

BEIDLER ELEMENTARY READING LESSON PLANS

Mrs. Swiatowy – Grade 3 – Room 112

Week 25 (03/06– 03/10/06)

Goals

- Read with understanding and fluency
- Understand explicit and implicit meaning in literature, represent individual, community, national, world, and historical perspective
- Write to communicate for a variety of purposes
- Listen and speak effectively in a variety of situations
- Use the Language Arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information

Standards

- 1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- 1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.
- 1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences.
- 1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
- 1.B.2a Establish Purposes for reading; survey materials; ask questions, make predictions; connect, clarify, and extend ideas.
- 1.B.2c Continuously check and clarify for understanding
- 1.B.2d Read age appropriate material aloud with fluency and accuracy.
- 1.C.1a Use information to form questions and verify predictions.
- 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialog, conflict, shape, color, characters).
- 1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.
- 1.C.2a Use information to form and refine questions and predictions.
- 1.C.2b Make and support inferences and form interpretations about main themes and topics.
- 1.C.2d Summarize and make generalizations from content and relate to purpose of material.
- 1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.
- 2.A.1a Identify the literary elements of theme, setting, plot and character within literary works
- 2.A.2b Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
- 2.B.2a Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience and prior knowledge and other texts.
- 2.B.1c Relate character, setting, and plot to real-life situations.
- 3.A.2 Construct complete sentences, which demonstrate subject/verb agreement; appropriate capitalization, and punctuation; correct spelling of appropriate high frequency words; and appropriate use of the eight parts of speech.
- 3.B.2a Generate and organize ideas using a variety of planning strategies (e.g. mapping, outlining, drafting)
- 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings.

Text

Story Selection: "Miles Davis – A Trumpet Legend", "The Bickel Boys – Peter, Paul, and Boots", "Pets are Fun", "Pets are Hard Work", "The President and the Cat", "Snowshoes for Lady Gray"

Skills Focus

Character's Traits, Character's Motivation, Review: Sequence of Events, Summarize, Context Clues, Form Generalizations, Suffixes, Using Graphic Aids: Reading a Graph

Vocabulary

Key Words: predictions, illustrations, photographs, captions, diagram, table, bar graph, web
Story Words: N/A

Practice Activities

Students will make a guess about what will happen based on certain clues. Students will use photographs and illustrations to better understand the text. Students will read graphic organizers to find information.

Activate Prior Knowledge

Read Aloud & Motivate: N/A
Develop Visual Literacy: N/A
Build Background: Things That Motivate Me Chart

Comprehension Skills Practice

Preview and Predict, Make a Prediction Chart, Summarize, Vocabulary Context Clues

Fluency Practice/Day

Listening Center (Tuesday- Friday)
Re-reading (Wednesday - Friday)
Partner reading (Tuesday – Friday)
Silent independent reading (Tuesday - Friday)

Text-to-Writing Connection

ISAT Practice: Extended Response
Focus on writing: Balancing seen and unseen text, writing a conclusion.