

3rd Grade Weekly Lesson Plans

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 Wit & Wisdom	<p>Read Aloud: <i>Starry Messenger</i> *Complete Question Sets 1 and 2</p> <p>Module 2 Lesson 7 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Reveal: What does a deeper exploration of text features reveal in <i>Starry Messenger</i>? Craft Question: Execute: How do I explain ideas to a small group? Examine: Why are conclusion paragraphs important?</p>	<p>Read Aloud: <i>Moon 101</i> *Complete New Read</p> <p>Module 2 Lesson 8 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Know: How does "Moon 101" build my knowledge of space? Craft Question: Experiment: What does listening to recount look like? Learning Goals: Demonstrate knowledge of sequence words,</p>	<p>Read Aloud: <i>Starry Messenger</i> <i>Space Object Box: "Little Bear, etc"</i> *Complete District Question Set 3</p> <p>Module 2 Lesson 9 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Detail: What is the essential meaning of <i>Starry Messenger</i>? Craft Question: Experiment: How do conclusion paragraphs work? Learning Goals: Use information from</p>	<p>ATLAS Science Assessment</p>	<p>Read Aloud: "Galileo's Starry Night" <i>Starry Messenger</i> Socratic Seminar</p> <p>Module 2 Lesson 10 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Know: How does <i>Starry Messenger</i> build my knowledge? Craft Question: Execute: How do I explain my ideas in a Socratic Seminar? Execute: How do I use conclusion paragraphs</p>

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	<p>Learning Goals: Use information from quotations and illustrations to identify the main idea in a passage from <u><i>Starry Messenger</i></u>. Identify the introduction, body, and concluding paragraphs in an explanatory essay.</p>	cause/ effect words and context clues.	quotations and illustrations to determine an essential idea in <u><i>Starry Messenger</i></u> . Provide a conclusion paragraph for an explanatory essay.		in explanatory writing? Learning Goals: Explain the effects of Galileo's actions. Write and revise a conclusion paragraph for an explanatory essay.
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 Wit & Wisdom	Continue Lesson 7	Continue Lesson 8	Continue Lesson 9	ATLAS Science Assessment	Continue Lesson 10
11:00-11:10 Math Fluency				ATLAS Science Assessment	
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

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<p>12:40-1:40 Math</p>	<p>Lesson 10 Session 1: Explore *Prerequisite skills (small groups)</p> <p>Understand the Meaning of Division 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.</p>	<p>Lesson 10 Session 2: Develop</p> <p>Students use equal groups, words, arrays, and equations to develop and express understandings of the two meanings of division: finding the number of equal groups or finding the number in each group.</p>	<p>Lesson 10 Session 3: Refine *Small group rotations</p> <p>Students demonstrate their understanding of the meaning of division as they talk through three problems. Then they write a division story problem and draw a model and write an equation to solve the problem.</p>	<p>Lesson 10 Quiz</p> <p>Lesson 11 Session 1: Explore *Prerequisite Skills (small groups)</p> <p>Understand How Multiplication and Division are Connected Students explore the idea that multiplication and division are inverse operations. Students see that in multiplication they combine equal groups to find the total number and that in division they start with the total number and divide into equal groups. Students realize that there are related multiplication and division equations involving the same three numbers.</p>	<p>Lesson 11 Session 2: Explore</p> <p>Students further explore the connection between multiplication and division by using models involving equal groups, arrays, and related equations to solve problems. Students then write all possible related multiplication and division equations from the same three numbers.</p>
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<p style="text-align: center;">Phonics 1:40-2:10</p>	<p>Lesson 9: Long Vowel, Silent-e single syllable Day 5 : ASSESSMENT</p> <p>Decode and define unknown words: Extend, intense</p> <p>Multisyllable Word Building</p> <p>Passage reading: Life in the Lake</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 1:</p> <p>Review Pattern and quick sort</p> <p>Morphology: Scrib(e), Script, Sub, Trans</p> <p>Decode and Define unknown words</p> <p>Syllable mapping</p> <p>Passage reading: Handmade Pie Crust (highlight pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multi-syllable words</p> <p>Writing: Sort syllables</p> <p>Passage reading: Handmade Pie Crust (scoop-read/ partners, comprehension)</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 3:</p> <p>Fluency: High-frequency words</p> <p>Morphology: Word construction</p> <p>Passage reading: Legless Reptiles (highlight pattern words)</p> <p>Sentence Dictation Practice: My advice is to bring a book on your commute.</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Multisyllable word building</p> <p>Passage reading: Legless Reptiles (scoop-read/ partners, comprehension)</p> <p>Sentence Dictation Practice: Our lunch includes a drink and a cupcake.</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>
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3rd Grade Weekly Lesson Plans

2:10-2:40
Math Interventions

2:40-3:00
Literacy Interventions

3:00- Dismiss Walkers
3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders