

3rd Grade Weekly Lesson Plans

| Date 3/8 - 3/12 | Monday | Tuesday | Wednesday | Thursday | Friday |
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| 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 2: Read Syllables (pg. 34-35 in book all week) <i>**This week we are using 25.2 cards, and Step 2 handout**</i> I Do: -Model 6 example syllables -Model one of each Nonexample Syllables We Do- Level 1: -(Accuracy) | 5-Minute Drill-Routine 25 Open Syllable, Step 2: Read Syllables (pg. 34-35 in book all week) I Do: -Review-3 example syllables We Do- Level 1: -(Accuracy) Rule of the Day: Silent K: The letter k is always silent when it precedes the letter n in a word. (know, | 5-Minute Drill-Routine 25 Open Syllable, Step 2: Read Syllables (pg. 34-35 in book all week) We Do- Level 1: -(Accuracy) You Do: Students complete 2 columns of Practice Sort (Step 2 handout) Rule of the Day: Silent G: The letter g is usually not | 5-Minute Drill-Routine 25 Open Syllable, Step 2: Read Syllables (pg. 34-35 in book all week) We Do- Level 1: -(Accuracy) We Do- Level 2: -(Fluency) as soon as students are accurate RF2.3d Decode words with common prefixes and suffixes Prefix | 5-Minute Drill-Routine 25 Open Syllable, Step 2: Read Syllables (pg. 34-35 in book all week) We Do- Level 2: -(Fluency) You Do: -Students complete next 2 columns of Practice Sort (Step 2 handout) |

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| | <p>Rule of the Day: Rabbit Rule: If there is one consonant sound after a short vowel in a two-syllable word, the middle consonant sound is usually doubled. (rabbit, happy, muffin, comment)</p> <p>Consonant Sound/Spelling: /h/= h (hot)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix il- = not ir- = not</p> <p>Decoding I do: illogical We do: illegible</p> | <p>knock, knife, knight, knowledge)</p> <p>Consonant Sound/Spelling: /w/=w, wh (wet, when)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix il- = not ir- = not</p> <p>Decoding I do: irresponsible We do: irresponsibly You do: irregular</p> <p>Encoding I do: irreversible We do: irreplaceable You do: irregularly</p> | <p>pronounced when it comes before the letter n. (gnat, gnome, gnarled)</p> <p>Consonant Sound/Spelling: /y/=y (yes)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix il- = not ir- = not</p> <p>Decoding I do: illegal We do: illegally You do: irrigate</p> <p>Encoding I do: irritate We do: irritation You do: illuminate</p> | <p>il- = not ir- = not</p> <p>Practice/ Review</p> <p>Spelling City</p> <p>Review worksheet</p> | <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix il- = not ir- = not</p> <p>Assessment</p> |
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| | <p>You do: illegibly</p> <p><u>Encoding</u></p> <p>I do: illiterate</p> <p>We do: illusion</p> <p>You do: illustrate</p> <p><u>Writing Sentences:</u> "I will be the <u>illustrator</u> of my book," said Anthony.</p> | <p><u>Writing Sentences:</u> David said, "To me, cupcakes are <u>irresistible!</u>"</p> | <p><u>Writing Sentences:</u> The parking lot is <u>illuminated</u> so we can see better.</p> | | |
| <p>8:50-9:40 Reading Workshop</p> | <p><u>Standard:</u> 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)</p> <p><u>Learning Target:</u> Students will be able to use information found in the text to demonstrate understanding.</p> <p><u>Read Aloud:</u></p> | <p><u>Standard:</u> 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)</p> <p><u>Learning Target:</u> Students will be able to use information found in the text to demonstrate understanding.</p> <p><u>Read Aloud:</u></p> | <p><u>Standard:</u> 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)</p> <p><u>Learning Target:</u> Students will be able to use information found in the text to demonstrate understanding.</p> <p><u>Read Aloud:</u></p> | <p><u>Standard:</u> 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)</p> <p><u>Learning Target:</u> Students will be able to use information found in the text to demonstrate understanding.</p> <p><u>Read Aloud:</u></p> | <p><u>Standard:</u> 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)</p> <p><u>Learning Target:</u> Students will be able to use information found in the text to demonstrate understanding.</p> |

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| | <p>Teachers choice Non-fiction text with text features <u>Mini-Lesson</u> 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 help to understand the text or topic better. <u>Guided Practice:</u> 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. <u>Independent Practice:</u> The students will read the passage "The Water Cycle" and use the text features to answer</p> | <p>Teachers choice Non-fiction text with text features <u>Mini-Lesson</u> 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 help to understand the text or topic better. <u>Guided Practice:</u> 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. <u>Independent Practice:</u> The students will read the passage "Bottlenose Dolphins"</p> | <p>Teachers choice Non-fiction text with text features <u>Mini-Lesson:</u> 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 help to understand the text or topic better. <u>Guided Practice:</u> 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. <u>Independent Practice:</u></p> | <p>Teachers choice Non-fiction text with text features <u>Mini-Lesson:</u> 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 help to understand the text or topic better. <u>Guided Practice:</u> 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. <u>Independent Practice:</u></p> | <p>Reading assessment over text features "Arbor Day"</p> |
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| | questions about the passage. | and use the text features to answer questions about the passage. | The students will read the passage "Tree Frogs" and use the text features to answer questions about the passage. | The students will read the passage "Booker T. Washington" and use the text features to answer questions about the passage. | |
| 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 | <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 (topic sentences/ Introductions) Topic writing page</p> <p><u>Mini-lesson:</u> TTW explain that when writers write their introduction it is important to let the reader know what the story is about by writing a topic sentence. TTW read the introduction portion of a nonfiction text. TTW</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> Writing paper Informational texts (details) Adding details Page</p> <p><u>Mini-lesson:</u> TTW read the informational text modeling how a writer includes several details about their subtopics. TTW model adding details to the subtopics to give the reader more information.</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 (details) Adding details Page</p> <p><u>Mini-lesson:</u> TTW read a different portion of the informational text modeling how the writer included several details about another subtopic, because writers usually have more than one subtopic. TTW model</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 (details) Adding details Page</p> <p><u>Mini-lesson:</u> TTW read a different portion of the informational text modeling how the writer included several details about another subtopic, because writers usually have more than one subtopic. TTW model</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 (details) Adding details Page</p> <p><u>Mini-lesson:</u> TTW read a different portion of the informational text modeling how the writer included several details about another subtopic, because writers usually have more</p> |

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| | <p>model writing an introduction with a topic sentence. Guided Practice: Students will discuss with their partners what their informational writing is mostly about. (topic sentence) Independent Practice: Students will write their introduction with a strong topic sentence. Grammar Daily Grammar Review</p> | <p>This will be modeled by writing in complete sentences. Guided Practice: Students will discuss with their partner ideas they have for details they can add about their subtopics. Partners will help each other with deciding on if it is an interesting detail or not. Independent Practice: The students will research and write 3 specific details about their first subtopic of their informational writing piece. Grammar Daily Grammar Review</p> | <p>adding details to a second subtopic showing how to give the reader more information. Guided Practice: Students will discuss with their partner ideas they have for details they can add about their second subtopic. Partners will help each other with deciding on if it is an interesting detail or not. Independent Practice: The students will research and write 3 specific details about their second subtopic of their informational writing piece. Grammar Daily Grammar Review</p> | <p>adding details to a third subtopic showing how to give the reader more information. Guided Practice: Students will discuss with their partner ideas they have for details they can add about their third subtopic. Partners will help each other with deciding on if it is an interesting detail or not. Independent Practice: The students will research and write 3 specific details about their third subtopic of their informational writing piece. Grammar: Daily Grammar Review</p> | <p>than one subtopic. TTW model adding details to a fourth subtopic showing how to give the reader more information. Guided Practice: Students will discuss with their partner ideas they have for details they can add about their final subtopic. Partners will help each other with deciding on if it is an interesting detail or not. Independent Practice: The students will research and write 3 specific details about their final subtopic of their informational writing piece. Grammar: Daily Grammar Review (Grade)</p> |
| <p>11:05-11:45 Special Class</p> | | <p>PLC</p> | | <p>Team Meeting</p> | |

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| <p>11:50-12:30 Lunch/ Recess</p> | <p>Lunch/ Recess</p> | <p>Lunch/ Recess</p> | <p>Lunch/ Recess</p> | <p>Lunch/ Recess</p> | <p>Lunch/ Recess</p> |
| <p>12:30-1:45 Number Talks Math Learning Target</p> | <p>Number Talks:</p> | <p>Number Talks:</p> | <p>Number Talks:</p> | <p>Number Talks:</p> | <p>Number Talks:</p> |
| | <p><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 use area models to explain the distributive property. <u>Target:</u> Use area models to explain the distributive property. <u>Launch</u> Complete problem 1 from worksheet Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction Students will share their thinking.</p> | <p><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 use area models to explain the distributive property.. <u>Target:</u> Use area models to explain the distributive property. <u>Launch</u> Complete problem 1 from worksheet Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction Students will share their thinking.</p> | <p><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. <u>Target:</u> Find the total area of the irregular figure. <u>Launch</u> Complete problems 1-2 from worksheet Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction</p> | <p><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. <u>Target:</u> Find the total area of the irregular figure. <u>Launch</u> Complete problem 1 from worksheet Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction</p> | <p><u>Benchmark Assessment</u></p> |

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| | <p>Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 2-4 from worksheet</p> <p><u>Independent Practice</u> Complete problems 5-8 from worksheet</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>Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 2-4 from worksheet</p> <p><u>Independent Practice</u> Complete 5-8 from worksheet</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>Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 3-4 from worksheet</p> <p><u>Independent Practice</u></p> <p>Complete problem 5 from worksheet</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>Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word expressions.</p> <p>Complete problems 2-4 from worksheet</p> <p><u>Independent Practice</u></p> <p>Complete problems 5-8 from worksheet</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> | |
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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>Uppercase Letters, writing phrases and sentences</p> | <p>Science: Patterns in Motion- Friction Standard: 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Student-Friendly Objective: Students will understand that friction is the resistance of motion when one object rubs against another.</p> <p>Materials: Vocabulary card (Friction), Friction poster, Friction worksheet, Video: Slipping, Sliding Science! https://www.youtube.com/watch?v=Ps90zArJEJY</p> <p>Mini-Lesson: - Teacher will ask students, "Tell me what</p> | <p>Science: Patterns in Motion Standard: 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Student-Friendly Objective: Students will</p> <p>Materials: Mini-Books, Patterns in Motion Poster, Patterns in Motion Sort (requires extra sheet of paper), Video: Pattern of Motion https://www.youtube.com/watch?v=9jWLaGYSliM</p> <p>Mini-Lesson: - Teacher will display poster on projector, and ask students, "What do you predict the next motion will be in each picture?"</p> | <p>Science: Patterns in Motion- Fun with Pendulums Standard: 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Student-Friendly Objective: Students will create pendulums, then observe and record their motion, based on different lengths of yarn.</p> <p>Materials: Yarn, masking tape, reflection sheets</p> <p>Video: Sand Pendulums https://www.youtube.com/watch?v=uPbzhxYTiOM</p> <p>Mini-Lesson: - Teacher will review Patterns of motion, and show video, Sand Pendulums (this is a</p> | <p>Running Records</p> <p>Science Assessment</p> |
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| | | <p>you know about the word friction." Allow students to share ideas. Introduce new vocabulary (Friction) and show video, <i>Slipping, Sliding Science</i>.</p> <p><u>Guided Practice:</u> Teacher will display the Friction poster on projector. Students will discuss each picture in their table groups, answering the question, "What is causing the friction in each picture?" Share answers and discuss whole group.</p> <p>Allow students to experiment with different objects (notebook, pencil, etc), pushing against the table, vs. pushing against the carpet.</p> <p><u>Independent Practice:</u> Students will</p> | <p>and allow students to share. Teacher will show video, <i>Pattern of Motion</i>.</p> <p><u>Guided Practice:</u> Students will read and complete Patterns in Motion mini-book, working with partners and teacher.</p> <p><u>Independent Practice:</u> Students will independently complete Patterns in Motion sort, using a sheet of paper or Science notebook.</p> | <p>long video- teacher may want to just show parts of it so students get a general idea of how pendulums work)</p> <p><u>Guided Practice:</u> Teacher will demonstrate how to make a pendulum, using yarn and masking tape. Each table group will have materials for 2 pendulums, one shorter and one longer.</p> <p>Groups will make their pendulums, and demonstrate straight, circular, and back and forth motions, first using the shorter length, then the longer length.</p> <p><u>Independent Practice:</u> Students will independently complete reflection</p> | |
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| | | independently complete Friction worksheet. | | sheets and turn in for classwork grade. | |
| 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 | | | | | |