

3rd Grade Weekly Lesson Plans

Date 1/4- 1/8	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 9:40-10:10	Small Group Instruction 9:40-10:10	Small Group Instruction 9:40-10:10
8:50-9:20 Word Study	<p>5-Minute Drill -Recognize Syllable (pg. 16-17 in book all week- see pacing guide)</p> <p>Rule of the Week: FLOSS- If a one syllable word has a short vowel sound and a final /f/, /l/, and /s/, it is spelled</p>	<p>5-Minute Drill -Recognize Syllable (pg. 16-17 in book all week- see pacing guide)</p> <p>Rule of the Week: FLOSS- In a multisyllable word, after a short vowel sound, final /s/ in the accented syllable is spelled ss (confess,</p>	<p>5-Minute Drill -Recognize Syllable (pg. 16-17 in book all week- see pacing guide)</p> <p>Rule of the Week: FLOSS- In a multisyllable word, after a short vowel, final /s/ in the unaccented syllable is spelled s. (minus, discus, trellis</p>	<p>5-Minute Drill -Recognize Syllable (pg. 16-17 in book all week- see pacing guide)</p> <p>Prefix a-, de- RF2.3d Decode words with common prefixes and suffixes</p> <p>Practice/ Review</p>	<p>5-Minute Drill -Recognize Syllable (pg. 16-17 in book all week- see pacing guide)</p> <p>Prefix a-, de- RF2.3d Decode words with common prefixes and suffixes</p> <p style="text-align: center;">Assessment</p>

	<p>ff, ll, and ss. (puff, shell, mass)</p> <p>Consonant Sound/Spelling: /p/ = p, pp (pit, napping)</p> <p>Prefix a-, de- RF2.3d Decode words with common prefixes and suffixes</p> <p>a- : on or in, without or not de- : down or away from</p> <p><u>Decoding</u> I do: alone</p> <p>We do: along</p> <p>You do: aloud</p> <p><u>Encoding</u> I do: ashore We do:</p>	<p>impress, success, discuss)</p> <p>Consonant Sound/Spelling: /b/ = b, bb (bit, rubbing)</p> <p>Prefix a-, de- RF2.3d Decode words with common prefixes and suffixes</p> <p>a- : on or in, without or not de- : down or away from</p> <p><u>Decoding</u> I do: depress</p> <p>We do: defeat</p> <p>You do: depart</p> <p><u>Encoding</u> I do: defrost We do:</p>	<p>Consonant Sound/Spelling: /t/ = t, tt, ed (tip, mitt, asked)</p> <p>Prefix a-, de- RF2.3d Decode words with common prefixes and suffixes</p> <p>a- : on or in, without or not de- : down or away from</p> <p><u>Decoding</u> I do: deliver</p> <p>We do: around</p> <p>You do: destroy</p> <p><u>Encoding</u> I do: abashed</p> <p>We do: dethrone</p>	<p>Spelling City</p> <p>Review worksheet</p>	
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	<p>aside</p> <p>You do: amiss</p> <p><u>Writing Sentences:</u> "Please <u>abide</u> by our class rules," said Ms. Redden.</p>	<p>define</p> <p>You do: describe</p> <p><u>Writing Sentences:</u> "Can you <u>decode</u> this word?" asked Mrs. Forkum.</p>	<p>You do: aglow</p> <p><u>Writing Sentences:</u> Mom said, "Let's <u>agree</u> to not <u>destroy</u> the house after we clean!"</p>		
<p>9:20–10:20 Reading Workshop</p>	<p><u>Read Aloud:</u> <u>The Penguin Standard:</u> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Learning Target:</u> I can determine the main idea and recount the details of a non-fiction text.</p> <p>Pre CFA RI.3.2 Emperor Penguins</p> <p><u>Mini-lesson</u> TTW introduce the concept of determining the main idea and details of a non-fiction</p>	<p><u>Read Aloud:</u> <u>The Penguin Standard:</u> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Learning Target:</u> I can determine the main idea and recount the details of a non-fiction text.</p> <p><u>Mini-Lesson</u> TTW review the poster and discuss What is a Main Idea? What are details? Using a powerpoint the students will sort the main ideas and details that support each main</p>	<p><u>Read Aloud:</u> <u>The Penguin Standard:</u> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Learning Target:</u> I can determine the main idea and recount the details of a non-fiction text.</p> <p><u>Mini-Lesson</u> TTW review the main idea/ details poster and discuss. TTW read a portion of the book <u>The Penguin</u> and the teacher will demonstrate finding</p>	<p><u>Read Aloud:</u> <u>The Penguin Standard:</u> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Learning Target:</u> I can determine the main idea and recount the details of a non-fiction text.</p> <p><u>Mini-Lesson</u> TTW review the main idea/ details poster and discuss. TTW read a portion of the book <u>The Penguin</u> and the teacher will demonstrate finding</p>	<p><u>Read Aloud:</u> <u>The Penguin Standard:</u> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Learning Target:</u> I can determine the main idea and recount the details of a non-fiction text.</p> <p><u>Mini-Lesson</u> TTW review the main idea/ details poster and discuss What is a Main Idea? What are Details? Discuss the</p>

	<p>text. TTW introduce the poster "Main Idea and Supporting Details" 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?</p>	<p>idea. TTW read a portion of the book <u>The Penguin</u> and the teacher will demonstrate finding the topic, main idea and supporting details and record on a graphic organizer under the document camera. <u>Guided Practice:</u> TTW read aloud the passage "Snow Days" Students will determine the main idea and discuss, then they will determine the details that support the main idea. <u>Independent Practice:</u> Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.</p>	<p>the topic, main idea and supporting details and record on a graphic organizer under the document camera. <u>Guided Practice:</u> TTW read aloud the passage "Snowflakes" Students will determine the main idea and discuss, then they will determine the details that support the main idea. <u>Independent Practice:</u> Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.</p>	<p>the topic, main idea and supporting details and record on a graphic organizer under the document camera. <u>Guided Practice:</u> TTW read aloud the passage "Reindeer" Students will determine the main idea and discuss, then they will determine the details that support the main idea. <u>Independent Practice:</u> Students will use task cards and determine the main idea/ details. Students will record main idea and supporting details from each of the cards.</p>	<p>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? Main Idea/ details Assessment</p>
<p>10:20-11:05 Writing Workshop/ Grammar</p>	<p><u>Standard:</u> W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly Information writing</p>	<p><u>Standard:</u> <u>Materials:</u> Informational books Writing paper <u>Mini-lesson:</u> TTW demonstrate turning knowledge about a topic into an</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,</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,</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique,</p>

Reflective Narratives

PRE-CFA Writing

Students will choose a non-fiction book they are interested in to complete an informational writing piece on.

Grammar:

Daily Grammar Review

informational writing piece. TTW choose a topic (penguins) and tell across the fingers subtopics about the topic. Then the teacher will give details about each subtopic. TTW then complete a short writing piece with the information.

Guided Practice:

Students will teach their partner what they know about their book choice, They will discuss their book topic and subtopics (facts about the topic) Students will discuss and share with the class what they learned from their partners.

Independent Practice:

Students will write about their topics writing about everything that they know.

Grammar:

Daily Grammar Review

Materials:

Writing paper

Mini_lesson:

TTW demonstrate how to use their hand as a 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

Materials:

Various writing organizational structures

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

descriptive details, and clear event sequences.

Materials:

Various writing organizational structures

Writing paper

Mini_lesson:

TTW demonstrate various ways for students to organize their writing material.

-Pros and Cons

-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 choose one of the writing organizational

					structures and use their information to practice using the structure. <u>Grammar:</u> 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: <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. <u>Student-Friendly Objective:</u> I can represent a division word problem with models and drawings.	Number Talks: <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. <u>Student-Friendly Objective:</u> I can represent division word problems with equations.	Number Talks: <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. <u>Student-Friendly Objective:</u> I can represent division word problems with equations.	Number Talks: <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. <u>Student-Friendly Objective:</u> I can solve word problems with division.	Number Talks: <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. <u>Student-Friendly Objective:</u>

	<p>Target: Represent division word problems with models and/or drawings.</p> <p>Launch Solve the following word problems with models to represent.</p> <p>There are 14 kids standing in line at the Ferris Wheel. Each car holds 3 people. 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</p>	<p>Target- Represent division word problems with equations.</p> <p>Launch Solve the following word problems with drawing to represent.</p> <p>At a grocery store, 12 apples are arranged into 4 in each row. How rows are there?</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. 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</i></p>	<p>Target- represent division word problems with equations</p> <p>Launch Solve the following word problems with an equation.</p> <p>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?</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 expressions.</p> <p><i>The teacher will arrange the chairs in</i></p>	<p>Target: solve word problems with division</p> <p>Launch Solve the following expressions by using division.</p> <p>The park is getting 8 pieces of fence that are 9 feet long. How many feet of fence is the park getting?</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>Jess has 48 dolls and 6 boxes. She wants to put the same amount of dolls in each box. How many</i></p>	<p>I can solve word problems with division.</p> <p>Target: solve word problems with division</p> <p>Launch Solve the following expressions by using division.</p> <p>My family spent \$36 on movie tickets. Each ticket cost \$9. How many tickets did we buy?</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>
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	<p>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> Nevaeh wants to share 15 stickers with her 3 friends. How many stickers will each friend get?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.</p>	<p><i>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><u>Summarize</u> – 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.</p>	<p><i>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><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><i>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><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><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><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem.</p> <p>*Post CFA</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>HEV Cursive Video Series with worksheets: Lesson 22, 23</p> <p>https://www.youtube.com/watch?v=tWYxwgQvx5</p>	<p>Science-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 understand the difference between weather and climate.</p> <p>Materials:</p> <p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Mini-Booklet: All About Weather and Natural Disasters</p> <p>Video: Weather vs. Climate</p>	<p>Science-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 investigate the relationship between daily weather and seasonal weather.</p> <p>Materials:</p> <p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Interactive Lesson: https://sintspl3.wgbh.org/en-us/lesson/buac</p>	<p>Science-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 more differences between weather and climate, and also the role meteorologists play.</p> <p>Materials:</p> <p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p>	<p><u>Running Records/ ORF</u></p> <p>Science Assessment</p>
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		Students will complete "Match the Weather to the Climate" in mini-booklets.		After Video discussion questions: Students will discuss in groups and share their answers. <u>Independent Practice:</u> Exit Ticket: Students will choose one question to answer and turn in	
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					