

3rd Grade Lesson Plans
Other printed Material: Two Great Vacations
SF: A Cowboy's Rope & Born to Rope

Date: Monday September 20, 2010

Focus Areas: Reading: Author's purpose/Compare/Contrast, Phonics: Diphthongs; Long Vowels. **Writing:** Descriptive writing **Grammar:** Subjects/predicates.
Vocabulary Words: favorite, grandfather, practice, prepare, rodeo, tourist
Spelling words/Sight words: screw, boy, cook, moon, mouse, Again, Open, Before, Gave, These

10:00-12:00 Reading/Lang. Arts/Writing

SOL. 3.3a: Long Vowels and Diphthongs TSW learn vocabulary and spelling words by looking at words on board and echoing each word after the teacher. TSW review words with long vowels (**Again, Open, Before, Gave, These** and words with diphthongs (**screw, boy, cook, moon, mouse**). TSW make sentences or illustrations independently using a word from spelling/sight list. TTW & TSW predict the meaning of vocabulary words using sentence clues. After student's predictions, TTW write the definition of each vocabulary word on board and have students read the definition with teacher as they write the definition in their vocabulary books.
Phonics: TSW review diphthongs (oo, oi, oy, ow, aw, ou, ew, au) using pictures. TSW name the picture, say the word, and listen for sound. TSW cut and paste and put in IN.

Reading:

SOL. 3.5a-c: Prepare for Reading; 3.4d Context Clues 3.5d Compare/Contrast
TSW learn to identify the authors purpose for writing by first learning purposes (inform/entertain) of writing. TTW give examples of how stories may be written to entertain or inform the audience. TTW ask the students to explain why an author may include certain information in a story? After the students answer TT & TSW read "A Cowboy's Rope". After reading the story, the students discuss whether the selection is imaginary or a real person. TSW also discuss how they know if the stories character is fictional. After discussion, TSW find words in the text that are unknown and they TTW write them on the board. TTW ask the students to use context clues to understand the unfamiliar words. **ASSESSMENT:** Observation and check for student's accuracy in answers.

Grammar:

SOL 3.9 Subject/Predicates
TSW review subjects and predicates by looking at sentences on board. TSW read sentences w/ teacher. TTW ask students to identify what is said in the sentence (subject) and ask students to identify what group of words tells something about the subject (predicate). After review, TSW practice identifying the subject and predicate using Grammar Practice Book p.11. **ASSESSMENT:** TTW check worksheet for accuracy.

Writing:

SOL 3.11 editing
TSW learn the proofreading symbols, and meaning of examples (sp, /, ≡, ⊙). TSW look at sentences on board written by teacher. TTW edit the sentences on the board using the