

3rd Grade Weekly Lesson Plans

Date 10/9-10/13	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 7: Closed, Complex Multisyllable</p> <p>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 multi-syllable</p>	<p>Lesson 7: Closed, Complex Multisyllable</p> <p>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>	<p>Lesson 7: Closed, Complex Multisyllable</p> <p>Day 3:</p> <p>Fluency-High frequency words</p> <p>Morphology: Word construction</p> <p>Reading pattern words</p> <p>**practice writing these on whiteboards</p> <p>3-syllable challenge</p> <p>Passage reading: Pets For Children</p>	<p>Lesson 7: Closed, Complex Multisyllable</p> <p>Day 4:</p> <p>Morphology: Decode and define</p> <p>Multisyllable word building</p> <p>3-syllable challenge</p> <p>Passage reading: Pets For Children (students partner read)</p> <p>Comprehension in workbook</p>	<p>Lesson 7: Closed, Complex Multisyllable</p> <p>Day 5: Assessment</p> <p>Morphology: Review and apply</p> <p>Test</p> <p><u>Objective:</u> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

	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.	(students partner read) <u>Objective:</u> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	<u>Objective:</u> Students demonstrate understanding of complex multisyllable 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	Lesson 7 Session 1: Explore Multiplying with 7, 8, 9 Students draw on their experience breaking apart arrays to multiply. They share models to explore different ways of breaking apart the problem 6×7 .	Lesson 7 Session 2: Develop Multiplying with 7 Students solve a problem that requires multiplying with 7. The purpose of this problem is to have students break apart groups of 7 to build strategies for and fluency with multiplying with 7. IP pg 164 #5 20 pts	Lesson 7 Session 3: Develop Multiplying with 8 Students solve a problem that requires multiplying with 8. The purpose of this problem is to have students develop a strategy for multiplying that involves breaking a factor into two or more parts to build strategies for and	Lesson 7 Session 4: Develop Multiplying with 9 Students solve a problem that requires multiplying with 8. The purpose of this problem is to have students think of different ways of breaking apart factors to build strategies for and fluency with multiplying with 9.	Lesson 7 Session 5: Refine Multiplying with 7,8,9 Students solve word problems involving multiplying with 7, 8, and 9 and then discuss and confirm their answers with a partner. IP pg 168 #9 Lesson 7 Quiz

			fluency with multiplying. IP pg 168 #9	IP pg 176 # 4	
11:00-11:10 Math Fluency	Number Talk (5 m) Skip Count 7 (2 m) Video (3 m) ▶ Multiply by 7 ...	Number Talk (5 m) Skip Count 8 (2 m) Video (3 m) ▶ Multiply by 8 ...	Number Talk (5 m) Skip Count 9 (2 m) Video (3 m) ▶ Multiply by 9 Le...	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 **PLC for New Read	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>Giant Squid</i> Module 1 Lesson 25 Question Set 9-practice <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u>	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 26 New Read Assessment <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u> What does a deeper	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 27 Question Set 10-Grade <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u>	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 28 Socratic Seminar <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u> How does <i>Giant</i>	Read Aloud: <i>Giant Squid</i> Module 1 Lesson 29 Begin FQT 3 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u> How do <i>Shark Attack</i>

	<p>What is happening on pg 12-15 of <i>Giant Squid</i>?</p> <p>Learning Goals: Identify the main idea and details, using linking words and phrases.</p> <p>Deep Dive: Simple past (-ed, -d)</p>	<p>exploration of text structure reveal in <i>Giant Squid</i>?</p> <p>Learning Goals: Identify the main idea and details, using text features and context clues.</p> <p>Deep Dive: Using words and phrases for effect</p>	<p>What is the essential meaning of <i>Giant Squid</i>?</p> <p>Learning Goals: Ask and answer questions about the last chapter of the book.</p> <p>Deep Dive: Capitalize appropriate words in titles.</p>	<p><i>Squid</i> build my knowledge about why and how scientists explore sea creatures?</p> <p>Learning Goals: Sort evidence, complete an evidence organizer, socratic seminar</p> <p>Deep Dive: Examine adjectives.</p>	<p>and <i>Giant Squid</i> build my knowledge about why and how scientists explore sea creatures?</p> <p>Learning Goals: Plan a written response about why and how scientists explore either sharks or giant squid.</p> <p>Deep Dive: Experiment with real life connections between words and their use.</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>					