

3rd Grade Weekly Lesson Plans

3/11/24-3/15/24	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10 Breakfast/ Morning Meeting/ Good Things					
8:10-8:30 Review Bellwork / Homework / Cursive Practice					
8:30-9:00 Phonics	<p>Lesson 20: Review- Open and Vowel Team Syllables Day 3</p> <p>Fluency- High Frequency Words</p> <p>Word Construction- white boards</p> <p>3-syllable Challenge</p> <p>Passage Reading- Wild and Crazy Facts</p> <p><u>Objective:</u></p>	<p>Lesson 20: Review- Open and Vowel Team Syllables Day 4</p> <p>Morphology: Application in context</p> <p>Writing- multisyllable word building review pattern</p> <p>Word Chains</p> <p>Passage Reading/ Comprehension- Wild and Crazy Facts</p>	<p>Lesson 20: Review- Open and Vowel Team Syllables Day 5</p> <p>Morphology writing challenge</p> <p>Fluency- High Frequency words and phrases</p> <p style="background-color: #ffff00;">ASSESSMENT</p> <p><u>Objective:</u> Students demonstrate understanding of Open and Vowel Team Syllables patterns by correctly</p>	<p style="background-color: #ffff00;">Unit 6 ASSESSMENT</p> <p><u>Objective:</u> Students demonstrate understanding of Open and Vowel Team Syllables patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	Spring-Themed Phonics Review Activities

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	<p>Students demonstrate understanding of Open and Vowel Team Syllables patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Sentence Dictation Practice on whiteboards</p> <p><u>Objective:</u> Students demonstrate understanding of Open and Vowel Team Syllables patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>identifying, reading, and writing pattern words in isolation and in passages.</p>		
<p>9:00-9:40</p> <p>Math and Literacy Interventions Monday: iReady Reading Diagnostic Tuesday: iReady Math Diagnostic</p>					
<p>9:40-10:00 TMR (Recess)</p>					
<p>10:00-11:15 Wit & Wisdom</p>	<p>Read Aloud: <u><i>Coming to America</i></u> Module 3 Lesson 21 Essential</p>	<p>Read Aloud: <u><i>Coming to America</i></u> Module 3 Lesson 22 Socratic Seminar Essential Question:</p>	<p>Read Aloud: <u><i>Coming to America</i></u> Module 3 Lesson 23 FQT Planner Essential Question: How do stories help us</p>	<p>Read Aloud: <u><i>Coming to America</i></u> Module 3 Lesson 24 FQT Narrative Essential</p>	<p>Spring-Themed Reading and Writing activities to practice skills learned to this point.</p>

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	<p>Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: Why do people immigrate to America?</p> <p>Content Framing Question: Know: How do photographs build my knowledge of immigration?</p> <p>Learning Goals: Use information gained from artwork and words in a text to demonstrate understanding.</p>	<p>How do stories help us understand immigrants' experiences?</p> <p>Focus Question: Why do people immigrate to America?</p> <p>Content Framing Question: Distill: What is the central message of The Statue of Liberty?</p> <p>Learning Goals: Determine and write about the central message of the Statue of Liberty. Participate in a Socratic seminar.</p>	<p>understand immigrants' experiences?</p> <p>Focus Question: Why do people immigrate to America?</p> <p>Content Framing Question: Know: How do Coming to America and the artwork I saw build my knowledge?</p> <p>Learning Goals: Complete a writing planner in preparation for writing a narrative that identifies why an immigrant came to America and their feelings upon first seeing the Statue of Liberty.</p>	<p>Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: Why do people immigrate to America?</p> <p>Craft Question: How do I improve a narrative?</p> <p>Learning Goals: Write a narrative that orients the reader to the situation, introduces the reader to the characters, and describes the situation.</p>	
<p>11:15-12:00 Lunch / Recess</p>					
<p>12:00-12:40 Activity</p>	<p>Adams- PE Farris- Library Kreis- Music Vincent- Art</p>	<p>Adams-Music Farris- LIME Kreis- Art Vincent- Library</p>	<p>Adams- Art Farris- PE Kreis- Library Vincent- LIME</p>	<p>Adams- Library Farris- Music Kreis- LIME Vincent- PE</p>	<p>Adams- LIME Farris- Art Kreis- PE Vincent- Music</p>

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12:40-1:00 Wit & Wisdom	Wit & Wisdom Deep Dive	Wit & Wisdom Deep Dive	Wit & Wisdom Deep Dive	Wit & Wisdom Deep Dive	Wit & Wisdom Deep Dive
1:00-2:00 Math	<p>Lesson 22 Understand Equivalent Fractions Session 1:</p> <p>*Hands-on activity- paper strips! (see lesson)</p> <p>*Assign/ Whole Class Interactive Video: Understand Equivalent Fractions</p> <p>Explore Students explore how 2 different fractions are equal when they name the same amount of a whole. They will</p>	<p>Lesson 22 Understand Equivalent Fractions Session 2:</p> <p>*Hands-on activity- draw number lines! (see lesson)</p> <p>Develop Students use number lines and fraction bars to represent equivalent fractions.</p>	<p>Lesson 22 Understand Equivalent Fractions Session 3:</p> <p>Refine</p> <p>Students work in small groups to work with number lines and fraction bars to identify equivalent fractions in a real-world context, and prepare for quiz.</p>	<p>Lesson 22 Understand Equivalent Fractions</p> <p>Assessment</p> <p>Multiplication Fluency practice</p>	Multiplication Fluency practice

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	use number lines and area models to determine which fractions are equivalent.				
2:00-2:40 WIN Time					
2:40-3:00 Math/Multiplication Fluency					
3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders					