

3rd Grade Weekly Lesson Plans

Date 3/1 - 3/5	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	<p>5-Minute Drill-Step 1: Recognize (pg. 32-33 in book all week- see pacing guide)</p> <p>Rule of the Day: /short o/ is spelled <u>o</u>, unless it follows /w/ (off, log, cost, stop)</p> <p>Consonant Sound/Spelling: /ng/ = ng, n (sing, pink)</p> <p>Standard: RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 32-33 in book all week- see pacing guide)</p> <p>Rule of the Day: /short o/ after /w/ is spelled <u>a</u> (wasp, watch, swap, squash)</p> <p>Consonant Sound/Spelling: /r/=r, rr, wr (red, ferret, wrist)</p> <p>Standard: RF2.3d Decode words with</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 32-33 in book all week- see pacing guide)</p> <p>Consonant Sound/Spelling: /l/= l, ll (lip, bell)</p> <p>Standard: RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = not im- = not</p> <p>Decoding I do: inexperienced We do: immortal</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 32-33 in book all week- see pacing guide)</p> <p>Standard: RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = not im- = not</p> <p>Practice/ Review</p> <p>Spelling City Review worksheet</p>	<p>5-Minute Drill-Step 1: Recognize (pg. 32-33 in book all week- see pacing guide)</p> <p>Standard: RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = not im- = not</p> <p>Assessment</p>

	<p>in- = not im- = not</p> <p><u>Decoding</u> I do: inactive We do: incorrect You do: injustice</p> <p><u>Encoding</u> I do: inconsiderate We do: incomplete You do: incapable</p> <p><u>Writing Sentences:</u> "Look at my awesome, <u>inexpensive</u> sandals!" exclaimed Mrs. Adams.</p>	<p>common prefixes and suffixes</p> <p><u>Prefix</u> in- = not im- = not</p> <p><u>Decoding</u> I do: imperfect We do: impatient You do: impossible</p> <p><u>Encoding</u> I do: improper We do: immature You do: impolite</p> <p><u>Writing Sentences:</u> "It is <u>impractical</u> to wear sandals in the snow," said Grandma.</p>	<p>You do: invisible</p> <p><u>Encoding</u> I do: immovable We do: inconvenient You do: immeasurable</p> <p><u>Writing Sentences:</u> He <u>impolitely</u> stepped on my <u>incredible</u> sandals!</p>		
<p>8:50-9:40 Reading Workshop</p>	<p><u>Standard:</u> 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><u>Learning Target:</u> Students will be able to describe how historical events, scientific ideas or concepts, or steps in</p>	<p><u>Standard:</u> 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><u>Learning Target:</u> Students will be able to describe how historical events, scientific ideas or</p>	<p><u>Standard:</u> 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><u>Learning Target:</u> Students will be able to describe how historical events,</p>	<p><u>Standard:</u> 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><u>Learning Target:</u> Students will be able to describe how historical events,</p>	<p><u>Standard:</u> 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><u>Learning Target:</u> Students will be able to describe how historical events,</p>

	<p>technical procedures in a text are connected using cause and effect.</p> <p><u>Read Aloud:</u> "The Liberty Bell" Passage</p> <p><u>Mini-Lesson</u> TTW will review cause and effect. The teacher will read the passage "The Liberty Bell" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.</p> <p><u>Guided Practice:</u> Students will help the teacher answer cause and effect questions about the passage and help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p><u>Independent Practice:</u> Students will use task cards to find the cause and effect and record.</p>	<p>concepts, or steps in technical procedures in a text are connected using cause and effect.</p> <p><u>Read Aloud:</u> "The Platypus " Passage</p> <p><u>Mini-Lesson</u> TTW will review cause and effect. The teacher will read the passage "The Platypus" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.</p> <p><u>Guided Practice:</u> Students will help the teacher answer cause and effect questions about the passage and help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p><u>Independent Practice:</u> Students will use task cards to find the cause and effect and record.</p>	<p>scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.</p> <p><u>Read Aloud:</u> "Making a Smoothie" Passage</p> <p><u>Mini-Lesson</u> TTW will review cause and effect. The teacher will read the passage "Making a Smoothie" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.</p> <p><u>Guided Practice:</u> Students will help the teacher answer cause and effect questions about the passage and help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p><u>Independent Practice:</u></p>	<p>scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.</p> <p>Cause/Effect Reading assessment</p>	<p>scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.</p> <p>POST CFA The Dust Bowl</p>
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			Students will use task cards to find the cause and effect and record.		
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
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:
Read Aloud
Mini-lesson:
TTW read the book "When I Grow Up" <https://www.youtube.com/watch?v=IE7ntiNkEQY>
explain that today writers are going to be brainstorming a new topic for their Informational writing piece. Remind students that an informational writing piece is nonfiction. Today your topic is going to be based on what you want to be when you grow up.
Guided Practice:
Students will discuss with their partners different jobs that they would like to have when they grow up.
Independent Practice:
Students will generate a

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Materials:
Information paper with questions
Mini-lesson:
TTW introduce the subtopics for the informational writing piece.
Why do you want to be a _____?
Who inspired you?
What is important about this profession?
What skills do you need?
TTW model answering the first question thinking aloud as they are writing.
Guided Practice:
Students will discuss with their partners why they chose the job that they chose.
Independent Practice:
The students will answer the questions for the subtopics "Why

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Materials:
Information paper with questions
Mini-lesson:
TTW review the subtopics for the informational writing piece.
Why do you want to be a _____?
Who inspired you?
What is important about this profession?
What skills do you need?
TTW model answering the first question thinking aloud as they are writing.
Guided Practice:
Students will discuss with their partners who inspired them to choose the career to write about.
Independent Practice:
Students will continue

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Materials:
Information paper with questions
Mini-lesson:
TTW review the subtopics for the informational writing piece.
Why do you want to be a _____?
Who inspired you?
What is important about this profession?
What skills do you need?
TTW model answering the first question thinking aloud as they are writing.
Guided Practice:
Students will discuss with their partners what they think their chosen profession does to change the world or why it is important.

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Materials:
Information paper with questions
Mini-lesson:
TTW review the subtopics for the informational writing piece.
Why do you want to be a _____?
Who inspired you?
What is important about this profession?
What skills do you need?
TTW model answering the first question thinking aloud as they are writing.
Guided Practice:
Students will discuss with their partners what skills they think they will need for

	list of jobs they would like to have when they grow up and choose one to be their main topic. <u>Grammar</u> Daily Grammar Review	do you want to be a _____?" <u>Grammar</u> Daily Grammar Review	answer the question for the subtopics "Who inspired you to become a _____" <u>Grammar</u> Daily Grammar Review	<u>Independent Practice:</u> The students will research and answer the question "why is your chosen profession important?" <u>Grammar:</u> Daily Grammar Review	their chosen profession. <u>Independent Practice:</u> The students will research and answer the question "What skills will you need for your profession?" <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.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u>	Number Talks: <u>Standard</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u>	Number Talks: <u>Standard:</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths.	Number Talks: <u>Standard</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths.	Number Talks: <u>Standard:</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths.

	<p>I can solve area word problems by multiplying. Target: Solve area word problems by multiplying. <u>Launch</u> *EM Mod.4 p. 155 (Question 1) *5 mins of struggle time <u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *EM Mod.4 p.155- 156 (Questions 2, 3) <u>Independent Practice</u> *EM p. 156 (Question 4, 5) <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 can solve area word problems by multiplying. Target: Solve area word problems by multiplying. <u>Launch</u> Complete lesson 12 EM Mod.4 exit ticket (p.157) *5 mins of struggle time <u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. Complete problems 1-3 (EM Mod.4 p.158) <u>Independent Practice</u> Complete problems 4-5 (EM Mod.4 p. 159) <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><u>Student-Friendly Objective:</u> I can use area models to explain the commutative property. Target: Use area models to explain the commutative property. <u>Launch</u> Matthew draws a rectangle that has an area of 28. The length measures 7in and the width measures 4in. Based on what you know about the commutative property, draw a different rectangle that has the same area, but different side lengths. *5 mins of struggle time <u>Explore</u> - 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><u>Student-Friendly Objective:</u> I can use area models to explain the distributive property. Target: Use area models to explain the distributive property. <u>Launch</u> *EM Mod.4 p.131 (Question 1 a, b) *5 mins of struggle time <u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions. *EM Mod.4 p.131 (Question 1 c, d) <u>Independent Practice</u> *EM Mod.4 p.132 (Question 2, 3) <u>Summarize</u> - Allow a student to share his/her thinking for the launch problem.</p>	<p><u>Student-Friendly Objective:</u> I can use area models to explain the distributive property. Target: Use area models to explain the distributive property. <u>Launch</u> *EM Mod.4 p.134 (Question 1 a, b) *5 mins of struggle time <u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems. *EM Mod.4 p.134 (Question 1 c, d) <u>Independent Practice</u> *EM Mod.4 p.135 (Question 2, 3) <u>Summarize</u> - Allow a student to share his/her thinking for the launch problem.</p>
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			<p>Complete problems 2-3 from worksheet <u>Independent Practice</u> Complete problem 4 from worksheet <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 finish their independent practice and turn it in.</p>	<p>Students finish their independent practice and turn it in.</p>
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: <u>Standard:</u> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Uppercase Letters, writing phrases and sentences</p>	<p>Science: Balanced and Unbalanced Forces <u>Standard:</u> 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <u>Student-Friendly Objective:</u> Students will understand how objects move or stay still, using unbalanced or balanced forces. <u>Materials:</u> Vocabulary Cards</p>	<p>Science: Forces and Gravity <u>Standard:</u> 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <u>Student-Friendly Objective:</u> Students will understand that gravity is a force that pulls objects towards Earth. <u>Materials:</u></p>	<p>Science: Generation Genius: Balanced and Unbalanced Forces <u>Standard:</u> 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <u>Student-Friendly Objective:</u> Students will learn that unbalanced forces cause an object to change its motion, and balanced forces do</p>	<p>Running Records Science Assessment</p>

		<p>Mini-Books -Video: Balanced and Unbalanced Forces https://www.youtube.com/watch?v=TRuEPgvh_vY <u>Mini-Lesson:</u> - Teacher will introduce new vocabulary: Force, Unbalanced force, Balanced force, Gravity, Friction <u>Guided Practice:</u> Students will read aloud the mini-book, then watch the video, <u>Balanced and Unbalanced Forces</u> <u>Independent Practice:</u> Students will independently complete Push or Pull worksheet</p>	<p>-Video: Astronaut Brushes Teeth Zero Gravity https://www.youtube.com/watch?v=T70MPM2dyfs <u>Mini-Lesson:</u> - Teacher will lead discussion of the meaning of gravity, and allow students to share their thoughts and examples. -Show Video: Astronaut Brushes Teeth Zero Gravity <u>Guided Practice:</u> Pair and share: What is one thing that would be difficult to do without gravity? Students will work with table groups to complete sorting activity <u>Independent Practice:</u> Students will independently complete Balanced or Unbalanced worksheet</p>	<p>not. <u>Materials:</u> -Video: https://www.generationgenius.com/videolessons/balanced-and-unbalanced-forces-video-for-kids/ <u>Mini-Lesson:</u> - Teacher will ask the Before Video questions, and discuss possible answers with students. -Show Video: Generation Genius-Balanced and Unbalanced Forces <u>Guided Practice:</u> Table groups will discuss After-Video questions and share whole-group. <u>Independent Practice:</u> Students will independently complete Exit Ticket questions</p>	
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<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 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					