

### 3rd Grade Weekly Lesson Plans

Date 10/2-10/6	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 6: Closed, Simple Multisyllable Day 3:</p> <p>Morphology: Word construction</p> <p>Reading pattern words</p> <p>passage reading</p> <p>Review/ Dictation practice</p> <p><u>Objective:</u> Students demonstrate understanding of simple multi-syllable patterns by correctly identifying, reading,</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Multisyllable word building</p> <p>passage reading</p> <p>Review/ Dictation practice</p> <p><u>Objective:</u> Students demonstrate understanding of simple multi-syllable</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 5: <b>Assessment</b></p> <p>Fluency-Words and phrases</p> <p>Review Sentence Dictation</p> <p>Spelling Test <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 7: Closed, Complex Multisyllable Day 1:</p> <p>Morphology: Pel, puls, -ive, -ion, -sion, -tion</p> <p>Syllable mapping</p> <p>Passage reading: Pets For Children (underline pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of complex</p>	<p>Lesson 7: Closed, Complex Multisyllable Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multisyllable words</p> <p>Syllable mapping</p> <p>Passage reading: Pets For Children</p> <p><u>Objective:</u> Students demonstrate understanding of</p>

	and writing pattern words in isolation and in passages.	patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.		multi-syllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	complex multi-syllable 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	<p><b>Lesson 6</b> <b>Session 1: Explore</b> <b>Multiplying with 3, 4, 6</b> Students use what they know about arrays and multiplying with 1 and 2 to explore multiplying with 3. They share models to explore different ways of finding a product. They will look ahead to think about how to break apart a multiplication problem to make it easier to solve</p>	<p><b>Lesson 6</b> <b>Session 2: Develop</b> Students solve a problem that requires multiplying with 3. The purpose of this session is to have students use known facts for 1 and 2 to solve facts for 3 by showing how the factor 3 can be broken apart into lesser numbers, 1 and 2.  IP: Pg 136 #5</p>	<p><b>Lesson 6</b> <b>Session 3: Develop</b> Students solve a problem that requires multiplying with 4. The purpose of this session is to have students use known facts for 1, 2, and 3 to solve facts for 4 by showing how the factor 4 can be broken apart into lesser numbers, 1, 2, and 3. The commutative property will also be hinted at, but not yet formally presented. IP: Pg 140 #9, Pg 142 # 5</p>	<p><b>Lesson 6</b> <b>Session 4: Develop</b> Students solve a problem that requires multiplying with 6. The purpose of this session is to have students develop a strategy for multiplying that involves breaking apart one of the factors into lesser numbers whose multiplication facts are known.  IP Pg 146 #7, pg 148 #4</p>	<p><b>Lesson 6 Assessment</b> <b>Session 5: Refine</b> Students solve word problems involving multiplying with 3, 4, and 6 and then discuss and confirm their answers with a partner.  IP pg 150 #2, pg 151 # 6</p>
11:00-11:10 Math Fluency	Number Talk (5 m) Skip Count 3 (2 m)	Number Talk (5 m) Skip Count 4 (2 m)	Number Talk (5 m) Skip Count 6 (2 m)	Number Talk (5 m) Skip Count (2 m)	Number Talk (5 m) Skip Count (2 m)

	Video (3 m) ▶ Multiply by 3  ...	Video (3 m) ▶ Multiply by 4   ...	Video (3 m) ▶ Multiply by 6   Le...	Video (3 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	Read Aloud: <i>Shark Attack</i> Module 1 Lesson 21 Question Set 8-District  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore sea creatures? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of text features in "Sharks and Safety" reveal about the chapter? <b>Craft Question:</b> Examine: Why is it	Read Aloud: <i>Shark Attack</i> Module 1 Lesson 22  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore sea creatures? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of text features reveal in this text? <b>Craft Question:</b> Experiment: How does using facts, definitions and details work? <b>Learning Goals:</b>	Read Aloud: <i>Shark Attack</i> Module 1 Lesson 23 Socratic Seminar  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore sea creatures? <b>Content Framing Question:</b> Distill: What is the essential meaning of <i>Shark Attack</i> ? <b>Learning Goals:</b> Identify the main idea in a passage of <i>Shark Attack</i> ! Using the main idea and details from the	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 24  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore sea creatures? <b>Content Framing Question:</b> What do I notice and wonder about Giant Squid? Examine: Why are linking words and phrases important? <b>Learning Goals:</b> Use what you learned about text	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 25 Question Set 9-practice  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore sea creatures? <b>Content Framing Question:</b> What is happening on pg 12-15 of <i>Giant Squid</i> ? <b>Learning Goals:</b> Identify the main idea and details, using

	<p>important to use facts, definitions and details?</p> <p><b>Learning Goals:</b> Use text features to locate information related to shark safety. Develop a topic with facts, definition, and details.</p> <p><b>Deep Dive:</b> See word relationships within a continuum to distinguish shades of meaning.</p>	<p>Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories. Develop a topic with facts, definitions and details.</p> <p><b>Deep Dive:</b> Identify real life connections between words about ocean food chains and their use.</p>	<p>text, explain the dangers and benefits of studying sharks.</p> <p><b>Deep Dive:</b> Identify real-life connections between words and their use.</p>	<p>features to set a purpose for reading. <b>Deep Dive:</b> Experiment with shades of meaning.</p>	<p>linking words and phrases.</p> <p><b>Deep Dive:</b> Simple past (-ed, -d)</p>
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2:10-2:40  
Math Interventions

2:40-3:00  
Literacy Interventions

3:00- Dismiss Walkers  
3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders