

Monday, September 6 **TAG**** Labor Day, No School!**

Phonics	
Grammar	
Read Aloud	Teacher's Choice:
Writing	
Reading	

Tuesday, September 7

Phonics	<p>Diphthongs: oi, oy Join, soil, spoil, decoy, coin, moist, toybox, point, annoy, choice, loyal, royal, destroy, enjoy Review: tightly, deny HFW: went, want, goes, finally</p> <p>Vocabulary: Glee: a feeling of joy/delight Fraud: someone who tricks or cheats others Magnificent: very impressive; beautiful Pounce: to jump on something suddenly and take hold of it Surplus: the amount that goes beyond what is needed Admire: to respect or like someone very much Drowsy: sleepy Injury: damage or hurt to the body</p>
Grammar	<p>Common and Proper Nouns Common Nouns name a person, place or thing. Ex: dog Proper Nouns names a particular person, place or thing. They begin with a capital letter. Ex: Golden Retriever</p>

	<p>On White Boards, teacher will call out common noun and kids will write the proper noun. Check for capitals.</p>
<p>Read Aloud</p>	<p>Teacher Choice</p>
<p>Writing</p>	<p>Punctuating Dialogue</p> <ul style="list-style-type: none"> • When characters are speaking, or even thinking to themselves, we put quotation marks around what they are saying. • Dialogue has a speaker tag and what the character is saying. • Easiest is to have the speaker tag first: • Shook said, "Today we will tell jokes and practice quotation marks." • Point out: comma after said Capital letter Period End quote <p>Give each kid a joke. Class will make a Corny Joke Book modeling how to do quotation marks.</p> <p>Ex: Mrs. Ambrose asked, "What has ears but cannot hear?" The class replied, "A cornfield."</p>
<p>Reading:</p>	<p>Look Who's Talking</p> <ul style="list-style-type: none"> • When we read more complex books, sometimes we do not have a speaker tag in the dialogue. • Point out in read aloud a sentence with a tag and one without. • In order to know who is talking, you have to pay close attention to your dialogue and the punctuation.

	<p>Notice how when the speaker changes, the author goes to a new line.</p> <ul style="list-style-type: none"> • To figure out who said what, often we have to go back to a part in the conversation that has a speaker tag and work our way down. • (Model in read aloud) • Display another part of the story and asked students to identify the speaker. • When you read today, I want you on the lookout for tagless dialogue. Mark it in your book with a sticky note.
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Wednesday, September 8

Phonics	Sentence Dictation with words or Situation Elimination
Grammar	The Cyclone Worksheet
Read Aloud	Teacher's Choice
Writing	<p>How to Use Dialogue in your Story-</p> <p>Third grade authors use lots of dialogue in their story as a way to engage and entertain the reader! When you use dialogue, you need to put quotation marks around what the character is saying. You cannot have two periods in one sentence so you need to either use a comma, exclamation point, or question mark at the end of your quote.</p> <p>For example:</p> <p>“Hey, Ms. Shook!” said Ms. D’Antonio.</p> <p>“Oh, hello there,” Ms. Shook replied.</p>

Reading	<p>Using Context Clues to Determine the Meaning of Unknown Words</p> <p>When you read third grade books, you will see words that you are unfamiliar with. One way to figure out the meaning is to use your context clues. Today we will read a short article about cats and figure out what the word "essential" means based on our context clues. Then you will read about dogs, and do the same thing!</p>
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Thursday, September 9

Phonics	*Review other spelling patterns from last 3 weeks
Grammar	Students make a t-chart in notebook to identify common and proper nouns in classroom.
Read Aloud	Teacher Choice
Writing	<p>Ping Pong Dialogue</p> <p>Ping-pong dialogue is where the characters shoot dialogue back and forth between each other in quick succession-just like a game of ping pong.</p> <p>For example..."Hi, Mindy," said Kirk. "Hi, Kirk. How was school?" Mindy replied. "Good."</p> <p>You can practice by having kids tell a knock knock/ silly joke and talking about how that was a great example of dialogue, but it was only dialogue, no actions.</p> <p>Ping Pong dialogue is boring and does not make your reader want to read any more.</p>

	<p>We of course want to know what our characters were doing while they were talking/ what was going on around them.</p> <p>A better writing of this conversation would be: Kirk sighed, dumping his schoolbag next to the table. "Hi, Mindy." Mindy looked up distractedly from where she was painting her fingernails. "Hi, Kirk. How was school?" "Good." He shot back defensively, making a beeline for the refrigerator.</p> <p>Check over your writing for Ping Pong dialogue as you write today. If you find some, add in actions!</p>
<p>Reading</p>	<p>Gist and Explanation Context Clues</p> <p>Starting with the read aloud "The Boy Who Cried Fabulous" (from phonics pathway) is a great way to introduce context clues!</p> <p>You can use context clues to figure out words that you do not know as you are reading. Authors will leave behind different clues to help you. Today, we will learn about Gist and Explanation Context Clues.</p> <p>Explanation Clues:</p> <ul style="list-style-type: none"> o The most direct clues an author uses o The word is usually defined for the reader in the same sentence as the word • Examples: <ul style="list-style-type: none"> -A symbol is something that stands for something else. -A nomad, someone who travels a lot, does not have a permanent home. <p>Gist Clues:</p> <ul style="list-style-type: none"> -The trickiest type of clue an author uses o Meaning must be inferred from the gist of the passage.

	<p>o Readers may sometimes have to read an entire passage before they can understand the word</p> <ul style="list-style-type: none"> • Example: -John burst out of the woods and found himself at the edge of a precipice. Clinging to a boulder, he gazed down dizzily at the blue ribbon of river below. <p>As you read today, highlight any words that you do not know the meaning of in your book. Look around for gist or explanation words to help you understand the meaning.</p>
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Friday, September 10th

Phonics	<p>Spelling quiz (Formative Assessment) Digraphs, vowel teams, igh/y, and oi/oy</p>
Grammar	Cursive: h,f,k
Read Aloud	Teacher Choice
Writing	<p>Using Exact Words</p> <p>Sometimes when writing, you summarize conversations between characters. For example, you might say: My mom told me to get in the car. Instead of "Get in the car! Yelled my mom.</p> <p>Do you see the difference summarizing makes? When you summarize conversations, you start to lose your story teller's voice. You are reporting what happened like a news reporter.</p> <p>Today, look back at your writing. See if there are places that you summarized the dialogue instead of using exact word dialogue. Look for tag lines like "she told me" or "she said to me". These will be a hint that you summarized the</p>

	<p>conversation. When you see a summarized conversation in your writing, change it to an exact word conversation!</p> <p>Punctuating Dialogue Minor Grade</p>
<p>Reading</p>	<p>Synonyms and Antonyms Context Clues</p> <p>You can use context clues to figure out words that you do not know as you are reading. Authors will leave behind different clues to help you. Today, we will learn about Synonym and Antonym Context Clues.</p> <p>Synonym: Synonyms are words that have similar meanings. The author will put another word that has the same meaning in the sentence or in the surrounding sentences.</p> <p>Example: Justin was an exceptional musician. He could play many instruments remarkably well.</p> <p>Antonym: Antonyms are words that have opposite meanings. The author will put another word that has the opposite meaning in the sentence to show a difference between the two. Look for words like “although,” “however,” and “but” to signal contrast clues coming.</p> <p>Example: Motorboats were prohibited at the lake, but sailboats were allowed.</p> <p>Context Clues Minor Grade</p>