

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line connects the top-left edge of the largest circle to the top-left edge of the medium circle. The other line connects the top-right edge of the largest circle to the top-right edge of the smallest circle. The circles are semi-transparent and have a slight gradient.

Mississippi Valley State University

**No Child Left Behind
Summer Reading Institute 2016**

5-Day Lesson Plans

Irene Scott
6/24/2016

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan

Name: Irene Scott	Name of Unit	Date	Grade Level
Objective	Procedures	Materials	Evaluation
<p>A. RL 3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>B. RL 3.2* Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>C. RL 3.3* Describe characters in a story (e.g., their traits, motivations; or feelings) and explain how their actions contribute to the sequence of events.</p> <p>D. RL 3.4* Determine the</p>	<p>Monday-Bell ringer -TSW complete bell-ringer and discuss it (whole group). TSW be introduced to the target vocabulary words that go along with the story “The Harvest Birds”. TSW will listen to a read aloud “Sweet Berries” and answer questions based upon the read aloud. TSW will also be introduced to their spelling pattern/words for the week (vcv patterns), and discuss the meaning of target vocabulary words and spelling words.</p> <p>Homework Assignment: TSW create sentences with spelling words and write spelling words 5x’s each.</p> <p>Tuesday- Bell-ringer - TSW complete bell-ringer and discuss it (whole group). TSW review target vocabulary words. TSW view a PowerPoint on the target skill. TSW will be introduced to the target skills: infer, predict, conclusions. TSW began to read “The Harvest Birds” as a class. TSW answer questions accordingly to the story, this includes understanding characters, making inferences, predictions, and listing what happen first, next, and last within the story. TSW discuss the spelling pattern (silent letters). TSW complete pages from their workbook referring to the</p>	<p>Paper Pencil Journey’s Textbook Journey’s Workbook PowerPoint Quiz Vocabulary Terms</p>	<p>A. I will check for understanding through class discussion and observation.</p> <p>B. I will check for understanding by using the questioning and answering procedure.</p> <p>C. TSW have think/pair/share activities</p> <p>D. Written Responses</p>

<p>meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>E. RL 3.10* By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>weekly spelling patterns.</p> <p>Homework Assignment: TSW create sentences with target vocabulary words and study notes upon sequential order.</p> <p>Wednesday- Bell ringer - TSW complete bell-ringer; bell-ringer will be discussed (whole group). TSW review target vocabulary words and spelling words. TSW review the target skills and why it is important to use these skills. TSW finish reading the story “The Harvest Birds”, and answer questions from the reading selection (whole group). TSW view a PowerPoint on Making Inference. TSW will complete a group activity. The teacher will read scenarios to the students and the group who comes up with the correct inference gets a point. The group with the most points wins.</p> <p>Homework Assignment: TSW complete a worksheet on Making Inference.</p> <p>Thursday- Bell ringer - TSW complete bell ringer; bell-ringer will be discussed (whole group). TSW review target vocabulary words and spelling words. TSW have a class discussion on “The Harvest Birds”. TTW Making Inference and Drawing Conclusion with the students. TTW discuss making Predictions with the students. TTW give the student a story starter. TSW have to predict what happen next and create a short story. After 10 minutes the students will partner up</p>		
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	<p>with their classmates and provide positive feedback. Some of the students will have a chance to share their short story with the class.</p> <p>Homework Assignment: TSW have to complete the workbook pages given and use them for study notes for weekly test.</p> <p>Friday- Bell ringer - TSW complete bell-ringer; bell-ringer will be discussed (whole group). TSW have a chance to reread the weekly story independently and glance over vocabulary words. TSW take a weekly test on target vocabulary words, target skill, spelling patterns, and the weekly story.</p>		
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