

### 3rd Grade Weekly Lesson Plans

Date 10/16-10/20	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10 Breakfast/ Morning Meeting/ Good Things					
8:10-8:30 Review Bellwork / Homework / Cursive Practice					
8:30-9:00 Phonics	<p>Lesson 7: Closed, Complex Multisyllable Day 5: <b>Assessment</b></p> <p><b>Morphology:</b> Review and apply</p> <p><b>Test</b></p> <p><u>Objective:</u> Students demonstrate understanding of complex multi-syllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages</p>	<p>Lesson 8: Closed, Schwa Multisyllable Day 1:</p> <p>Phonics Pattern and quick sort</p> <p>Morphology: Fac, fact, fect, fic -al, -able, -ible *Decode and define unknown words</p> <p>Syllable mapping</p> <p>Passage reading: <u>Custom Costumes</u> (underline pattern words)</p> <p><u>Objective:</u></p>	<p>Lesson 8: Closed, Schwa Multisyllable Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multisyllable words</p> <p>Passage reading: <u>Custom Costumes</u> (scoop phrases for fluency and comprehension)</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 8: Closed, Schwa Multisyllable Day 3:</p> <p>Fluency-high frequency words</p> <p>Morphology: word construction</p> <p>Reading Pattern Words/ 3-syllable challenge</p> <p>Passage reading: <u>Custom Costumes</u> (students partner read)</p> <p><u>Objective:</u></p>	<p>Professional Development Day- No Students</p>

		Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages	schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages	Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	
9:00-9:40 WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:00 TMR (Recess)					
10:00-11:00 Math	<b>Lesson 8</b> <b>Session 1: Explore</b> <b>Using Order and Grouping to Multiply</b> Students use known multiplication facts to explore the commutative and associative properties of multiplication. They share models to explore whether changing the order of factors affects a product. They will look ahead to think about whether changing the grouping of factors affects a product and	<b>Lesson 8</b> <b>Session 2: Develop</b> <b>Using Order to Multiply</b> Students solve a problem that requires finding and comparing the products of $6 \times 3$ and $3 \times 6$ . Students model the problem either on paper or with manipulatives to determine if changing the order of factors affects the product. The purpose of this problem is to deepen understanding of the commutative property of multiplication.	<b>Lesson 8</b> <b>Session 3: Develop</b> <b>Using Grouping to Multiply</b> Students solve a problem that requires multiplying three factors. Students model the problem, either on paper or with manipulatives, to find the product. The purpose of this problem is to have students use and compare different groupings (that is, apply the associative property of	<b>Lesson 8</b> <b>Session 4: Develop</b> <b>Using Order and Grouping to Multiply</b> In this session students solve a problem that requires multiplying three numbers. Students model the problem either on paper or with manipulatives to find the product. The purpose of this problem is to have students develop a strategy for multiplying that	Professional Development Day- No Students

	how different grouping could make a problem easier to solve.	IP: Pg 190 # 9 (1 pt) Pg. 191 # 1 (10 pts) Pg 192 #5 (1 pt) 12 pts total	multiplication) to simplify computation.  IP Pg. 196 # 6, 7 (5 pts) Pg. 199 #8 (3 pts) 8 pts total	involves changing both the ordering and the grouping of the factors to make multiplying easier.  IP: Pg 203 # 1-3	
<b>11:00-11:10 Math Fluency</b>	Number Talk (5 m)  Skip Count 7 (2 m)  Video (3 m)	Number Talk (5 m)  Skip Count 8 (2 m)  Video (3 m)	Number Talk (5 m)  Skip Count 9 (2 m)  Video (3 m)	Number Talk (5 m)  Skip Count (2 m)  Video (3 m)	Number Talk (5 m)  Skip Count (2 m)  Video (3 m)
<b>11:15-12:00 Lunch / Recess</b>					
<b>12:00-12:40 Activity</b>	Adams- PE Farris- Library Kreis- Music Vincent- Art	Adams-Music Farris- LIME Kreis- Art Vincent- Library	Adams- Art Farris- PE Kreis- Library Vincent- LIME	Adams- Library Farris- Music Kreis- LIME Vincent- PE	Adams- LIME Farris- Art Kreis- PE Vincent- Music
<b>12:40-2:10 Wit &amp; Wisdom</b>	Read Aloud: <i>Giant Squid, Shark Attack</i> Module 1 Lesson 30 FQT 3- Didactic Wall Panel  <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do	Texts: All from Module 1 Module 1 Lesson 31 EOM Assignment  <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why do people explore the sea?	Texts: All from Module 1 Module 1 Lesson 32 EOM Essay, EOM Vocabulary Test  <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why do people	Module 2 Introduction: Book Tasting  Students will be introduced to the texts used throughout Module 2	Professional Development Day- No Students

	<p>scientists explore sea creatures?</p> <p><b><u>Content Framing Question:</u></b> How do <i>Shark Attack</i> and <i>Giant Squid</i> build my knowledge about why and how scientists explore sea creatures?</p> <p><b><u>Learning Goals:</u></b> Write an informative text using topic statements, facts, details, and illustrations about why and how scientists explore either sharks or giant squid.</p> <p><b><u>Deep Dive:</u></b> Compound Sentences</p>	<p><b><u>Content Framing Question:</u></b> How do the module texts build my knowledge about why and how people explore the sea?</p> <p><b><u>Learning Goals:</u></b> Plan an essay, complete a graphic organizer, draft two topic statements.</p> <p><b><u>Deep Dive:</u></b> Vocabulary Review</p>	<p>explore the sea?</p> <p><b><u>Content Framing Question:</u></b> How do the module texts build my knowledge about why and how people explore the sea?</p> <p><b><u>Learning Goals:</u></b> Synthesize multiple texts to write an EOM task essay.</p> <p><b><u>Deep Dive:</u></b> EOM Vocabulary Test</p>		
<p>2:10-2:40 Math Interventions</p>					
<p>2:40-3:00 Literacy Interventions</p>					
<p>3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					