

3rd Grade Weekly Lesson Plans

Date 12/14-12/18	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	RF2.3d Decode words with common prefixes and suffixes Review Day -Students will work in groups to sort one, two, and three syllable words. Alphabetization practice sheet	RF2.3d Decode words with common prefixes and suffixes Review Day -Students will work in groups to make words of up to 5 letters out of the word "Gingerbread" Alphabetization practice sheet	RF2.3d Decode words with common prefixes and suffixes Review Day - Students will use the words from the word search to practice decoding skills, then find the words.	Virtual Day	Virtual Day

9:20-10:20
Reading
Workshop

Read Aloud:
The Gingerbread Man
By Jim Aylesworth
The Gingerbread Man
By Scholastic
Standard:
RL.3.9 Compare and contrast the themes , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
Learning Target:
*I can compare and contrast themes in stories with similar characters.
*I can compare and contrast settings of stories with similar characters.
*I can compare and contrast plots of stories with similar characters.
Mini-Lesson
The teacher will remind students how we have compared and contrasted items in the past. Make an anchor chart defining compare/contrast. Explain that today we

Read Aloud:
The Gingerbread Boy
By Paul Galdone
Standard:
RL.3.9 Compare and contrast the themes , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
Learning Target:
*I can compare and contrast themes in stories with similar characters.
*I can compare and contrast settings of stories with similar characters.
*I can compare and contrast plots of stories with similar characters.
Mini-Lesson
The teacher will review the anchor chart for comparing and contrasting. The Teacher will read the story **The Gingerbread Boy**.
Guided Practice:
The teacher will place a venn diagram under

Read Aloud:
The Gingerbread Girl
By Lisa Ernst
Standard:
RL.3.9 Compare and contrast the themes , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
Learning Target:
*I can compare and contrast themes in stories with similar characters.
*I can compare and contrast settings of stories with similar characters.
*I can compare and contrast plots of stories with similar characters.
Mini-Lesson
The teacher will review the anchor chart for comparing and contrasting. The Teacher will read the story **The Gingerbread Girl**
Guided Practice:
Using a venn diagram students will work

Virtual Day

Virtual Day

	<p>are going to compare/contrast the 2 stories. The teacher will read the 2 versions of the <i><u>Gingerbread Man</u></i>.</p> <p>Guided Practice: The students will retell the main parts of each story. The teacher will record the retellings. With one color highlighter highlight anything that was the same in both stories. With a different color highlighter highlight the parts of the story that were different.</p> <p>Independent Practice: Students will complete a graphic organizer comparing the two stories of <i><u>The Gingerbread Man</u></i></p> <p>ORF Testing</p>	<p>the document camera. The teacher will read the different characteristics of the character the bear and the fox. The students will decide if it is the bear, the fox or both to help complete the venn diagram.</p> <p>Independent Practice: Students will complete a Venn Diagram comparing and contrasting the stories of <i><u>The Gingerbread Man</u></i> By Jim Aylesworth and <i><u>The Gingerbread Boy</u></i> By Paul Galdone</p>	<p>with a partner to Compare and contrast the story of the Gingerbread Girl to The Gingerbread Boy</p> <p>Independent Practice: Make Gingerbread Cookies</p>		
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Reflective</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.</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</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event</p>	<p>Virtual Day</p>	<p>Virtual Day</p>

<p>Narratives</p>	<p><u>Materials:</u> Writing paper Draft Checklist anchor chart <u>Mini_lesson:</u> TTW review the checklist anchor chart. Stays on task Tells a story Thoughtful reflection Big and small ideas Narrative has action sensory details (5 senses) characters Reflection--describes and explains. Uses details. organized (paragraphs) Logical sequence Transition words Word choice Different types of sentences Voice and tone goes with story (narrative) Errors do not keep us from understanding <u>Guided Practice:</u> Students will discuss with a partner the items on the anchor chart and what they mean. What does each item require in their writing?</p>	<p><u>Materials:</u> MacBook Final written draft Checklist anchor chart <u>Mini_lesson:</u> TTW review the checklist anchor chart. Stays on task Tells a story Thoughtful reflection Big and small ideas Narrative has action sensory details (5 senses) characters Reflection--describes and explains. Uses details. organized (paragraphs) Logical sequence Transition words Word choice Different types of sentences Voice and tone goes with story (narrative) Errors do not keep us from understanding <u>Guided Practice:</u> Students will discuss with a partner the items on the anchor chart and what they mean. What does each item require in their writing?</p>	<p>sequences. <u>Post CFA Narrative Writing</u> <u>Grammar:</u> Review Synonyms, antonyms, and homophones</p>		
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	<p><u>Independent Practice:</u> Students will finish writing their final draft of their reflective narrative.</p> <p><u>Grammar:</u> Review Synonyms, antonyms, and homophones</p>	<p><u>Independent Practice:</u> Students will type their final draft of their reflective narrative.</p> <p><u>Grammar:</u> Review Synonyms, antonyms, and homophones</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	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Post CFA Division</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Reteach Multiplication/Division</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Student-Friendly Objective:</u></p>	Virtual Day	Virtual Day

		<p>Intervention Groups for unmastered targets</p>	<p>I can use estimation or related facts to determine if answers are reasonable.</p> <p>Target- use estimation or related facts to determine if answers are reasonable</p> <p><u>Launch</u> Terrence ate 51 chocolate chips on Monday and 46 chocolate chips on Tuesday. About how many chocolate chips did he eat?</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 the following expressions.</p> <p><i>Nicole has 27 butterfly stickers</i></p>		
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			<p><i>and 14 bumble stickers. About how many stickers does she have?</i></p> <p><u>Independent Practice</u> Michael danced for 36 minutes on Saturday. He danced for 21 minutes on Sunday. About how many minutes did he dance?</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>		
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Capital Letter Practice Handwriting Practice</p>	<p>Wants vs. Needs</p> <p><u>Standard:</u> E.6.3.1 Explain functions and characteristics of money in the United States</p> <p>Students will write their wish list letters to Santa!</p>	<p>Christmas Parties</p>	<p>Virtual Day</p>	<p>Virtual Day</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>					