

3rd Grade Weekly Lesson Plans

Date 10/23-10/27	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 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>Lesson 8: Closed, Schwa Multisyllable Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Writing: Multisyllable word building</p> <p>Passage reading: <u>Custom Costumes</u> (Comprehension practice: What does the author want you to know about costumes?)</p> <p><u>Objective:</u></p>	<p>Lesson 8: Closed, Schwa Multisyllable Day 5 / Skill Check</p> <p>Morphology: Review and apply</p> <p>Sentence Dictation</p> <p>Comprehension question</p> <p>Encoding</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading,</p>	3rd Grade Field Trip to Pink Palace	<p>Unit 2 ASSESSMENT: Closed, simple Closed, complex Closed, schwa Multisyllable</p> <p><u>Objective:</u> Students demonstrate understanding of multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

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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	<p>Lesson 8 Session 4: Develop Using Order and Grouping to Multiply 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 involves changing both the ordering and the</p>	<p>Lesson 8 Session 5: Refine Using Order and Grouping to Multiply In this session students solve word problems involving multiplication of 2 or 3 factors, using what they know about ordering and grouping factors to solve,</p> <p>IP: pg 205 #1, Pg 206 # 2-3, Pg 207 # 4,6</p>	<p>Lesson 8 Assessment</p> <p>Assign interactive videos for lesson 9</p>	3rd Grade Field Trip to Pink Palace	Multiplication Screeners for multiplication fluency

	grouping of the factors to make multiplying easier. IP: Pg 203 # 1-3				
11:00-11:10 Math Fluency	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)
11:15-12:00 Lunch / Recess					
12:00-12:40 Activity	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
12:40-2:10 Wit & Wisdom	<p>Texts: All from Module 1 Module 1 Lesson 32 EOM Published Essay, EOM Vocabulary Test</p> <p><u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why do people explore the sea?</p>	<p>Read Aloud: <u>Starfield</u> <u>Moonshot</u> <u>One Giant Leap</u> <u>Starry Messenger</u> <u>Zathura</u></p> <p>Module 2 Lesson 1 Book Tasting</p> <p><u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u></p>	<p>Read Aloud: <u>Galileo's Starry Night</u></p> <p>Module 2 Lesson 2 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Know: How does Galileo's Starry Night build my knowledge</p>	3rd Grade Field Trip to Pink Palace	<p>Read Aloud: <u>Starry Messenger</u> <u>Space Object Box:</u> <u>"Little Bear, etc"</u></p> <p>Module 2 Lesson 3 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u></p>

	<p><u>Content Framing Question:</u> How do the module texts build my knowledge about why and how people explore the sea?</p> <p><u>Learning Goals:</u> Synthesize multiple texts to write an EOM task essay.</p> <p><u>Deep Dive:</u> EOM Vocabulary Test</p>	<p>How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Wonder: What do I notice and wonder about a work of art and the module texts?</p> <p><u>Craft Question:</u> Examine: Why is explaining your thinking important?</p> <p><u>Learning Goals:</u> Students identify one question about space related to the art and or module texts they examine.</p>	<p>of the scientist Galileo?</p> <p><u>Craft Question:</u> Experiment: How does explaining my thinking work?</p> <p><u>Examine:</u> Why is it important to develop a topic with facts, definitions and details? <u>Learning Goals:</u> Identify important facts about Galileo based on a text. Identify facts, definitions and details in explanatory writing..</p>		<p>Wonder: What do I notice and wonder about <i>Starry Messenger</i>?</p> <p><u>Craft Question:</u> Examine: Why is it important to explain my own ideas and understanding?</p> <p>Experiment: How does developing a topic with facts, definitions, and details work?</p> <p><u>Learning Goals:</u> Ask and answer questions about <i>Starry Messenger</i>. Develop a topic with facts, definitions, and details.</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>					