teachers Binder.

Purpose:

- Review procedures for Writer’s Workshop that we began yesterday. For example: Where are the materials kept?

What are the expectations for Writer’s Workshop?

Mini-Lesson 15 to 20 minutes

Engage

- Select a new book from the list above or continue with the book you began yesterday to share with your students. Make connections to how writers get their ideas. (Depending on the length of the book it may take two days to read.) Discuss how they will decorate their notebooks; tell them that the notebooks are to keep their ideas, thoughts, and stories to tell.

Independent Writing 20 minutes

Explore

- Students decorate their notebooks, work on writing they had begun yesterday, or select a new prompt. Teacher confers with students on their writing using the Responsive Conferring Prompts to Support and

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Scaffold Writers.

Share 5 minutes

Engage

- Students share their decorated notebooks.

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DAY 6

Reading

80-120 minutes

Unit 1, Week 1, Day 1

Whole Group (25 minutes)

Engage

- Launch the Unit by introducing the Theme question, “How do the changes around us make who we are?, Then show the Virtual Field trip which is found online on the LEAD21 website under Week 1, Day 1. Give each student a Post-It note and as they view the Virtual Field Trip have them write a question they have about changes. Then have them share their question with a partner and bring it up to the question board. Read out a few questions from the question board.

Word Work- Teach Short Vowels & Practice /Apply TE page 14.

Explain

- Create a two column Chart on the board with the short vowels, a, e, i, o, u on the left side and leave the other side blank for a word sort. Have the students create the chart in their Reading or Word Work notebooks.
- Using the short vowel words, have the students continue to sort the words into the correct row, according to their vowel sounds.
- Invite volunteers to come to the board and underline the vowel sound.

Fluency

Explore

- Introduce and Model – Practice Companion page 6 on the LEAD21 website. Tell the students that this is a diary entry. Have you ever kept a diary? What did you use it for? What feelings did your diary capture? Read the diary entry aloud to the students, then have the students choral read with you.

Small Group (60 Minutes) Meet with each small group daily. *This order works best.

Explain

- **Benchmark** - use the theme reader and begin with teaching the vocabulary on TE page 20. Then read aloud to the students as they read along Chapter 1, *How do the changes around us make who we are?* Use Guide Comprehension and Check Comprehension on page 20.
- **Intensive** - use the theme reader and begin with teaching the vocabulary on TE page 16. Then read aloud to the students as they read along Chapter 1, *How do the changes around us make who we are?* Use Guide Comprehension and Check Comprehension on page 16 &17.
- **Strategic**- use the theme reader and begin with teaching the vocabulary on TE page 18. Then read aloud to the students as they read along Chapter 1, *How do the changes around us make who we are?* Use Guide Comprehension and Check Comprehension on page 18 &19.
- **Advanced**-use the theme reader and begin with teaching the vocabulary on TE page 21. Then read aloud to the students as they read along Chapter 1, *How do the changes around us make who we are?* These students can read some of this independently. Use Guide Comprehension and Check Comprehension on page 21.

Whole Group/ Wrap- Up (5 Minutes)

Elaborate

- Bring all students back together and ask them if they have any Text –to- Self Connections to share. When sharing their connections, they need to sight textual evidence.

Third Grade Lesson Plans

Science
30 minutes
<p>Weather Patterns and Predictions Bring Science Alive Unit 3: Weather and Climate, Lesson 1</p>
<p>Lesson via Bring Science Alive online Essential Question: <i>What makes weather?</i> Materials: Interactive Student Notebook</p> <p>Evaluate: In a Visual Discovery Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.</p> <ul style="list-style-type: none"> • Debrief with students and ask the following questions about the scenes: “Which scenes are in hot locations?”, “Which scenes are in windy locations?”, “Which scenes are in humid locations?” • Complete the vocabulary activities • Complete the Processing assignment in the Interactive Student Notebook.
Social Studies
30 minutes
<p>Essential Question: Why do people choose to live in my community? Materials needed: image of a compass rose, direction signs from previous day’s lesson on display, colored maps of the United States, image of a map of Kansas</p> <p>Engage: Display a picture of a compass rose. Ask students to describe the picture and predict its purpose. Ask them if anything on the compass rose matches up to items in the classroom (help students make the connection to the direction signs posted throughout the room).</p> <p>Explain: Ask students to get out their colored maps of the United States and identify where the compass rose is on the map. Explain to the students how the compass rose helps us locate items on the map and give directions. Model for the students how to use the compass rose (e.g. Kansas is to the north of Texas and to the east of Colorado, etc.).</p> <p>Evaluate: Partner students up and ask them to identify the cardinal and intermediate directions from the places they have traveled (note they should be colored on the map) to Kansas.</p> <p>Explain: Display an image of the state of Kansas. Star or point on the image where their community would be located in the state of Kansas.</p> <p>Evaluate: Ask students if they can use their cardinal and intermediate directions to describe the location of their community.</p>
Math
60-75 minutes
<p>Topic: Numeration Lesson 1-6 Comparing Numbers</p> <p>Background: Students can use benchmarks to help them compare numbers. For example, 100 can be used to compare 78 and 123. Since 78 is less than 100 and 123 is greater than 100, 78 must be less than 123. This can be generalized into the statement that any 2-digit number is less than any 3-digit number because all 2-digit numbers are less than 100 and all 3-digit numbers are greater than or equal to 100. Accept and encourage this kind of thinking in students. A number line can also be used when comparing numbers. The number to the right on the number line is greater. To compare two numbers that have the same number of digits, compare the numbers digit-by-digit starting with the greatest place value first.</p>

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Learning Target-Students will compare 3-digit and 4-digit whole numbers.

Materials: Place-value blocks (Teaching Tools 18 and 19)

Vocabulary: Compare

Daily Common Core Review: 1-46 **(To be completed in less than 10 minutes or as morning work)**

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students use place-value blocks and place-value charts to compare 3-digit numbers and write number sentences to show the comparison. Lead a discussion about how place value can help you compare numbers. Work through example problems from book. Ask guiding questions to help their thinking for comparing numbers. On the board, write greater than, less than, and equal to. Discuss with students how to read the numbers and symbol to help you compare numbers. Discuss how the value of the digit is important when comparing numbers.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will compare numbers using place-value blocks and place-value charts.
- **(Explore)Guided Practice:** Work through together the “Guided Practice problems 1-47 found on page 16 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 8-21 found on page 17-18 in the student book.

10 Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 6

Song: “Tricky Facts” (Math Beats)

Activity:

Students will use pages 100-104 (math drills to thrill) with the random number CD. Pages 101 and 102 will be run front and back. Page 103 can be run front and back to practice the triangular relationship. Page 104 is for creating individual flashcards.

Writing

30 minutes

Using pages 160-161 of *Making Sense of the Writer’s Workshop* and the following Picture Books or books from the Mentor Text List found in the New teachers Binder to continue the Launching Unit. *All the place to Love* by Patricia MacLachlan, *Punctuation Takes a Vacation* by Robin Pulver, *Charlie Anderson* by Barbara Abercrombie, *If you were a Writer* by Joan Lowery Nixon, *The Important Book* by Margaret Wise Brown

Purpose: Create an anchor chart to show different types of prewriting.

Mini-Lesson 15 to 20 minutes

Engage - Explain

- Using one of the books that you have read create a graphic organizer to show the details that are in the story. There are other options you can use and we are going to create a chart with different ways to prewrite; title the chart “Prewriting”

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Try it 5 minutes

Explore -Elaborate

- Use an idea from your idea list and select one of the graphic organizers from our list to express and expand your ideas.

Independent Writing 15 minutes

Explore - Evaluate

- Using their graphic organizer begin to expand their thoughts and create the piece of writing. The graphic organizer is their guide, be sure it is kept in the writing folder or notebook.
- Confer with students about writing using the [Responsive Conferring Prompts to Support and Scaffold Writers.](#)

Share 5 minutes

Explain

The teacher will select a student's graphic organizer to share with the class and the writing that it has grown into and possible a student's beginning, middle, and end chart to share with the class and share the writing it developed into.

Third Grade Lesson Plans

DAY 7

Reading

80-120 minutes

Unit 1, Week 1, Day 2

Whole Group (25 minutes)

Explain - Explore

- Reinforce the theme vocabulary if needed. Teach the Comprehension Strategy “Determining Important Information” TM page 25. Model this strategy using Theme Reader page 16 and creating a t-chart.
- **Preview and Predict**- Preview Chapter 2 Feelings About Change. Point out the chapter title, photographs, captions, labels, and highlighted words on pages 18-23.
- **Set Purpose and Read Together**- Students will read to find the answers to the Theme and Focus Question: How do the changes around us make us who we are? Begin with the teacher reading aloud and modeling his/her thinking for the students about the concepts and vocabulary.

Small Group (60 Minutes) - Meet with each small group daily. *This order works best.

Explain - Elaborate

- **Benchmark** - Introduce the focus question: *How do things change?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Have each student create a T-chart with the labels Successes and Obstacles and have them jot down a few responses. Their focus when reading is to think about *How do things change?* Teacher model summarizing after all students have read pages 6-11. Have students silently read pages 12-15. Listen in to individual students as they read. Have students identify important information about great Neimanas and then discuss the main idea of this chapter. Have students share details that would connect to the focus question at the end of the reading.
- **Intensive** - Introduce the focus question: *How do things change?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *How do things change?* First the teacher models their thinking when reading aloud pages 6-9. Have students independently read pages 10-11. As students are reading independently, listen in on individual students read. Then use the Guide Comprehension questions. Finally have students read pages 12 -15 independently and use the guide comprehension when they are finished. Conclude with the Check Comprehension on page 29 of the TM.
- **Strategic** - Introduce the focus question: How do things change? Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: How do things change? First the teacher models their thinking when reading aloud pages 8-9. Have students independently read pages 10-11. As students are reading independently, listen in on individual students read. Then use the Guide Comprehension questions. Finally have students read pages 12 -13 independently and use the guide comprehension when they are finished. Conclude with the Check Comprehension on page 31 of the TM.
 - **Advanced** - Introduce the focus question: *How do things change?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *How do things change?* Teacher model their thinking when reading aloud pages 6-9. Ask the students to think about what the author wants them to remember from chapter 1. Have students independently read pages 10-13. Now have them determine important information in chapter 2. When students are finished Have the students use what they have read to compare and contrast President

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Eisenhower and Elizabeth Cady Stanton.

Whole Group/ Wrap- Up (5 Minutes)

Elaborate

- Bring all students back together to make text- to- text connections with their Differentiated Reading selections. Have them talk with one partner from a different reading group and share an example from their text that answers the focus question: *How do things change?*

Science

30 minutes

Weather Patterns and Predictions

Bring Science Alive Unit 3: How is Temperature Measured, Lesson 2

Lesson via Bring Science Alive online

Essential Question: *What makes weather?*

Materials: Interactive Student Notebook

*

Evaluate: In a **Visual Discovery** Investigation, student partners will act as movie makers. They will watch videos to observe weather in different movie locations. Then they will create a movie scene about experiencing weather in one of those locations.

- Debrief with students and ask the following questions about the scenes: “Which scenes are in hot locations?”, “Which scenes are in windy locations?”, “Which scenes are in humid locations?”
- Complete the vocabulary activities
- Complete the Processing assignment in the Interactive Student Notebook.

Social Studies

30 minutes

Essential Question: Why do people choose to live in my community?

Materials needed: image of Johnson County with elementary school boundaries highlighted (<http://maps.jocogov.org/ims/>), colored maps of the United States

Engage: Display map of Johnson County with school districts and elementary schools displayed - <http://maps.jocogov.org/ims/>

Ask students to make some observations about the map. Discuss: what does this map tell us; how can we use our directions to read this map?

Explain: Describe to the students the difference between states, cities and counties. Suggestion – define each and then ask the students to identify for themselves their state, county, and city. When they get to city, there might be differences. Ask students to discuss the differences.

Explore: Brainstorm as a class some of the benefits of living in the state of Kansas (may want to display a map of Kansas), then brainstorm as a class some of the benefits of living in Johnson County (may want to display a map of Johnson County or display the Johnson County website - <http://www.jocogov.org/>).

Finally, make a list of all the cities represented in your class and have students brainstorm the benefits of living in their city (e.g. pools, soccer fields, museums, etc.).

Evaluate: Ask students to review the lists, as well as the map of the United States and write a response to the following question: why do people choose to live in my city?

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Math
60-75 minutes
<p style="text-align: center;">*You will be finishing 1-6 Comparing Numbers.</p> <ul style="list-style-type: none"> • (Elaborate)Problem Solving: As students work through the problem solving problems 22-26 found on page 18. If students finish early, have students work in pairs. Each student writes a 4-digit number, and compares their number with the number written by their partner. • (Elaborate)Algebra Connections: Explain to students that when skip counting to find a pattern, it helps to read the numbers aloud or to yourself. Have students think about how the numbers change from one number to the next. Point how a pattern in which the numbers increase by 2 each time is like skip counting by 2s. Remind students that some patterns can be found by skip counting backward from a number. Complete 1-12 together on student book page 19. Then complete 13-15 independently on student book page 19. <p>(Evaluate) Close/Assess and Differentiate (5-10 minutes)</p> <ul style="list-style-type: none"> • You have learned how to name numbers in different ways. • (Evaluate)Quick Check/Writing to Explain: Give Quick Check Master 1-6. (Found in Assessment Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home. • Leveled Homework: 0-4 points= Reteaching Master 5= Practice Master 6= Enrichment Master <p>Differentiated Instruction: Enrichment pages can be passed out to those who need it.</p>
10 Block
10-15 minutes
<p>Inverse Operational (+/-) Strategies</p> <p>BLOCK 7</p> <p>Song: “Tricky Facts” (Math Beats)</p> <p>Activity:</p> <p>Students will use the triangular flashcards with large triangles. Students will identify the facts that have not been addressed through the computational strategies. After constructing these tools, students will partner up and practice these “fact families” by moving hand to cover up each vertex.</p>
Writing
30 minutes
<p>Using pages 162- 163 in <i>Making Sense of the Writer’s Workshop</i> continue with the Launching Unit using Picture Books listed above or from the Mentor Text list in the New Teachers Binder.</p> <p>Purpose: Understand that every piece of narrative writing has a beginning, middle, and end. Create an anchor chart showing the characteristics of a beginning, middle, and an end of a piece of writing.</p> <p>Mini-Lesson 15 minutes</p> <p>Explain</p> <ul style="list-style-type: none"> • Select one of the books from the list above to share with your students or continue. Show students that the story has a beginning, middle, and end. Create the chart below to show how authors use the beginning, middle, and ending of a story.

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Beginning	Middle	End
Describe character Describe setting	Describe problem Events leading to a problem	Describe solution Describe characters' feelings about solution

Try it 5 Minutes

Elaborate

- Use an idea from your idea list and create a chart what would you put at the beginning, middle, and end of their writing piece.

Independent Writing 20 minutes

Explore

- Using your chart that has your idea for a beginning, middle, and end work on writing piece in your notebook or folder.

Evaluate

- Confer with students about writing using the [Responsive Conferring Prompts to Support and Scaffold Writers](#).

Share 5 minutes

Explain

- With a partner, your piece and tell about the beginning, middle and end.

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DAY 8

Reading

80-120 minutes

Unit 1, Week 1, Day 3

Whole Group (25 minutes)

Explain

- Explain that informational text contains important elements that stand out from other parts of the text. On an anchor chart have the students create a list of text features. Look at page 38n in the TM to assist them. Now that you have created a list have students page through Chapters 1 and 2 of Growing and Changing and point out any text features they see. Check for understanding by using the question under the Mini-Lesson: Table of Contents. (page 38 of TM)

Note: The Read Together Activity on page TM38- Have students reread Chapters 1 & 2 together and discuss the text features as a Literacy/Study Station activity.

Word Work- Introduce Prefixes Meaning “Not” TE page 39.

Explain

- Teach/Model -Write the following words on the board, unhappy, unpack, unzip, undo. Point out that each of these words has a prefix and that prefixes added to the beginning of a word makes a new word. There are other ways to make words that mean “not”, besides un there non-, im-, and in- that can be added to words.
- Practice/Apply - Now write the words nonviolent, impossible, invisible, and unsure. Ask the students to define the words. Ex. If non- means not, then what does nonviolent mean?

Note: As a Literacy Center/ Study Station activity – pairs of students can make lists of words with prefixes that mean “not” from their Theme Readers in Chapter 1 &2, or from an independent reader.

Small Group (60 Minutes) Meet with each small group daily. *This order works best.

Explain - Elaborate

- **Benchmark** – Review the first half of *Struggle and Success*, as they were reading were they any obstacles or successes from the story they could add to their T-chart? What helped you as you read to answer the Focus Question: *How do things change?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *How do things change?* Teacher model using the text features on page 17 after all students have read pages 16- 17. Now have the students silently read pages 18-25. Listen in to individual students as they read. Have students identify the author’s purpose for writing this chapter. How can you tell? Have students share details that would connect to the focus question at the end of the reading.
- **Intensive** – Review *Changing Relationships* and use the question page 40 under the review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling them to think of questions that they want answered to look for details that will help them answer the focus question: *How do things change?* Teacher model their thinking when reading aloud pages 16 -17. As students read independently, listen to individual students read. Have students independently read pages 18-19 and use the Guide Comprehension questions on page 41 of TM. Then the teacher reads pages 20-21 orally and models thinking. Conclude with the students reading 22- 25 and then complete the Check Comprehension on page 41 of TM.
- **Strategic** – Review *From There to Here* Together and use the question page 42 under the Review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling students to look for details that will help them answer the Focus Question: *How do things change?* Teacher model their thinking when reading aloud pages 14-15. As

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students read independently, listen to individual students read. Have students independently read pages 16-17 and use the guide comprehension questions. Then the teacher reads pages 18-19 orally and models thinking, and the students independently read pages 20 -23. Conclude with the Check Comprehension on page 43.

- **Advanced** –Have student discuss what they have read so far in *How the World Changes* that helps them answer the Focus Question: *How do things change?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: Changes and the Effects of Changes. Teacher model their thinking when reading aloud pages 14 - 19. Have students independently read pages 20 – 25 then use the questions on Guide Comprehension on page 45 of the TM.

Whole Group/Wrap Up (5 minutes)

Explain - Elaborate

- Have the students from each group summarize the story form their differentiated readers. Then make Text- to-World connections for them. See page 46 in TM for additional activity ideas.

Science

30 minutes

Weather Patterns and Predictions Bring Science Alive Unit 3: How is Temperature Measured?, Lesson 2

Lesson via Bring Science Alive online

Essential Question: *How is temperature measured?*

Materials: Kit materials, Temperature Data handout, Interactive Student Notebook

***Use Bring Science Online for set up and data information**

Engage: Start by analyzing a photo from Bring Science Alive vis Online. Ask the following questions: “What do you see in this image?”, “What information do you think the instrument is collecting?”, “Why is it important to collect information from this mountain?”

Explore: Students will analyze temperature data and make predictions about

- Assign these roles in your group.
 - Safety Officer:** You will make sure the group follows all safety procedures.
 - Materials Gatherer:** You will lead the group in gathering and cleaning up materials.
 - Lead Investigator:** You will help the group carefully conduct each step of the investigation.
 - Data Recorder:** You will lead the group in recording data during the investigation.
 - Communicator:** You will share data, results, and conclusions with the rest of the class.
- Discuss how temperature is measured and practice reading thermometers
- Students will measure temperature for 5 days and complete number 1 in their Interactive Student notebook

Social Studies

30 minutes

Essential Question: Why do people choose to live in my community?

Materials needed: scratch paper, colored pencils/crayons

Engage: Provide each student with a blank piece of scratch paper and some colored pencils or crayons. Ask them to draw a picture of their community.

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Explain: Partner students up and have them share their drawings. Ask them to describe their community to their partner.

Explain: As a class, develop a definition of the word community.

- 1) Ask students how they would define the word community (group discussion)
- 2) Have students examine the drawings of their community, would their definition match their drawing (individual reflection & group discussion)?
- 3) As a class develop a definition of the word community (display).
- 4) Review the definitions of a state, county, and city from previous days' lesson.
- 5) Discuss the differences between those definitions and the definition of community. How are the definitions similar; how are they different? Can you be part of multiple communities?

Evaluate: Draw a visual for the students of the state of Kansas. Inside the state, place Johnson County, and the cities represented (or display a map). Ask students to walk up to the image and point to their community.

Math

60-75 minutes

Topic: Numeration Lesson 1-7 Ordering Numbers

Background: Students can compare numbers using benchmarks, number lines, and place value. When you have three or more numbers, you can compare the numbers and then order them. Placing the numbers on the same number line is a way to order numbers without comparing them first. The numbers on a number line are automatically ordered from least to greatest when read to left to right. This method is generally more difficult to use as the numbers become larger. Encourage students to use benchmarks and place value to compare and order greater numbers.

Learning Target: Students will order 3-digit and 4-digit whole numbers.

Materials: Place-value blocks (Teaching Tools 18 and 19) and Teaching Tool 31

Vocabulary: order

Daily Common Core Review: 1-7 **(To be completed in less than 10 minutes or as morning work)**

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will use place-value charts to compare three 4-digit numbers and order numbers. Explain how you will work today compare very large numbers, putting them in specific order (greatest to least, least to greatest). Work through some problems working with student volunteers. Write the numbers 6,405, 5,406, and 5,431 on the board. Tell students "Use the chart on your recording sheets to order the numbers." Have students work in pairs. Ask volunteers to explain how they used place value to order the digits.

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video.
- Students will order numbers using place value.
- **(Explore)Guided Practice:** Work through together the "Guided Practice problems 1-6 found on page 20 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 7-13 found on page 20 in the student book.
- **(Elaborate)Problem Solving:** As students work through the problem solving problems 14-20 found on page 21. If students finish early, have list three 4-digit numbers. Exchange your list with a partner. Write the numbers from your partner's list in order from least to greatest.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned how to name numbers in different ways.

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- **(Evaluate) Quick Check/Writing to Explain:** Give Quick Check Master 1-7 (Found in Assessment Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home.
- **Leveled Homework:** 0-4 points= Reteaching Master 5= Practice Master 6= Enrichment Master

Differentiated Instruction: Enrichment pages can be passed out to those who need it.

10 block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 8

Song: "Tricky Facts" (Math Beats)

Activity:

Students will construct triangular flashcards with large triangles. Students will identify the facts that have not been addressed through the computational strategies. After constructing these tools, students will partner up and practice these "fact families" by moving hand.

Writing

30 minutes

Using page 166 in Making Sense of the Writer's Workshop

Purpose: Begin the Rough Draft Step of the Writing Process and create an anchor chart titled "Rough Draft."

Mini Lesson 15 minutes

Explore

- What do writer's need to include in a rough draft? Create an anchor chart titled "Rough Draft" encourage students to include things such aswrite many sentences, follow prewriting plan, writes the whole thing, skip every other line, have a beginning, middle, and end, have characters, setting, problem and solution. Have the students look through their folders and select an idea, a piece of writing that they wish to begin, or continue on a piece they have already started and mark it with a sticky note.

Independent Writing 20 minutes

Explain

- The student now begins to work on the piece of writing they have selected. Teacher confers with students about writing using the Responsive Conferring Prompts to Support and Scaffold Writers.

Share 5 minutes

Elaborate

- Have students share with a partner what they did as a writer today.

Third Grade Lesson Plans

DAY 9
Reading
80-120 minutes
<p>Unit 1, Week 1, Day 4 Whole Group (25 minutes) Engage</p> <ul style="list-style-type: none"> • Extend the Theme by reviewing the Theme Question: <i>How do the changes around us make us who we are?</i> Break class into small groups and have them discuss the following question: <i>What are some of the different types of changes they have read about?</i> Begin with using the modeling the conversation on TM page 48. While the students are discussing the theme question make a chart on the board to record the group’s responses under these headings (Change, Big Change or Small Change, Feelings About the Change). Now invite groups to share their ideas. <p>Read Together on page 50. Have the students make a T chart using the resource master 14 or creating one in their reading notebook. Model by to rereading chapter 1 aloud and stopping on page 10. Model how to record text evidence from the first paragraph on page 10. Then have students work in pairs to continue to read and complete their own T-charts.</p> <p>Small Group (60 minutes) Explain - Elaborate</p> <ul style="list-style-type: none"> • Benchmark – Students will revisit <i>Struggle and Success</i> to find text evidence. Use the prompts on page 56 Guide Comprehension with the students. Have students write in their reading notebook how the text evidence helped them answer the focus question: <i>How do things change?</i>. Then have students share with the group. • Intensive – Students will revisit <i>Changing Relationships</i> to answer the Focus Question: <i>How do things change?</i> Use the prompts on page 52 to Guide Comprehension with the students. Have students create a T Chart in their reading notebook. On one side put of T chart write Fact/Detail on the other side write page number. The student writes the Fact/Detail and then the page they found it on. Model the first page with them. The can work with a partner. • Strategic - Students will revisit <i>From There to Here</i> to answer the Focus Question: <i>How do things change?</i> Use the prompts on page 52 to Guide Comprehension with the students. Have students create a T Chart in their reading notebook. On one side put of T chart write Fact/Detail on the other side write page number. The student writes the Fact/Detail and then the page they found it on. Model the first page with them. The can work with a partner. • Advanced – Students will revisit <i>How the World Changes?</i> to find text evidence. Use the prompts on page 56 Guide Comprehension with the students. Have students write in their reading notebook how the text evidence helped them answer the focus question: <i>How do things change?</i> Then have students share with the group. • Whole Group/Wrap Up (5 minutes) Whole Group/Wrap Up (5 minutes)-Student bring back their work from their small groups and share with the whole group on the Focus Question: <i>What brings people together.</i> Lead the discussion so that students connect the stories from the week connect to the Theme Question: <i>How do we achieve common ground?</i> <p>Looking Ahead: Divide students into groups of 4 with students from different reading groups for inquiry groups.</p>
Science
30 minutes
<p>Weather Patterns and Predictions Bring Science Alive Unit 3: How is Temperature Measured?, Lesson 2</p>
<p>Lesson via Bring Science Alive online Essential Question: <i>How is temperature measured?</i></p>

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Materials: Kit materials, Temperature Data handout, Interactive Student Notebook

***Use Bring Science Online for set up and data information**

(continuation)

Explore: Students will analyze temperature data and make predictions about

- Discuss how temperature is measured and practice reading thermometers
- Students will measure temperature at different times of the day (when they arrive at school, during lunch, at the end of the school day) complete number 2 in their Interactive Student notebook

Elaborate:

- Students will use their data to make bar graphs of the temperature each day for the five days and complete number 3 in their Interactive Student Notebook

Social Studies

30 minutes

Essential Question: Why do people choose to live in my community?

Materials needed: students' colored map from previous' lessons, community promotion chart, access to images, colored pencils/crayons, blank paper

Lesson Adapted from Social Studies Alive: Our Community and Beyond, Lesson 3.6

Engage: Ask students to get out their colored maps of the United States (or distribute). Discuss how we used this map initially to show where we have traveled. Today we are going to discuss why people from other communities or places around the United States might choose to travel to us. Ask students a series of questions (can edit to preference):

Why might someone living in Colorado want to travel to our community? Which direction would they have to travel (review directions)?

Why might someone in New York want to travel to our community? Which direction would they have to travel (review directions)?

Insert your own.

Elaborate: Provide students with a "My Community" chart (adapted from p. 30 of Interactive Student Notebook).

Physical geography of my community:	Natural resources found in my community:	Climate of my community:	Things to do in my community:
(examples: river, grassland, mountains)	(examples: wood, fish, wheat)	(examples: temperature, weather)	(examples: ride bikes, attend sporting events)

Define each category and provide examples using the teacher's community.

Provide students time to brainstorm with a partner or in small groups and complete their charts. Extension option – provide opportunity and means for students to research to complete their charts.

Ask students to take their charts home and brainstorm with their families any other items that should be included on their charts. Note: they need to bring their charts back to school for the next lesson.

Math

60-75 minutes

Topic: Numeration **Lesson 1-8 Problem Solving-Make an Organized List**

Background: The problem-solving strategy Make an Organized List focuses on organizing data. It can be used with other strategies, such as Act It Out or Draw a Picture, to solve problems. Make an Organized List is an effective

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strategy for many problems, but it is especially powerful when students need to keep track of various combinations of data. When the combinations are listed, students can see which combinations have been tried and can avoid any duplications. When the data are in an organized list, missing combinations are more obvious. Encourage students to organize the data in their lists by approaching problems systematically. This part of the planning process of problem solving is a difficult skill to master, but the benefits are well worth the effort. In the long run, students will save time and have more confidence in their answers.

Learning Target-Students will make an organized list to represent information given in a problem.

Materials: None

Vocabulary: None

Daily Common Core Review: 1-8 (To be completed in less than 10 minutes or as morning work)

Correct and review and plan for intervention based on informal assessment.

(Engage)Develop the Concept: Interactive (10-15 minutes)

Students will make an organized list to solve problems. Pose questions and discussion of about when in everyday life you might make an organized list to help you solve a problem? What numbers fit the following clues? Work through clues to help you solve. (ex. It is a 2-digit, odd number. The digit in the tens place is greater than 3. The digit in the ones place is less than 5.) Create an organized list of all of the possible number with a partner. Then have volunteers discuss their work with the class. Pose different scenarios where they need to use an organized list to solve. (see examples in book)

Develop the Concept: Visual (30 minutes)

- **(Explain)Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will learn how to solve a problem by making an organized list.
- **(Explore)Guided Practice:** Work through together the “Guided Practice problems 1-3 found on page 22 in the student book.
- **(Elaborate)Independent Practice:** Students will work through independently problems 4-13 found on page 22-23 in the student book.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned how to name numbers in different ways.

- **(Evaluate)Quick Check/Writing to Explain:** Give Quick Check Master 1-8. (Found in Assessment Sourcebook, on line and available through Printing Services) Exercises 1-3 are worth 1 point each. Use the rubric to score Exercise 4. Based on student results, assign the differentiated leveled homework to complete at home.
- **Leveled Homework:** 0-4 points= Reteaching Master 5= Practice Master 6= Enrichment Master

Differentiated Instruction: Enrichment pages can be passed out to those who need it.

10 Block

10-15 minutes

Inverse Operational (+/-) Strategies

BLOCK 9

Song: “Tricky Facts” (Math Beats)

Activity:

Use the data sheet for “Roll Your Addition Facts” and “Roll Your Subtraction Facts” on pages 60-64 (Dynamic Dice) using the decahedron double dice. The data sheets will be run front and back.

Writing

30 minutes

Using page 167 in Making Sense of the Writer’s Workshop

Purpose:

“Once you’re done you have just begun.” Writers are never finished.

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Mini Lesson- 10 – 15 minutes

Engage - Explain

- Continue to use the literature and tell students that writers are never finished, they have plans. Writers can go back to a piece of writing they have begun and finish it, add more to another piece, or even start a new piece. Students will now decide what they are going to commit to as writers today, record it on a post it note. Now go around and have the students share what they are each going to do as a writer.

Independent Writing 20- 25 minutes

Explore

- Students now begin to work on the writer's commitment either on a new piece or an existing piece of writing in their notebook or folder. Teacher confers with students about writing using the Responsive Conferring Prompts to Support and Scaffold Writers.

Share 5 minutes

Elaborate

- Students share with a partner their writings for today. Each partner actively listens to the other one at a time and then compliments them on their writing. The student who is listening should have their writing on the floor or on the desk and not in their hands while they are listening.

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DAY 10
Reading
80-120 minutes
<p>Unit 1 Week 1 Day 5 Whole Group/Small Group Generate ideas and Questions page 60.</p> <ul style="list-style-type: none"> Review the questions from question board from Day 1. Model brainstorming using the example on page 62 under Continue the Inquiry Process. Students complete the brainstorming activity and choose questions from each group to post. Have the class vote on one question that all groups will work on. <p>Cross Textual Sharing-</p> <ul style="list-style-type: none"> Students remain in their Inquiry Groups and share with each group a summary of the story they read and how it connects to the Theme Question. Then have them share any information they read that relates to the class inquiry question. <p><i>Conclude with students writing in their reading notebook at least three things that brought people together in the story they read.</i></p>
Science
30 minutes
<p style="text-align: center;">Weather Patterns and Predictions Bring Science Alive Unit 3: How is Temperature Measured?, Lesson 2</p> <p>Lesson via Bring Science Alive online Essential Question: <i>How is temperature measured?</i> Materials: Kit materials, Temperature Data handout, Interactive Student Notebook *Use Bring Science Online for set up and data information</p> <p>(continuation) Elaboration</p> <ul style="list-style-type: none"> Students will use their data to make bar graphs of the temperature in each of the three different times and complete number 4 in their Interactive Student Notebook
Social Studies
30 minutes
<p>Essential Question: Why do people choose to live in my community? Materials needed: community promotion chart from previous day's lesson, colored maps of the United States, access to images, colored pencils/crayons, and blank paper</p> <p>Evaluate: Students are to make a travel brochure promoting their community. Provide students with a blank sheet of paper, folded into thirds.</p> <p><i>Suggested items to include:</i></p> <ul style="list-style-type: none"> Name of community and state Outline of the state and a dot/star where community is located in the state List of communities, states and their relative location to your community (e.g. the mountains in Colorado are west of my community) Drawing or pasting of a picture highlighting a physical geographic feature of the community (labeled) Drawing or pasting of a picture highlighting a natural resource of the community (labeled) Drawing or pasting of a picture highlighting the climate of the community (labeled) Drawing or pasting of a picture highlighting the things to do for the community (labeled)

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<ul style="list-style-type: none"> List of favorite things about the community (or drawings)
Math
60-75 minutes
<p>Topic: Numeration Center Day!</p> <p>Background: After completing the topic, you will have students rotate their Topic 1 centers.</p> <p>Learning Target-Students will apply their new knowledge they gained from Topic 1 to their centers.</p> <p>Materials: Spiral –bound books and manipulative kits</p> <p>Centers: (Explore/Elaborate) Each group of students doing an activity grabs a book, a plastic bag of manipulatives, and (if needed) a paper bag. Groups then work independently to complete one or both leveled activities. Some activities in Grades 3-6 will require groups to grab two plastic bags of manipulatives. Occasionally, manipulatives and/or Teaching Tool masters used during the lesson will also be needed to complete the Center Activities. When students complete an activity, they return the book and the bag of manipulatives to the box.</p>
10 Block
10-15 minutes
<p>Inverse Operational (+/-) Strategies</p> <p>BLOCK 10</p> <p>Song: “Tricky Facts” (Math Beats)</p> <p>Activity:</p> <p>Students will use pages 100-104 (math drills to thrill) with the random number CD. Pages 101 and 102 will be run front and back. Page 103 can be run front and back to practice the triangular relationship.</p>
Writing
30 minutes
<p>Using page 167 in <i>Making Sense of the Writer’s Workshop</i> by Barbara Andrews and Patty Brinkman</p> <p>Purpose:</p> <p>Conventions Focus: Punctuation Students will review punctuation in their piece of writing.</p> <p>Mini Lesson- 10 – 15 minutes</p> <ul style="list-style-type: none"> Continue sharing the Literature. Today work on punctuation. You need to decide what your students’ needs are and decide what type of punctuation to work on. Use pages from the literature books you have read and show how writer’s use punctuation. Have the students select a piece of their writing in their notebook or folder and add punctuation where it is needed. <p>Independent Writing 20- 25 minutes</p> <ul style="list-style-type: none"> Each student will work on something from their notebook that they have started or they can begin to work on a new piece. Confer with students about writing using the <u>Responsive Conferring Prompts to Support and Scaffold Writers</u>. <p>Share 5 minutes</p> <ul style="list-style-type: none"> Have students share out with the class how they used punctuation in the writing pieces today.

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