

3rd Grade Weekly Lesson Plans

Date 1/25- 1/29	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	<p>5-Minute Drill-Step 1: Recognize (pg. 24-25 in book all week- see pacing guide)</p> <p>Rule of the Day: /j/ is spelled dge after a short vowel (bridge, hedge, smudge, dodge)</p> <p>Consonant Sound/Spelling: /f/=f, ff, ph, gh (fit, stuff, phone, tough)</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 24-25 in book all week- see pacing guide)</p> <p>Rule of the Day: /j/ is spelled ge after everything else (consonant, long vowel, or vowel team)</p> <p>Consonant Sound/Spelling: /v/=v, ve (vet, twelve)</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 24-25 in book all week- see pacing guide)</p> <p>Consonant Sound/Spelling: /s/=s, c, ss, ce, se, st, sc (sun, cent, dress, prince, rinse, whistle, scent)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 24-25 in book all week- see pacing guide)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Multi-: many, multiple Non-: not, no</p> <p>Practice/ Review</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 24-25 in book all week- see pacing guide)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Multi-: many, multiple Non-: not, no</p> <p style="text-align: center;">Assessment</p>

	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Multi-: many, multiple Non-: not, no <u>Decoding</u> I do: multiply</p> <p>We do: multitask</p> <p>You do: multipurpose</p> <p><u>Encoding</u> I do: multivitamin</p> <p>We do: multimedia</p> <p>You do: multilayer</p> <p><u>Writing Sentences:</u> "The sunset makes a beautiful <u>multicolor</u> background!" he exclaimed.</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Multi-: many, multiple Non-: not, no <u>Decoding</u> I do: nonsense</p> <p>We do: nonfiction</p> <p>You do: nonverbal</p> <p><u>Encoding</u> I do: nonhuman</p> <p>We do: nonfat</p> <p>You do: nonstop</p> <p><u>Writing Sentences:</u> The chef said, "I used a pan with a <u>nonstick</u> coating."</p>	<p>Multi-: many, multiple Non-: not, no <u>Decoding</u> I do: multicultural</p> <p>We do: nonprofit</p> <p>You do: multilingual</p> <p><u>Encoding</u> I do: nonabsorbent</p> <p>We do: multimillionaire</p> <p>You do: nondairy</p> <p><u>Writing Sentences:</u> The clerk said, "We have <u>multiple nontoxic</u> paints to choose from."</p>	<p>Spelling City</p> <p>Review worksheet</p>	
<p>8:50-9:40 Reading Workshop</p>	<p><u>Standard:</u> RI.3.3-Describe the relationship between a series of historical</p>	<p><u>Standard:</u> RI.3.3-Describe the relationship between a series of historical</p>	<p><u>Standard:</u> RI.3.3-Describe the relationship between a series of historical</p>	<p><u>Standard:</u> RI.3.3-Describe the relationship between a series of historical</p>	<p><u>Standard:</u> RI.3.3-Describe the relationship between a series of historical</p>

	<p>events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>Learning Target:</u> Students will be able to describe and sequence events.</p> <p><u>Read Aloud:</u> <u>The Rock Cycle</u> <u>Mini-Lesson</u> 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 Rock Cycle" The teacher will highlight the transition words in the passage in order to show the students the sequence of the main events in the story.</p> <p><u>Guided Practice:</u> TSW answer questions about the passage and the sequence of the story ex. What</p>	<p>events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>Learning Target:</u> Students will be able to describe and sequence events.</p> <p><u>Read Aloud:</u> <u>The Scientific Method</u> <u>Mini-Lesson</u> 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, once, last) TTW read the passage "The Scientific Method" The teacher will highlight the transition words in the passage in order to show the students the sequence of the main events in the story.</p> <p><u>Guided Practice:</u> TSW answer questions about the passage and the sequence of the story ex. What happened before__?</p>	<p>events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>Learning Target:</u> Students will be able to describe and sequence events.</p> <p><u>Read Aloud:</u> <u>Pioneers on the Oregon Trail</u> <u>Mini-Lesson</u> TTW will review sequencing the events in a story. The teacher will introduce the key transition words that will help in sequencing a story (before, next, then, continued, after, last) TTW read the passage "Pioneers on the Oregon Trail" The teacher will highlight the transition words in the passage in order to show the students the sequence of the main events in the story.</p>	<p>events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>Learning Target:</u> Students will be able to describe and sequence events.</p> <p><u>Read Aloud:</u> <u>Wildfires</u> <u>Mini-Lesson</u> 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 "Wildfires!" The teacher will highlight the dates in the passage in order to show the students the sequence of the main events in the story.</p> <p><u>Guided Practice:</u> TSW answer questions about the passage and the sequence of the story ex. What are</p>	<p>events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>Learning Target:</u></p> <p>Post CFA Reading Assessment</p>
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	<p>happened before__? What happened just after ____? Independent Practice: Students read task cards and answer sequencing questions about the task card passage.</p>	<p>What happened just after ____? Independent Practice: Students read task cards and answer sequencing questions about the task card passage.</p>	<p>Guided Practice: TSW answer questions about the passage and the sequence of the story ex. What happened before__? What happened just after ____? Independent Practice: Students read task cards and answer sequencing questions about the task card passage.</p>	<p>the three steps of a Wildfire? 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. Independent Practice: Students read task cards and answer sequencing questions about the task card passage.</p>	
<p>9:40-10:10 Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>
<p>10:20-11:05 Writing Workshop/ Grammar Informational Writing</p>	<p><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> Informational texts with table of contents</p>	<p><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> Informational texts with table of contents</p>	<p><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> Informational texts with table of contents</p>	<p><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> Informational texts with table of contents</p>	<p><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> Informational texts</p>

	<p>Writing paper <u>Mini-lesson:</u> The teacher will explain that when writing informational pieces there needs to be a balance of information but also ideas in order to keep the reader interested. TTW demonstrate adding ideas to a fact-filled paragraph. <u>Guided Practice:</u> Students will discuss with partners some ideas that they can add to their writing to make it more interesting for the reader. <u>Independent Practice:</u> The students will continue to write their 3 paragraphs using more ideas. Students will be sure to include the main idea of the paragraph and supporting details. <u>Grammar</u> Daily Grammar Review</p>	<p><u>Mini-lesson:</u> TTW read the introduction of a mentor text to demonstrate how the author uses powerful introductions to grab the reader's attention. TTW make an anchor chart What do Authors Do when Writing Powerful Introductions?</p> <ul style="list-style-type: none"> ● Start with a quote ● Go over the big topics ● Talk about the whole story and its parts ● Ask questions to get the reader curious ● Introduce important vocabulary ● Start with a fun fact <p><u>Guided Practice:</u> Students will discuss with a partner with the author did to grab the reader's attention. Partners will read their introduction to their partners. Partners will</p>	<p>Writing paper <u>Mini-lesson:</u> TTW model rereading the writing piece identifying areas that need extra work or editing. The teacher will demonstrate editing the writing piece for both minor and major changes if needed. <u>Guided Practice:</u> Students will read their informational writing piece to their partner. Partners will help each other with deciding on minor changes. <u>Independent Practice:</u> The students will begin revising their informational writing piece by adding details. <u>Grammar</u> Daily Grammar Review</p>	<p>Writing paper <u>Mini-lesson:</u> TTW model rereading the writing piece very carefully looking for places that are confusing or underdeveloped. TTW identify areas that need extra work or revising to make sure the writing will make sense to all readers. Model adding a sentence to clarify an idea, or adding adverbs or adjectives to better describe an idea. <u>Guided Practice:</u> Students will reread their informational writing piece to their partner. Partners will help each other with deciding on revisions for clarification. <u>Independent Practice:</u> The students will begin revising their informational writing piece by adding details. <u>Grammar:</u> Daily Grammar Review</p>	<p>with table of contents Writing paper The students will continue revising their writing piece. <u>Grammar:</u> Daily Grammar Review (Grade)</p>
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		<p>help each other with ideas for revision.</p> <p>Independent Practice: The students will revise their introduction by adding powerful details.</p> <p>Grammar Daily Grammar Review</p>			
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	Number Talks:	Number Talks:	Number Talks:	Number Talks:	Number Talks:
Learning Target	<p>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.</p> <p>Student-Friendly Objective:</p>	<p>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.</p> <p>Student-Friendly Objective:</p>	<p>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.</p> <p>Student-Friendly Objective:</p>	<p>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.</p> <p>Student-Friendly Objective:</p>	<p>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.</p>

	<p>I can determine the first step in a two-step word problem.</p> <p>Target: determine the first step in a two-step word problem.</p> <p>Launch Represent a two-step word problem with models/pictures and solve..</p> <p>Last summer, Jesse's family found 152 shells at the beach. This summer they were at the beach for 7 days. Each day they found 9 shells. How many fewer shells did they find this year than they did last year?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Students will share their thinking. Teacher will make the connection with students' thinking.</p>	<p>I can determine the first step in a two-step word problem.</p> <p>Target: determine the first step in a two-step word problem.</p> <p>Launch Represent a two-step word problem with models/pictures and solve.</p> <p>Bryson had sixteen dollars. For his birthday, he got twenty-eight more dollars but spent twenty-five on a new game. How much money does he have now?</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</p>	<p>I can determine the second step in a two-step word problem.</p> <p>Target- determine the second step in a two-step word problem.</p> <p>Launch Represent a two-step word problem with models/pictures and solve..</p> <p>A female bunny gained one pound per week for six weeks. A male bunny gained two pounds per week for six weeks. How many more pounds did the male bunny gain than the female bunny?</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</p>	<p>I can represent a two-step word problem with models/pictures.</p> <p>Target-represent a two-step word problem with models/pictures.</p> <p>Launch Represent a two-step word problem with models/pictures and solve..</p> <p>Kamoria found seven frogs on Monday and eight frogs on Tuesday by the pond near her house. Each frog had five warts. How many more warts did the frogs have on Tuesday than on Monday?</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</p>	<p>Student-Friendly Objective: I can represent a two-step word problem with models/pictures.</p> <p>Target: represent a two-step word problem with models/pictures and solve..</p> <p>Launch Represent a two-step word problem with equations.</p> <p>Bryson grew 10 tulips and 12 daffodils in his garden. Each tulip has six petals. Each daffodil has six petals. How many petals are there all together?</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.</p>
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	<p>Teacher will model the following word problems.</p> <p><i>Aubrin runs 2 miles a day. Her goal is to run 25 miles. After 5 days, how many miles does Aubrin have left to run in order to meet her goal?</i></p> <p><u>Independent Practice</u> The Robinson family drove a total of 720 miles, starting on Friday and ending on Sunday. They drove 255 miles on Friday and 229 miles on Saturday. How many miles did they drive on Sunday?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students will finish</p>	<p>the following expressions.</p> <p><i>MicroSociety Elementary School has 124 first graders and 130 second graders. On Friday, 12 first graders and 9 second graders were absent. How many first and second graders were in school on Friday?</i></p> <p><u>Independent Practice</u> Bella and Alantis make cookies for the school bake sale. Bella baked 72 cookies. Atlantis baked twice as many as Bella. How many cookies did they bake altogether?</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>	<p>students' thinking. Teacher will model the following word problems.</p> <p>Sofia has a twenty dollar bill. She buys five squirt guns for \$3 each. How much money does Sofia have left?</p> <p><u>Independent Practice</u> Jade invited six friends over for a water balloon fight. She gave each friend three balloons and kept two for herself. How many balloons do they have altogether?</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>	<p>students' thinking. Teacher will model the following word problems.</p> <p><i>Julien has swimming lessons three times a week for 30 minutes. Cayden has lessons twice a week for 30 minutes. How many more minutes does Julien have than Cayden?</i></p> <p><u>Independent Practice</u> Megan can make picnic blankets. She can make 7 blankets with 21 yards of material. How many yards of material would she need to make 10 blankets?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem.</p>	<p>Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>Amina is selling lemonade. She sells 26 cups on Friday, 15 cups on Saturday, and 35 cups on Sunday. How many more cups did she sell on Friday and Saturday than on Sunday?</i></p> <p><u>Independent Practice</u> Teyana made 1 dozen chocolate chip cookies, 2 dozen oatmeal cookies, and 2 dozen sugar cookies. She gave away 45 cookies to her friends. How many cookies does she have left?</p> <p><u>Summarize</u> – Allow a student to share his/her</p>
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	independent practice and turn in.				thinking for the launch problem. Students finish their independent practice and turn it 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>Uppercase Letter E and F, writing phrases and sentences</p>	<p>Science- What is a Cloud? 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.</p> <p>Student-Friendly Objective: Students will learn how clouds are formed, and the weather that occurs with each type of cloud.</p> <p>Materials: -Bar Graph: Weather for the month of January</p>	<p>Science- 3 Types of Clouds 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.</p> <p>Student-Friendly Objective: Students will learn the differences in the 3 main types of clouds, and how to identify each of them..</p> <p>Materials:</p>	<p>Science- Why Do Clouds Stay Up? 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.</p> <p>Student-Friendly Objective: Students will learn the science behind clouds "floating"</p> <p>Materials: -Bar Graph: Weather for the month of January</p>	<p><u>Running Records/</u> <u>ORE</u></p> <p>Science Assessment</p>

		<p>-Graph practice worksheet (teacher choice)</p> <p>-Video: Cloud Facts for Kids (Stop at 7:10) https://www.youtube.com/watch?v=xVlowBQ3dys</p> <p>-Passage and Close Reading Response: What is a Cloud?</p> <p><u>Mini-Lesson:</u></p> <p>*Before lesson, students will graph today's weather and complete one daily Graph Practice worksheet</p> <p>- Teacher will ask students, "What is a cloud? What is it made of? Can we predict weather by observing clouds?"</p> <p>Students will share previous knowledge.</p>	<p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Video: Cloud Facts for Kids (Start at 7:10) https://www.youtube.com/watch?v=xVlowBQ3dys</p> <p>-Cloud description mini posters (create a larger poster with these, and draw a picture of each cloud by each mini-poster)</p> <p>-Types of Clouds worksheet</p> <p>-Cotton balls, glue sticks</p> <p><u>Mini-Lesson:</u></p> <p>*Before lesson, students will graph today's weather and</p>	<p>-Graph practice worksheet (teacher choice)</p> <p>Video: Why Do Clouds Stay Up? https://www.youtube.com/watch?v=DjByja9ejTQ</p> <p>Clouds worksheet</p> <p>Mason Jar, match, warm water</p> <p><u>Mini-Lesson:</u></p> <p>*Before lesson, students will graph today's weather and complete one daily Graph Practice worksheet</p> <p>- Teacher will ask students, "How do clouds float?"</p> <p>Students will share previous knowledge.</p> <p>-Show Video: Why Do Clouds Stay Up?</p>	
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		<p>-Show Video: Cloud Facts for Kids (first 7 minutes)</p> <p><u>Guided Practice:</u> Together, teacher and students will read the passage, "What is a Cloud?"</p> <p>Table groups will work to complete the table: Clouds can: Clouds have: Clouds are:</p> <p><u>Independent Practice:</u> Students will complete the Close Reading Response</p>	<p>complete one daily Graph Practice worksheet</p> <p>- Teacher will ask students, "Do clouds always look the same?" and ask students to describe various clouds they have seen.</p> <p>Students will share previous knowledge.</p> <p>Teacher will explain the 3 main types of clouds, working with students to create a poster to display in the classroom.</p> <p>-Show Video: Cloud Facts for Kids (last 7 minutes)</p> <p><u>Guided Practice:</u> Students will use the Types of Clouds worksheet to write a description of each cloud type.</p>	<p><u>Guided Practice:</u> Cloud in a Jar activity: Teacher will demonstrate how clouds are formed.</p> <p><u>Independent Practice:</u> Students will use Clouds worksheet to list two things they know about each type of cloud, and turn in for classwork grade.</p>	
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			<u>Independent Practice:</u> Students will use cotton balls and glue to "create" each cloud type on the worksheet.		
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					