

### 3rd Grade Weekly Lesson Plans

Date 11/16-11/20	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 -hood, -ness RF2.3d Decode words with common prefixes and suffixes  -hood: a time in one's life -ness: the state of something <b>Decoding</b> <b>I do:</b> childhood  <b>We do:</b> sisterhood	Suffix -hood, -ness RF2.3d Decode words with common prefixes and suffixes  -hood: a time in one's life -ness: the state of something <b>Decoding</b> <b>I do:</b> loudness  <b>We do:</b> weakness	Suffix -hood, -ness RF2.3d Decode words with common prefixes and suffixes  -hood: a time in one's life -ness: the state of something <b>Decoding</b> <b>I do:</b> carelessness  <b>We do:</b> motherhood	Suffix -hood, -ness RF2.3d Decode words with common prefixes and suffixes <b>Practice/ Review</b>  Spelling City  Review worksheet	Suffix -hood, -ness RF2.3d Decode words with common prefixes and suffixes  <b>Assessment</b>

	<p><b>You do:</b> likelihood</p> <p><b>Encoding</b> <b>I do:</b> livelihood</p> <p><b>We do:</b> boyhood</p> <p><b>You do:</b> parenthood</p> <p><b>Writing Sentences:</b> The boys on the team shared a strong brotherhood.</p>	<p><b>You do:</b> darkness</p> <p><b>Encoding</b> <b>I do:</b> happiness</p> <p><b>We do:</b> awareness</p> <p><b>You do:</b> illness</p> <p><b>Writing Sentences:</b> My friend showed kindness when I was feeling sad.</p>	<p><b>You do:</b> thankfulness</p> <p><b>Encoding</b> <b>I do:</b> helplessness</p> <p><b>We do:</b> falsehood</p> <p><b>You do:</b> thoughtfulness</p> <p><b>Writing Sentences:</b> There was peacefulness in my neighborhood after it snowed.</p>		
<p>9:20-10:20 Reading Workshop</p>	<p><b>Read Aloud:</b> <i>Twas the Night Before Thanksgiving</i> <a href="https://www.youtube.com/results?search_query=twas+the+night+before+thanksgiving">https://www.youtube.com/results?search_query=twas+the+night+before+thanksgiving</a> <b>Standard:</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing</p>	<p><b>Read Aloud:</b> <i>Turkey Trouble</i> <a href="https://www.youtube.com/watch?v=AjXTNIW2qaU">https://www.youtube.com/watch?v=AjXTNIW2qaU</a> <i>Ch. 3-4</i> <b>Standard:</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from</p>	<p><b>Read Aloud:</b> <i>A Turkey for Thanksgiving</i> <a href="https://www.youtube.com/watch?v=tEnP0S7PEhA">https://www.youtube.com/watch?v=tEnP0S7PEhA</a> <b>Standard:</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing</p>	<p><b>Read Aloud:</b> <i>Amelia Bedelia Talks Turkey</i> <a href="https://www.youtube.com/watch?v=U3G-gA4UuqI">https://www.youtube.com/watch?v=U3G-gA4UuqI</a> <b>Standard:</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing</p>	<p><b>Standard:</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

	<p>literal from nonliteral language.</p> <p><b><u>Learning Target:</u></b> *I can distinguish literal and nonliteral meanings of words in a text. *I can distinguish literal and nonliteral meanings of phrases in text.</p> <p><b><u>Mini-Lesson</u></b> TTW explain that often times authors use words or phrases in their writing that are not meant to be taken literal. This is called figurative language. There are several forms of figurative language. TTW discuss and give examples of the different types of figurative language and make an anchor chart.</p> <p><b><u>Guided Practice:</u></b> TTW read <i><u>Tw</u></i> <i><u>as the Night Before Thanksgiving</u></i> The students will discuss the different non-literal language they heard in the story.</p> <p><b><u>Independent Practice:</u></b> Students will</p>	<p>nonliteral language.</p> <p><b><u>Learning Target:</u></b> *I can distinguish literal and nonliteral meanings of words in a text. *I can distinguish literal and nonliteral meanings of phrases in text.</p> <p><b><u>Mini-Lesson</u></b> TTW read <i><u>Turkey Trouble</u></i> The teacher will explain the difference between literal and nonliteral language. The teacher will discuss onomatopoeia. - The use of words for sounds. The teacher will review the anchor chart over figurative language.</p> <p><b><u>Guided Practice:</u></b> Students will discuss the different non-literal language they heard in the story.</p> <p><b><u>Independent Practice:</u></b> Students will write figurative language phrases they heard in the story on each</p>	<p>literal from nonliteral language.</p> <p><b><u>Learning Target:</u></b> *I can distinguish literal and nonliteral meanings of words in a text. *I can distinguish literal and nonliteral meanings of phrases in text.</p> <p><b><u>Mini-Lesson</u></b> TTW read <i><u>A Turkey for Thanksgiving</u></i> The teacher will explain the difference between literal and nonliteral language. The teacher will review the anchor chart over figurative language. The teacher will discuss idioms.</p> <p><b><u>Guided Practice:</u></b> Students will discuss the different non-literal language they heard in the story.</p> <p><b><u>Independent Practice:</u></b> Students will match different idioms to their meaning.</p>	<p>literal from nonliteral language.</p> <p><b><u>Learning Target:</u></b> *I can distinguish literal and nonliteral meanings of words in a text. *I can distinguish literal and nonliteral meanings of phrases in text.</p> <p><b><u>Mini-Lesson</u></b> TTW read <i><u>Amelia Bedelia Talks Turkey</u></i> The teacher will explain the difference between literal and nonliteral language. The teacher will review the anchor chart over figurative language. The teacher will discuss similes and metaphors.</p> <p><b><u>Guided Practice:</u></b> Students will discuss the different non-literal language they heard in the story.</p> <p><b><u>Independent Practice:</u></b> Students will determine if phrases are similes or</p>	<p>Assessment</p>
--	--	---	---	---	-------------------

		turkey feather to make a turkey		metaphors and record their answers.	
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Reflective Narratives</p>	<p><b>Standard:</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Materials:</b> Graphic organizer</p> <p><b>Mini-lesson:</b> TTW Read TTW display the ending of the chosen Thanksgiving story. Discuss what the author did to make the ending powerful. Discuss different ways students can make their endings powerful. Display the poster Writing a Strong Ending. Explain that today students are going to decide what they need to do to make their ending powerful. Ask students to think about their writing and if they used any of the ending types</p>	<p><b>Standard:</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p><b>Mini-lesson:</b> TTW show the students how the author of the chosen Thanksgiving story uses capitalization and punctuation, including commas and quotation marks, in her story. Explain to students that their final piece needs to be edited to make sure that they used capitalization and punctuation in all of the right spots.</p> <p><b>Guided Practice:</b> Students will work with a partner reading over their writing piece. Together they will make sure that the capitalization and</p>	<p><b>Standard:</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Materials:</b> Writing paper</p> <p><b>Mini_lesson:</b> TTW display a writing piece that does not make sense. Discuss with students that sometimes when they are writing they write down their thoughts so quickly they may not get written down correctly. Demonstrate by reading the writing piece that even though when it was written down, I thought it sounded good, but when I read it again I realized that it would not make sense to the reader. Demonstrate asking questions to</p>	<p><b>Standard:</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Materials:</b> Graphic Organizer</p> <p><b>Mini_lesson:</b> TTW TTW demonstrate how to read through a final writing piece using a checklist to make sure the final piece is ready for sharing. Explain that when students are ready to share their final piece everything on the checklist should be complete.</p> <p><b>Guided Practice:</b> Students will read through their draft with a partner focusing only on one item from the checklist. They will decide if they need to</p>	<p><b>Standard:</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Students will share their Thanksgiving writing piece.</u></p> <p><b>Grammar Assessment</b></p>

	<p>to wrap up their story.  <u>Guided Practice:</u>  Students will work with a partner taking turns reading the ending of their writing piece. Students will determine if they need to edit their ending to make it more powerful. Students will edit the ending of their narrative writing piece.  <u>Independent Practice:</u>  Students will complete a powerful endings graphic organizer in order to make their ending more powerful.  <u>Grammar:</u>  Commas</p>	<p>punctuation is correct.  <u>Independent Practice:</u>  Students will edit and revise their writing piece for capitalization and punctuation.  <u>Grammar:</u>  Commas</p>	<p>determine what to keep or change.  <u>Guided Practice:</u>  Students will read their writing piece with a partner. As each partner is reading when they come to a part the other one does not understand they will ask for more details or clarification.  <u>Independent Practice:</u>  Students will edit their writing to make it clearer for the reader  <u>Grammar:</u>  Commas</p>	<p>make any further revisions.  <u>Independent Practice:</u>  The students will use the editing checklist to determine if there are any other revisions that should be made to their writing piece. Students will revise and rewrite their final published writing piece.  <u>Grammar</u>  Quotation Marks</p>	
11:05-11:45 Special Class				Team Meeting	
11:50-12:30 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:30-1:45 Number Talks Math	Number Talks:	Number Talks:	Number Talks:	Number Talks:	Number Talks:
Learning Target	<u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and	<u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and	<u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies	<u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using strategies	<u>Standard:</u> 3.NBT.A.2 Fluently add and subtract within 1000 using

	<p>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 use partial differences decomposing the subtrahend.</p> <p><u>Target:</u> Partial differences decomposing the subtrahend</p> <p><u>Launch</u> Solve the following expressions by decomposing the subtrahend</p> <p>547 - 426 682 - 151</p> <p>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. Teacher will model</p>	<p>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 use partial differences to decompose.</p> <p><u>Target:</u> Partial differences with decomposing</p> <p><u>Launch</u> Solve the following expressions by decomposing.</p> <p>437 - 125 986 - 212 358 - 47</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model</p>	<p>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 adjust numbers to add more efficiently.</p> <p><u>Target:</u> adjust numbers to add more efficiently</p> <p><u>Launch</u> Solve the following expressions by adjusting numbers to add more efficiently</p> <p>433 + 515 602 + 274 307 + 288</p> <p>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.</p>	<p>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 adjust numbers to subtract more efficiently..</p> <p><u>Target:</u> adjust numbers to subtract more efficiently</p> <p><u>Launch</u> Solve the following expressions by adjusting numbers to subtract more efficiently.</p> <p>855 - 603 694 - 241 315 - 204</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction</p>	<p>strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Post CFA-Subtraction</p>
--	---	--	---	--	--

	<p>the following expressions.</p> <p>917 -501 521 - 311</p> <p><u>Independent Practice</u></p> <p>329 - 117 619 - 506 436 - 124</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.</p>	<p>the following expressions.</p> <p>892 - 540 779 - 239</p> <p><u>Independent Practice</u></p> <p>547 - 523 676 - 134 846 - 325</p> <p><u>Summarize</u> – 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>Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>135 + 403 522 + 163</p> <p><u>Independent Practice</u></p> <p>427 + 351 207 + 322 702 + 233</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>759 - 417 688 - 52</p> <p><u>Independent Practice</u></p> <p>879 - 647 968 - 547 539 - 424</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	
--	--	---	--	---	--

1:45-2:15  
Handwriting/  
Science/ Social  
Studies

Handwriting:  
**Standard:**  
L.3.1.K Form all upper-  
and lowercase letters  
to write words legibly  
in cursive.

**HEV Cursive Video  
Series** with worksheets:  
Lesson 15, 16  
<https://www.youtube.com/watch?v=o0GoMVaLaj8>

Social Studies-  
Arkansas timeline  
**Standard:** H.12.3.2  
Explain the importance  
of people and events on  
timelines to show  
understanding of  
historical significance  
in early Arkansas  
history (e.g., American  
Indians, exploration,  
settlement, statehood)  
**Student-Friendly  
Objective:**  
Students will learn  
about significant  
Arkansas events **before  
1900**, and place on a  
timeline.

**Materials:**

Timeline template and  
pieces

Scissors, glue

Arkansas Post Video  
<https://www.youtube.com/watch?v=tqRXIG9HBvk>

Ducksters Article:  
[https://www.ducksters.com/geography/us\\_stat](https://www.ducksters.com/geography/us_stat)

Social Studies-  
Arkansas timeline  
**Standard:** H.12.3.2  
Explain the importance  
of people and events on  
timelines to show  
understanding of  
historical significance  
in early Arkansas  
history (e.g., American  
Indians, exploration,  
settlement, statehood)  
**Student-Friendly  
Objective:**  
Students will learn  
about significant  
Arkansas events **after  
1900**, and place on a  
timeline.

**Materials:**

Timeline template and  
pieces

Scissors, glue

Video: Little Rock Nine  
<https://www.youtube.com/watch?v=7Hc-9ZWe6wk>

Ducksters Article:  
[https://www.ducksters.com/geography/us\\_st](https://www.ducksters.com/geography/us_st)

Social Studies-  
Thanksgiving Dinner:  
timeline  
**Standard:** H.12.3.2  
Explain the importance  
of people and events  
on timelines to show  
understanding of  
historical significance  
in early Arkansas  
history (e.g., American  
Indians, exploration,  
settlement, statehood)  
**Student-Friendly  
Objective:**  
Students will use a  
timeline to plan  
cooking times for their  
Thanksgiving dinner.

**Materials:**

Grocery store ads,  
large white paper,  
hour/minute timelines,  
glue, scissors

**Mini-Lesson:**

-Ask students if they  
have helped their  
parents cook. Discuss  
how some things take  
longer to prepare than

**Running Records/  
ORF**

Social Studies  
Assessment:

Students will create  
a timeline of a  
typical school day  
for them.



		<p><a href="https://www.arkansas-history.com">es/arkansas_history.php</a></p> <p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> <li>- Teacher will read Ducksters article with students</li> <li>-Show Video: This Week in History: Arkansas Post</li> </ul> <p><u>Guided Practice:</u></p> <p>Students will cut out timeline pieces and discuss the correct order with their table groups.</p> <p><u>Independent Practice:</u></p> <p>Students will use timeline template to put events in order.</p>	<p><a href="https://www.arkansas-history.com">ates/arkansas_history.php</a></p> <p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> <li>-Teacher will explain that today we will focus on more current events in the state of Arkansas.</li> <li>-Show Video: Little Rock Nine</li> </ul> <p><u>Guided Practice:</u></p> <p>Students will cut out timeline pieces and discuss the correct order with their table groups.</p> <p><u>Independent Practice:</u></p> <p>Students will use timeline template to put events in order.</p>	<p>others, and there is planning involved if we want everything to get done at the same time!</p> <ul style="list-style-type: none"> <li>-Teacher will guide students in brainstorming a list of items to "prepare" and decide how long each item will take in the oven, etc.</li> </ul> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <li>-Students will look for pictures of their dishes in local grocery store ads and cut them out.</li> </ul> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>-Students will decide what time dinner needs to be ready. They will make a timeline, gluing their pictures on large white paper and use the hour/minute timelines</li> </ul>	
--	--	--	---	---	--

				to guide their time choices.	
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					