

Carrie Waters' Week of: May 19-23, 2025 - Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource
[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR 3rd Grade Boot Camp Letter Writing Students, Teachers, & Future Self	READING 3rd Grade Boot Camp Read Text & Answer Questions Written Responses	WRITING 3rd Grade Boot Camp Campfire Story Told Orally or Written	PHONICS 3rd Grade Boot Camp Reading Fluency, & Setting Goals	MATH 3rd Grade Boot Camp Fluency, Addition & Subtraction to 1000, & Solving Word Problems	SOCIAL STUDIES 3rd Grade Boot Camp Team Building, Character Traits & Challenges
Monday -					
<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. 	<p>Standard(s): ELAGSE2RL1 ELAGSE2RI1</p> <p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can answer questions about a text (who, what, where, when, why, and how). <input type="checkbox"/> I can understand which details are more important to the story. <input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details. <input type="checkbox"/> I can ask and answer questions to understand 	<p>Standard(s): ELAGSE2SL4 ELAGSE2W3</p> <p>LT: I am learning to speak like a presenter and share important facts and details. I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can choose a story or experience I would like to present. <input type="checkbox"/> I can identify details that will help me explain my story or experience. <input type="checkbox"/> When I speak, I answer 'who, what, when, where, how, and why' to make my story clear. <input type="checkbox"/> I can speak loud enough so that my audience can hear me. <input type="checkbox"/> I can use complete sentences that go together 	<p>Standard(s): ELAGSE2RF4</p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can pay careful attention to the words that I read. <input type="checkbox"/> I can self-correct when I make a mistake. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow). <input type="checkbox"/> I can change my voice and tone to match the mood of the text. <input type="checkbox"/> I can reread to improve my reading. <p><u>Key Vocabulary:</u> orally, expression,</p>	<p>Standard(s): 2.NR.2.1 2.NR.2.3</p> <p>LT: We are learning to add and subtract within 20. We are learning to add and subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can add within 20 using a variety of strategies (mental, part-whole, etc.) <input type="checkbox"/> I can fluently add within 20 using a variety of strategies. <input type="checkbox"/> I can add two two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can add three two-digit numbers using the part-whole strategy. <p>Lesson/Activity: Building Fluency Addition & Subtraction</p>	<p>Standard(s): ELAGSE2SL1 SS2CG3</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to be a leader by showing positive citizenship traits.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas. <input type="checkbox"/> I can ask for

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Letter For Next Year's Students

- ▶ **Wherever You Go, I ...**
- ▶ **MY TEACHER LIKES ...**
- ▶ **I Wish You More - Ki...**
- ▶ **The Magical Yet by ...**

Dear Future Second Graders,

Let me tell you about your new teacher and what you will learn in 2nd grade.

Sincerely,

key details.

- ❑ I can ask and answer questions to understand the main ideas.
- ❑ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

Key Vocabulary:

key details, main idea, character, text, title, setting, answers, questions, who, what, when, how, where, why, connections

Lesson/Activity:

Reading Responses: Restating the Question - Use Complete Sentences to Answer A Question

Name: _____

Put the QUESTION in the ANSWER

When answering a question, you should always include part of the question in your answer. Remember to include capital letters and ending punctuation.

QUESTION:

What is your favorite color? Why?

ANSWER:

My favorite color is green. It is my favorite because it is the color of the trees.

Directions: Read each passage. Answer the questions by putting part of the question in your answer. Use the sample below as a guide.

A My dog's name is Rex. He likes to play fetch with the red ball. Sometimes he throws the ball too high and Rex can't catch it. Other times, Rex brings me the ball full of slobber. I love playing fetch with Rex!

1. What game does the author like to play with his dog Rex?

2. Why can't Rex sometimes not catch the ball?

B My birthday is on Saturday. We are going to have a party. There will be a bounce house, lots of snacks, and even a water slide. My aunt said she's bringing a special cake. I can't wait for my party!

1. What are some of the things the author will have at their party?

in a way that makes sense to the audience.

- ❑ I can determine what kind of story I want to tell (real or made up).
- ❑ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- ❑ I can use organizational structures (beginning, middle, end, and sequence of events).
- ❑ I can use words such as *a long time ago, today, later, first, next, then, and last* to show the order of events.

Key Vocabulary:

recount, presenter, events, facts, details, ideas, relevant, story, thoughts, descriptive, experience, clarifications, audibly, narrative actions, closure, sequence, order, feelings, temporal words

Lesson/Activity:

Campfire Storytelling

Name: _____

CAMPFIRE STORY WRITING RUBRIC

Good writers include certain items in their stories. Use the rubric below to check over your Campfire story. Be sure that your writing includes all of the items. If it doesn't work to revise your piece.

MY WRITING INCLUDES	YES!
I started my writing by introducing the characters and setting of the story.	
The middle of my story includes a problem.	
The end of my story includes a solution to my problem.	
I capitalized the beginning of my sentences and used the correct ending punctuation.	
I used my best to spell words correctly. If I wasn't sure, I looked up the word using a reference material.	
I read my story aloud and gave my feedback on my writing.	
Name of buddy	
Teacher's Notes	
Score	

accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Setting Goals & Reading Fluency

Name: _____

REACH FOR THE STARS!

Third graders can read independently for at least 30 minutes. Use the below to track your reading. Track your reading each day by coloring a star. Work to beat your time as the week passes.

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5

Name: _____

Hiking through Fluency

Directions: Read the passage the best that you can. Remember to use expression as you read. Have a buddy time to see how long it takes you to read the passage.

THE HIKE

Raquel and Michael were going on a hike. To prepare, Raquel packed a sack full of food, a flashlight, and even a small tarp that could be used as a tent. Michael didn't want to carry too much on the hike, so he only brought some water in a small knapsack. Once they were both ready, they set out on one of the hiking trails.

While on their hike, Raquel and Michael saw lots of animals. Raquel even spotted a fox hiding in the brush by the trail. Michael really wanted to see a raccoon but even though they had been hiking for over three hours, they still hadn't seen one. Raquel suggested they stop for a rest on some nearby rocks just off the hiking trail. It seemed like the perfect place to have some lunch.

Michael pulled out his water as he rested. Raquel pulled out some of the food she had packed. Michael looked longingly. He wished he had spent more time packing his sack. His stomach was now aching in hunger. Raquel offered some of her sandwich and some crackers. They enjoyed their lunch in silence as they watched the forest sway in the wind.

Suddenly, a large bolt of lightning cracked through the air. A storm was starting. Michael began to panic. He hadn't packed an umbrella and wasn't sure where they could take shelter. Raquel acted quickly and rummaged through her bag to produce the tarp she had packed. Together, her and Michael worked to tie the tarp over some branches to fashion a small tent. Then, they crunched inside. The wind blew and the rain poured.

Soon, the shower began to slow. It seemed like the rain was finally going to stop. Michael thanked Raquel for thinking of bringing the tarp. They would have been soaked without it. Raquel smiled, now it was time to try and find a raccoon as they headed home.

Time to read in seconds: _____ Number of words read: _____ Number of errors: _____
WPM: _____ (This number of words read correctly) CDR: _____ (This number of errors)

Optional:

AIMS Practice Multiplication using Repeated Addition

Name: _____

BASIC FACTS addition CAMP

Get ready to pack for camp by completing the following basic facts. You need to complete _____ facts in _____ minutes.

9 + 3	5 + 1	6 + 2	2 + 5	5 + 7
7 + 4	5 + 5	4 + 9	1 + 3	7 + 8
3 + 3	9 + 2	7 + 2	2 + 3	8 + 8
9 + 1	9 + 9	6 + 3	9 + 8	6 + 7
8 + 3	6 + 5	8 + 4	9 + 9	8 + 6

NUMBER CORRECT

25

Name: _____

BASIC FACTS subtraction CAMP

Get ready to pack for camp by completing the following basic facts. You need to complete _____ facts in _____ minutes.

9 - 3	5 - 1	6 - 2	5 - 5	7 - 3
7 - 4	9 - 5	10 - 8	3 - 1	8 - 4
6 - 3	9 - 2	7 - 2	3 - 2	11 - 8
6 - 4	8 - 7	7 - 1	9 - 8	7 - 5
11 - 3	7 - 5	8 - 3	9 - 5	8 - 6

NUMBER CORRECT

25

BONUS!

Color the even sums RED. Color the odd sums BLUE. What do you notice about the sums? Explain the pattern you see on the back of this sheet.

Name: _____

3 DIGIT addition Hike

Time to pack for your hike! Work to answer the following addition problems using any strategy of your choice. Write your answer on the hiking supply to take with you.

1 227 + 313	2 517 + 329	3 617 + 355
4 243 + 342	5 468 + 420	7 746 + 129

clarification and further explanation if I'm confused.

- ❑ I can maintain a focus on a particular topic or text.
- ❑ I can give examples of how I demonstrated positive citizenship traits.

Key Vocabulary:

collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations

Lesson/Activity:

Team Building & Create A Banner

Name: _____

TEAM BANNER Planning Sheet

Directions: Work together as a team to design a banner. Be sure your banner includes your team name and is designed using your team colors. Be sure to try your best! Use the planning space below to plan out your banner.

TEAM NAME	TEAM MEMBERS

TEAM COLORS	TEAM CHEER

TEAM BANNER RUBRIC

Think about how you and your team did on this challenge. Use the scale below to rate how well you worked together to complete the task.

Scale: 1 = Needs Improvement 5 = excellent

My team worked well together.	1 2 3 4 5
I worked to help my team. Job I completed.	1 2 3 4 5
My team listened to each others opinions before making a decision.	1 2 3 4 5
If my team disagreed, we worked together to find a solution.	1 2 3 4 5

C The world's rarest bird is the kakapo. The kakapo is flightless and can only be found on the island of New Caledonia. There is only about a 1000 bird left left. Conservation efforts are now in place to try and keep this bird from disappearing.

- What is the rarest bird in the world? Where can it be found?
- About how many of this bird are still alive?

D Marcos and Catherine were playing in the park. First, they went on the swings. Then, they climbed the jungle gym. Last, they ran down to the park benches when they were done. They rode their bikes home.

- Where were Marcos and Catherine playing?
- What did Marcos and Catherine do first?

E Fall is my favorite season. The weather starts to cool down and you can wear sweaters. The leaves change color and fall to the ground. It also means the football season! Another name for fall is autumn.

- What is another name for fall?
- What are some things that happen during fall?

Name: _____

Three digit subtraction

3 Digit Subtraction Mike

Time to pack for your fall work to answer the following subtraction problems using any strategy of your choice. Write your answer on the blank supply to take it with you.

1 627 - 219	2 507 - 339	3 727 - 319
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4 843 - 357	5 468 - 390	7 346 - 129
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Tuesday -

<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. 	<p>Standard(s): ELAGSE2RL1 ELAGSE2RI1</p> <p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can answer questions about a text (who, what, where, when, why, and how). <input type="checkbox"/> I can understand which details are more important to the story. <input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details. 	<p>Standard(s): ELAGSE2SL4 ELAGSE2W3</p> <p>LT: I am learning to speak like a presenter and share important facts and details. I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can choose a story or experience I would like to present. <input type="checkbox"/> I can identify details that will help me explain my story or experience. <input type="checkbox"/> When I speak, I answer 'who, what, when, where, how, and why' to make my story clear. <input type="checkbox"/> I can speak loud enough so that my 	<p>Standard(s): ELAGSE2RF4</p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can pay careful attention to the words that I read. <input type="checkbox"/> I can self-correct when I make a mistake. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow). <input type="checkbox"/> I can change my voice and tone to match the mood of the text. <input type="checkbox"/> I can reread to improve my reading. 	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add and subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can solve one-step word problems using addition and subtraction strategies. <input type="checkbox"/> I can solve two-step word problems using addition and subtraction strategies. <p>Lesson/Activity: Strategies for Solving Word Problems</p>	<p>Standard(s): ELAGSE2SL1 SS2CG3</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to be a leader by showing positive citizenship traits.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my
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☐ I can determine where the comma is placed in a closing.

Key Vocabulary:

geographic names,
capitalization, holiday,
product names, proper
nouns, letters,
punctuation, greetings,
correspondence, body,
closings, commas,
capitalization

Lesson/Activity:

Letter For Next Year's Teachers or Future Self

 A Letter From Your ...

Be You! by Peter H. ...

 The Magical Yet by ...

📺 Wherever You Go, I ...

[illegible]

- ☐ I can ask and answer questions to understand key details.

☐ I can ask and answer questions to understand the main ideas.

☐ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

Key Vocabulary:

key details, main idea,
character, text, title,
setting, answers,
questions, who, what,
when, how, where, why,
connections

Lesson/Activity:

Reading Responses: Restating the Question - Use Complete Sentences to Answer A Question

Put the question in the **ANSWER**

When answering a question, you should always include part of the question in your answer. Remember to include capital letters and end punctuation.

QUESTION

1. What is your favorite color? why?

ANSWER

My favorite color is green. It is my favorite because it is the color of the trees.

QUESTION

2. Describe your last vacation. Answer the questions by putting part of the question in your answer. Use the sample below as a guide.

My dog's name is Rex. He likes to play fetch with the ball and sometimes I throw the ball too high and he can't catch it. Other times, Rex brings me the ball off of a table. I love playing fetch with him.

What game does he like to play with his dog Rex?

1. Why can't Rex sometimes not catch the ball?

2. My birthday is on Saturday. We are going to have a party. There will be a bounce house, lots of snacks, and even a water slide. We'll sit around a picnic table with a special cake. I can't wait for my party!

What are some of the things the other people at your party?

audience can hear me.

- ❑ I can use complete sentences that go together in a way that makes sense to the audience.

☐ I can determine what kind of story I want to tell (real or made up).

- ❑ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).

- ❑ I can use organizational structures (beginning, middle, end, and sequence of events).

☐ I can use words such as *a long time ago, today, later, first, next, then, and last* to show the order of events.

Key Vocabulary:

recount, presenter, events,
facts, details, ideas,
relevant, story, thoughts,
descriptive, experience,
clarifications, audibly,
narrative actions, closure,
sequence, order, feelings,
temporal words

Lesson/Activity:

Campfire Storytelling

 Read Aloud Book fo...

▶ A camping trip | Ki...

Key Vocabulary:

orally, expression, accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Setting Goals & Reading Fluency

REACH FOR THE STARS!

Third graders can read independently for at least 30 minutes Use the below to track your reading. Track your reading each day by coloring a star worth to reach your time at the week's progress.

45 40 35 40 45

35 40 30 40 35

25 30 20 25 30

15 20 10 20 15

10 15 5 10 15

5 10 5 10 5

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5

Name _____

CAMPING

word problems

adding word problems 2.OA.2

Sometimes solving word problems requires you to complete more than one step. Use the simplest solving word problem strategy that you can use to solve the problem.

Step 1 Read the problem carefully.

Step 2 Circle the information given. There are some more than 2 number 1

Step 3 Underline the question or what you want you to figure out

Step 4 Use the problem solving strategy that you have learned to solve the problem using the information included.

work space

1 Camp Markham has space for 100 campers. Right now 52 campers that come in the morning, 33 more campers come in the afternoon. How many more campers can come in the evening?

Step 1 Read the problem carefully.

Step 2 Circle the information given. There are some more than 2 number 1

Step 3 Underline the question or what you want you to figure out

Step 4 Use the problem solving strategy that you have learned to solve the problem using the information included.

work space

2 Amy is making a bead necklace of the craft station. She has 25 red beads, and yellow beads. 28 of the beads are red and 95 are blue. How many beads are yellow?

Step 1 Read the problem carefully.

Step 2 Circle the information given. There are some more than 2 number 1

Step 3 Underline the question or what you want you to figure out

Step 4 Use the problem solving strategy that you have learned to solve the problem using the information included.

work space

3 Trenton is counting the number of pine trees he can see on his hike. On the first part of his hike he is recording 44 pine trees. In the middle of the hike he records seeing 48 pine trees. On the last part of his hike, he records 50 pine trees. How many pine trees does he count altogether?

Step 1 Read the problem carefully.

Step 2 Circle the information given. There are some more than 2 number 1

Step 3 Underline the question or what you want you to figure out

Step 4 Use the problem solving strategy that you have learned to solve the problem using the information included.

work space

4 Counselor Mark is preparing grant crockers for the camp fire money party tonight. There are 60 crockers. There are also 6 crocketers. Each person needs 2 crockers. How many crockers should Counselor Mark prepare?

Step 1 Read the problem carefully.

Step 2 Circle the information given. There are some more than 2 number 1

Step 3 Underline the question or what you want you to figure out

Step 4 Use the problem solving strategy that you have learned to solve the problem using the information included.

work space

Enrichment:

Topic: _____

Camping Adventure

Read Story and Answer Questions • Young

Last Saturday Wendy needed the friends for a weekend camping in her backwoods. She packed a cooler with food and water, a tent, and a sleeping bag. Wendy's mother took her to the grocery store early that morning.

"We need to fix the food you guys will have on your trip," her mother said.

At the store, they bought:

- 16 ounce package of hot chili dogs \$ 9.49
- 16 ounce package of spaghetti sauce \$ 4.99
- 14 ounce package of ground chicken \$ 8.25
- 10 ounce bag of macaroni \$ 4.99
- 8 ounce box of chocolate bars \$ 3.25
- 8 ounce box of pasta sauce \$ 3.25

Wendy's mother paid for the food and they left the store to go home.

That evening Wendy and her friends got ready for the trip. Wendy pulled the cooler from the corner and began to unpack the food. She found one hot chili dog. She was surprised to be missing eight spaghetti hot dogs and found one on the floor. It was the only one left.

After the first hot dog, Wendy realized that there were only four hot dogs left. There weren't enough to eat on the trip. Wendy said, "We need four more hot dogs." Her mother said, "I'll get you four more hot dogs and three giant cold dogs. When I come you will eat one cold one."

When Wendy loaded the cooler, she found only two hot dogs were left. She said to her three girls, "We need two more hot dogs." One girl suggested and they all agreed to have two giant hot dogs. Wendy said, "I'll get you two giant hot dogs and two giant appetizers of hot dogs."

When it came time to eat, someone, except Wendy, had two hot dogs. Everyone went to sleep that night satisfied with the food. The giant dogs were the coolest, and their friends.

Name: _____

Camping Adventure

The information on the page is for your friends.

Show your work in the space to the right.

1. If there were four hot dogs left after each girl had eaten one, how many hot dogs had been in the package?

Answer: _____

2. How many burms had been in a full bag?

Answer: _____

3. How much did the food cost with an order of 3/2 water bottles?

Answer: _____

4. How much change did Wendy's mother receive from \$20.00?


Answer: _____

5. How much did the ingredients for the smores weigh?

Answer: _____

6. If each girl used one maximaximum per smore, how many maximaximums were in all?

Answer: _____



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own ideas.

- ❑ I can ask for clarification and further explanation if I'm confused.

☐ I can maintain a focus on a particular topic or text.

☐ I can give examples of how I demonstrated positive citizenship traits.

Key Vocabulary:

collaborative, listening,
respectful, discussions,
rules, linking, remarks,
clarifications, explanation,
conversations

Lesson/Activity:


Team Building Challenge

Name: _____ Date: _____

SHELTER BUILDING

Team Challenge

CHALLENGE	TENT MATERIALS
<p>You and your team are in the Forest and must decide to make a shelter. For the night. Use the materials provided to design a tent or shelter.</p>	<ul style="list-style-type: none"> • play dough • dry spaghetti • paper
<h3>CHALLENGE GUIDELINES</h3> <ul style="list-style-type: none"> • Must use at least one of each of the materials provided. • Can't use additional materials • Must work as a team. • Shelter must have a covered roof • Can only work in time allotted. 	





SHELTER BUILDING RUBRIC

Think about how you and your team did on this challenge, use the scales below to rate how well you worked together to complete the task.

Scale 1-5 (meets requirement 5 = excellent)


My team worked well together	1 2 3 4 5
I worked to help my team...and I completed...	1 2 3 4 5
My team listened to each others opinions before making a decision.	1 2 3 4 5
If my team disagreed, we worked together to find a solution.	1 2 3 4 5

<div></div>	<div><p>C The world's rarest bird is the kakapo. The kakapo is flightless and can only be found on the island of New Caledonia. There is only about a 1000 bird still living. Conservation efforts are now in place to try and keep this bird from disappearing.</p><p>1. What is the rarest bird in the world? Where can it be found?</p><p>2. About how many of this bird are still alive?</p><p>D Marcos and Catherine were playing in the park. First, they went on the swings. Then, they climbed the jungle gym. Last, they ran down to the park benches. When they were done, they rode their bikes home.</p><p>1. Where were Marcos and Catherine playing?</p><p>2. What did Marcos and Catherine do first?</p><p>E Fall is my favorite season. The weather starts to cool down and you can wear sweaters. The leaves change color and fall to the ground. It also means it's football season! Another name for fall is autumn.</p><p>1. What is another name for fall?</p><p>2. What are some things that happen during fall?</p></div>	<div><p>Name: _____</p><p>Writing a story or essay</p><h2>CAMPFIRE STORY WRITING RUBRIC</h2><p>Good writers include certain items in their stories. Use the rubric below to check over your Campfire story. Be sure that your writing includes all of the items. If it doesn't work to revise your piece.</p><table><tr><th>MY WRITING INCLUDES</th><th>YES!</th></tr><tr><td>I started my writing by introducing the characters and setting of the story.</td><td></td></tr><tr><td>The middle of my story includes a problem.</td><td></td></tr><tr><td>The end of my story includes a solution to my problem.</td><td></td></tr><tr><td>I capitalized the beginning of my sentences and used the correct ending punctuation.</td><td></td></tr><tr><td>I worked my best to spell words correctly. If I wasn't sure, I looked up the word using reference material.</td><td></td></tr><tr><td>I had a buddy reread my writing and give me feedback on my writing.</td><td></td></tr><tr><td>Name of buddy _____</td><td></td></tr><tr><td>Teacher's Notes _____</td><td>Score _____</td></tr></table><p>Writing a story or essay</p></div>	MY WRITING INCLUDES	YES!	I started my writing by introducing the characters and setting of the story.		The middle of my story includes a problem.		The end of my story includes a solution to my problem.		I capitalized the beginning of my sentences and used the correct ending punctuation.		I worked my best to spell words correctly. If I wasn't sure, I looked up the word using reference material.		I had a buddy reread my writing and give me feedback on my writing.		Name of buddy _____		Teacher's Notes _____	Score _____	<div><p>Name: _____</p><p>Reading fluency</p><h2>Hiking through fluency</h2><p>Directions: Read the passage the best that you can. Remember to use expression as you read. Have a buddy time you to see how long it takes you to read the passage.</p><h3>THE HIKE</h3><p>Raquel and Michael were going on a hike. To prepare, Raquel packed a sack full of food: a flashlight, and even a small tarp that could be used as a tent. Michael didn't want to carry too much on the hike, so he only brought some water in a small knapsack. Once they were both ready, they set out on one of the hiking trails.</p><p>While on their hike, Raquel and Michael saw lots of animals. Raquel even spotted a fox hiding in the brush by the trail. Michael really wanted to see a raccoon, but even though they had been hiking for over three hours, they still hadn't seen one. Raquel suggested they stop for a rest on some nearby rocks just off the hiking trail. It seemed like the perfect place to have some lunch.</p><p>Michael pulled out his water as he rested. Raquel pulled out some of the food she had packed. Michael looked longingly. He wished he had spent more time packing his sack. His stomach was now aching in hunger. Raquel offered a piece of her sandwich and some crackers. They enjoyed their lunch in silence as they watched the forest sway in the wind.</p><p>Suddenly, a large bolt of lightning cracked through the air. A storm was starting. Michael began to panic. He hadn't packed an umbrella and wasn't sure where they could take shelter. Raquel acted quickly and rummaged through her bag to produce the tarp she had packed. Together, her and Michael worked to lay the tarp over some branches to fashion a small tent. Then, they crouched inside. The wind blew and the rain poured.</p><p>Soon, the shower began to slow. It seemed like the rain was finally going to stop. Michael thanked Raquel for thinking of bringing the tarp. They would have been soaked without it. Raquel smiled, now it was time to try and find a raccoon as they headed home.</p><table><tr><td>Time read in seconds: _____</td><td>Number of words read: _____</td><td>Number of errors: _____</td></tr><tr><td>100% _____</td><td>100% _____</td><td>100% _____</td></tr></table></div>	Time read in seconds: _____	Number of words read: _____	Number of errors: _____	100% _____	100% _____	100% _____	<div><p>ANSWER KEY</p><h3>Camping Adventure</h3><p>Read the story to answer the questions. Show your work in the space to the right.</p><p>1. If there were four hot dogs left after each girl had eaten one, how many hot dogs had not been in the package? answer: 12 hot dogs</p><p>2. How many tents had been in a full bag? answer: 8 tents</p><p>3. How much did the food cost with an added 3.75 sales tax? answer: \$14.25</p><p>4. How much change did Wendy's mother receive from \$20.00? answer: \$4.25</p><p>5. How much did the ingredients for the smoothie weigh? answer: 3.4 ounces or 3.11 pounds</p><p>6. If each girl used one marshmallow per smoothie, how many marshmallows were used in all? answer: 12 marshmallows</p><p>Super Teacher Worksheets - www.superteacherworksheets.com</p></div>	
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100% _____	100% _____	100% _____																											
<div><h2>Wednesday -</h2></div>																													
<div><p>Standard(s): ELAGSE2L2</p><p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p><p>SC: <i>I will know I am successful when:</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can identify words as holidays.<input type="checkbox"/> I can identify words as product names.<input type="checkbox"/> I can identify words as geographic names.<input type="checkbox"/> I can recognize that a comma indicates a pause</div>	<div><p>Standard(s): ELAGSE2RL1 ELAGSE2RI1</p><p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to ask and answer questions to show understanding of key details in the text.</p><p>SC: <i>I will know I'm successful when I can ...</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can answer questions about a text (who, what, where, when, why, and how).<input type="checkbox"/> I can understand which details are more important to the story.<input type="checkbox"/> I can read a text with a</div>	<div><p>Standard(s): ELAGSE2SL4 ELAGSE2W3</p><p>LT: I am learning to speak like a presenter and share important facts and details. I am learning to write narratives telling what happened in order.</p><p>SC: <i>I will know I'm successful when I can ...</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can choose a story or experience I would like to present.<input type="checkbox"/> I can identify details that will help me explain my story or experience.<input type="checkbox"/> When I speak, I answer 'who, what, when, where, how, and why' to make my</div>	<div><p>Standard(s): ELAGSE2RF4</p><p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p><p>SC: <i>I will know I'm successful when I can ...</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.<input type="checkbox"/> I can pay careful attention to the words that I read.<input type="checkbox"/> I can self-correct when I make a mistake.<input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).<input type="checkbox"/> I can change my voice and tone to match the</div>	<div><p>Standard(s): 2.NR.2.3</p><p>LT: We are learning to add and subtract numbers using different strategies.</p><p>SC: <i>I will know I'm successful when I can ...</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can solve one-step word problems using addition and subtraction strategies.<input type="checkbox"/> I can solve two-step word problems using addition and subtraction strategies.<p>Lesson/Activity: Strategies for Solving Word Problems</p></div>	<div><p>Standard(s): ELAGSE2SL1 SS2CG3</p><p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to be a leader by showing positive citizenship traits.</p><p>SC: <i>I will know I'm successful when I can ...</i></p><ul style="list-style-type: none"><input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a</div>																								

- ❑ I can determine where the comma is placed in a closing.

geographic names,
capitalization, holiday,
product names, proper
nouns, letters,
punctuation, greetings,
correspondence, body,
closings, commas,
capitalization

Letter to Current Teacher or Future Self

- ▶ The Magical Yet by ...
- ▶  Read Aloud | Liz...
- ▶ No More Pencils, N...
- ▶ Wherever You Go, I ...

End of Year Letter
to My Teacher

Dear _____

From _____



☐ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

key details, main idea,
character, text, title,
setting, answers,
questions, who, what,
when, how, where, why,
connections

**Reading Responses:
Restating the Question -
Use Complete Sentences
to Answer A Question**

Name _____

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Put the question in the ANSWER

Directions: Read each passage. Answer the questions by putting part of the question in your answer. Use the sample below as a guide.

A Frogs are amphibians. This means they can live in the water and on land. Frogs have speed skin. Their skin is smooth, not scaly. But, they can breathe and drink through it. This is why frogs have to stay wet.

1. What type of animal is a frog?

2. What makes a frog skin speed?

B Simon is a great pet! We got him from the shelter. When we first got Simon he was very shy. If you tried to pet him, he would run away. Now, we're on his tugs and puffs. Simon likes to play with a little ball with a bell. He loves it. If he wants to play or eat.

3. What type of animal do you think Simon is? How do you know?

4. How has Simon changed since having his new owners?

☐ I can use words such as *a long time ago, today, later, first, next, then, and last* to show the order of events.

recount, presenter, events,
facts, details, ideas,
relevant, story, thoughts,
descriptive, experience,
clarifications, audibly,
narrative actions, closure,
sequence, order, feelings,
temporal words

Campfire Storytelling

- ▶ Read Aloud Book fo...
- ▶ A camping trip | Ki...

☐ I can reread to improve my reading.

orally, expression, accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Setting Goals & Reading Fluency

REACH for the Stars!

Third graders can read independently for at least 30 minutes. Use the below to track your reading. Track your reading each day by coloring a star. Want to beat your time on the week posers?

45 45 45 45 45

35 40 35 40 35

30 30 30 25 30

25 25 25 20 25

15 15 15 10 15

10 10 10 5 10

5 5 5 5 5

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5

CAMPING Word Problems

Solve the word problems below. Write your answers in the boxes at the bottom of the page. You may use a pencil and paper to help you. Write your answers in the boxes.

1. Camp Marmah has 100 cabins for 100 campers. If there are 60 campers that can come in the morning, 30 more campers can come in the afternoon and they won't have any more campers that come in the evening?

work space

2. Amy is making a bead necklace of the craft station. She has 20 red beads, and yellow beads. If 10 of the beads are red and 10 are blue how many beads are yellow?

work space

3. Trenton is counting the number of pine trees he sees on his hike. He finds 10 red pine trees. The trail records seeing 10 pine trees. In the middle of his hike, he has recorded 10 pine trees. How many more trees does he see? How many trees does he see?

work space

4. Counselor Sted is preparing grain crackers for the camp fire more party tonight. There are 50 campers. There are 45 campers. Each camper needs 2 crackers. How many crackers does counselor Sted prepare?

work space

5. Counselor Phil is helping shapers learn how to swim in the lake. The first morning of campers Phil had 10 campers. The second morning, there she has a class of 16 campers. After lunch she has a class of 20 campers. How many campers did she help learn to swim that day?


work space

[illegible]

Page: _____

Camping Adventure

Math Unit 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100



Use information from the story to answer the questions.
Show your work in the space to the right.

1. If there were four hot dogs left after each girl had eaten one, how many hot dogs total had been in the package?
answer: _____
2. How many buns had been in a full bag?
answer: _____
3. How much did the food cost with an added \$7.50 sales tax?
answer: _____
4. How much change did Wendy's mother receive from \$20.00?
answer: _____
5. How much did the ingredients for the smores weight?
answer: _____
6. If each girl used one marshmallow per smore, how many marshmallows were used in all?
answer: _____

Spower Teacher Worksheets - www.spowerworksheets.com

☐ I can give examples of how I demonstrated positive citizenship traits.

collaborative, listening,
respectful, discussions,
rules, linking, remarks,
clarifications, explanation,
conversations

Team Building Reflection & Conflict Resolution

What would you do?

CONFIDENT SOLUTION

Directions: Working to solve a problem makes you a better team player. Read the following scenarios and decide what you would do in each situation.

1. Kimber and Cliff are playing a card game. You are watching play, but they said it's only for two players. What would you do?

2. Gabbie lost her Favorite marker. It was blue. You Found a blue marker earlier that day and picked it up. What would you do?

3. Thomas, Mark, and Chise want to play capture the flag, but you want to play soccer. What would you do?

4. You saw someone sled in urgent out of your friends tent. But, he explained to hurt you if you told. What would you do?

5. Phoebe and Molly are swimming in the lake. You just finished, but forgot your towel. You see their towels sitting on a log. What would you do?

