

### 3rd Grade Weekly Lesson Plans

Date	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	<p>Suffixes -tion/-sion RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> Expression description</p> <p><b>We do:</b> Station confusion *(I do and We do</p>	<p>Suffixes -tion/-sion RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> Subtraction explosion</p> <p><b>We do:</b> Eruption operation</p>	<p>Suffixes -tion/-sion RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> Education division</p> <p><b>We do:</b> Illustration explanation</p>	<p>Suffixes -tion/-sion RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Practice/ Review</b></p> <p>Spelling City games</p> <p>Review worksheets: Using and Understanding -tion, -sion words</p>	<p>Suffixes -tion/-sion RF2.3d Decode words with common prefixes and suffixes</p> <p style="text-align: center;">Assessment</p>

	<p>will be shown by zoom video)</p> <p><b>You do:</b> Celebration question</p> <p><u>Introduce Irregularly Spelled Words (heart words):</u> Listen Young Most</p> <p><u>*review*</u> Favorite Earth Country Enough</p> <p><u>Reading Sentences</u> (see wk 4 phonics plan)</p> <p><b>Encoding</b> (Students will use whiteboards and markers)</p> <p><b>I do:</b> Expression description</p>	<p><b>You do:</b> Suggestion Direction rejection</p> <p><u>Irregularly Spelled Words (heart words):</u> Listen Young Most</p> <p><u>Reading Sentences</u> (see wk 4 phonics plan)</p> <p><b>Encoding</b> (Students will use whiteboards and markers)</p> <p><b>I do:</b> Subtraction explosion</p> <p><b>We do:</b> Eruption operation</p> <p><b>You do:</b> Suggestion Direction</p>	<p><b>You do:</b> Vacation Intention combination</p> <p><u>Irregularly Spelled Words (heart words):</u> Listen Young Most</p> <p><u>Reading Sentences</u> (see wk 4 phonics plan)</p> <p><b>Encoding</b> (Students will use whiteboards and markers)</p> <p><b>I do:</b> Education division</p> <p><b>We do:</b> Illustration explanation</p> <p><b>You do:</b> Vacation Intention</p>		
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	<p><b>We do:</b> Station confusion</p> <p><b>You do:</b> Celebration question</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>	<p>rejection</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>	<p>Combination</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>		
<p>9:20-10:20 Reading Workshop</p>	<p><u>Read Aloud:</u> The Hundred Dresses Chapter 1</p> <p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story</p>	<p><u>Read Aloud:</u> The Hundred Dresses Chapter</p> <p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations,</p>	<p><u>Read Aloud:</u> The Hundred Dresses Chapter</p> <p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their</p>	<p><u>Read Aloud:</u> The Hundred Dresses Chapter</p> <p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits,</p>

	<p>(e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>I Can Statement:</u></b> Describe a character in a story.</p> <p><b><u>Mini-lesson:</u></b> TTW share the definition of character traits with the students. Character traits: adjectives that describe what a person or a character is like on the inside. In every story there is a different character, unless it is a series, and every character is different.</p> <p><b><u>Guided Practice:</u></b> TTW read chapter 1 of <b><u>The Hundred dresses.</u></b> TTW and students will brainstorm different traits that a character can have. TTW make an anchor chart listing the character traits as the students describe them.</p> <p><b><u>Vocabulary words:</u></b> Entertainment Reciting</p>	<p>feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>I Can Statement:</u></b> Ask who, what, when, where, why and how questions.</p> <p><b><u>Mini-Lesson:</u></b> In every story you can find the 5 W's and the How. The 5 w's are: who, what, when, where, and why. When you read a story, do you often see these? These are important in a story because it helps us understand what is happening.</p> <p><b><u>Guided Practice:</u></b> Display the story about Priscilla the bear. Ask the students: Who are the characters of the story? What was Priscilla doing? Where was Priscilla? When was Priscilla doing this? How did Priscilla find the bird? Read chapter two of <b><u>The Hundred Dresses</u></b> to the students.</p> <p><b><u>Vocabulary words:</u></b> Exaggerated</p>	<p>traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>I Can Statement:</u></b> Describe a character in a story.</p> <p><b><u>Mini-Lesson:</u></b> We can often relate to characters in a story. Sometimes when I read, I like to place myself in that character's shoes. This sometimes helps us understand the book a little bit better. When we better understand a character, it can put us at the heart of the story.</p> <p><b><u>Guided Practice:</u></b> TTW give each student a sticky note, ask the students what traits they would describe themselves having. Read chapter 3 of <b><u>The One Hundred Dresses.</u></b></p> <p><b><u>Vocabulary words:</u></b> Crimson Admiring Impatiently</p> <p><b><u>Independent Practice:</u></b> Students are going to select a character from the story</p>	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>I Can Statement:</u></b> Describe a character's traits in a story.</p> <p><b><u>Mini-Lesson</u></b> This week we have been focusing on Character traits and the 5 w's and how of a story. When we think of our describing words, we want them to use very vivid words. That helps us better understand why and how a character is acting the way that they are.</p> <p><b><u>Guided Practice:</u></b> Read chapter 4 of <b><u>The One Hundred dresses.</u></b> Tell students to listen closely to how they would describe the characters in a book. Students will discuss with a partner the Character traits of each character. TSW share</p>	<p>motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>Hundred Dresses Chapter 1-4 Assessment</b></p>
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	<p>Notice <b><u>Independent Practice:</u></b> Students will complete a character map to describe Peggy.</p>	<p>Courteous <b><u>Independent Practice:</u></b> Students are going to ask who, what, when, where why and how questions about the story.</p>	<p>so far and describe what the character looks like, what the character does, something important about the character, what they would do differently if they were the character and tell if they like the character and why or why not.</p>	<p>their ideas about each of the characters traits. <b><u>Vocabulary Words:</u></b> Courage Admiration <b><u>Independent Practice:</u></b> Students will describe the character traits for Wanda, Peggy, Maddie, Miss Mason and Old Man Swenson</p>	
<p>10:20-11:05  Writing Workshop/ Grammar</p>	<p><b><u>Standard:</u></b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b><u>Lesson 10</u></b> <b><u>Goal:</u></b> Students will develop great writing by adding more to the heart of the story. "To Write a True Story" Chart <b><u>Materials:</u></b> Heart of the story slide Character change graphic organizer <b><u>Mini-lesson:</u></b> Using the To Write a "True Story Chart", remind students of the</p>	<p><b><u>Standard:</u></b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b><u>Lesson 11</u></b> <b><u>Goal:</u></b> Students will decide where to begin new paragraphs and use transition words. <b><u>Materials:</u></b> Model Writing Piece When to Start a New Paragraph Sequencing Poster Transition Words Poster <b><u>Mini-lesson:</u></b> Using the model writing piece to demonstrate to students when to begin a new paragraph. Explain</p>	<p><b><u>Standard:</u></b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b><u>Lesson 12</u></b> <b><u>Goal:</u></b> Writers will think back over everything they know and make a plan to edit their writing <b><u>Materials:</u></b> Monitoring my Progress guide sheet Editing Checklist <b><u>Mini-lesson:</u></b> Explain that today students are going to decide what they need to do to make their writing piece great. Review the editing checklist. Ask</p>	<p><b><u>Standard:</u></b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b><u>Lesson 14</u></b> <b><u>Goal:</u></b> Writers use an important memory or moment to draw ideas for their writing from. <b><u>Materials:</u></b> Using my senses graphic organizer Relive an important moment chart <b><u>Mini-lesson:</u></b> TTW explain that when students are ready to write they make a movie in their minds. They see</p>	<p><b><u>Standard:</u></b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Students will write another rough draft of their story making changes they have found necessary through the week.  <b>Grammar Assessment</b></p>

	<p>elements for writing a personal narrative. Build on developing the heart of the story. Give students examples of details that can be added to stories to clarify or add to visualization.</p> <p><b><u>Guided Practice:</u></b> Students will share some of their details with the class that they have written that they feel added to the heart of their story.</p> <p><b><u>Independent Practice:</u></b> Students will revise their writing piece adding to the heart of their stories by adding details. They can use the graphic organizer if needed to develop more ideas.</p> <p><b><u>Grammar:</u></b> Special Verb <i>Be</i></p>	<p>that new paragraphs include new topics and should have transition words. Show the students the list of transition words and how to use them when transitioning into a new paragraph.</p> <p><b><u>Guided Practice:</u></b> Students will discuss with a partner where to divide their stories into paragraphs and transition words they might use. Have partners share out.</p> <p><b><u>Independent Practice:</u></b> Students will decide where to break their stories into paragraphs, add details to their paragraphs, and use transition words.</p> <p><b><u>Grammar:</u></b> Helping verbs</p>	<p>students to think about their writing and where they need to make changes. What is great and what is weak.</p> <p><b><u>Guided Practice:</u></b> Students will decide what steps they need to take on editing their writing piece. They will set goals to guide them in the editing process.</p> <p><b><u>Independent Practice:</u></b> Students will edit their writing piece.</p> <p><b><u>Grammar:</u></b> Irregular Verbs</p>	<p>and hear everything as if they are there. TTW model for the students a writing piece about an important moment jotting down what they see, hear, feel, taste and smell.</p> <p><b><u>Guided Practice:</u></b> Students will think about an important moment that has happened in their lives. They will jot down some ideas about that day on the drafting sheet. After jotting down their ideas they will share with a partner their thoughts about the important moment. What did they hear, see, smell, taste, or feel?</p> <p><b><u>Independent Practice:</u></b> Students will use the using my senses graphic organizer to generate more ideas from a moment.</p> <p><b><u>Grammar:</u></b> More Irregular Verbs</p>	
<p>11:05-11:45 Special Class</p>		<p>PLC</p>		<p>Team Meeting</p>	
<p>11:50-12:30 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>

<b>12:30-1:45</b> <b>Number Talks</b> <b>Math</b>	<b>Number Talks: Making Tens p.187</b> $4 + 6 + 8 + 2$ $9 + 3 + 1 + 7$ $5 + 6 + 5 + 4$	<b>Number Talks: Making Tens p.187</b> $3 + 8 + 2 + 7$ $4 + 4 + 6 + 6$ $9 + 1 + 1 + 9$	<b>Number Talks: Making Tens p.187</b> $5 + 3 + 5 + 4 + 7$ $9 + 5 + 8 + 2 + 1$ $4 + 5 + 6 + 3 + 7$	<b>Number Talks: Making Tens p.187</b> $3 + 9 + 7 + 1$ $2 + 9 + 8 + 1$ $6 + 4 + 3 + 7$	<b>Number Talks:</b>
	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest ten.  <u>Launch</u> 592 people attended the baseball game. To the nearest 10, about how many people were at the baseball game?  <b>Lesson 12:</b> How do I round to the nearest ten in large numbers.  <u>Materials:</u> Riding the Rounding Coaster Sheet	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest ten.  <u>Launch</u> Which choice(s) when rounded to the nearest ten will result in 260? a. 263 b. 252 c. 267 d. 266  <b>Lesson 12:</b> How do I round to the nearest ten in large numbers.  <u>Materials:</u>	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest hundred.  <u>Launch</u> Thinking Questions... Thinking about how we round numbers to the nearest ten, how do you think we round numbers to the nearest hundred? Be specific when explaining.  <b>Lesson 13:</b> How do I round to the nearest hundred?  <u>Materials:</u>	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100. <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest hundred.  <u>Launch</u> Which choice(s) when rounded to the nearest hundred will result in 300? a. 435 b. 333 c. 220 d. 288  <b>Lesson 13:</b> How do I round to the nearest hundred?  <u>Materials:</u>	<u>Assessments</u>

	<p>Rounding tens on a number line</p> <p><u>Mini-Lesson:</u> Using chart paper, model rounding three-digit numbers to the nearest ten using a vertical number line.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete Problem Set 13, Questions 2 and 3. ( Eureka Math Module 2)</p> <p><u>Independent Practice</u> Students will complete the “Riding the Rounding Coaster” sheet.</p>	<p>Riding the Rounding Coaster Sheet</p> <p>Speedometer rounding activity</p> <p><u>Mini-Lesson:</u> Using chart paper, model rounding three-digit numbers to the nearest ten using a vertical number line.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete Problem Set 13, Questions 2 and 3. ( Eureka Math Module 2)</p> <p><u>Independent Practice</u> Students will complete the “Riding the Rounding Coaster” sheet.</p>	<p>“Tic Tac Toe’ Directions and Cards, “Thinking Questions” Half Sheet</p> <p>Worksheet: Review of rounding to tens, introduce rounding to hundreds</p> <p>Eureka lesson 14, numbers to 100 on a number line</p> <p><u>Mini-Lesson:</u> Model using the number line using the strategy learned for rounding numbers to the nearest ten to round numbers to the nearest one hundred.</p> <p><u>Small Group Instruction:</u> Teacher will write a number down on a white board. Students will use a worksheet provided to round the number to the nearest 100.</p> <p>Eureka lesson 14</p>	<p>“Tic Tac Toe’ Directions and Cards, “Thinking Questions” Half Sheet</p> <p>Eureka lesson 14, numbers to 100 on a number line</p> <p><u>Mini-Lesson:</u> Model using the number line using the strategy learned for rounding numbers to the nearest ten to round numbers to the nearest one hundred.</p> <p><u>Small Group Instruction:</u> Teacher will write a number down on a white board. Students will use a worksheet provided to round the number to the nearest 100.</p> <p>Eureka Lesson 14</p> <p><u>Independent Practice</u></p> <p>Independent Center Work: Rounding to tens</p>	
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			<u>Independent Practice</u> Independent Center Work: Rounding to tens and hundreds worksheet	and hundreds worksheet	
1:45-2:15 Handwriting/ Science/ Social Studies	Handwriting: <u>Standard:</u> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.  <u>HEV Cursive Video</u> <u>Series</u> with worksheets: Lesson 1-3 <a href="https://www.youtube.com/results?search_query=how+to+write+in+cursive+hev+lesson+1">https://www.youtube.com/results?search_query=how+to+write+in+cursive+hev+lesson+1</a>	Science-Habitats and Survival <u>Standard:</u> 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Student-Friendly</u> <u>Objective:</u> Students will understand that animals and plants need different habitats and adaptations to survive.  <u>Materials:</u> Packet: Who Will Survive?/What Am I? Survival Game  Video: <a href="https://www.youtube.com/watch?v=0Bx7eDBNRM8">https://www.youtube.com/watch?v=0Bx7eDBNRM8</a>	Science-Habitats and Survival <u>Standard:</u> 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Student-Friendly</u> <u>Objective:</u> Students will learn about survival, habitats, and adaptations.  <u>Materials:</u> Mini Booklets: What Is Survival?  Scissors, glue sticks  Video: <a href="https://www.pbs.org/video/habitat-habit-basics-buxg6x/">https://www.pbs.org/video/habitat-habit-basics-buxg6x/</a>  <u>Mini-Lesson:</u>	Science-Animal and Plant Adaptations <u>Standard:</u> 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Student-Friendly</u> <u>Objective:</u> Students will learn how and why animals adapt to their environment.  <u>Materials:</u> Generation Genius video: <a href="https://www.generationgenius.com/videos/adaptations-video-for-kids/">https://www.generationgenius.com/videos/adaptations-video-for-kids/</a>  Kahoot Review (found on video link)  <u>Mini-Lesson:</u>	<u>Running Records/</u> <u>ORF</u>  Science Assessment (Google Classroom)

		<p><u>Mini-Lesson:</u>          -Teacher will ask students: What do you think it means for an animal to adapt to their environment?</p> <p>-Show Introduction Video: How Animals Adapt</p> <p>-Teacher will read both passages with students, underlining important facts. Students will refer back to this text to complete activity.</p> <p><u>Guided Practice:</u>          Students will refer back to the text to complete the Reading Non-Fiction page with guidance.</p> <p><u>Independent Practice:</u>          Students will answer questions on the back of the packet.</p>	<p>-Teacher will ask students: What is a habitat? What are 4 things all good habitats have? (food, water, shelter, space)</p> <p>-Show Introduction Video: Habitat Basics</p> <p><u>Guided Practice:</u>          Teacher and students will read the mini booklets together.</p> <p><u>Independent Practice:</u>          Students will complete "Sort the Habitat" at the end of their booklet.</p>	<p>Ask and discuss the "Before the Video" questions</p> <p>Students will watch <b>Generation Genius lesson</b></p> <p><u>Guided Practice:</u>          After-Video Questions: Students will turn and talk to discuss and share.</p> <p><b>Kahoot Review</b></p> <p><u>Independent Practice:</u>          Exit Ticket: Use a Post-It to answer "What is an adaptation?"</p>	
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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					