

### 3rd Grade Weekly Lesson Plans

Date 3/15 - 3/19	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-Routine 25 Open Syllable, Step 3: Read Words (pg. 36-37 in book all week) <i>**This week we are using 25.3 cards, and Step 3 handouts**</i> <b>I Do:</b> -Model word from lesson <b>We Do-</b> Level 1: -(Accuracy)	5-Minute Drill-Routine 25 Open Syllable, Step 3: Read Words (pg. 36-37 in book all week) <b>We Do-</b> Level 1: -(Accuracy)  <b>Consonant Sound/Spelling:</b> /sh/ = sh (shop), ch (chef)  RF2.3d Decode words with common prefixes and suffixes  <b>Prefix</b>	5-Minute Drill-Routine 25 Open Syllable, Step 3: Read Words (pg. 36-37 in book all week) <b>We Do-</b> Level 1: -(Accuracy) <b>You Do:</b> Students complete 2 rows of Level 1 Handout  <b>Consonant Sound/Spelling:</b> /qu/= qu (quit)	5-Minute Drill-Routine 25 Open Syllable, Step 3: Read Words (pg. 36-37 in book all week) <b>We Do-</b> Level 2: -(Fluency) as soon as students are accurate <b>You Do-</b> level 2: Students complete 2 rows of Level 2 Handout  RF2.3d Decode words with common prefixes and suffixes	No School: Virtual Day

	<p><b>Consonant</b>  <b>Sound/Spelling: /x/ =</b>  x (tax)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Prefix</b>  en- = cause to  em- = cause to</p> <p><b>Decoding</b>  <b>I do:</b> entangle</p> <p><b>We do:</b> encircle</p> <p><b>You do:</b> enrich</p> <p><b>Encoding</b>  <b>I do:</b> ensnare</p> <p><b>We do:</b> ensure</p> <p><b>You do:</b> encourage</p> <p><b>Writing Sentences:</b>  "Mom is <u>encouraging</u> us to do our best," said Zoey.</p>	<p>en- = cause to  em- = cause to</p> <p><b>Decoding</b>  <b>I do:</b> embitter</p> <p><b>We do:</b> empower</p> <p><b>You do:</b> embody</p> <p><b>Encoding</b>  <b>I do:</b> embrace</p> <p><b>We do:</b> employ</p> <p><b>You do:</b> employee</p> <p><b>Writing Sentences:</b>  His mom said, "He has been <u>employed</u> at Target for 3 years."</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Prefix</b>  en- = cause to  em- = cause to</p> <p><b>Decoding</b>  <b>I do:</b> enlighten</p> <p><b>We do:</b> emboss</p> <p><b>You do:</b> enrage</p> <p><b>Encoding</b>  <b>I do:</b> entrance</p> <p><b>We do:</b> emburden</p> <p><b>You do:</b> entitle</p> <p><b>Writing Sentences:</b>  "Your birthday <u>entitles</u> you to an Andy's gift card!" said Mrs. Sanders.</p>	<p><b>Prefix</b>  en- = cause to  em- = cause to</p> <p><b>Practice/ Review</b></p> <p>Spelling City</p> <p>Review worksheet</p> <p><b>Assessment</b></p>	
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8:50-9:40  
Reading  
Workshop

**Standard:**  
RI.3.7-Use information gained from illustrations (maps, graphs, photographs) and the words in text to demonstrate understanding of the text. (where, when, why and how key events occur)  
**Learning Target:**  
Students will be able to use information found in the text to demonstrate understanding.  
**Read Aloud:**  
Teachers choice  
Non-fiction text with text features  
**Mini-Lesson**  
The teacher will read portions of the chosen read aloud (placing it under the document camera). As the teacher reads the portion of the book she will point out the various text features. Using the text features the teacher will demonstrate how the text feature helps to contribute information and/ or

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Reading Test  
Post CFA

**No School  
Virtual Day**

	<p>help to understand the text or topic better.  <b>Guided Practice:</b>  The teacher will place another portion of the book under the camera and the teacher will read and guide the students through the text. The students will answer questions about the text using the text features.  <b>Independent Practice:</b>  The students will read the passage "How to Read a Nutrition Label" and use the text features to answer questions about the passage.</p>	<p>and/ or help to understand the text or topic better.  <b>Guided Practice:</b>  The teacher will place another portion of the book under the camera and the teacher will read and guide the students through the text. The students will answer questions about the text using the text features.  <b>Independent Practice:</b>  The students will read the passage "Layers of the Earth" and use the text features to answer questions about the passage.</p>	<p>information and/ or help to understand the text or topic better.  <b>Guided Practice:</b>  The teacher will place another portion of the book under the camera and the teacher will read and guide the students through the text. The students will answer questions about the text using the text features.  <b>Independent Practice:</b>  The students will read the passage "The Power of Reading" and use the text features to answer questions about the 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</p> <p>Writing Workshop/ Grammar</p> <p>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.</p> <p><u>Materials:</u> Informational texts (conclusion)</p> <p><u>Mini-lesson:</u> TTW explain that when writers write their conclusion it is important to wrap up the story and recap what the story was about by restating the topic. TTW read the conclusion of a nonfiction text. TTW model writing a conclusion.</p> <p><u>Guided Practice:</u> Students will discuss with their partners what their informational writing is mostly about and how they will wrap up their story.</p> <p><u>Independent Practice:</u> Students will write their conclusion recapping their story and</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>Writing paper</p> <p><u>Materials:</u> Informational texts</p> <p>Writing paper</p> <p><u>Mini-lesson:</u> TTW read the informational text modeling how a writer puts all of their information together (introduction, subtopics with details and conclusion). TTW model writing a short informational story with an introduction, subtopic with details and conclusion.</p> <p><u>Guided Practice:</u> Students will discuss with their partner ideas they have for putting all of their information together.</p> <p><u>Independent Practice:</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.</p> <p>Writing paper</p> <p><u>Mini-lesson:</u> TTW remind students of the informational text that was previously read and how the information was organized. Review the informational piece the teacher wrote as a model.</p> <p><u>Guided Practice:</u> Students will discuss with their partner where they are at in the writing process and have this opportunity to bounce ideas off of each other.</p> <p><u>Independent Practice:</u> The students will continue writing their</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>Students will finish their final writing piece and share with the class as time allows.</p> <p><u>Grammar:</u> Daily Grammar Review (grade)</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>No School Virtual Day</p>
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	restating their topic. <u>Grammar</u> Daily Grammar Review	The students will begin writing their final draft. The students will proofread what they have done so far and edit any mistakes. <u>Grammar</u> Daily Grammar Review	final draft. The students will proofread what they have done so far and edit any mistakes. <u>Grammar</u> Daily Grammar Review		
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> I can find the total area of irregular figures.	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> I can find the total area of irregular figures.	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> I can find the total area of regular/irregular figures.	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> I can find the total area of regular/ irregular figures.	Number Talks:  <u>Virtual Day</u>

	<p><b>Target:</b> Find the total area of the irregular figure.</p> <p><b>Launch</b>  <b>Complete problems 1-2 from worksheet</b>  Allow 5 mins of struggle time so you can form your groups.</p> <p><b>Explore</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><b>Complete problems 3-4 from worksheet</b></p> <p><u>Independent Practice</u></p> <p><b>Complete problem 5 from worksheet</b></p> <p><b>Summarize</b> -  Allow a student to share his/her thinking for the launch problem.</p>	<p><b>Target:</b> Find the total area of the irregular figure.</p> <p><b>Launch</b>  <b>Complete problem 1 from worksheet</b>  Allow 5 mins of struggle time so you can form your groups.</p> <p><b>Explore</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><b>Complete problems 2-4 from worksheet</b></p> <p><u>Independent Practice</u></p> <p><b>Complete problems 5-8 from worksheet</b></p> <p><b>Summarize</b> -  Allow a student to share his/her thinking for the launch problem.</p>	Review/ Practice	Post CFA	
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	Students finish their independent practice and turn it in.	Students finish their independent practice and turn it in.			
<p><b>1:45-2:15</b> Handwriting/ Science/ Social Studies</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, writing phrases and sentences</p>	<p>Science: Electric Interactions <b>Standard:</b> 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. <b>Student-Friendly Objective:</b> Students will learn how static electricity is formed.</p> <p><b>Materials:</b> -Vocabulary cards: Atoms, Neutral Charge, Positive Charge, Negative Charge, Static Electricity , -Mini-Books: Electric Interactions -Worksheet: Pos. or Neg. charged -Video: The Sticky Balloon Trick!</p>	<p>Science: Experiment: Does Distance Affect Static? <b>Standard:</b> 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. <b>Student-Friendly Objective:</b> Students will experiment with static and measure effects at various distances</p> <p><b>Materials:</b> 6 balloons, 6 rulers, tissue paper, rice, reflection sheets, video: How Static Electricity Works <a href="https://www.youtube.com/watch?v=ft_Lmwn">https://www.youtube.com/watch?v=ft_Lmwn</a></p>	<p>Early Dismissal: Parent/ Teacher Conferences</p>	<p>No School: Virtual Day</p>



		<p><a href="https://www.youtube.com/watch?v=5TAIUCYMIIQ">https://www.youtube.com/watch?v=5TAIUCYMIIQ</a></p> <p><u>Mini-Lesson:</u>  - Teacher will ask students, "Have you ever walked across the carpet and shocked someone with your finger? What do you think causes this?"  Teacher will allow students to discuss ideas</p> <p>-Show video, <i>The Sticky Balloon Trick</i>.</p> <p>-add new vocabulary cards to chart</p> <p><u>Guided Practice:</u>  Students will read-aloud the Mini-Book and work in groups to answer the question at the end.</p> <p><u>Independent Practice:</u>  Students will independently complete</p>	<p><a href="#">mVNM</a></p> <p><u>Mini-Lesson:</u>  - Teacher will review new vocabulary words, then show video, <i>How Static Electricity Works</i>.</p> <p>-Explain experiment to students, showing them how to rub the balloon against your shirt, and pick up paper pieces, stick balloon to the wall, etc.</p> <p><u>Guided Practice:</u> Table groups will take turns using their balloon to measure the distance needed to attract different objects. Some tables will have rice, some will have tissue paper. When finished, discuss what was different about the attraction to different materials.</p>		
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		worksheet, and turn in for classwork grade.	<u>Independent Practice:</u> Students will independently complete reflection sheets, recording their findings.		
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					