

### 3rd Grade Weekly Lesson Plans

Date 2/1 - 2/5	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-Step 3: Read the Word (pg. 28-29 in book all week- see pacing guide)  Remote Learning Day	5-Minute Drill-Step 3: Read the Word (pg. 28-29 in book all week- see pacing guide)  <b>Rule of the Day:</b> In initial or medial position, /short o/ is spelled o, unless it follows /w/ (off, log, cost, stop)  Consonant Sound/Spelling: /r/ = r, rr, wr (red, ferret, wrist)	5-Minute Drill-Step 3: Read the Word (pg. 28-29 in book all week- see pacing guide)  <b>Rule of the Day:</b> In medial position, /short o/ after /w/ is spelled a (wasp, watch, swap)  Consonant Sound/Spelling: /l/ = l, ll (lit, bell)	5-Minute Drill-Step 3: Read the Word (pg. 28-29 in book all week- see pacing guide)  RF2.3d Decode words with common prefixes and suffixes  <b>Prefix</b> (pro= foreward, earlier, or prior to)  Practice/ Review	5-Minute Drill-Step 3: Read the Word (pg. 28-29 in book all week- see pacing guide)  RF2.3d Decode words with common prefixes and suffixes  <b>Prefix</b> (pro= foreward, earlier, or prior to)

		<p>RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Prefix</b> (pro-= forward, earlier, or prior to)</p> <p><u>Decoding</u> I do: proclaim We do: profile You do: process</p> <p><u>Encoding</u> I do: proactive We do: proceed You do: propose</p> <p><u>Writing Sentences:</u> Next year, my apple tree will <u>produce</u> fruit.</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Prefix</b> (pro-= forward, earlier, or prior to)</p> <p><u>Decoding</u> I do: profound We do: pronounce You do: prolong</p> <p><u>Encoding</u> I do: provoke We do: profess You do: propel</p> <p><u>Writing Sentences:</u> Our goal is to be <u>promoted</u> to the 4th grade.</p>	<p>Spelling City</p> <p>Review worksheet</p>	<p>Assessment</p>
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<p>8:50-9:40 Reading Workshop</p>	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> Students will be able to use a timeline to describe a relationship between a series of events.</p> <p>No School Virtual Day</p>	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> Students will be able to use a timeline to describe a relationship between a series of events.</p> <p><b>Read Aloud:</b> "Jackie Robinson" Passage <b>Mini-Lesson</b> The teacher will read the passage "Jackie Robinson" aloud. After reading the passage the teacher will highlight all of the dates that are found in the passage as well as the major events that are associated with the dates. The teacher will make a timeline in sequential order,</p>	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> Students will be able to use a timeline to describe a relationship between a series of events.</p> <p><b>Read Aloud:</b> "Amelia Earhart" Passage <b>Mini-Lesson</b> The teacher will read the passage "Amelia Earhart" aloud. After reading the passage the teacher will highlight all of the dates that are found in the passage as well as the major events that are associated with the dates. The teacher will make a</p>	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> Students will be able to use a timeline to describe a relationship between a series of events.</p> <p><b>Read Aloud:</b> "Barack Obama" Passage <b>Mini-Lesson</b> The teacher will read the passage "Barack Obama" aloud. After reading the passage the teacher will highlight all of the dates that are found in the passage as well as the major events that are associated with the dates. The teacher will make a</p>	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> Students will be able to use a timeline to describe a relationship between a series of events.</p> <p><b>Read Aloud:</b> "Ruby Bridges" Passage <b>Mini-Lesson</b> The teacher will read the passage "Ruby Bridges" aloud. After reading the passage the teacher will highlight all of the dates that are found in the passage as well as the major events that are associated with the dates. The teacher</p>

		<p>ordering the major events that occurred in the passage. The teacher will ask the students questions about the events.</p> <p><b><u>Guided Practice:</u></b> Students will assist the teacher in ordering the years to match the major events in Jackie Robinson's life by putting the years in sequential order. The students will answer questions about the major events/dates.</p> <p><b><u>Independent Practice:</u></b> Students will cut and paste the dates for "Neil Armstrong" and put them in sequential order in order to know what year each event happened. (events are already in order)</p>	<p>timeline in sequential order, ordering the major events that occurred in the passage. The teacher will ask the students questions about the events.</p> <p><b><u>Guided Practice:</u></b> Students will assist the teacher in ordering the years and major events in Amelia Earnhart's life by putting the years with the events in sequential order. The students will answer questions about the major events/dates.</p> <p><b><u>Independent Practice:</u></b> Students will sequence the timeline with the years and major events for Rosa Parks. (years and events are together)</p>	<p>timeline in sequential order, ordering the major events that occurred in the passage. The teacher will ask the students questions about the events.</p> <p><b><u>Guided Practice:</u></b> Students assist the teacher in using the timeline with the major events Barack Obama's life to fill in the missing pieces of the timeline/events. The students will answer questions about the major events/dates.</p> <p><b><u>Independent Practice:</u></b> Students will use the information from a timeline with major events about Benjamin Franklin to fill in the missing information.</p>	<p>will make a timeline in sequential order, ordering the major events that occurred in the passage. The teacher will ask the students questions about the events.</p> <p><b><u>Guided Practice:</u></b> Students will discuss the timeline and major events that occurred in Ruby Bridges' life. The students will answer questions about the major events/dates.</p> <p><b><u>Independent Practice:</u></b> Students will answer questions about the life of George Washington Carver based on the timeline and events.</p>
9:40-10:10 Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention

<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Informational Writing</p>	<p><u>No School</u> <u>Virtual Day</u></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 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 revise their informational writing piece by adding details.</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 Writing paper <u>Mini-lesson:</u> 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 remind students of the subtopic paragraph with the main idea and details. <u>Guided Practice:</u> Students will discuss with their partners ways they can elaborate their writing. <u>Independent Practice:</u> Students will finish their revisions.</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> Student book <u>Mini-lesson:</u> TTW demonstrate to the students the layout of the book format with the table of contents, introduction, informational paragraphs and conclusion. Show where the illustrations should be located. TTW model transferring information into the book form correctly. <u>Guided Practice:</u> Students will discuss what makes this book layout better/ worse? <u>Independent Practice:</u> The students will begin writing their final drafts in book form.</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> Student books</p> <p>The students will continue working on their final draft of their writing piece.</p> <p><u>Grammar:</u> Daily Grammar Review (Grade)</p>
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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>Remote Learning</u>	Number Talks:  <u>Standard</u> 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. <u>Student-Friendly Objective:</u> I can write an equation for the unknown number.  <u>Target:</u> write an equation for the unknown number.	Number Talks:  <u>Standard:</u> 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. <u>Student-Friendly Objective:</u> I can write an equation for the unknown number. <u>Target-</u> write an equation for the unknown number.	Number Talks:  <u>Standard</u> 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. <u>Student-Friendly Objective:</u> I can determine if a solution to a two-step problem is reasonable. <u>Target-</u> determine if a solution to a two-step problem is reasonable.	Number Talks:  <u>Standard:</u> 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. <u>Student-Friendly Objective:</u> I can determine if a solution to a two-step problem is reasonable. <u>Target:</u> determine if a solution to a two-step problem is reasonable.

	<p><b><u>Launch</u></b> For each of the problems below write an equation that could be used for solving it using a letter to represent the unknown.</p> <p>Darianna needed 42 nails to build a bookshelf. She bought 6 boxes of nails. How many nails does each box have?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b><u>Explore</u></b> - 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>D'Izik runs 3 miles 5 times a week. How</i></p>	<p><b><u>Launch</u></b> For each of the problems below write an equation that could be used for solving it using a letter to represent the unknown.</p> <p>Ketayvion had 22 stickers. Then his sister gave him some more stickers. Now he has 40 stickers. How many stickers did his sister give him?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b><u>Explore</u></b> - Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p>	<p><b><u>Launch</u></b> Solve the problem to determine if the solution is reasonable.</p> <p>Aynia picked 45 apples and RaShaun picked 43 apples. Aynia thinks that they picked about 100 apples altogether, but RaShaun thinks that they picked about 150 apples altogether. Which guess is more reasonable? Why?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><b><u>Explore</u></b> - 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>Ketayvion went hiking along the Appalachian Trail for the weekend. He</i></p>	<p><b><u>Launch</u></b> Solve the problem to determine if the solution is reasonable.</p> <p>Eddie and Fernando need to catch 150 fish during the fishing derby to win the grand prize. Eddie caught 49 fish and Fernando caught 38 fish. Eddie suggests that they need to catch 65 more fish to win the derby. Is his guess reasonable? Why or why not?</p> <p><b><u>Explore</u></b> - 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>Jesslyn needs 125 cookies for the bake sale. She</i></p>
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				Students finish their independent practice and turn it in.	
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>REMOTE LEARNING DAY</p> <p>Handwriting: <b>Standard:</b> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Uppercase Letters G,H, writing phrases and sentences</p>	<p>Social Studies: Black History Month- African American Inventors, 1800-1900</p> <p><b>Standard:</b> H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p><b>Student-Friendly Objective:</b> Students will learn about <b>George Washington Carver</b> and his accomplishments.</p> <p><b>Materials:</b></p>	<p>Social Studies: Black History Month- African American Inventors, 1800-1900</p> <p><b>Standard:</b> H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p><b>Student-Friendly Objective:</b> Students will learn about <b>Benjamin Banneker</b> and his contributions.</p> <p><b>Materials:</b></p>	<p>Social Studies: Black History Month- African American Inventors, 1800-1900</p> <p><b>Standard:</b> H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p><b>Student-Friendly Objective:</b> Students will learn about the contributions <b>Lewis Latimer</b> made to the light bulb.</p> <p><b>Materials:</b></p>	<p><u>Running Records/ ORF</u></p> <p>Social Studies Assessment</p>

		<p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Video Read-Aloud: Have You Thanked an Inventor Today? (first 5 min)  <a href="https://www.youtube.com/watch?v=Dcwvzg07PUY">https://www.youtube.com/watch?v=Dcwvzg07PUY</a></p> <p>Mini-booklet (1) and Retelling puppets (table sets)</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 an inventor? Can you list some inventors, and what they invented?" Teacher will explain</p>	<p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Video Read-Aloud: The ABCs of Black Inventors  <a href="https://www.youtube.com/watch?v=nYD7rNNsShg">https://www.youtube.com/watch?v=nYD7rNNsShg</a></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, "Look at our clock. Have you ever wondered how it tells time for us every single day?" Explain that Benjamin Banneker developed</p>	<p>-Bar Graph: Weather for the month of January</p> <p>-Graph practice worksheet (teacher choice)</p> <p>Lewis Latimer worksheet</p> <p>Video: Who Invented the Lightbulb?  <a href="https://www.youtube.com/watch?v=BiZ3soY-nxw">https://www.youtube.com/watch?v=BiZ3soY-nxw</a></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, Do you know who invented the light bulb? You might have heard about Thomas Edison, but he had</p>	
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		<p>that February is Black History Month, and we will be celebrating many black inventors, learning about their contributions to our society.</p> <p>Students will share previous knowledge.</p> <p>-Show Video: Have You Thanked an Inventor Today?</p> <p><u>Guided Practice:</u></p> <p>As teacher reads booklet, students will have table sets of "retelling puppets," placing them in the correct order of events in GWC's life.</p>	<p>America's first functioning clock.</p> <p>Students will share previous knowledge.</p> <p>-Show Video: The ABCs of Black Inventors</p> <p><u>Guided Practice:</u></p> <p>Students will read passage along with teacher, underlining important details.</p> <p><u>Independent Practice:</u></p> <p>Students will independently complete comprehension questions from passage.</p>	<p>some help from a man named Lewis Latimer.</p> <p>Students will share previous knowledge.</p> <p>-Show Video: Who Invented the Light Bulb?</p> <p><u>Guided Practice:</u></p> <p>Teacher and students will read passage about Latimer, and students will work together to answer questions</p> <p><u>Independent Practice:</u></p> <p>Students will independently complete the last two questions, using complete sentences.</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</p>					

Prepare for Dismissal

2:45- Dismiss Walkers

2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders