Grade 3

English Language Arts

Pre-Unit

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| August 15, 2012 |
| Mini Lesson | **Definitely want to do this next year for reading & writing workshop!**Anchor Chart on the Parts of the Workshop (Pie Chart). Students need to know the 3 parts and understand the transitions. The Focus for today is that Strong readers need to read every day.EQ- What can I do to become a strong leader?  |
| Independent | Students can choose any book to read and sit quietly in their assigned spot to read.  |
| Summary | Strong readers read every day. Teacher will compliment students and state specific examples of what students did well. 2 to 3 students will share their successes.  |

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| August 16, 2012 |
| Mini Lesson | Chart what happens during the mini lesson, student responsibilities and teacher responsibilities. Model by reading and asking students questions and having them answer them.  |
| Independent | Students can choose any book to read and sit quietly in their assigned spot to read.  |
| Summary |  Review mini lesson and go over anchor chart of student responsibilities.  |

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| August 17, 2012 |
| Mini Lesson | Focus on independent reading. Anchor chart on what independent looks and sounds like. EQ: What does independent reading look and sound like.  |
| Independent | Students can choose any book to read and sit quietly in their assigned spot to read.  |
| Summary | Teacher will compliment students and state specific examples of what students did well. 2 to 3 students will share their successes.  |

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| August 20, 2012 |
| Mini Lesson | Review anchor chart on independent reading. Go over important parts of independent reading. Model how to find story elements and post on a sticky notes.  ELACC3RL1. – review story elements |
| Independent | Students will all be given the same book. Students will be given 3 sticky notes and must find the following: 1. Character 2. Setting 3. Problem/Solution |
| Summary | Choose 3 students to share their information. Students need to explain how they found the answers.   |

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| August 21, 2012 |
| Mini Lesson | **good idea**Good readers take care of books. Teacher talks about location of classroom library and types of books to choose. Teach students about book levels and how to choose a book “just right” for them. What to do when you read all of your books.  |
| Independent | **Indvidual book bins...including reading response journals and post-its.**During the independent time students are allowed to look through their independent books and choose a book to read.  |
| Summary | Review “just right” books and review AR and library rules.   |

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| August 22, 2012 |
| Mini Lesson | Review anchor chart on independent reading. Go over important parts of independent reading. Model how to find story elements and post on a sticky notes.  ELACC3RL1. – review story elements |
| Independent | Students will all be given the same book. Students will be given 3 sticky notes: 1. Character 2. Setting 3. Problem/Solution |
| Summary | Choose 3 students to share their information. They need to explain how they found the answers.   |

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| August 23, 2012 |
| Mini Lesson | Discuss reading log and model how to use one. Review story elements and sticky notes.ELACC3RL1. –story elements |
| Independent | Students will all be given their reading log to use and also sticky notes to answer story element questions.  |
| Summary | Choose 3 students to share their information. They need to explain how they found the answers.   |

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| August 24, 2012 |
| Mini Lesson | [SS3H1.a](http://picasso.cobbk12.org/index.php?module=curriculum&type=standards&func=display&StandardID=19608&CourseID=) Identify the influence of Greek architecture (columns on the Parthenon, U.S. Supreme Court building), law, and the Olympic Games on the present.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Independent | Students will draw and label pictures of the three Greek columns and then use information from their text to describe each column. |
| Summary | Choose 3 students to share their information. They need to explain how they found the answers.   |

****Procedures for needing help during independent reading time

****Setting up reading partners

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