

3rd Grade Weekly Lesson Plans

Date 10/19-10/23	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 Breakfast/ Bell Ringer	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things
8:20-8:50 Interventions	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
8:50-9:20 Word Study	Suffix -ed, -ing RF2.3d Decode words with common prefixes and suffixes -ed: Past tense of regular verb -ing: expressing the action of a verb Rule: silent e (drop when	Suffix -ed, -ing RF2.3d Decode words with common prefixes and suffixes -ed: Past tense of regular verb -ing: expressing the action of a verb Rule: one consonant (double	Suffix -ed, -ing RF2.3d Decode words with common prefixes and suffixes -ed: Past tense of regular verb -ing: expressing the action of a verb Rule: two consonants (leave	Suffix -ed, -ing RF2.3d Decode words with common prefixes and suffixes Practice/ Review Spelling City Review worksheet	Suffix -ed, -ing RF2.3d Decode words with common prefixes and suffixes Assessment

	<p>adding the suffix) Decoding (task sheet) I do: baked</p> <p>We do: grading</p> <p>You do: used</p> <p>Encoding (task sheet) I do: toting</p> <p>We do: baked</p> <p>You do: riding</p> <p><u>Writing</u> <u>Sentences:</u> The students worked hard this morning.</p>	<p>that consonant before adding suffix) Decoding (task sheet) I do: buzzed</p> <p>We do: clapped</p> <p>You do: hitting</p> <p>Encoding (task sheet) I do: stopping</p> <p>We do: gripped</p> <p>You do: skimming</p> <p><u>Writing</u> <u>Sentences:</u> I want to go shopping on Saturday.</p>	<p>it alone, add suffix) Decoding (task sheet) I do: printed</p> <p>We do: spelled</p> <p>You do: hissing</p> <p>Encoding (task sheet) I do: jumped</p> <p>We do: walking</p> <p>You do: Kicked</p> <p><u>Writing</u> <u>Sentences:</u> The classmates were helping each other.</p>		
--	---	---	--	--	--

9:20-10:20
Reading
Workshop

Post CFA
RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of event

Pre CFA- RL. 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Read Aloud:
Aesop's Fables. The Ant and the Grasshopper

https://www.youtube.com/watch?v=_svBrlehmMo

Standard:
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target:
I can tell someone about fables I have read from diverse cultures.
I can determine the central message, lesson, and moral of a fable.

Vocabulary:
Pattern
realize

I Do:
TTW explain that a fable is a fiction story that has a moral. A moral of

Read Aloud:
Aesop's Fables The Fox and the Crow

<https://www.youtube.com/watch?v=0-M8rKiq35s>

Standard:
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target:
I can tell someone about fables I have read from diverse cultures.
I can determine the central message, lesson, and moral of a fable.

Vocabulary:
scrimped
consider

I Do: TTW explain that the moral of the story is the lesson in the story.
TTW read a fable

Read Aloud:
Aesop's Fables The Wind and the Sun

<https://www.youtube.com/watch?v=cl0xJcdkwF4>

Standard:
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target:
I can tell someone about fables I have read from diverse cultures.
I can determine the central message, lesson, and moral of a fable.

Vocabulary:
den
leader

I Do:
TTW explain that the moral of the story is the lesson in the story. TTW

Standard:
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Assessment over moral of the story

		<p>the story is the lesson that is to be learned that teaches us about important values. TTW read a fable from <i>Aesop's Fables</i>. TTW retell the story across the fingers in order. TTW model how to determine the moral of a story.</p> <p><u>We Do:</u> The teacher will place the short fable "The Girl Named Matilda" under the document camera. The students will discuss what the story is about, and determine the lesson or the moral of the story. The students will retell the story across their fingers.</p> <p><u>You Do:</u> Using short fable cards students will read the fables and determine the moral of the story. The students will</p>	<p>from <i>Aesop's Fables</i>. TTW retell the story across the fingers in order. TTW model how to determine the moral of a story.</p> <p><u>We Do:</u> TTW will display the passage "The Fairies and a Frog" under the document camera. The students will discuss what the story is about, and determine the lesson or the moral of the story. The students will retell the story across their fingers.</p> <p><u>You Do:</u> Using short fable cards students will read the fables and determine the moral of the story. The students will record the moral of the story in their reading journals.</p>	<p>read a fable from <i>Aesop's Fables</i>. TTW model how to determine the moral of a story.</p> <p><u>We Do:</u> The students will read the passage "The Monkey and the Lion". The students will discuss what the story is about, and determine the lesson or the moral of the story.</p> <p><u>You Do:</u> Using short fable cards students will read the fables and determine the moral of the story. The students will record the moral of the story in their reading journals</p>	
--	--	--	--	--	--

		<p>record the moral of the story in their reading journals.</p>			
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Narrative Writing Graphic organizer Halloween book <u>Mini-lesson:</u> TTW will read a Halloween book of choice. Show the students the introduction, and details that follow. Explain that the introduction should let the reader know what the story is going to be about. The</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Mini-lesson:</u> TTW present the students with a model writing piece. Show the students the introduction, and details that follow. Explain that the introduction should let the reader know what the story is going to be about. The details should be in sequential order. <u>Guided Practice:</u> Students will discuss with a partner who their main characters are</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Writing paper <u>Mini_lesson:</u> TTW show the students Felix's flash draft under the document camera. Tell students that today they are going to write their flash draft. <u>Guided Practice:</u> Ask students to tell some of the items they remember from the narrative checklist that they should</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Mini_lesson:</u> Read students an excerpt from a Halloween story that has strong feeling and creates a vivid picture. Ask the students "What did the author do to make this so powerful?" Discuss the words that are used and how they made the story powerful? <u>Guided Practice:</u></p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Grammar Assessment</p>

	<p>details should be in sequential order. The conclusion at the end of the story wraps everything up.</p> <p><u>Guided Practice:</u> Students will discuss with a partner something that they have done for Halloween. This is what their narrative writing piece is going to be about. Together they will brainstorm a good lead.</p> <p><u>Independent Practice</u> Students will complete a graphic organizer about a fun Halloween. They will write their lead for their narrative.</p> <p><u>Grammar:</u> Adjectives</p>	<p>and the setting of the story. Together they will brainstorm some ideas for details for their narrative writing piece.</p> <p><u>Independent Practice:</u> Students will continue to work on their graphic organizers developing their narrative writing</p> <p><u>Grammar:</u> Adjectives</p>	<p>keep in mind when they are writing their rough draft.</p> <p><u>Independent Practice:</u> Students will write their rough draft.</p> <p><u>Grammar:</u> Adjectives</p>	<p>Discuss what the students notice and make a list of what they say. Ask students to discuss with a partner how they can use this in their writing.</p> <p><u>Independent Practice:</u> Students will revise their rough draft working on their tone. They will add words that create vivid pictures.</p> <p><u>Grammar</u> Articles a, an, the</p>	
--	--	--	---	--	--

11:05-11:45 Special Class				Team Meeting	
11:50-12:30 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:30-1:45 Number Talks Math	Number Talks: <i>Making Tens p.187</i> $5+7+3+5$ $2+5+5+8$ $6+6+4+4$	Number Talks: <i>Making Tens p.187</i> $3+8+5+5+2$ $9+1+6+3+4$ $7+2+3+5+8$	Number Talks: <i>Making Tens p.187</i> $4+8+2+6$ $1+9+2+8$ $5+3+7+5$	Number Talks: <i>Making Tens p.187</i> $3+7+8+2$ $1+1+9+9$ $3+7+7+3$	Number Talks:
	<u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve word problems. <u>Launch</u> Group Counting EM pg. 206	<u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve word problems. <u>Launch</u> Group Counting EM pg. 206 Threes to 30	<u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve word problems. <u>Launch</u> Group counting EM pg. 206 *Threes to 30 *Fours to 40	<u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve word problems. <u>Launch</u> Group counting EM pg. 206 *Threes to 30 *Fours to 40	<u>Assessments</u>

	<p>Threes to 30 Fours to 40 Fives to 50 Sixes to 60 Sevens to 70 Eights to 80 Nines to 90</p> <p>Teacher will fill three clear jars or bowls with three different types of objects. Students are to figure out which jar contains 100 objects and why they chose that jar.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students'</p>	<p>Fours to 40 Fives to 50 Sixes to 60 Sevens to 70 Eights to 80 Nines to 90</p> <p>Carmen is helping set up for a school picnic by setting up the cups. She puts out 152 red cups and 213 blue cups. A. Estimate the total number of cups that she puts out. B. What is the actual amount of cups she put out?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Students will share their thinking. Teacher will make the connection with students'</p>	<p>*Sixes to 60 *Sevens to 70 *Eights to 80 *Nines to 90</p> <p>Dena reads for 361 minutes during Week 1 of her school's two-week long Read-A-Thon. She reads for 212 minutes during Week 2 of the Read-A-Thon. a. Estimate the total amount of time Dena reads during the Read-A-Thon by rounding. b. Estimate the total amount of time Dena reads during the Read-A-Thon by rounding in a different way. c. Calculate the actual number of minutes that Dena reads during the Read-A-Thon. Which method of rounding was more precise? Why?</p>	<p>*Sixes to 60 *Sevens to 70 *Eights to 80 *Nines to 90</p> <p>A large company is hosting a conference. So far 351 women have signed up and 278 men have signed up. Estimate the total number of people who have signed up for the conference. B. Estimate in a different way. C. Which answer is reasonable?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students'</p>	
--	--	---	---	---	--

	<p>thinking. Teacher will teach Concept Development Problem 1 (Eureka Math Lesson 17 pg. 207).</p> <p>Students will complete application problem independently. (p.210) <i>Teacher will display the problem on the whiteboard.</i></p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Go over application problem from independent practice. Students will finish independent</p>	<p>thinking. Teacher will teach Concept Development Problem 1(Eureka Math Lesson 17 pg. 207).</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students will finish independent practice and turn in.</p> <p>Groups 3 and 4</p>	<p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teach Concept Development (pg. 209) Problem 3.</p> <p>Give students pg 216 Lesson 17 Exit Ticket to work on independently.</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Discuss Student Debrief Question p.211- How does estimating help you check if your</p>	<p>thinking. Teach Concept Development (pg. 209) Problem 3.</p> <p>Give students pg 216 Lesson 17 Exit Ticket to work on independently</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Discuss Student Debrief Question p.211 - Why might noticing how close the addends are to the halfway point change the way you choose to round? Students finish their exit ticket and turn it in.</p> <p>Groups 3 and 4</p>	
--	--	---	---	--	--

	<p>practice and turn in.</p> <p>Groups 1 and 2.</p>		<p>answer is reasonable? Students finish their exit ticket and turn it in.</p> <p>Groups 1 and 2</p>		
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>HEV Cursive Video Series with worksheets: Lesson 7-9 https://www.youtube.com/watch?v=9g5P34aS8WP8</p>	<p>Science-Fossil Exploration Standard: 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Student-Friendly Objective: Students will learn that change in environment can affect the organisms that live there.</p> <p>Materials: Packet: This Will Really Bug You, Killer Kudzu, text</p>	<p>Science-Who will Survive? Standard: 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>Student-Friendly Objective: Students will learn that some organisms survive better than others.</p> <p>Materials: Mini Booklets: What Is Survival of the Fittest?</p>	<p>Science-Animal and Plant Structure and Function Standard: 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>Student-Friendly Objective: Students will learn that all plants and animals have structures that help them survive.</p> <p>Materials:</p>	<p><u>Running Records/ ORF</u></p> <p>Science Assessment (Google Classroom)</p>

		<p>questions, m/c questions</p> <p>Video: Living Things Change https://classroom.google.com/u/0/w/MTQyODI1ODMxODMx/t/all</p> <p>Mini-Lesson: -Teacher will ask students: What is an environment? If the environment changes, what could happen to the plants and animals that live there?</p> <p>-Show Introduction Video: Living Things Change</p> <p>-Teacher will read both passages with students, underlining important facts. Students will</p>	<p>Video1: Octopus Camouflage! https://www.youtube.com/watch?v=PmDTtkZIMwM&feature=youtu.be</p> <p>Video 2: 5 Amazing Plant Adaptations https://www.youtube.com/watch?v=kj_jENWYVAI&feature=emb_rel_pause</p> <p>Mini-Lesson: -Teacher will lead discussion with students:</p> <p>Have you ever heard “survival of the fittest?” What do you think it means? (some organisms will survive better because of how they adapt, even when their environment changes)</p>	<p>Generation Genius Video https://www.generationgenius.com/videolessons/structure-and-function-video-for-kids/</p> <p>Mini-Lesson: Students will watch the video.</p> <p>Guided Practice: Students will play the Kahoot game (found with video link) to review the concept.</p> <p>Independent Practice:</p> <p>Exit Ticket: On a sticky note, list 2 structures animals may have to protect themselves.</p>	
--	--	---	---	--	--

		<p>refer back to this text to complete activity.</p> <p><u>Guided Practice:</u> Students will refer back to the text to answer the 4 questions. Teacher will lead discussion, allowing for turn and talk, and assist students in formulating their answers in complete sentences.</p> <p><u>Independent Practice:</u> Students will answer multiple choice questions on the back of the packet.</p>	<p>-Show Introduction Videos</p> <p>Video 1: Octopus Camouflage!</p> <p>Video 2: Five Amazing Plant Adaptations</p> <p>Teacher and students will read the mini booklets together.</p> <p><u>Guided Practice:</u> Students will work in groups to label the "Plant Adaptations" page in booklets.</p> <p><u>Independent Practice:</u> Students will complete "Animal Adaptations" at the end of their</p>		
--	--	---	--	--	--

			booklet on their own.		
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
2:35-2:45 Prepare for Dismissal					
2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders					