

Language Arts Lesson Plan – Informational Resources - Day 1 - Dictionary

Name of Lesson Plan Preparer: Christine Ammirati

Title: Spelling: Prefixes Informational Resources - Dictionary		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Mon. March 28, 2011	
<p>SOL: English / Writing</p> <p>3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u></p> <p>a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p> <p>3.11 <u>The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</u></p> <p>h) <u>Use correct spelling for high-frequency sight words, including irregular plurals.</u></p>			
Lesson Objectives: Given whole class and small group instruction and individual work, the student will correctly identify guidewords in a dictionary and compare these guidewords across a variety of dictionaries.		Resources (Text & Technology): Common grade-wide spelling list Dictionary comprehension check (“nonstick”)	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: Dictionary comprehension check to determine student understanding of guidewords (see attached). (5 minutes) 2. Spelling: Direct students to sort spelling words by prefix and to write brief definition for each word using dictionary for reference. Split class into 2 groups and assign 10 words to each group. (10 minutes) 3. Using document camera, elicit student input to sort and define spelling words. (10 minutes) 4. Dictionary scavenger hunt activity. Direct students to count off by 23. Assign each student to look up their word (as numbered on spelling list including power words) in dictionary and to write down the guidewords on the page where their word DOES or SHOULD appear. When students finish with a word, instruct them to draw a word from word jar (high frequency words derived from previous spelling lists) and to repeat this dictionary / guideword activity. (10 minutes) 5. During this individual activity, call small group (GT, NH, MW) to back table for quick word study work on whiteboard (crossword with selected spelling words). 			
Assessment/s (Formative/brief): Grade comprehension check. Observe student participation in whole group discussion and dictionary activity.		Extension Activities: Additional dictionary scavenger hunt activities.	
		Differentiation: Small group word sorts and games based on individual reading levels.	
Observations/Reflection for Future Use:			

Name _____ Date _____ # _____

Place the following words in ABC order.

nonstick _____
nonfat _____
exterior _____
nonsense _____
include _____
internal _____
interior _____
high _____
learn _____
thought _____
below _____

Place the above words under the **correct guidewords** listed below.

Not all words will be listed in the chart below.

Guidewords are the words at the *top of every page in the dictionary*.

The word on the **left side** of the page is the *first word* on the page.

The word on the **right side** is the *last word* on the page.

external	intermediate	intern	learning	none	nonstop

Language Arts Lesson Plan – Informational Resources - Day 2 – Glossary and Index

Name of Lesson Plan Preparer: Christine Ammirati

Title: Glossary and Index		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Tues. March 29, 2011	
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p>			
Lesson Objectives:		Resources (Text & Technology):	
<p>Given whole class and small group instruction and individual work, the student will identify the different functions of a glossary and index.</p>		<p>Assortment of informational texts. “Index” and “Glossary” activity sheets 3rd Grade Reading Daily Review #12</p>	
Instructional Procedures (Include Introduction, Focus, and Closing):			
<ol style="list-style-type: none"> 1. Warm-up: Return Monday’s dictionary comprehension check and direct students to correct as necessary. 2. Distribute spelling activities to students. Direct students to work on these activities if finished with warm-up corrections. (5 minutes) 3. Prefix definitions: Direct students to work in pairs to look up definitions of this week’s spelling prefixes in dictionary. Using document camera, elicit student input to define prefixes. Instruct students to copy these definitions NEATLY into their spelling journals. (10 minutes) 4. Glossary and Index: (15 minutes) Distribute various informational texts to student pairs. Instruct students to locate Index and Glossary for each book. Using document camera, elicit student input to define different uses for these “back-of-book” informational resources. 5. Distribute “Index” and “Glossary” sheets to students. Instruct student pairs to work together to complete both sides. Students submit individual worksheets. 6. Graded Comprehension Check (begin by 3:30): (10 minutes) - <i>see attached</i> 3rd Grade Reading Daily Review #12 			
Assessment/s (Formative/brief):		Extension Activities:	
<p>Grade comprehension check (Reading Daily Review #12.) Observe student participation in whole group discussion and dictionary activities.</p>		<p>Additional dictionary scavenger hunt activities.</p>	
		Differentiation:	
		<p>Distribute leveled informational texts based on student reading levels.</p>	
Observations/Reflection for Future Use:			

Language Arts Lesson Plan – Informational Resources – Day 3 - Thesaurus

Name of Lesson Plan Preparer: Christine Ammirati

Title: Thesaurus		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Wed. March 30, 2011	
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use</u> dictionary, glossary, <u>thesaurus</u>, encyclopedia, and other reference books, including online reference materials.</p>			
<p>Lesson Objectives: Given whole class and small group instruction and individual work, the student will use thesaurus to identify synonyms.</p>		<p>Resources (Text & Technology): Dictionary comprehension check (exit – nonstop) “Using a Thesaurus” activity sheet “In Its Place” p. 51 Assortment of thesaurus references</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: Dictionary comprehension check to determine student understanding of guidewords (see attached) (10 minutes) 2. Thesaurus: (15 minutes) <ul style="list-style-type: none"> - Discuss meaning of synonym: Instruct students to brainstorm synonyms for “big” and list input on document camera. - Distribute one thesaurus to student pairs. Instruct students to use Thesaurus to complete “Using a Thesaurus” activity sheet (<i>see attached</i>) 3. Graded Comprehension Check (begin by 3:30): (10 minutes) <i>see attached</i> “In Its Place” p. 51 4. HOMEWORK: “A Clearer Image” p. 52 and “Synonym Search” p. 126 			
<p>Assessment/s (Formative/brief): Grade comprehension check (“In Its Place”) Observe student participation in whole group discussion and thesaurus activities.</p>		<p>Extension Activities: Additional thesaurus scavenger hunt activities.</p>	
		<p>Differentiation: Distribute different-level thesaurus based on student reading levels.</p>	
<p>Observations/Reflection for Future Use:</p>			

Name _____ Date _____ # _____

Place the following words in ABC order.

exit _____
example _____
explain _____
nonliving _____
exclude _____
indent _____
external _____
nonfiction _____
nonstop _____

**Place the above words under the correct guide words listed below.
Guide words are the words at the top of every page in the dictionary.
The word on the left side of the page is the first word on the page.
The word on the right side is the last word on the page.**

exact	exist	exercise	extra	none	noon

Language Arts Lesson Plan – Informational Resources – Day 4 - Website

Name of Lesson Plan Preparer: Christine Ammirati

Title: Website		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Thurs. March 31, 2011	
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p>			
Lesson Objectives:		Resources (Text & Technology):	
<p>Given whole class and small group instruction and individual work, the student will identify websites that match research interests.</p>		<p>“Index” p. 39 Common grade-level spelling quiz Assortment of website descriptions</p>	
Instructional Procedures (Include Introduction, Focus, and Closing):			
<ol style="list-style-type: none"> 1. GRADED Warm-up: “Index” p. 39 (<i>see attached</i>) (10 minutes) 2. Spelling Quiz: (15 minutes) 3. Website and Encyclopedia: (10 minutes) <ul style="list-style-type: none"> - Discuss lists of website descriptions for student use. State a topic of research and direct students to identify which website would be the most appropriate for research - Using document camera, record student responses - Collect student work 			
Assessment/s (Formative/brief):		Extension Activities:	
<p>Grade warm-up (“Index”) Grade spelling quiz Observe student participation in individual website activities.</p>		<p>Use computers to conduct website scavenger hunt activities.</p>	
		Differentiation:	
		<p>Distribute different-level website descriptions based on student reading levels.</p>	
Observations/Reflection for Future Use:			

Language Arts Lesson Plan – Informational Resources – Day 5 – Website

Name of Lesson Plan Preparer: Christine Ammirati

Title: Website		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Mon. April 11, 2011	
<p>SOL: English / Writing</p> <p>3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u></p> <p>a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p>			
Lesson Objectives:		Resources (Text & Technology):	
<p>Given whole class and small group instruction and individual work, the student will identify websites that match research interests.</p>		<p>Website pages from “Real World Comprehension Practice”</p> <p>Assortment of website descriptions.</p>	
Instructional Procedures (Include Introduction, Focus, and Closing):			
<ol style="list-style-type: none"> 1. Warm-up: Dictionary comprehension check to determine student understanding of guidewords (see attached) (10 minutes) 2. Introduce Spelling Words: Dictionary Activity Quiz: Task students to look up 3 assigned spelling words in dictionary, to write down the guide words on the page where their word DOES or SHOULD appear, and the definition of each word. (15 minutes) 3. Direct students to work on website activity sheets “Gaga4Games” and “Hound Dog”: (15 minutes) <ul style="list-style-type: none"> - Pair students to complete “Gaga4Games” - Using document camera, record student responses - Instruct students to complete “Hound Dog” independently - Collect student work 			
Assessment/s (Formative/brief):		Extension Activities:	
<p>Grade warm-up (“guidewords”)</p> <p>Observe student participation in individual website activities.</p> <p>Grade “Hound Dog”</p>		<p>Use computers to conduct website scavenger hunt activities.</p>	
		Differentiation:	
		<p>Distribute different-level website descriptions based on student reading levels.</p>	
Observations/Reflection for Future Use:			

Language Arts Lesson Plan – Informational Resources – Day 6 – Encyclopedia

Name of Lesson Plan Preparer: Christine Ammirati

Title: Encyclopedia and ABC order review		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Tues. April 12, 2011	
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p>			
<p>Lesson Objectives: Given whole class and small group instruction and individual work, the student will identify encyclopedia volume that corresponds to topics. Given small group and individual instruction, the student will place words in ABC order</p>		<p>Resources (Text & Technology): “Multisyllabic Words” “Letters and Numbers” p. 55 “Last is Sometimes First”</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: “Multisyllabic Words” comprehension check to determine student understanding of syllabication. (10 minutes) 2. Encyclopedia: “Letters and Numbers” p. 55 and “Last is Sometimes First” (20 minutes) <ul style="list-style-type: none"> - Describe use of encyclopedia, division of volumes, and when names are organized by last name. - Direct students to complete pages independently then share answers using document camera. 3. ABC Order Review: (15 minutes) <ul style="list-style-type: none"> - Divide students into small groups - Distribute differentiated lists of words on index cards and task students to place these words in correct ABC order - Work individually with HN, CP, MW, GT on modified word lists 			
<p>Assessment/s (Formative/brief): Grade warm-up (“syllabication”) Observe student participation in encyclopedia activity.</p>		<p>Extension Activities: Use hard-copy encyclopedia volumes for a scavenger hunt activity using Famous American and Explorers.</p>	
		<p>Differentiation: Distribute differentiated word lists for ABC order activity</p>	
<p>Observations/Reflection for Future Use:</p>			

Language Arts Lesson Plan – Informational Resources – Day 7 – Atlas and Thesaurus Review

Name of Lesson Plan Preparer: Christine Ammirati

Title: Atlas and Review of Thesaurus		Content Area/s: Language Arts	
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Wed. April 13, 2011	
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, <u>thesaurus</u>, encyclopedia, and other reference books, including <u>online reference materials</u>.</u></p>			
<p>Lesson Objectives: Given whole class and individual work, the student will identify and use an atlas.</p>		<p>Resources (Text & Technology): Copied pages from “Usborne Essential Atlas of the World” Copied pages from “Rand McNally’s Children’s Millennium Atlas of the World” “ABC Order - VI” “Using a Thesaurus” Thesaurus</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: “ABC Order - VI” (10 minutes) 2. Atlas (25 minutes) <ul style="list-style-type: none"> - Describe use of atlas and show samples to students. - Distribute copied passages and direct students to answer accompanying questions independently. - Play “Eureka” scavenger hunt of coordinate grid for geographical locations. Distribute post-it notes and timer. Use social studies content for targets (Niger River, Cairo, Rome, Mediterranean Sea) 3. Thesaurus Review: “Using a Thesaurus” (10 minutes) 			
<p>Assessment/s (Formative/brief): Evaluate warm-up (“ABC order”) and thesaurus review. Observe student participation in atlas activities.</p>		<p>Extension Activities: Compare features of different atlases. Create classroom thesaurus wall for commonly-used words.</p>	
		<p>Differentiation: Distribute different-level atlases based on student reading levels.</p>	
<p>Observations/Reflection for Future Use:</p>			

Language Arts Lesson Plan – Informational Resources – Day 8 – REVIEW

Name of Lesson Plan Preparer: Christine Ammirati

Title: Review of all Informational Resources		Content Area/s: Language Arts	
Grade level: 3 rd		Time Frame: 45 min. 2:55-3:40	
Date: Thurs. April 14, 2011			
<p>SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u></p>			
<p>Lesson Objectives: Given whole class and individual work, the student will identify and use different informational resources.</p>		<p>Resources (Text & Technology): “Guide Words – I” p. 15 Powerpoint</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: “Guide Words – I” p. 15 (10 minutes) 2. PowerPoint review (15 minutes) 3. Dictionary Scavenger Hunt see attached (15 minutes) 4. Lightning Review – name the Informational Resource (5 minutes) 			
<p>Assessment/s (Formative/brief): Evaluate warm-up (“ABC order”) and Dictionary Scavenger Hunt. Observe student participation in Powerpoint discussion and lightning review.</p>		<p>Extension Activities: Task students with logging informational resources used during a one week period.</p>	
		<p>Differentiation: Simplify Dictionary Scavenger Hunt based on student reading levels.</p>	
<p>Observations/Reflection for Future Use:</p>			

Name: _____ Date: _____ # _____

Dictionary Scavenger Hunt

1. What is the first word in the **b** section of the dictionary? _____
2. What is the last word in the **g** section of the dictionary? _____
3. How many pages of words starting with **z** are in the dictionary? _____
4. Find the **guide words** in your dictionary for the page containing the word "dictionary". _____
5. What is the first two-syllable word in the **s** section of your dictionary?

6. Find the first **proper noun** in your dictionary.

7. Look up the word **duplicate**. In addition to being an adjective it is also a _____ and a _____
8. Look up the word **cypress**. It is a type of _____
9. Look up the word **meridian**. How many syllables does it have?

10. Find the first adjective in your dictionary starting with **t** that has two syllables.

Language Arts Lesson Plan – Informational Resources – Day 9 – TESTS

Name of Lesson Plan Preparer: Christine Ammirati

Title: Spelling Quiz and Informational Resources Quiz		Content Area/s: Language Arts
Grade level: 3 rd	Time Frame: 45 min. 2:55-3:40	Date: Fri. April 15, 2011
SOL: English / Writing 3.7 <u>The student will demonstrate comprehension of information from a variety of print resources.</u> a) <u>Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.</u>		
Lesson Objectives: Given summative assessment, the student will identify the use of different informational resources.	Resources (Text & Technology): Spelling Quiz Reference Materials Quiz (“World of Science” on pg 1)	
Instructional Procedures (Include Introduction, Focus, and Closing): <ol style="list-style-type: none">1. GRADED Warm-up: “Index” p. 39 (<i>see attached</i>) (10 minutes)2. Spelling Quiz: (15 minutes)3. Reference Materials Quiz: (15 minutes)		
Assessment/s (Summative): Grade Spelling Quiz. Grade Reference Materials Quiz (common grade-level assessment)	Extension Activities:	
	Differentiation: No students in class receive IEP, 504, or ELL services. All students are evaluated using the same summative assessments.	
Observations/Reflection for Future Use:		