3rd Grade Weekly Lesson Plans

Date 1/11- 1/15	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 Word Study	**5-Minute Drill-Read Syllable** (pg. 18-19 in book all week- see pacing guide) **Rule of the Week:** /k/ is spelled c before a, o, u, or any consonant (cat, cot, cut, clap, scrap) /k/ is spelled k before e, i, or y (kept, kite, sky, skip, basket) **Consonant Sound/Spelling:**	**5-Minute Drill-Read Syllable** (pg. 18-19 in book all week- see pacing guide) **Rule of the Week:** /k/ is spelled ck after a short vowel in one syllable words (truck, rock) /k/ is spelled k after a consonant or vowel team (milk, desk, pink)	**5-Minute Drill-Read Syllable** (pg. 18-19 in book all week- see pacing guide) **Rule of the Week:** /k/ is spelled c after a short vowel in multisyllable words (picnic, fantastic) **Consonant Sound/Spelling:** /g/ = g, j, ge, dge, dg (gem, jump, fringe, judge, judging)	**5-Minute Drill-Read Syllable** (pg. 18-19 in book all week- see pacing guide) RF2.3d Decode words with common prefixes and suffixes **Prefix** fore-: before, front mis-: wrong, incorrect **Practice/ Review**	**5-Minute Drill-Read Syllable** (pg. 18-19 in book all week- see pacing guide) RF2.3d Decode words with common prefixes and suffixes **Prefix** fore-: before, front mis-: wrong, incorrect **Assessment**

	/d/ = d, ed, dd (dot, filed, add) RF2.3d Decode words with common prefixes and suffixes **Prefix** fore-: before, front mis-: wrong, incorrect **<u>Decoding</u>** **I do:** forewarn **We do**: foreshadow **You do:** foresee **<u>Encoding</u>** **I do:** foreman **We do:** forearm **You do:** foretell <u>Writing Sentences:</u> Ryan, the weather man, thinks the <u>forecast</u> will be sunny.	**Consonant Sound/Spelling:** /k/ = c, k, ck, ch, cc (cat, kid, black, school, hiccup) RF2.3d Decode words with common prefixes and suffixes **Prefix** fore-: before, front mis-: wrong, incorrect **<u>Decoding</u>** **I do:** mislead **We do**: misspell **You do:** misfit **<u>Encoding</u>** **I do:** mistreat **We do:** misbehave **You do:** misunderstand <u>Writing Sentences:</u>	RF2.3d Decode words with common prefixes and suffixes **Prefix** fore-: before, front mis-: wrong, incorrect **<u>Decoding</u>** **I do:** foreground **We do**: mismatch **You do:** forefather **<u>Encoding</u>** **I do:** misconduct **We do:** forerunner **You do:** misfeed <u>Writing Sentences:</u> Bella, did the <u>mishap</u> injure your <u>forehead</u>?	Spelling City Review worksheet	

		I must have misheard the instructions, Mr. Mason.			
8:50-9:40 Reading Workshop	**Read Aloud:** **Polar Bears** **Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **Learning Target:** I can determine the main idea and recount the details of a non-fiction text. **Mini-Lesson** TTW review the main idea/ details poster and discuss. TTW read a portion of the book **Polar Bears** and the teacher will demonstrate finding the topic, main idea and supporting details and record on a graphic organizer under the document camera. **Guided Practice:** TTW read aloud the passage"Frostbite" Students will determine the main idea and discuss, then they will	**ACT Aspire Testing**.	**Read Aloud:** **Polar Bears** **Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **Learning Target:** I can determine the main idea and recount the details of a non-fiction text. **Mini-Lesson** TTW review the main idea/ details poster and discuss. TTW read a portion of the book **Polar Bears** and the teacher will demonstrate finding the topic, main idea and supporting details and record on a graphic organizer under the document camera. **Guided Practice:** TTW read aloud the passage "Stuck to a Flagpole"	**Read Aloud:** **Polar Bears** **Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **Learning Target:** I can determine the main idea and recount the details of a non-fiction text. **Mini-Lesson** TTW review the main idea/ details poster and discuss. TTW read a portion of the book **Polar Bears** and the teacher will demonstrate finding the topic, main idea and supporting details and record on a graphic organizer under the document camera. **Guided Practice:** TTW read aloud the passage "Static Electricity"	**Read Aloud:** **Polar Bears** **Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **Learning Target:** I can determine the main idea and recount the details of a non-fiction text. **Mini-Lesson** TTW review the main idea/ details poster and discuss What is a Main Idea? What are Details? Discuss the difference between a topic and main idea. What is the topic? What is the most important point about the topic? Which details are describing that main point? Post CFA

	determine the details that support the main idea. **Independent Practice:** Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.		Students will determine the main idea and discuss, then they will determine the details that support the main idea. **Independent Practice:** Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.	Students will determine the main idea and discuss, then they will determine the details that support the main idea. **Independent Practice:** Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.	**Main Idea/ details Assessment** **Flying South**
9:40-10:10 Intervention	Small Group Intervention		Small Group Intervention	Small Group Intervention	Small Group Intervention
10:20-11:05 Writing Workshop/ Grammar Informational Writing	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 demonstrate how to use their hand as a	ACT ASPIRE Testing	Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Various writing organizational structures	Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Various writing	Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Materials: Various writing

	graphic organizer. The hand is the topic, the fingers are the subtopics. Ex. topic-Penguins Subtopic-kinds of penguins Where penguins live What penguins eat etc. Give information about the subtopic. **Guided Practice:** Students will discuss with a partner ways they are considering dividing their topics into subtopics. Consider making a Table of Contents. **Independent Practice:** Students will plan out their writing into topics and subtopics and develop a table of contents. **Grammar:** Daily Grammar Review		Writing paper **Mini_lesson:.** TTW demonstrate various ways for students to organize their writing material. -Boxes and bullets -Cause and Effect **Guided Practice:** Students will discuss with a partner which organizational structure they like better and will work best for their writing piece. Students will share their ideas about both structures with the class. **Independent Practice:** The students will choose one of the writing organizational structures and use their information to practice using the structure. **Grammar** Daily Grammar Review	organizational structures Writing paper **Mini_lesson:.** TTW demonstrate various ways for students to organize their writing material. -Pros and Cons **Guided Practice:** Students will discuss with a partner which organizational structure they like better and will work best for their writing piece. Students will share their ideas about the structures we have learned so far with the class. **Independent Practice:** The students will practice using the pros cos writing organizational structure and using their information. **Grammar:** Daily Grammar Review (Grade)	organizational structures Writing paper **Mini_lesson:.** TTW demonstrate various ways for students to organize their writing material. -Compare and Contrast **Guided Practice:** Students will discuss with a partner which organizational structure they like better and will work best for their writing piece. Students will share their ideas about both structures with the class. **Independent Practice:** The students will practice using compare and contrast writing organizational structures and using their information for the structure. **Grammar:** Daily Grammar Review (Grade)

11:05-11:45 Special Class		PLC		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 Learning Target	**Number Talks:**	**Number Talks:**	**Number Talks:**	**Number Talks:**	**Number Talks:**
	Standard: **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 a division word problem with models and drawings. Target: Represent division word problems with models and/or drawings. **Launch**	Standard: **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	Standard: **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	Standard: **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.	Standard: **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 word problems with models to represent. Yamari bought several boxes of books at a yard sale and ended up with twelve books total. If each box has two books, how many boxes did she buy? Draw a representation with arrays, repeated addition or equal groups and solve. Allow 5 mins of struggle time so you can form your groups. **Explore** - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *Yocelin is making bead necklaces for*	Solve the following word problems with drawing to represent. A pet store had eighteen snakes. They had the snakes in cages with two snakes in each cage. How many cages did the pet store have? Allow 5 mins of struggle time so you can form your groups. **Explore** - Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *There are fifty-six students in the school band. If the band instructor put the students into rows with seven students in each row, how many rows could he make?*	Solve the following word problems with an equation. For Halloween, Javis received sixteen pieces of candy. If he put them in piles with eight in each pile, how many piles could he make? Allow 5 mins of struggle time so you can form your groups. **Explore** - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions. *For the new school year, Bella's mom bought fifteen glue sticks. If each class needs 3 glue sticks, how many classes does Bella have?*	Keilyn uploaded forty-five pics to Facebook. If he puts the pics into five albums with the same number of photos in each album, how many photos were in each album? Allow 5 mins of struggle time so you can form your groups. **Explore** - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *Treasure had to complete ten homework problems. If each page has two problems on it, how many pages does she have to complete?*	Solve the following expressions by using division. An architect was building a hotel downtown. He built it with fifty-six rooms total. If there are seven rooms on each story, how many stories tall is the hotel? Allow 5 mins of struggle time so you can form your groups. **Explore** - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *There are sixty-three students in a class. If the teacher put them into groups*

	her friends. She has twenty-five beads and each necklace takes five beads. How many necklaces can Yocelin make? Independent Practice While playing basketball Team A scored sixteen points. If each person scored four points, how many people were playing? **Summarize** – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.	Independent Practice A chef can cook eight meals in a minute. If he cooked sixteen meals, how long did it take him? **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.	Independent Practice Alantise had sixteen video games. If she put them into stacks with four in each stack, how many stacks could she make? **Summarize** – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.	Independent Practice At the fair, the roller coaster can hold twelve people total. If each car has three seats, how many cars are there? **Summarize** – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.	*with nine students in each group, how many groups would she have?* Independent Practice *Post CFA **Summarize** – Allow a student to share his/her thinking for the launch problem.

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. Uppercase Letter A, writing phrases and sentences	Science- What are natural hazards and disasters? Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Student-Friendly Objective: Students will learn the many natural hazards and disasters that can occur with different weather events. Materials: -Bar Graph: Weather for the month of January -Graph practice worksheet (teacher choice)	Science- Generation Genius Lesson Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Student-Friendly Objective: Students will learn the many natural hazards and disasters that can occur with different weather events, and how to stay safe during such events.. Materials: -Bar Graph: Weather for the month of January	Science- Polar Bear Science Experiment Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Student-Friendly Objective: Students will conduct an experiment to determine whether salt water or fresh water melts ice faster. Materials: -Bar Graph: Weather for the month of January Materials for experiment:	Running Records/ ORF Science Assessment

		Mini-Booklet: What are Natural Hazards? Video: Natural Disasters Story https://www.youtube.com/watch?v=aV8W88qKxwo <u>Mini-Lesson:</u> *Before lesson, students will graph today's weather and complete one daily Graph Practice worksheet - Teacher will ask students, "What is a natural hazard? What is a natural disaster? How can we stay safe when these things happen?" Students will share previous knowledge. -Show Video: Natural Disasters Story <u>Guided Practice:</u> Students will read the What are Natural	-Graph practice worksheet (teacher choice) Video: Generation Genius-Extreme Weather Solutions https://www.generationgenius.com/videolessons/extreme-weather-for-kids/ <u>Mini-Lesson:</u> *Before lesson, students will graph today's weather and complete one daily Graph Practice worksheet - Teacher will ask the Before VIdeo discussion questions to see what students already know and think about the topic <u>Guided Practice:</u> After Video discussion questions: Students will discuss in groups	2 small plastic tubs 8 ice cubes (4 for each tub) 4 tsp salt 4 cups water (2 cups per tub) measuring cup 1 Prediction Graphing Worksheet Observation Sheet for each student <u>Mini-Lesson:</u> *Before lesson, students will graph today's weather - Teacher will ask the question, "What will melt ice faster? Salt water or Fresh water?" - show the Prediction Graphing sheet, and students will share their predictions as teacher fills in this graph	

		Hazards mini-booklets and complete "My Safety Kit" with table partners. <u>Independent Practice:</u> Students will independently complete "Design a Solution" and turn in. .	and share their answers. <u>Independent Practice:</u> Kahoot game and review https://play.kahoot.it/v2/?quizId=9d61f46c-ff82-40f5-a607-b4aab6bcb41a	<u>Guided Practice:</u> Teacher will place 2 tubs under the projector. One tub has 2 cups of water and 4 ice cubes, the other tub has the same- plus 4 tsp salt. Students will observe which water will melt the ice faster. <u>Independent Practice:</u> Students will use their observation sheet to take notes and answer questions.	
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					