

### 3rd Grade Weekly Lesson Plans

Date 11/1-11/6	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 -er, -est RF2.3d Decode words with common prefixes and suffixes  -er: Comparing 2 things -est: Comparing 3 or more things <b>Decoding</b> (task sheet) <b>I do:</b> finer  <b>We do:</b> smellier	Suffix -er, -est RF2.3d Decode words with common prefixes and suffixes  -er: Comparing 2 things -est: Comparing 3 or more things <b>Decoding</b> (task sheet) <b>I do:</b> closest  <b>We do:</b> rainiest	Suffix -er, -est RF2.3d Decode words with common prefixes and suffixes  -er: Comparing 2 things -est: Comparing 3 or more things <b>Decoding</b> (task sheet) <b>I do:</b> sharpest <b>We do:</b> emptier	Suffix -er, -est RF2.3d Decode words with common prefixes and suffixes <b>Practice/ Review</b>  Spelling City  Review worksheet	Suffix -er, -est RF2.3d Decode words with common prefixes and suffixes  <b>Assessment</b>

	<p><b>You do:</b> madder</p> <p><b>Encoding</b> (task sheet)</p> <p><b>I do:</b> smarter</p> <p><b>We do:</b> riper</p> <p><b>You do:</b> sillier</p> <p><b>Writing Sentences:</b> My <u>younger</u> sister was <u>sleepier</u> than me.</p>	<p><b>You do:</b> Flattest</p> <p><b>Encoding</b> (task sheet)</p> <p><b>I do:</b> longest</p> <p><b>We do:</b> wisest</p> <p><b>You do:</b> tastiest</p> <p><b>Writing Sentences:</b> I picked the <u>cutest</u>, <u>tiniest</u> puppy to be my pet.</p>	<p><b>You do:</b> bravest</p> <p><b>Encoding</b> (task sheet)</p> <p><b>I do:</b> nicer</p> <p><b>We do:</b> slowest</p> <p><b>You do:</b> spookier</p> <p><b>Writing Sentences:</b> We had the <u>greatest</u> time on the <u>crazier</u> ride!</p>		
<p>9:20-10:20 Reading Workshop</p>	<p><b>Standard:</b> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, including the difference between first- and third-person narrations.</p> <p><b>Pre CFA over RL.3.6</b></p> <p><b>Mini-Lesson</b> Introduce Point of View</p>	<p><b>Read Aloud:</b> <i>The Three Little Pigs</i> <a href="https://www.youtube.com/watch?v=1WjHqT8dgeQ">https://www.youtube.com/watch?v=1WjHqT8dgeQ</a></p> <p><b>Standard:</b> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, including the difference between first- and third-person narrations.</p>	<p><b>Read Aloud:</b> <i>The True Story of the Three Little Pigs</i> <a href="https://www.youtube.com/watch?v=vB07Rfn-tTvw&amp;list=PL07QcrludwUdJI0DKU0aaqBqoxLI-BF3pv9">https://www.youtube.com/watch?v=vB07Rfn-tTvw&amp;list=PL07QcrludwUdJI0DKU0aaqBqoxLI-BF3pv9</a></p> <p><b>Standard:</b> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, including</p>	<p><b>Read Aloud:</b> <i>The Three Little Wolves and the Big Bad Pig</i> <a href="https://www.youtube.com/watch?v=vvgR5CuqIXw">https://www.youtube.com/watch?v=vvgR5CuqIXw</a></p> <p><b>Standard:</b> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, including the difference</p>	<p><b>Standard:</b> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, including the difference between first- and third-person narrations.</p> <p><b>Assessment over point of view</b></p>

<https://www.youtube.com/watch?v=1lWNAtiru90>

TTW explain to the students what a point of view is. Explain the difference between first, second and third person point of view.

**Guided Practice:**

TTW give the students some short paragraphs and the students will decide what point of view it is told from.

**Independent**

**Practice:**

TSW complete the personal perspective activity- Students will tell their own point of view on given topics, a friend's point of view and the teacher's point of view.

**Learning Target:**

I can tell the difference between 1st person and 3rd person

**Vocabulary:**

**Tremble**

**scorched**

**Mini-Lesson:**

TTW read the story *The Three Little Pigs*.

Review point of view and difference between first, second and third person narrative. Discuss the point of view the story was told from and the pronouns that gave clues to help them decide the point of view.

**Guided Practice:**

TTW read passages from the story *The Three Little Pigs*. TSW decide which point of view the short passage is told from.

**Independent Practice:**

Students will complete a worksheet choosing the point of view

the difference between first- and third-person narrations.

**Learning Target:**

I can tell how my perspective is different from the characters.

**Vocabulary:**

**Shame**

**impolite**

**Mini-Lesson:**

TTW read the book *The True Story of the Three Little Pigs*

Discuss the meaning of perspective. Explain that the students will have to decide how their perspective compares to the pigs'/ wolf's in the story.

**Guided Practice:**

TSW discuss the wolf's perspective of the events and cite the evidence from the story. TTW record the student responses on a graphic organizer.

The students will discuss at their table how they feel about the wolf's perspective of what happened. Do they believe him?

between first- and third-person narrations.

**Learning Target:**

I can tell the difference between 1st person and 3rd person

I can tell how my perspective is different from the characters.

**Vocabulary:**

**Mini-Lesson:**

TTW read the story *The Three Little Wolves and the Big Bad Pig*. Review point of view and difference between first, second and third person narrative. Discuss the point of view the story was told from and the pronouns that gave clues to help them decide the point of view.

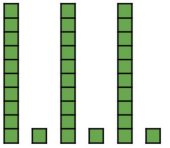
**Guided Practice:**

TSW work with the other students at their tables to complete a mini book. The book will define each of the points of view, list pronouns

Post CFA

			<p><b><u>Independent Practice:</u></b>          TTW complete a graphic organizer contrasting the points of view between the pigs, the wolf and themselves from the story <i>The True Story of the Three Little Pigs</i></p>	<p>used and give an example.  <b><u>Independent Practice:</u></b>          The students will choose a task over difference of perspective. They will write about how they feel they would have done something differently or felt differently according to what the task is asking.</p>	
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Reflective Narratives</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>Materials:</u></b>          Graphic organizer  <b><u>Mini-lesson:</u></b>          TTW will read a Thanksgiving book of choice. Demonstrate to the students how planning the role of the characters is important to the story. Read the introduction, and details that follow. Explain that 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>Mini-lesson:</u></b>          TTW present the students with a model writing piece. Show the students the introduction, and details that follow. Explain that the introduction should let the reader know what the story is going to be about. The details</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>Materials:</u></b>          Writing paper  <b><u>Mini_lesson:</u></b>          TTW show a model writing piece. Show the students the introduction, and details that follow. Tell students that today they are going to write their flash draft.</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>Materials:</u></b>          Graphic Organizer  <b><u>Mini_lesson:</u></b>          Read students some excerpts from a Thanksgiving story that tells about the who, what, when, where, why and how. Show students how these details are important to a story.</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.          Write Rough Draft</p> <p>Grammar Assessment</p>

	<p>introduction should let the reader know what the story is going to be about. The details should be in sequential order. The conclusion at the end of the story wraps everything up.</p> <p><b><u>Guided Practice:</u></b> Students will discuss with a partner a memorable Thanksgiving. What made it so memorable. This is what their reflective narrative writing piece is going to be about. .</p> <p><b><u>Independent Practice</u></b> Students will complete a graphic organizer planning who the characters in their story are and the role they played in making Thanksgiving so memorable.</p> <p><b><u>Grammar:</u></b> Combining Sentences</p>	<p>should be in sequential order.</p> <p><b><u>Guided Practice:</u></b> Students will discuss with a partner who their main characters are and the setting of the story. Together they will brainstorm some ideas for details for their narrative writing piece.</p> <p><b><u>Independent Practice:</u></b> Students will continue to work on their graphic organizers developing their narrative writing</p> <p><b><u>Grammar:</u></b> Combining Sentences</p>	<p><b><u>Guided Practice:</u></b> 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 flash draft. (quick write jotting down their ideas)</p> <p><b><u>Independent Practice:</u></b> Students will write their flash draft.</p> <p><b><u>Grammar:</u></b> Combining Sentences</p>	<p><b><u>Guided Practice:</u></b> Have students take turns asking each other who, what, when, where, why and how questions about their stories so they can think about how to address them in their writing .Ex. Where did you go for Thanksgiving? Why was your Thanksgiving good/bad? What could have made it better?</p> <p><b><u>Independent Practice:</u></b> Students will complete a Who, What, when, where, why and how graphic organizer.</p> <p><b><u>Grammar</u></b> Combining Sentences</p>	
<p>11:05-11:45 Special Class</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>

<p style="text-align: center;">12:30-1:45 Number Talks Math</p> <p style="text-align: center;">Learning Target</p> <p>Represent addition and subtraction with base ten models and number lines.</p>	<p style="text-align: center;">Number Talks:</p> <p><u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can represent addition and subtraction with base ten models and number lines.</p> <p><u>Post- CFA</u></p> <p><u>Pre-CFA</u></p> <p><u>Launch</u> Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking.</p>	<p style="text-align: center;">Number Talks:</p> <p><u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> <u>Launch</u> I can represent addition and subtraction with base ten models and number lines.</p> <p>What does the word <i>difference</i> mean? The result of subtracting one number from another.</p> <p><u>Minuend</u>- the first number in a subtraction. <u>Subtrahend</u>- the number from which another number is to be subtracted.</p> <p><u>minuend - subtrahend= difference</u></p> <p>Ms. Brown asks her class to solve 134</p>	<p style="text-align: center;">Number Talks:</p> <p><u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can represent addition and subtraction with base ten models and number lines.</p> <p><u>Launch</u></p> <p>559 people arrived at the Columbia Lakefront to watch the fireworks on the Fourth of July. Then, 246 more people arrived. How many people are at the Lakefront now? Solve this problem using two different strategies, one of which being a number line.</p>	<p style="text-align: center;">Number Talks:</p> <p><u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Student-Friendly Objective:</u> I can represent addition and subtraction with base ten models and number lines.</p> <p><u>Launch</u></p>  <p><b>Questions to launch the task:</b> What do you notice? What do you wonder? What is the value of the base ten blocks? What would come next in this pattern?</p>	<p style="text-align: center;">Number Talks:</p> <p style="text-align: center;"><u>Assessments</u></p>
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	<p><b>Summarize</b> – Allow a student to share his/her thinking for the launch problem. Go over application problem from independent practice. Students will finish independent practice and turn in.</p>	<p>-127. David says since he needs to find the difference between the two numbers he could just count up from 127 to 134 to find the answer. Kayson says he is wrong because they are subtracting. You must start at 134 and take away 127. Who is correct? Show your thinking on a number line.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b>Explore</b> - Students will share their thinking. Teacher will make the connection with students' thinking.</p> <p><b>Explain:</b> One can count back starting with the minuend and counting back the amount of the subtrahend. Another option is to count up from the subtrahend.</p>	<p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b>Explore</b> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Independent Practice-</p> <p><b>Summarize</b> – Allow a student to share his/her thinking for the launch problem. Students finish their exit ticket and turn it in.</p> <p><b>Debrief Questions:</b> Do you think to solve a subtraction problem you can always count up or count back? Why or why not? Why was counting up an efficient strategy for this problem? For the last problem?</p>	<p>How do you know? Suppose this pattern continued so that there were a total of 5 ones blocks. What would the total value be now? How do you know?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b>Explore</b> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking.</p> <p><b>Summarize</b> – Allow a student to share his/her thinking for the launch problem. Students finish their exit ticket and turn it in.</p>	
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		<p>The size of the jumps between these numbers can vary.</p> <p><b><u>Questions to guide student thinking-</u></b> Who do you think is correct?</p> <p>How would you show your thinking on a number line?</p> <p>What number should you start with on your number line?</p> <p>Which strategy do you think is more efficient? Why?</p> <p>How can they both be correct?</p> <p><b><u>Summarize -</u></b> 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>How do you find your answer using an open number line to count up when subtracting?</p> <p>How do you find your answer using an open number line to count back when subtracting?</p>		
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: <b>Standard:</b> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p><b>HEV Cursive Video Series</b> with worksheets: Lesson 10,11 <a href="https://www.youtube.com/watch?v=oe8PngSZOCk">https://www.youtube.com/watch?v=oe8PngSZOCk</a></p>	<p>Social Studies- Election Day!</p> <p><b>Standard:</b> H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect <b>Student-Friendly Objective:</b> Students will learn about the Electoral Process, Electoral College, and how voting on Election Day works.</p> <p><b>Materials:</b>  Packet- The Presidential Election  Ballots for voting  Video: Election Night 2020  <b>Mini-Lesson:</b> -Show Introduction Video:  <a href="https://www.brainpop.com/socialstudies/elections/electionnight2020/">https://www.brainpop.com/socialstudies/elections/electionnight2020/</a></p>	<p>Social Studies- If I Were President</p> <p><b>Standard:</b> C.1.3.2 Identify responsibilities and powers of government officials in different branches of state/ national government <b>Student-Friendly Objective:</b> Students will learn the requirements of the President of the United States.</p> <p><b>Materials:</b>  Worksheet- Who Can Be the President/ If I Were President  Vldeo: So You Want to be President <a href="https://www.youtube.com/watch?v=gcc0KpXtl5c">https://www.youtube.com/watch?v=gcc0KpXtl5c</a>  If I Were President <a href="https://www.youtube.com/watch?v=c100aA4jBak">https://www.youtube.com/watch?v=c100aA4jBak</a></p>	<p>Social Studies- Maps/ Learning About Inauguration Day</p> <p><b>Standard:</b> G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale <b>Student-Friendly Objective:</b> Students will learn about Inauguration Day and practice map skills.</p> <p><b>Materials:</b>  Vldeo: What Happens On Inauguration Day? <a href="https://www.youtube.com/watch?v=viCQBcZ3vRc">https://www.youtube.com/watch?v=viCQBcZ3vRc</a>  Worksheets: <u>Trace the Inaugural Parade Route / Map Skills: Washington D.C. and the National Mall</u>  <b>Mini-Lesson:</b></p>	<p><u>Running Records/ ORF</u></p> <p>Social Studies Assessment:  "Quiz and Color"</p>
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		<p>Teacher will read <u>It's Election Day</u> with students, and use the Electoral Vote Tracker to help explain electoral votes. (Teacher may use news resource to check for real time electoral votes)</p> <p><u>Guided Practice:</u> Students will discuss Reflection Questions in groups.</p> <p><u>Independent Practice:</u> Students will answer reflection questions and VOTE, using printed ballots</p>	<p><u>Mini-Lesson:</u> -Show Introduction Video: So You Want to be President</p> <p>Teacher will explain the requirements of becoming President of U.S.</p> <p>Video: If I Were President</p> <p><u>Guided Practice:</u> Students will work with their tables to complete worksheet, Who Can Be the President</p> <p><u>Independent Practice:</u> Students will write what they would do if they were President of the United States</p>	<p>-Show Introduction Video: What Happens On Inauguration Day?</p> <p>Teacher will read <u>Trace the Inaugural Parade Route</u>, showing students how to use the map to see the route of the parade.</p> <p><u>Guided Practice:</u> Students will work in groups to use the <u>Washington D.C. and National Mall</u> map and answer questions.</p>	
<p>2:15-2:35 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>

2:35-2:45

Prepare for Dismissal

2:45- Dismiss Walkers

2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders