

Monday 10/21/2013

Tuesday 10/22/2013

Wednesday 10/23/2013

Planner 8:55am - 9:15am

Writer's Workshop 9:15am - 9:55am

Lesson:

**Lesson 15: Revision**

Get students excited about the idea of revising their wonderful writing!  
Explain that revising is about developing great writing and sometimes involves adding more to our story.  
Reread one piece that they have written that will be best for revision.  
Find the heart of the story and make a movie in your mind to stretch that part out.

- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.3c** Use temporal words and phrases to signal event order.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Music 9:55am - 10:40am

Dictionary Presentation 10:45am - 11:15am

Math Lesson 11:15am - 12:00pm

Lesson:

Begin TrailBlazers Unit 3  
"Exploring Multiplication"

Unit 3 Pre-Test

Lesson 1 T-Shirt Factory Problems  
Part 1

- 3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

Lunch 12:05pm - 12:45am

RTI 12:45pm - 1:15pm

Lesson:

PALS Day 6: Paragraph Shrinking  
Each partner reads for 5 minutes.  
At the end of a paragraph, the reader will stop and create a main idea statement.  
What is a main idea statement made of?  
Practice as a class.

- 3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

Planner 8:55am - 9:15am

Writer's Workshop 9:15am - 9:55am

Lesson:

**Lesson 15: Revision**

After revising on their own, share their story with a partner and have the partner provide feedback:  
\*I want to know more about...  
\*What did you hear?  
\*What did you see?  
\*How did you feel?  
After listening to the feedback, continue to revise draft.

- CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.W.3c** Use temporal words and phrases to signal event order.
- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Gym 9:55am - 10:40am

Snack 10:45am - 10:55am

Lesson:

Read-Aloud  
Reading Strategy: I can ask someone to define the word for me.

Math Lesson 10:55am - 12:00pm

Lesson:

Begin TrailBlazers Unit 3  
"Exploring Multiplication"

Lesson 1 T-Shirt Factory Problems  
Part 2

- 3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

Lunch 12:05pm - 12:45am

Independent Reading/Reading Groups 1 12:45pm - 1:05pm

- CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.
- 3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Planner 8:55am - 9:15am

Writer's Workshop 9:15am - 9:55am

Lesson:

**Lesson 16: Using Editing Checklists**

Explain that this checklist is like a "How To" about editing.  
We use editing checklists to keep remind us of strategies we can use to edit our writing.  
Make a class checklist on chart paper.  
Provide students with a checklist to keep in their writing folders.  
Students read through their drafts with a partner and focus on one item on the checklist.

Materials:

Editing Checklist

- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Art 9:55am - 10:40am

Snack 10:45am - 10:55am

Lesson:

Handwriting

Math Lesson 10:55am - 12:00pm

Lesson:

Begin TrailBlazers Unit 3  
"Exploring Multiplication"

Lesson 2 "In Twos, Threes, and More  
Part 1

- 3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

Lunch 12:05pm - 12:45am

RTI 12:45pm - 1:15pm

Lesson:

PALS Day 7: Paragraph Shrinking Practice  
Discuss what to do when a paragraph is short.  
Discuss the job of the coach.  
How to earn points for paragraph shrinking.  
Practice paragraph shrinking with their partners.

- 3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.RF.4** Read with sufficient accuracy and fluency to support comprehension.
- 3.RF.4a** Read on-level text with purpose and understanding.

**3.RF.4** Read with sufficient accuracy and fluency to support comprehension.  
**3.RF.4a** Read on-level text with purpose and understanding.  
**3.RF.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Star Student Read Aloud 1:15pm - 1:30pm**

**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
**CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Reader's Workshop 1:30pm - 1:50pm**

**Lesson:**  
**Day 6: Oil Spill Book**  
Define the word "underwater reef" to prepare students for reading passage. Read "Oil Spill" aloud (pp.5-9). Practice shared reading with "Oil Spill" (pp. 10-13). Read independently (pp.14-15). Discussion.

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.  
**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Independent Reading/Reading Groups 1 1:50pm - 2:10pm**

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Word Work 2:10pm - 2:25pm**

**Lesson:**  
8 O'Clock partner activity:  
Write 5 sentences using spelling words. (Sentence must show the students' knowledge of the word's meaning.)

**3.L.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
**3.L.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Independent Reading/Reading Groups 2 2:25pm - 2:45pm**

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

**Word Work 1:05pm - 1:25pm**

**Lesson:**  
**Grammar Lesson: Possessives**  
Discuss how we use possessives in our speech to show ownership of something. Common possessives examples: my, our, his  
Singular possessives: Jen's, Mrs. Wasmund's, Third Grader's

**3.L.2d** Form and use possessives.

**Independent Reading/Reading Groups 2 1:25pm - 1:45pm**

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Science 1:45pm - 2:45pm**

**Lesson:**  
**Physical Science Activities:**  
\*Silly Spoons - Noel  
\*Colors of Light - Megan  
\*Mirror, Mirror - Elizabeth  
1:45-2:15, 2:15-2:45, 3:05-3:35

**Kaczmarczyk's & Scott's Classes - Mirror, Mirror Day 1 & 2**  
  
Class exploration and discussion with mirrors. Discuss questions in the explore/explain section of the activity.

**Miss Bellhorn's Class - Vocabulary Review**  
Write vocabulary terms on index cards. Distribute vocabulary terms to students. Working in small groups, students will look up the definition of their given vocabulary term and write it on the back of the index card.

In small groups, review the meanings of the vocabulary terms. Have students give examples to describe each term.

**Materials:**  
**Kaczmarczyk & Scott Students:**  
Mirror Challenges Activity Sheet  
**Bellhorn Students:**  
Index Cards with Vocabulary Terms

**Recess 2:45pm - 3:00pm**

**Science/Social Studies 3:05pm - 3:40pm**

**Lesson:**  
**Physical Science Activities (continued):**  
\*Silly Spoons - Noel  
\*Colors of Light - Megan  
\*Mirror, Mirror - Elizabeth  
1:45-2:15, 2:15-2:45, 3:05-3:35

**Materials:**  
**Kaczmarczyk & Scott Students:**  
Mirror Challenges Recording Sheet

**3.RF.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Reader's Workshop 1:15pm - 1:45pm**

**Lesson:**  
**Day 7: Oil Spill**  
Read aloud p. 17  
Shared reading of pp. 18-27.  
Reflection: Explain why you think one of the methods of cleanup is better than the others. Support your explanation.

**E.ES.03.52** Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).  
**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Independent Reading/Reading Groups 1 1:45pm - 2:05pm**

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Word Work 2:05pm - 2:25pm**

**Lesson:**  
Cut and practice sorting words according to their spelling pattern.

**3.L.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Independent Reading/Reading Groups 2 2:25pm - 2:45pm**

**Lesson:**  
RAZ Kids  
**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Recess 2:45pm - 3:00pm**

**Science/Social Studies 3:05pm - 3:40pm**

**Lesson:**  
**REVIEW**  
With a partner discuss the following questions:  
\*How is energy transferred? What is the flow of heat?  
\*What do you need to make sound? How can you change sound?

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Recess 2:45pm - 3:00pm**

**Science/Social Studies 3:05pm - 3:40pm**

**Lesson:**

As a class, complete the Light Outline. Afterwards, students will complete the Light vocabulary worksheet on their own.

**Send Home Study Guide**

**P.EN.03.11** Identify light and sound as forms of energy.

**S.IA.03.12** Share ideas about science through purposeful conversation in collaborative groups.

**3.L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Clean Up/Dismiss 3:45pm - 3:55pm**

**Belhorn Students:**

Index Cards with Key Vocabulary Terms

**P.PM.03.52** Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.

**P.PM.03.51** Demonstrate how some materials are heated more than others by light that shines on them.

**P.EN.03.32** Distinguish the effect of fast or slow vibrations as pitch.

**P.EN.03.31** Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).

**P.EN.03.22** Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).

**P.EN.03.21** Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.

**P.EN.03.11** Identify light and sound as forms of energy.

**Clean Up/Dismiss 3:45pm - 3:55pm**

\*What happens when light is refracted?

Why do you see colors?

\*How can you make your shadow larger?

Share whole-group.

**P.PM.03.52** Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.

**P.PM.03.51** Demonstrate how some materials are heated more than others by light that shines on them.

**P.EN.03.32** Distinguish the effect of fast or slow vibrations as pitch.

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**P.EN.03.22** Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).

**P.EN.03.21** Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.

**P.EN.03.11** Identify light and sound as forms of energy.

**Clean Up/Dismiss 3:45pm - 3:55pm**

Thursday 10/24/2013

Friday 10/25/2013

Teacher Notes

**Planner 8:55am - 9:15am**

**Writer's Workshop 9:15am - 9:55am**

**Lesson:**

**Lesson 16: Using Editing Checklists**

Revisit class checklist.  
Students read through their drafts using the checklist.

**Materials:**

Editing Checklist

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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

**Gym 9:55am - 10:40am**

**Snack 10:45am - 10:55am**

**Lesson:**

Read-Aloud

Reading Strategy: I can blend sounds, stretch, and read.

**3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Math Lesson 10:55am - 12:00pm**

**Lesson:**

Begin TrailBlazers Unit 3  
"Exploring Multiplication"

Lesson 2 "In Twos, Threes, and More Part 2"

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**Lunch 12:05pm - 12:45am**

**RTI 12:45pm - 1:15pm**

**Lesson:**

PALS Day 8: Practice Paragraph Shrinking  
Review Paragraph Shrinking  
How to help your partner during paragraph shrinking.  
Practice as a class.  
Practice Paragraph Shrinking with your partner.

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

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

**3.RF.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Planner 8:55am - 9:15am**

**Share Circle 9:15am - 9:30am**

**CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Spelling Test 9:30am - 9:55am**

**Lesson:**

List 7

**3.L.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Library 9:55am - 10:40am**

**Snack 10:45am - 10:55am**

**Pictures 10:50am - 11:05am**

**Math Lesson 11:05am - 11:45pm**

**Lesson:**

Begin TrailBlazers Unit 3  
"Exploring Multiplication"

Lesson 3 "Multiplication Stories"

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**Weekly Math Quiz 11:45am - 12:05pm**

**Lesson:**

Week 6

**Lunch 12:05pm - 12:45am**

**Exploration Stations 12:50pm - 2:15pm**

**Lesson:**

Station 1: Buddy Reading  
Station 2: Shop for Books  
Station 3: Tech Time (IXL Multiplication E.1)  
Station 4: Multiplication Fact Practice (with a partner)  
Station 5: Edit the Sentence (with a partner)

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

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and

**3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Reader's Workshop 1:15pm - 1:45pm**

**Lesson:**  
**Day 8: Oil Spill**  
Read p. 28.  
Discuss why the author and illustrator show a clean beach on these last pages.  
Review what a shared reading is and how it should sound.  
Vocabulary: tankers, members of Congress, double hulls, and Senator  
Shared reading of remainder of *Oil Spill*.  
How can we help?  
(Make a chart about how to summarize.)  
As a class, create a summary.

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Independent Reading/Reading Groups 1 1:45pm - 2:05pm**

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Word Work 2:05pm - 2:25pm**

**Lesson:**  
Sort and glue spelling words according to their spelling pattern.  
Write additional words that follow each spelling pattern.  
**3.L.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Independent Reading/Reading Groups 2 2:25pm - 2:45pm**

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Recess 2:45pm - 3:00pm**

**Science/Social Studies 3:05pm - 3:40pm**

**Lesson:**  
Heat, Light, & Sound Test

division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  
**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
**3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Grammar/Craft/Misc. 2:15pm - 2:45pm**

**Lesson:**  
Discuss different plural nouns. Review endings -s and -es.  
Discuss exceptions to these rules, such as children, deer, sheep, etc.  
In small groups, complete a matching activity involving singular and plural forms of nouns.  
**3.L.1b** Form and use regular and irregular plural nouns.

**Recess 2:45pm - 3:00pm**

**Lesson:**  
Snack with the Teacher

**Science/Social Studies 3:05pm - 3:40pm**

**Lesson:**  
Magic School Bus "Gets a Bright Idea" - United Streaming  
**P.EN.03.11** Identify light and sound as forms of energy.  
**P.EN.03.21** Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.  
**P.EN.03.22** Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).

**Clean Up/Dismiss 3:40pm - 3:55pm**

**P.EN.03.11** Identify light and sound as forms of energy.

**P.EN.03.21** Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.

**P.EN.03.22** Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).

**P.EN.03.31** Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).

**P.EN.03.32** Distinguish the effect of fast or slow vibrations as pitch.

**P.PM.03.51** Demonstrate how some materials are heated more than others by light that shines on them.

**P.PM.03.52** Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.

Clean Up/Dismiss 3:45pm - 3:55pm