

3rd Grade Weekly Lesson Plans

Date 10/26-10/30	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 -en/-ward RF2.3d Decode words with common prefixes and suffixes -en: to make -ward: showing direction Rule: two consonants (leave it alone, add suffix) Decoding	Suffix -en/-ward RF2.3d Decode words with common prefixes and suffixes -en: to make -ward: showing direction Rule: one consonant (double that consonant before adding suffix)	Suffix -en/-ward RF2.3d Decode words with common prefixes and suffixes -en: to make -ward: showing direction Decoding I do: upward We do: forward	Suffix -en/-ward RF2.3d Decode words with common prefixes and suffixes -en: to make -ward: showing direction Assessment	Virtual Learning Day

	<p>I do: shorten</p> <p>We do: sweeten</p> <p>You do: soften</p> <p><u>Encoding</u> (Students will use task sheet)</p> <p>I do: brighten</p> <p>We do: darken</p> <p>You do: freshen</p> <p><u>Writing Sentences:</u> The dried clay began to <u>harden</u>.</p>	<p>Rule: silent e (drop when adding the suffix)</p> <p>Decoding</p> <p>I do: hidden</p> <p>We do: loosen</p> <p>You do: fatten</p> <p><u>Encoding</u> (Students will use task sheet)</p> <p>I do: forgotten</p> <p>We do: broken</p> <p>You do: chosen</p> <p><u>Writing Sentences:</u> That goose laid a <u>rotten</u> egg!</p>	<p>You do: westward</p> <p><u>Encoding</u> (Students will use task sheet)</p> <p>I do: homeward</p> <p>We do: inward</p> <p>You do: outward</p> <p><u>Writing Sentences:</u> He did a great <u>backward</u> flip!</p>		
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<p>9:20-10:20 Reading Workshop</p>	<p>Read Aloud: <u><i>Why Mosquito's Buzz in People's Ears</i></u> https://www.youtube.com/watch?v=6_EAR1qUWAY 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 folktales I have read from diverse cultures. I can determine the central message, lesson, and moral of a folktale. Mini-Lesson: TTW explain that this week's focus will be folktales. Folktales are stories that have been passed down from generation to generation by an oral</p>	<p>Read Aloud: <u><i>Anansi the Spider</i></u> https://www.youtube.com/watch?v=hv_b5EslTzoM 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 a folktale. I have read from diverse cultures. I can determine the central message, lesson, and moral of a folktale. Mini-Lesson: TTW explain that a folktale is a story that has been passed down from generation to generation by an oral retelling and has a moral. A moral of the story is the</p>	<p>Read Aloud: <u><i>Lon PoPo</i></u> https://www.youtube.com/watch?v=euZvEy0bzCc 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 folktales I have read from diverse cultures. I can determine the central message, lesson, and moral of a folktale. Mini-Lesson: TTW explain that a folktale is a story that has been passed down from generation to generation by an oral retelling and has a moral. A moral of the story is the lesson</p>	<p>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 folktales I have read from diverse cultures. I can determine the central message, lesson, and moral of a folktale. Post CFA over RL.3.2 Reading Assessment Moral of a Folktale</p>	<p>Virtual Learning Day</p>
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	<p>retelling. Folktales like fables also have a moral or lesson that can be determined through the elements of the story.</p> <p>Make an anchor chart with the elements of a folktale.</p> <p>Read the African Folktale <i>Why Mosquitoes Buzz in People's Ears</i></p> <p>Guided Practice: Students will discuss the elements of a folktale from the anchor chart as they found them in the story.</p> <p>Independent Practice: Students will cut and glue questions to help determine the moral of Folktale and common morals found in folktales.</p>	<p>lesson that is to be learned that teaches us about important values. TTW read <i>Anansi the Spider</i>.</p> <p>TTW refer to the anchor chart to guide students to determine the moral of the story.</p> <p>Guided Practice: The students will retell the story of <i>Anansi the Spider</i> telling the important parts of the story, main characters, traits, the goal of the character, the problem the character had, the setting, magic, resolution to the problem, moral.</p> <p>Independent Practice Using the short folktale "A Pumpkin to Market" students will read the folktale and determine the moral of the story. The students will complete a graphic organizer over the</p>	<p>that is to be learned that teaches us about important values.</p> <p>TTW read <i>Lon PoPo</i>.</p> <p>TTW refer to the anchor chart to guide students to determine the moral of the story.</p> <p>Guided Practice: The students will retell the story of <i>Lon PoPo</i> telling the important parts of the story, main characters, traits, the goal of the character, the problem the character had, the setting, magic, resolution to the problem, moral.</p> <p>Independent Practice Using the short folktale "The Enchanted Pumpkin Patch" students will read the folktale and determine the moral of the story. The students will complete a foldable</p>		
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		elements of a folktale.	retelling the story, main characters, setting and moral.		
<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.</p> <p><u>Materials:</u> Writing paper</p> <p><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.</p> <p><u>Guided Practice:</u> Ask students to tell some of the items they remember from the narrative checklist that they should keep in mind when they are writing their rough draft.</p> <p><u>Independent 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><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? Point out the use of punctuation and capitalization.</p> <p><u>Guided Practice:</u> Discuss what the students notice and make a list of what</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><u>Materials:</u> Writing paper</p> <p><u>Mini-lesson:</u> Remind students that good writers read through a final writing piece using a checklist to make sure the final piece is ready. Display for students the narrative checklist reminding them that they should keep it in mind when they are writing their final draft.</p> <p><u>Guided Practice:</u> Students will read their rough draft to a partner. They will</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>Students will share their Halloween writing piece</p> <p><u>Grammar</u> to, two ,too</p>	<p>Virtual Learning Day</p>

	<p>Students will write their rough draft.</p> <p>Grammar: Adverbs</p>	<p>they say. Ask students to discuss with a partner how they can use this in their writing.</p> <p>Independent Practice: Students will revise their rough draft working on their tone. They will add words that create vivid pictures. They will make revisions to spelling and punctuation.</p> <p>Grammar Adverbs</p>	<p>focus on the narrative writing checklist. Each partner will give the other suggestions for revisions to their writing piece.</p> <p>Independent Practice: Students will write their final draft.</p> <p>Grammar: Adverbs</p>		
11:05-11:45 Special Class				Halloween Party 11:00-11:30	
11:50-12:30 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	<u>11:30-12:10</u> <u>Lunch/recess</u>	Lunch/ Recess
12:30-1:45 Number Talks Math	Number Talks:	Number Talks:	Number Talks:	12:10-12:35-	Number Talks:
Learning Target Estimate sums and differences	<p>Standard: 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based</p>	<p>Standard: 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based</p>	<p>Standard: 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based</p>	<p>Special Class 12:35-1:20</p> <p>1:20-1:30</p>	Virtual Learning Day

<p>before calculating to determine reasonableness of answers.</p>	<p>on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can estimate sums and differences before calculating to determine reasonableness of answers.</p> <p><u>POST CFA</u> <u>3.NBT.A.1</u></p> <p><u>PRE- CFA- 3.NBT.A.2-</u> Learning Target 1</p>	<p>on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can estimate sums and differences before calculating to determine reasonableness of answers.</p> <p><u>Launch</u></p> <p>T: (Write $38 + 23 \approx$ ____.) Say the addition problem. S: $38 + 23$. T: Give me the new addition problem if we round each number to the nearest ten. S: $40 + 20$. T: (Write $38 + 23 \approx 40 + 20$.) What's $40 + 20$? S: 60.</p>	<p>on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can estimate sums and differences before calculating to determine reasonableness of answers.</p> <p><u>Launch</u></p> <p>Group counting EM pg. 221 *Threes to 30 *Fours to 40 *Sixes to 60 *Sevens to 70 *Eights to 80 *Nines to 90</p> <p>Jason and Maria's aunt bought each of them 2 items. Maria's items ended up costing about \$200 more than Jason's items.</p>	<p>Prepare to go home</p> <p>1:30 Dismissal</p>	
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	<p>T: So, $38 + 23$ should be close to ...? S: 60. T: On your personal white board, solve $38 + 23$. S: (Solve.) Continue with the following possible sequence: $24 + 59$, $173 + 49$, and $519 + 185$. (EM p.222)</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' thinking.</p> <p>Independent Practice- $683 + 122$ $47 + 69$ $371 + 29$</p> <p>Summarize –</p>	<p>What could Maria and Jason's items have been?</p> <ul style="list-style-type: none"> ● Learning Laptop- \$213 ● Giant Doll House -\$122 ● Real Feel Pony - \$375 ● Robot Kit - \$139 ● Skateboard \$158 ● Remote Control Plane - \$264 ● Mini Pool Table - \$243 ● Guitar- \$112 <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.</p>		
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		<p>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>Independent Practice- What are some pairs of items Jason and Maria could have bought? How did you figure it out?</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem.</p> <p>Debrief Questions Who guessed two pairs of numbers that did not turn out to work? What were they? Why didn't they work? Were they less than \$200 or more? How could you use this guess to make a better second guess?</p>		
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<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 10,11</p> <p>https://www.youtube.com/results?search_query=hev+cursive+lesson+10</p>	<p>Social Studies: History of Elections</p> <p>H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history</p> <p>Materials:</p> <p>Video https://youtu.be/S6oFLipB6g8</p> <p>Passage: Election History</p> <p>Timelines (one for each table)</p> <p>Discussion Sheet (one for display)</p> <p><u>I Do:</u></p>	<p>Social Studies: Who Are Our Candidates?</p> <p>H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p>Materials:</p> <p>Video: https://www.youtube.com/watch?v=VR-5Pq_26YI</p> <p>Passage: 2020 Election Candidates</p> <p>Worksheet: Venn Diagram/Evaluating the Candidates</p> <p>Reflection Questions</p>	<p>Parent/Teacher Conferences: Early Dismissal at 1:30</p>	<p>Virtual Learning Day</p>
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2:15-2:35 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					