

3rd Grade Weekly Lesson Plans

Date 11/9-11/13	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 -ful, -less RF2.3d Decode words with common prefixes and suffixes -ful: to be full of -less: to be without Decoding I do: respectful We do: beautiful You do:	Suffix -ful, -less RF2.3d Decode words with common prefixes and suffixes -ful: to be full of -less: to be without Decoding I do: helpless We do: homeless You do:	Suffix -ful, -less RF2.3d Decode words with common prefixes and suffixes -ful: to be full of -less: to be without Decoding I do: motionless We do: colorful You do:	Suffix -ful, -less RF2.3d Decode words with common prefixes and suffixes Practice/ Review Spelling City Review worksheet	Suffix -ful, -less RF2.3d Decode words with common prefixes and suffixes Assessment

	<p>thankful</p> <p>Encoding</p> <p>I do: graceful</p> <p>We do: helpful</p> <p>You do: careful</p> <p><u>Writing Sentences:</u> It is <u>wonderful</u> to have <u>helpful</u> friends.</p>	<p>careless</p> <p>Encoding</p> <p>I do: worthless</p> <p>We do: effortless</p> <p>You do: useless</p> <p><u>Writing Sentences:</u> Mom was <u>breathless</u> watching her <u>fearless</u> son play.</p>	<p>odorless</p> <p>Encoding</p> <p>I do: doubtful</p> <p>We do: speechless</p> <p>You do: peaceful</p> <p><u>Writing Sentences:</u> We were <u>faithful</u> that we wouldn't be <u>penniless</u> for long.</p>		
<p>9:20-10:20 Reading Workshop</p>	<p>Read Aloud: <u><i>The Magic Treehouse Thanksgiving on Thursday Ch. 1-2</i></u></p> <p>Standard: 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>Vocabulary:</p>	<p>Read Aloud: <u><i>The Magic Treehouse Thanksgiving on Thursday Ch. 3-4</i></u></p> <p>Standard: 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>Learning Target:</p>	<p>Read Aloud: <u><i>The Magic Treehouse Thanksgiving on Thursday Ch. 5-7</i></u></p> <p>Standard: 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>Learning Target:</p>	<p>Read Aloud: <u><i>The Magic Treehouse Thanksgiving on Thursday Ch. 8-10</i></u></p> <p>Standard: 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>Learning Target:</p>	<p>Read Aloud: <u><i>The Magic Treehouse Thanksgiving on Thursday</i></u></p> <p>Standard: 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>Slanted explore</p> <p>Mini-Lesson</p> <p>TTW explain that when you want to find out information, the best way to do it is by asking questions. TTW put an ordinary object in a paper bag and ask the students to figure out what is in the bag by asking questions. TSW ask questions to figure out what is in the bag. Encourage students to ask open-ended questions.</p> <p>Guided Practice:</p> <p>TTW read ch. 1 and 2 of <i>The Magic Treehouse Thanksgiving on Thursday</i> as the teacher reads the story model asking who, what, when, where, why and how questions. Using the question spinner on GC students will work with a partner. They will spin the question spinner, whatever type of question it lands on they will have to come up with that type of</p>	<p>Asking who, what, when, where, why and how questions.</p> <p>Vocabulary:</p> <p>Wearry fowling</p> <p>Mini-Lesson</p> <p>TTW read ch. 3 and 4 of <i>The Magic Treehouse Thanksgiving on Thursday</i> as the teacher reads the story model asking who, what, when, where, why and how questions from Chapters 1-2. Explain that not only do we learn information by asking questions we also get clarification when we ask questions about things we do not understand.</p> <p>Guided Practice:</p> <p>Students will work with a partner, one partner will ask questions to help the other partner sequence the events so far in the story.</p> <p>Independent Practice:</p> <p>Students will write a Who, what, when, where, why and how question about Ch 3-4</p>	<p>Asking who, what, when, where, why and how questions.</p> <p>Vocabulary:</p> <p>Hearth sputtered</p> <p>Mini-Lesson</p> <p>TTW read ch. 5-7 of <i>The Magic Treehouse Thanksgiving on Thursday</i> as the teacher reads the story model asking who, what, when, where, why and how questions from Chapters 3 and 4. Explain that not only do we learn information by asking questions we also get clarification when we ask questions about things we do not understand.</p> <p>Guided Practice:</p> <p>Students will work with a partner, one partner will ask questions to help the other partner sequence the events so far in the story.</p> <p>Independent Practice:</p> <p>Students will write a Who, what, when,</p>	<p>Asking who, what, when, where, why and how questions.</p> <p>Vocabulary:</p> <p>Eager firey</p> <p>Mini-Lesson</p> <p>TTW read ch. 8-10 of <i>The Magic Treehouse Thanksgiving on Thursday</i> as the teacher reads the story model asking who, what, when, where, why and how questions from Chapters 5-7. Explain that not only do we learn information by asking questions we also get clarification when we ask questions about things we do not understand.</p> <p>Guided Practice:</p> <p>TSW ask and answer questions about the story so far. Students will sequence the events in the story.</p> <p>Independent Practice:</p> <p>Students will write a Who, what, when, where, why and how</p>	<p>Assessment</p>
--	---	---	--	---	--------------------------

	<p>question about the story. Ex. lands on "where" Where did Jack and Annie end up? Independent Practice: Students will write a Who, what, when, where, why and how question about Ch 1 & 2.</p>		<p>where, why and how question about Ch 5-7</p>	<p>question about Ch 8-10</p>	
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Reflective Narratives</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Graphic organizer Mini-lesson: TTW 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. Guided Practice: Have students take turns asking each other who, what, when, where, why and how questions about their stories so</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences Mini-lesson: TTTW show the students a model writing piece. Show the students the introduction, and details that follow. Explain to the students the details in the story is what makes the story interesting. Guided Practice: Ask students to tell some of the items they remember from the narrative checklist. Students will share with their</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Writing paper Mini-lesson: TTW will refer back to their Thanksgiving book of choice. Point out parts of the story where the author described how they felt, or what they saw, what they smelled, heard or tasted. Explain to the students these are all details that can be used in their narrative writing. How did those things make you feel?</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Graphic Organizer Mini-lesson: TTW demonstrate how to add details into the writing piece. The teacher will write a short story on chart paper adding in details (the senses details) Guided Practice: Students will discuss with a partner what they put into their graphic organizer (senses) Partners will discuss if more details are needed in order</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Write 2nd Rough Draft</p> <p>Grammar Assessment</p>

	<p>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>Independent Practice: Students will complete a Who, What, when, where, why and how graphic organizer</p> <p>Grammar: Capitalization</p>	<p>partners some of the ideas they jotted down on their graphic organizer.</p> <p>Independent Practice: Students will finish their rough draft adding their who, what, when, where, why and how details.</p> <p>Grammar: Capitalization</p>	<p>Guided Practice: Students will discuss with a partner what they have written so far on their writing piece. They will discuss with one another parts that are not understood or parts that could use more details.</p> <p>Independent Practice Students will complete a graphic organizer using their senses describing what they saw, felt, smelled, heard, tasted. Make sure you think about how those things made you feel.</p> <p>Grammar: Capitalization</p>	<p>for it to make sense, ask questions for clarification and discuss what is good.</p> <p>Independent Practice: Students will continue to work on their graphic organizers and add their details into their narrative writing.</p> <p>Grammar Capitalization</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:
	Standard: <u>3.NBT.A.2</u> Fluently add and	Standard: _____	Standard: _____	Standard: _____	Standard: _____

Learning Target

subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student-Friendly

Objective:

I can use partial sums with decomposing both addends.

Target: Partial sums w decomposing both addends

Launch

Sarah solved $367 + 427$ by decomposing both addends.

Sarah's work is below.

$$300+60+7= 367$$

$$400+20+7= 427$$

Sarah said she can add the hundreds, the tens and the ones to find the sum. Will it work?

Using Sarah's strategy, solve the following expressions.

$$348 + 309$$

$$489 + 311$$

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.

Student-Friendly

Objective:

I can use partial sums with decomposing both addends.

Target- Partial sums w decomposing both addends

Launch

Solve the following expressions by decomposing both addends.

$$491 + 337$$

$$281 + 387$$

$$192 + 436$$

Allow 5 mins of struggle time so you can form your groups.

Explore - Students will share their thinking.

Teacher will make the connection with

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.

Student-Friendly

Objective:

I can represent subtraction with base ten models.

Post CFA- Addition

Target- Represent subtraction with Base 10 blocks.

Launch

Represent the following subtraction expressions using Base 10 Blocks.

$$88 - 53$$

$$375 - 41$$

Allow 5 mins of struggle time so you can form your groups.

Explore - Small group instruction

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.

Student-Friendly

Objective:

I can represent subtraction with number lines.

Target: Represent subtraction with a number line.

Vocabulary
Difference
Subtrahend

Launch

Represent the following expressions using a number line.

$$489 - 278$$

$$745 - 415$$

Allow 5 mins of struggle time so you can form your groups.

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.

Student-Friendly

Objective:

I can represent partial differences decomposing the subtra

Target: Partial Differences decomposing the subtrahend

Launch

Solve the following expressions by decomposing the subtrahend.

$$968 - 547$$

$$586 - 421$$

$$539 - 138$$

Allow 5 mins of struggle time so you can form your groups.

	<p>125 + 835</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>464 + 327 625 + 278</p> <p><u>Independent Practice</u></p> <p>555 + 289 162 + 127 656 + 128</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem. Go over application problem from independent practice.</p>	<p>students' thinking. Teacher will model the following expressions. 568 + 413 193 + 124</p> <p><u>Independent Practice</u> 384 + 395 717 + 108 420 + 192</p> <p>Summarize - 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>Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>534 - 104 521 - 311</p> <p><u>Independent Practice</u>-</p> <p>498 - 332 273 - 162</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>747 - 115 489 - 278</p> <p><u>Independent Practice</u></p> <p>885 - 130 542 - 322</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions. 892 - 540 759 - 417</p> <p><u>Independent Practice</u> 676 - 143 846 - 325 425 - 314</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>
--	--	--	---	---	---

	Students will finish independent practice and turn in.				
1:45-2:15 Handwriting/ Science/ Social Studies	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>HEV Cursive Video Series with worksheets: Lesson 12, 13, 14 https://www.youtube.com/watch?v=lqcL1Ftjs2M</p>	<p>Social Studies- Using a Timeline: Pres. George Washington</p> <p>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 how timelines are beneficial when learning about events in history.</p> <p>Materials: George Washington timeline materials</p> <p>Video: How to Make a Timeline</p>	<p>Social Studies- Using a Timeline: Pres. Bill Clinton</p> <p>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 to look for important events to place on a timeline.</p> <p>Materials: Bill Clinton timeline</p> <p>Video: Clinton- 60 Second Presidents https://www.youtube.c</p>	<p>Social Studies- Using a Timeline: Pres. Barack Obama 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 how to research to find specific information about important events in history, and place it on a timeline.</p> <p>Materials: Laptops</p>	<p><u>Running Records/ ORF</u></p> <p>Social Studies Assessment: Students will create a timeline of 5 U.S. Presidents.</p>

		<p>https://www.youtube.com/watch?v=842mEdbuTJs</p> <p>Video: Biography of George Washington https://www.youtube.com/watch?v=3lXnfitSoYw</p> <p><u>Mini-Lesson:</u></p> <p>-Ask students "What is a timeline? When can we use a timeline? Do you know what <i>chronological</i> means? Discuss.</p> <p>-Show Introduction Video: How to Make a Timeline</p> <p>-Teacher will explain that we can use timelines when learning about important events in history, and events in people's lives.</p> <p>-Show video: Biography of George Washington</p> <p><u>Guided Practice:</u></p>	<p>om/watch?v=6ZaEOeHJw8</p> <p><u>Mini-Lesson:</u></p> <p>-Show Introduction Video: Clinton- 60 Second Presidents</p> <p>Teacher will explain that today, we will learn about Pres. Clinton and decide what events we should place on a biography timeline.</p> <p><u>Guided Practice:</u></p> <p>Students will read aloud the Fast Facts passage, working in groups to highlight important dates and events.</p> <p><u>Independent Practice:</u></p> <p>Students will place events in chronological order on the timeline.</p>	<p>Barack Obama timeline</p> <p>Video: Kid Pres. Meets Pres. Barack Obama https://www.youtube.com/watch?v=TssZ9Uma1-w</p> <p><u>Mini-Lesson:</u></p> <p>-Show Introduction Video: Kid Pres. Meets Pres. Barack Obama</p> <p>Teacher will explain that today we will be researching to find out when important events have taken place.</p> <p><u>Guided Practice:</u></p> <p>Each table will research one of the 5 events on the Barack Obama timeline, discovering what year the event took place. They will share their information with the class.</p>	
--	--	--	---	---	--

		<p>Students will cut out timeline pieces, and work with their group to read and put pieces in chronological order.</p> <p><u>Independent Practice:</u></p> <p>Students will create their George Washington timeline.</p>		<p><u>Independent Practice:</u></p> <p>Students will write the year on each timeline piece, and complete the timeline.</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>
<p>2:35-2:45 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					