<table>
<thead>
<tr>
<th><strong>Mrs. Huber's</strong></th>
<th>3rd Grade Lesson Plans (2018 - 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEKS:</strong> Texas Essential Knowledge &amp; SKILLS</td>
<td><strong>DG = Daily Grade</strong> <strong>TG = Test Grade</strong></td>
</tr>
<tr>
<td><strong>Weeks 1A - 1B</strong></td>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>Notes Week M</strong></td>
<td>• Character Awareness Week!</td>
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<tr>
<td><strong>Spelling:</strong> Rule Vowel +/-/r/ sounds in air and fear</td>
<td>• Pass out new spelling list</td>
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<tr>
<td><strong>Commas</strong></td>
<td>• Discuss the five most common rules for using commas.</td>
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<tr>
<td>3x's per week</td>
<td>• Have students cut and glue reference sheet into composition books. Practice adding commas with the rules</td>
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<tr>
<td><strong>Writing:</strong> Argumentative/Pers • prose Writing unit</td>
<td>• Students write reasons for the side they are for (Team Ant or Team Kid)</td>
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<tr>
<td>3x's per week</td>
<td>• Three specific reasons brainstormed on a T-Charts</td>
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<tr>
<td><strong>Reading:</strong> Nonfiction Unit- (Whole Group)</td>
<td>• Discuss who nonfiction texts are written in one of 5 ways</td>
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<tr>
<td>Nonfiction Test Structures</td>
<td>• Sequence</td>
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<tr>
<td>Review of Text Features</td>
<td>• Compare &amp; Contrast</td>
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<td></td>
<td>• Cause &amp; Effect</td>
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<tr>
<td>Higher-Order Thinking Questions</td>
<td>• What is the topic of the article? What is the main idea?</td>
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<td>• What four details support the main focus of this passage?</td>
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<tr>
<td>Homework</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>● H.W. Cursive Practice - Upper &amp; Lowercase letters</td>
<td></td>
</tr>
<tr>
<td>● H.W. Cursive Practice - pg. 1 &amp; 2</td>
<td></td>
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<tr>
<td>● H.W. Cursive Practice - pg. 3 &amp; 4</td>
<td></td>
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<tr>
<td>● H.W. Cursive Practice - pg. 5 &amp; 6</td>
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<tr>
<td>● No Homework</td>
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</tbody>
</table>