

### 3rd Grade Weekly Lesson Plans

Date 10/30-11/3	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 9: Long Vowel, Silent-e single syllable <b>Day 1:</b></p> <p>Phonics Pattern and quick sort</p> <p>New root/prefixes Tend / tent/ tens(e), ex, dis</p> <p>Decode and define unknown words</p> <p>Sound-spelling mapping</p> <p>Passage reading: The Bake Sale (highlight pattern words)</p> <p><u>Objective:</u></p>	<p>Lesson 9: Long Vowel, Silent-e single syllable <b>Day 2:</b></p> <p>Decode and define unknown words: expel, intent</p> <p>Phonics Pattern and quick sort</p> <p>Reading Pattern Words</p> <p>Passage reading: The Bake Sale (scoop-read, choral read)</p> <p><u>Objective:</u> Students demonstrate understanding of <b>long vowel, silent-e</b> patterns by correctly</p>	<p>Phonics substitute plans- 3rd Grade teachers will attend district meeting.</p>	<p>Lesson 9: Long Vowel, Silent-e single syllable <b>Day 3:</b></p> <p>Fluency: High frequency words</p> <p>Morphology: Word construction</p> <p>Writing: Sound-spelling mapping</p> <p>Sentence Dictation: Practice both sentences</p> <p>Passage reading: Life in the Lake (highlight pattern words)</p>	<p>Lesson 9: Long Vowel, Silent-e single syllable <b>Day 4:</b></p> <p>Decode and define unknown words: Extend, intense</p> <p>Multisyllable Word Building</p> <p>Word chains</p> <p>Passage reading: comprehension</p> <p><u>Objective:</u> Students demonstrate understanding of <b>long vowel, silent-e</b> patterns by correctly identifying, reading, and writing pattern words in</p>

	Students demonstrate understanding of <b>long vowel, silent-e</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	identifying, reading, and writing pattern words in isolation and in passages.		<u>Objective:</u> Students demonstrate understanding of <b>long vowel, silent-e</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	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 9</b> <b>Session 1: Explore</b> <b>Using Place Value to Multiply</b> In this session students explore how to multiply one-digit numbers by multiples of 10. They will look ahead to figure out multiple ways to solve.	<b>Lesson 9</b> <b>Session 2: Develop</b> <b>Using Place Value to Multiply</b> In this session students model equal groups to multiply. They will develop a strategy to multiply by 10.	Math substitute plans- 3rd Grade teachers will attend district meeting.	<b>Lesson 9</b> <b>Session 3: Refine</b> <b>Using Place Value to Multiply</b> In this session students solve word problems multiplying a one-digit number by multiples of 10.	<b>Lesson 9 Quiz /Fluency</b>  <b>Lesson 10</b> <b>Session 1: Explore</b> <b>Understand the Meaning of Division</b> In this session students explore the idea of division as separating a total amount into equal groups and finding either the number in each group (or share) or the number of groups.
11:00-11:10 Math Fluency	Number Talk (5 m)	Number Talk (5 m)	Number Talk (5 m)	Number Talk (5 m)	Number Talk (5 m)

	Skip Count 7 (2 m) Video (3 m)	Skip Count 8 (2 m) Video (3 m)	Skip Count 9 (2 m) Video (3 m)	Skip Count (2 m) Video (3 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>Read Aloud: <u>Galileo's Starry Night</u></p> <p><b>Module 2 Lesson 2</b> <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did Galileo learn about space? <b>Content Framing Question:</b> Know: How does Galileo's Starry Night build my knowledge of the scientist Galileo? <b>Craft Question:</b> Experiment: How does explaining my thinking work?</p>	<p>Read Aloud: <u>Starry Messenger</u> <u>Space Object Box:</u> <u>"Little Bear, etc"</u></p> <p><b>Module 2 Lesson 3</b> <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did Galileo learn about space? <b>Content Framing Question:</b> Wonder: What do I notice and wonder about <u>Starry Messenger</u>? <b>Craft Question:</b> Examine: Why is it important to explain</p>	<p>Read Aloud: <u>Starry Messenger</u></p> <p><b>Module 2 Lesson 4-5</b> <b>Question Set</b> <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did Galileo learn about space? <b>Content Framing Question:</b> Organize: What's happening in <u>Starry Messenger</u>? <b>Craft Question:</b> Execute: How do I use facts, definitions, and details in explanatory writing? <b>Learning Goals:</b></p>	<p>Read Aloud: <u>Starry Messenger</u> <u>Space Object Box:</u> <u>"Little Bear, etc"</u></p> <p><b>Module 2 Lesson 6</b> <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did Galileo learn about space? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of nonliteral language and illustrations reveal in <u>Starry Messenger</u>? <b>Craft Question:</b> Excel: How do I</p>	<p>Read Aloud: <u>Starry Messenger</u></p> <p><b>Module 2 Lesson 7</b> <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did Galileo learn about space? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of text features reveal in <u>Starry Messenger</u>? <b>Craft Question:</b> Execute: How do I explain ideas to a small group? Examine: Why are</p>

	<p><b><u>Examine:</u></b> Why is it important to develop a topic with facts, definitions and details?</p> <p><b><u>Learning Goals:</u></b> Identify important facts about Galileo based on a text. Identify facts, definitions and details in explanatory writing..</p>	<p>my own ideas and understanding?</p> <p>Experiment: How does developing a topic with facts, definitions, and details work?</p> <p><b><u>Learning Goals:</u></b> Ask and answer questions about <i><u>Starry Messenger</u></i>. Develop a topic with facts, definitions, and details.</p>	<p>Recognize cause-and-effect relationships among ideas.</p> <p>Develop a topic with facts, definitions, and details.</p>	<p>improve using facts, definitions, and details to develop a topic?</p> <p><b><u>Learning Goals:</u></b> Analyze the use of nonliteral language to support a main idea. Develop a topic with facts, definitions, and details.</p>	<p>conclusion paragraphs important?</p> <p><b><u>Learning Goals:</u></b> Use information from quotations and illustrations to identify the main idea in a passage from <i><u>Starry Messenger</u></i>. Identify the introduction, body, and concluding paragraphs in an explanatory essay.</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>					