

3rd Grade Weekly Lesson Plans

Date 12/7-12/11	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 -able, -ship RF2.3d Decode words with common prefixes and suffixes -able: able to be, or can be -ship: the state or status of something, or skill as someone or something Decoding I do: washable We do: lovable	Suffix -able, -ship RF2.3d Decode words with common prefixes and suffixes -able: able to be, or can be -ship: the state or status of something, or skill as someone or something Decoding I do: friendship We do:	Suffix -able, -ship RF2.3d Decode words with common prefixes and suffixes -able: able to be, or can be -ship: the state or status of something, or skill as someone or something Decoding I do: favorable We do:	Suffix -able, -ship RF2.3d Decode words with common prefixes and suffixes Practice/ Review Spelling City Review worksheet	Suffix -able, -ship RF2.3d Decode words with common prefixes and suffixes Assessment

	<p>You do: adorable</p> <p><u>Encoding</u> I do: respectable</p> <p>We do: laughable</p> <p>You do: understandable</p> <p><u>Writing Sentences:</u> Comb your hair so it looks <u>manageable</u>!</p>	<p>relationship</p> <p>You do: courtship</p> <p><u>Encoding</u> I do: horsemanship</p> <p>We do: penmanship</p> <p>You do: hardship</p> <p><u>Writing Sentences:</u> It's best to take <u>ownership</u> of our mistakes.</p>	<p>township</p> <p>You do: dependable</p> <p><u>Encoding</u> I do: fellowship</p> <p>We do: comfortable</p> <p>You do: leadership</p> <p><u>Writing Sentences:</u> The <u>internship</u> I wanted was <u>acceptable</u>.</p>		
<p>9:20-10:20 Reading Workshop</p>	<p>RI Testing Imagine Literacy Testing</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 5 Fiction Standard Review <u>Standard:</u> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 6 Fiction Standard Review <u>Standard:</u> RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter,</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 7 Fiction Standard Review <u>Standard:</u> RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Fiction Standard Review <u>Standard:</u> RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p>

		<p>language.</p> <p><u>Learning Target:</u> *I can distinguish literal and nonliteral meanings of phrases in text.</p> <p><u>Mini-Lesson</u> TTW review the difference between a simile, idiom, hyperbole and onomatopoeia and give examples. TTW read chapter 5 of <i><u>The Best Christmas Pageant Ever</u></i></p> <p><u>Guided Practice:</u> Students will discuss with partners the different non-literal language words or phrases they heard in the story. They will decide which type of figurative language it is.</p> <p><u>Independent Practice:</u> Students will determine the meaning of non-literal phrases from the story. Students will determine if phrases from the story are a simile, idiom, hyperbole or onomatopoeia.</p>	<p>scene, and stanza; describe how each successive part builds on earlier sections</p> <p><u>Learning Target:</u> *I can refer to a chapter of a story to describe how parts build on one another.</p> <p><u>Mini-Lesson</u> TTW read chapter 6 of <i><u>The Best Christmas Pageant Ever</u></i> TTW discuss how the chapters have built upon each other. Ch. 1 introduced how bad the kids were and introduces several of the characters. The next chapter... and so on.</p> <p><u>Guided Practice:</u> Students will discuss the importance of today's chapter and predict what they think will happen in the last chapter of the book.</p> <p><u>Independent Practice:</u> The students will complete a story map giving details about the following:</p>	<p>moral and explain how it is conveyed through key details in the text.</p> <p><u>Learning Target:</u> *I can tell someone about stories I have read/heard from diverse cultures. * I can determine the central message, lesson, or moral of a story.</p> <p><u>Mini-Lesson</u> TTW remind students of when we read fables and folktales and how they had lessons or morals of the story. Explain that oftentimes stories are written that have a moral or teach a lesson. TTW give the students some examples of morals or lessons that are taught through fables, folktales or stories. TTW read chapter 7 of <i><u>The Best Christmas Pageant Ever</u></i></p> <p><u>Guided Practice:</u> Students will work with a partner and discuss the moral of the story.</p>	<p>(e.g., in books from a series)</p> <p><u>Learning Target:</u> *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.</p> <p><u>Mini-Lesson</u> TTW explain comparing and contrasting and how to use a venn diagram. TTW retell the story <i><u>The Best Christmas Pageant Ever</u></i> The students will then watch the movie.</p> <p><u>Guided Practice:</u> Students will discuss how the movie and the book were similar and different and complete a venn diagram comparing and contrasting</p>
--	--	--	--	--	--

			Characters Setting Problem Major events Solution Favorite quotes	<u>Independent Practice:</u> Students will retell the story by sequencing the major events in order.	them. <u>Independent Practice:</u> Comprehension Assessment
10:20-11:05 Writing Workshop/ Grammar Reflective Narratives	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Graphic organizer Anchor chart Day 1 <u>Mini-lesson:</u> TTW remind students that "reflective" means we are thinking back to an event (something that happened) and using what we felt and learned to make a plan for next time. Review anchor chart from Day 1. <u>Guided Practice:</u> Students will work with a partner to share with them how helping someone or an animal made them feel. Why did it make them feel	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences <u>Materials:</u> Graphic organizer Components Anchor chart day 1 <u>Mini-lesson:</u> TTW review the parts of a reflective narrative. TTW review the anchor chart for components of a reflective narrative. Explain that reflective narratives must contain the following: *main idea, remind what your story was about *share your feelings-evoke feelings of reader *Look to the future-share your	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Writing paper 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	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Editing checklist Grading rubric Writing paper <u>Mini_lesson:</u> TTW review grading rubric by placing it under the document camera for students to see what is expected. The teacher will then review with the students the examples of a poor, average and exemplar writing sample. <u>Guided Practice:</u> Students will work with a partner reading over their writing piece. Together they will make sure that	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Begin writing on final draft</u> Grammar Assessment

	<p>that way? How will it make them feel about helping someone or an animal in the future? Did it change you or your outlook on helping people or animals?</p> <p><u>Independent Practice:</u> Students will complete a graphic organizer "Character Change" writing the problem of the story, how they felt about the problem, how they solved the problem, and how they are changed because of the problem.</p> <p><u>Grammar:</u> Synonyms, antonyms, and homophones</p>	<p>ideas/wish-what you would do next time-hook back to the prompt.</p> <p><u>Guided Practice:</u> Students will discuss with a partner their hook and introduction to their narrative and details.</p> <p><u>Independent Practice:</u> Students will complete a graphic organizer Putting everything together. The graphic organizer will include characters, setting, emotions and reactions, sensory details, hook, beginning, details, and conclusion.</p> <p><u>Grammar:</u> Synonyms, antonyms, and homophones</p>	<p>sentences</p> <p>Voice and tone goes with story (narrative)</p> <p>Errors do not keep us from understanding</p> <p><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>Independent Practice:</u> Students will write a draft of their reflective narrative adding details including feelings, and future ideas.</p> <p><u>Grammar:</u> Synonyms, antonyms, and homophones</p>	<p>the capitalization and punctuation is correct.</p> <p><u>Independent Practice:</u> The students will edit their draft ensuring that all components of the reflective narrative are included in their writing piece. Students will compare with the grading rubric and editing checklist.</p> <p><u>Grammar</u> Synonyms, antonyms, and homophones</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>12:30-1:45 Number Talks Math</p>	<p>Number Talks:</p> <p>Standard: _____</p>	<p>Number Talks:</p> <p>Standard: _____</p>	<p>Number Talks:</p> <p>Standard: _____</p>	<p>Number Talks:</p> <p>Standard: _____</p>	<p>Number Talks:</p> <p>Standard: _____</p>

Learning Target

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.

Post CFA/ Benchmark Assessment

Student-Friendly Objective:

I can represent a division word problem with models.

Target: Represent division word problems with models and/or drawings.

Launch

Solve the following word problems with models to represent.

There are 14 kids standing in line at the Ferris Wheel. Each car holds 3 people.

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.

Student-Friendly Objective:

I can represent division word problems with drawings.

Target- Represent division word problems with equations.

Launch

Solve the following word problems with drawing to represent.

At a grocery store, 12 apples are arranged into 4 in each row. How rows are there?

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

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.

Student-Friendly Objective:

I can represent division word problems with equations.

Target- represent division word problems with equations

Launch

Solve the following word problems with an equation.

The students will work in groups of 3 for the science experiment. There are 18 students in the classroom. How many groups will there be?

Allow 5 mins of struggle time so you can form your

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.

Student-Friendly Objective:

I can solve word problems with division.

Target: solve word problems with division

Launch

Solve the following expressions by using division.

The park is getting 8 pieces of fence that are 9 feet long. How many feet of fence is the park getting?

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

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.

Student-Friendly Objective:

I can solve word problems with division.

Target: solve word problems with division

Launch

Solve the following expressions by using division.

My family spent \$36 on movie tickets. Each ticket cost \$9. How many tickets did we buy?

Allow 5 mins of struggle time so

	<p>How many cars will the 14 kids fill when they get on the Ferris Wheel? Will there be a car not totally full? Draw a representation with arrays, repeated addition or equal groups and solve.</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 word problems.</p> <p><i>There are 18 books on a bookshelf. There is an equal amount of books on 3 bookshelves. How many books are on each bookshelf?</i></p> <p><u>Independent Practice</u></p>	<p>Explore - Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>Peyton is going to put 2 stickers in each favor bag for his birthday party. He has a total of 18 stickers. How many favor bags can he make?</i></p> <p><u>Independent Practice</u> My mom spent \$20 on Girl Scout Cookies. Each box costs \$4. How many boxes did she buy?</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students</p>	<p>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><i>The teacher will arrange the chairs in rows for the movie. She needs to arrange 24 chairs in 4 rows. How many chairs will be in each row?</i></p> <p><u>Independent Practice</u> There are some cows in the pasture. There are 16 legs total. How many cows are in the pasture?</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem.</p>	<p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>Jess has 48 dolls and 6 boxes. She wants to put the same amount of dolls in each box. How many dolls will she put in each box?</i></p> <p><u>Independent Practice</u> There are 21 blocks. 7 blocks fit into a box. How many boxes are needed?</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>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 word problems.</p> <p><i>My mom is packaging cookies for the bake sale.. She will put 3 cookies in each bag. If she has 30 cookies, how many bags of cookies will she have?</i></p> <p><u>Independent Practice</u> Tables in the cafeteria will hold 7 students at each table. There are 52 students. How many tables will need to be set up?</p>
--	---	--	--	---	---

	<p>Nevaeh wants to share 15 stickers with her 3 friends. How many stickers will each friend get?</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.</p>	<p>will finish independent practice and turn in.</p>	<p>Students finish their independent practice and turn it in.</p>		<p>Summarize – Allow a student to share his/her thinking for the launch problem.</p>
<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>HEV Cursive Video Series with worksheets: Lesson 19,20,21</p> <p>https://www.youtube.com/watch?v=NTyBN2ntrjC</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States</p> <p>Student-Friendly Objective: Students will use knowledge of wants and needs to sort wants and needs, and integrate math skills to</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States</p> <p>Student-Friendly Objective: Students will use knowledge of wants and needs to complete a mini-book. They will learn about budgeting, integrating math skills</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States</p> <p>Student-Friendly Objective: Students will use what they've learned in this unit to complete comprehension guide.</p>	<p>Running Records/ ORF</p> <p>Social Studies Assessment</p>

		<p>solve wants/ needs problems.</p> <p><u>Materials:</u></p> <p>Worksheets: Label That Gift, Sorting Story Problems</p> <p>Scissors, glue sticks</p> <p>Video: https://www.youtube.com/watch?v=FpNyTKgillo</p> <p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> - Teacher will lead discussion to remind students the differences between needs and wants. -Show Video: Economics for Kids- Needs and Wants <p><u>Guided Practice:</u></p> <p>Sorting Story Problems: Students will work in groups, using new knowledge combined</p>	<p>to complete budgeting worksheet.</p> <p><u>Materials:</u></p> <p>Worksheets- My Wants and Needs Mini Book, All I Want For Christmas</p> <p>Video Read-Aloud: Lily Learns About Wants and Needs https://www.youtube.com/watch?v=dVAXj5zX4zQ</p> <p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> - Teacher will ask students "What is a budget?" and lead discussion. <p>Show Read-Aloud video: Lily Learns about Wants and Needs</p> <p><u>Guided Practice:</u></p> <p>All I Want For Christmas:</p>	<p>They will learn that we are all consumers.</p> <p><u>Materials:</u></p> <p>Worksheet- All About Wants and Needs Comprehension Guide</p> <p>Video: BrainPop https://www.youtube.com/watch?v=miZyJ5oUnPE</p> <p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> - Teacher will ask students, "What is a consumer?" and lead discussion. -Show Video: BrainPop Jr. <p><u>Guided Practice:</u></p> <p>Students will brainstorm, "turn and talking" to review the definition of a need, a want, and examples of each.</p>	
--	--	---	---	--	--

		<p>with math skills to complete problems.</p> <p><u>Independent Practice:</u></p> <p>Label That Gift: Students will complete the sorting activity independently, and turn in for classwork grade.</p>	<p>Students will work in groups, using new knowledge combined with math skills to complete worksheet.</p> <p><u>Independent Practice:</u> My Wants and Needs Mini Books</p> <p>Students will complete books independently.</p>	<p><u>Independent Practice:</u></p> <p>Students will complete Comprehension Sheet, and turn it in.</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>					