3rd Grade Weekly Lesson Plans

Date 1/18- 1/22	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	**NO SCHOOL, Martin Luther King, Jr. Holiday** **5-Minute Drill-Read Words** (pg. 20-21 in book all week- see pacing guide) **Rule of the Day:** **Consonant Sound/Spelling:** RF2.3d Decode words with common prefixes and suffixes	**5-Minute Drill-Read Words** (pg. 20-21 in book all week- see pacing guide) **Rule of the Day:** -kle, -cle In a two-syllable word, /kl/ is spelled -kle. (sparkle, crinkle) **Consonant Sound/Spelling:** /ch/= ch, tch (chin, itch)	**5-Minute Drill-Read Words** (pg. 20-21 in book all week- see pacing guide) **Rule of the Day:** In a three-syllable word, /kl/ is spelled -cle. (vehicle, particle, ventricle) **Consonant Sound/Spelling:** /j/= g, j, ge, dge, dg (gem, jump, fringe, judge, judging)	**5-Minute Drill-Read Words** (pg. 20-21 in book all week- see pacing guide) **Rule of the Day:** In a two-syllable word, after a short vowel, /kl/ is spelled -ckle because k is never doubled. (pickle, tackle, heckle) *divide between the c and the k	**5-Minute Drill-Read Words** (pg. 20-21 in book all week- see pacing guide) RF2.3d Decode words with common prefixes and suffixes **Prefix** trans-: across, through **Assessment**

	Prefix trans-: across, through **<u>Decoding</u>** **I do:** **We do**: **You do:** **<u>Encoding</u>** **I do:** **We do:** **You do:** <u>Writing Sentences:</u>	RF2.3d Decode words with common prefixes and suffixes **Prefix** trans-: across, through **<u>Decoding</u>** **I do:** transfer **We do**: transcribe **You do:** translate **<u>Encoding</u>** **I do:** transect **We do:** transformer **You do:** transit <u>Writing Sentences:</u> "Mr. Donner, will the bus <u>transport</u> us to school?" asked the students.	RF2.3d Decode words with common prefixes and suffixes **Prefix** trans-: across, through **<u>Decoding</u>** **I do:** translation **We do**: translucent **You do:** transparent **<u>Encoding</u>** **I do:** transcontinental **We do:** transatlantic **You do:** transpiration <u>Writing Sentences:</u> Javon <u>transferred</u> from Micro to Nettleton last fall.	RF2.3d Decode words with common prefixes and suffixes **Prefix** trans-: across, through **Practice/ Review** Spelling City Review worksheet	

8:50-9:40 Reading Workshop	No School MLK Jr. Day	**Standard:** RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Learning Target:** Students will be able to describe a sequence of events. Pre CFA Sequencing The teacher will introduce sequencing with a Powerpoint presentation over sequencing.	**Standard:** RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Learning Target:** Students will be able to describe a sequence of events. **Read Aloud:** **The Talent Show** **Mini-Lesson** TTW will review sequencing the events in a story. The teacher will introduce the key transition words that will help in sequencing a story (first, next, then, after, last, finally) TTW read the passage "The Talent Show" The teacher will highlight the transition words in the passage in order to show the students the	**Standard:** RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Learning Target:** Students will be able to describe a sequence of events. **Read Aloud:** **Jane Goodall** **Mini-Lesson** TTW will review sequencing the events in a story. The teacher will introduce that sometimes dates can be used to sequence a story. TTW read the passage "Jane Goodall" The teacher will highlight the dates in the passage in order to show the students the sequence of the main events in the story.	**Standard:** RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Learning Target:** Students will be able to describe a sequence of events. Post CFA Reading Assessment

			sequence of the main events in the story. **<u>Guided Practice:</u>** TSW answer questions about the passage and the sequence of the story ex. What happened before__? What happened just after ____? Students will work with partners to read task cards and answer sequencing questions about the task card passage. **<u>Independent Practice:</u>** Students will sequence the passage "How to Start an Animal Shelter".	**<u>Guided Practice:</u>** TSW answer questions about the passage and the sequence of the story ex. What happened before__? What happened just after ____? Students will work with partners to read task cards and answer sequencing questions about the task card passage. **<u>Independent Practice:</u>** Students will sequence the passage "How to take Care of a Pet".	
9:40-10:10 Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention
10:20-11:05 Writing Workshop/ Grammar Informational	<u>No School</u> <u>MLK Jr. Day</u>	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,

Writing		clear event sequences. Materials: Informational texts with table of contents **Mini-lesson:.** TTW begin by introducing the table of contents of a nonfiction book. TTW demonstrate how to write down details that help guide my own thinking. Refer back to a list of subtopics and decide where your thinking would belong. TTW model writ **Guided Practice:** Students will discuss with partners details they have learned so far about their topic and big ideas that came to their minds during the lesson. Students will share their ideas. **Independent Practice:** Students will continue to work on their table of contents and write down important details about their writing topics **Grammar** Daily Grammar Review	sequences. Materials: Informational texts with table of contents Writing paper **Mini-lesson:.** TTW explain that when writers revise they think about how they can add more details by studying mentor texts and how authors teach about subtopics. TTW read a portion of a nonfiction text. TTW model writing the introduction. **Guided Practice:** Students will discuss with their partners ways they can elaborate their writing. **Independent Practice:** Students will write their introduction. **Grammar** Daily Grammar Review	and clear event sequences. Materials: Informational texts with table of contents Writing paper **Mini-lesson:.** TTW explain that each paragraph will need to connect in their writing just like the chapters do in the books. TTW model linking information using transition words TTW demonstrate writing a paragraph with a main idea and details.. **Guided Practice:** Students will discuss with a partner the transition words that will connect their paragraphs. They will read their introduction to their partners. **Independent Practice:** The students will write their first paragraph using transition words. Students will be sure to include the main idea of the paragraph and supporting	and clear event sequences. Materials: Informational texts with table of contents Writing paper The students will continue working on their writing piece. **Grammar:** Daily Grammar Review (Grade)

				details. **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:**
	MLK Holiday (No School)	**Standard** **3.OA.D.8-** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Student-Friendly Objective: I can determine the first step in a two-step word problem.	Standard: **3.OA.D.8-** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Student-Friendly Objective: I can determine the second step in a two-step word problem.	**Standard** **3.OA.D.8-** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Student-Friendly Objective: I can represent a two-step word problem with models/pictures.	Standard: **3.OA.D.8-**.Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Student-Friendly Objective: I can represent a two-step word

		Target: determine the first step in a two-step word problem. **Launch** Determine the first step in the word problem and then solve. Makenzi needs 85 cupcakes for a birthday party. She has 31 strawberry cupcakes and 16 chocolate cupcakes. How many more cupcakes does she need? 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.	Target- determine the second step in a two-step word problem. Launch Determine the second step in the word problem and solve. Mariah invited 4 of her friends over for a water balloon fight in the backyard. At the start of the game, Mariah gave each of her friends 2 water balloons. She had one water balloon for herself. How many water balloons did she have altogether? 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.	Target-represent a two-step word problem with models/pictures. Launch Represent a two-step word problem with models/pictures. Jonte bought 4 packs of gum to share with his friends. Each pack has 10 pieces. 8 people are sharing the gum. How many pieces will each person get? 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. *Taylor bought two boxes of erasers.*	problem with models/pictures. Target: represent a two-step word problem with models/pictures. Launch Represent a two-step word problem with equations. Zarri bought a sketch book with 125 blank pages in it. She tears out 7 blank pages for her friends to draw on. Zarri draws on 64 pages. How many blank pages does she have left? 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

		There are 228 tulips and 294 roses in Zoey's garden. She picked 156 flowers for a wedding this weekend. How many flowers are left in Zoey's garden? <u>Independent Practice</u> Zarren and his brother Kyler played swimming pool basketball. Each basket was worth 3 points. Zarren scored 9 points. Kyler scored 6 points. What is the total number of baskets made during the game? **<u>Summarize</u>** – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.	Teacher will model the following word problems. *Trisden has a twenty dollar bill. He buys six squirt guns for $2 each. How much money did Trisden have left?* <u>Independent Practice</u> Kendrick has two ten dollar bills. His younger sister has a five dollar bill. They combine their money to buy a gift for their father that costs $22. How much change will they receive?	*One box had 24 erasers in it. The other box had 36 erasers in it. She then gave 18 of her erasers to her friend. How many erasers did Taylor have left?* <u>Independent Practice</u> Preston is reading a book that has 232 pages in it. He read 42 pages over the weekend. Then he 30 more pages on Monday night. How many pages does Preston have left to read? **<u>Summarize</u>** – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.	the following word problems. *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?* <u>Independent Practice</u> The elves made 94 toys last night, and 49 toys today. They were wrapping the toys up and a box fell and 8 toys got broken. How many toys are left? **<u>Summarize</u>** – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.

1:45-2:15 Handwriting/ Science/ Social Studies	NO SCHOOL Handwriting: **Standard:** L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive. Uppercase Letter B, writing phrases and sentences	Science- What is a Meteorologist? Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Student-Friendly Objective: Students will understand how meteorologists predict the weather, and the functions of the tools they use. Materials: -Bar Graph: Weather for the month of January -Graph practice worksheet (teacher choice) -Mini-Booklet:	Science- A Meteorologist's Tools Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Student-Friendly Objective: Students will understand how meteorologists predict the weather, and the functions of the tools they use. Materials: -Bar Graph: Weather for the month of January -Graph practice worksheet (teacher choice) -Assorted Weather Tools paper strips (one	Science- Activity: Build a Wind Vane! Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Student-Friendly Objective: Students will understand that wind speed and direction are important measurements for understanding and predicting the weather. Materials: -Bar Graph: Weather for the month of January -Graph practice worksheet (teacher choice)	Running Records/ ORF Science Assessment

		What is a Meteorologist? Video: Kids Meet A Meteorologist https://www.youtube.com/watch?v=LnJIBS6xLIY <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 the job of a meteorologist? Do you know how they get information? Students will share previous knowledge. -Show Video: Kids Meet A Meteorologist <u>Guided Practice:</u> Students will read Mini-Booklets and work in table groups to forecast the weather	set per table- teacher may cut apart before lesson- will be used for a matching activity) -Weather Tools worksheet Video: Weather Tools https://www.youtube.com/watch?v=e3inavDIwfk <u>Mini-Lesson:</u> *Before lesson, students will graph today's weather and complete one daily Graph Practice worksheet - Teacher will ask students, "Look at the weather today. What tool do you think the Jonesboro weather team used to predict today's weather? What might they use to measure things like	-Compass App (if available on phone) -Wind Vane DIY instruction sheet/ Exit Ticket Video: Generation Genius activity instructions https://www.generationgenius.com/activities/weather-vs-climate-activity-for-kids/ <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 the name of the tool that measures wind direction? How does it work?" Students will share previous knowledge.	

		for the next 4 days, using internet resources. <u>Independent Practice:</u> Students will independently complete "Match the Tool to the Weather" using information from Mini Booklet.	today's temperature or wind speed?" Students will share previous knowledge. -Show Video: Weather Tools <u>Guided Practice:</u> Students will use the pictures and descriptions of weather tools to play a matching game. Each table will play several rounds to match the tool with its job. <u>Independent Practice:</u> Students will independently complete Weather Tools worksheet for classwork grade	-Show Video: Generation Genius activity instructions <u>Guided Practice:</u> Teacher will call up various students to assist with each step in constructing the class wind vane. Class will measure the direction of today's wind during Teacher Supervised Recess. <u>Independent Practice:</u> Students will complete exit ticket to record today's wind direction and draw a wind vane (use back of instruction sheet).	

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					