

3rd Grade Weekly Lesson Plans

Date 4/19 - 4/23	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	ACT Aspire Testing Reading/ Science 9:00-11:15	ACT Aspire Testing Math/ English 9:00-10:55	ACT Aspire Testing Writing 9:00-9:45	5-Minute Drill- Review Syllable Types RF2.3d Decode words with common prefixes and suffixes Spelling City: Review prefixes and suffixes	5-Minute Drill- Review Syllable Types RF2.3d Decode words with common prefixes and suffixes Spelling City: Review prefixes and suffixes

8:50-9:40
Reading
Workshop

ACT
Aspire
Testing
Reading/ Science
9:00-11:15

ACT
Aspire
Testing
Math/ English
9:00-10:55

ACT
Aspire
Testing
Writing
9:00-9:45

Standard:
RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea

Learning Target:
Students will be able to find the main idea and details of a nonfiction text. Students will be able to explain how the details support the main idea.

Read Aloud:
Teachers choice of Non-fiction text
Mini-Lesson:

The teacher will read a portion 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 main idea and important details and record them on a graphic organizer.

Guided Practice:
The teacher will place the text under the document camera and

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Post CFA
Owls at Night

Main Idea/ Details
Assessment
Dog Pals

				ask the students to write down on a graphic organizer the main idea and details. The students will share their ideas with a table partner. TTW call on students to share their thinking. <u>Independent Practice:</u> The students will read the passage "Pigs for Pets". Students will find the main idea and important supporting details in the passage. Students will answer comprehension questions about the passage.	
9:40-10:10 Intervention	Testing	Testing	Testing	Small Group Intervention	Small Group Intervention
10:10-11:05 Writing Workshop/ Grammar	ACT Aspire Testing Reading/ Science 9:00-11:15	ACT Aspire Testing Math/ English 9:00-10:55	<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>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>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><u>Materials:</u> Writing Prompt</p> <p><u>Mini-lesson:</u> TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt: You are going to write a story about a good thing that has happened to you. What is the best day you remember? What happened? When did it happen? Where were you? Who else was there? What made your best day special? How would you feel if you had another day like this one? Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will answer the questions and write their story</p>	<p><u>Materials:</u> Writing Prompt</p> <p><u>Mini-lesson:</u> TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt: Today you will imagine that you will visit your favorite place on your summer break. Where will you go? What sights will you see? What sounds will you hear? Tell what smells you will smell. How will you feel when you get there? Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will answer the questions and write their story.</p>	<p><u>Materials:</u> Writing Prompt</p> <p><u>Mini-lesson:</u> TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt: You are going to write a story about going on an adventure. Where did you go? Who is there? What did you do first? What did you take with you? How did you get there? When did you go? What happened? How did you do it? Then what did you do? How does the story end? What lesson did you learn? Students will discuss and share their ideas.</p>		

					<u>Independent Practice:</u> Students will answer the questions and write their story
11:05-11:45 Special Class		PLC		Team Meeting	
11:50-12:30 Lunch/ Recess	Lunch/ Recess 12:20-1:00	Lunch/ Recess 12:20-1:00	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:30-1:45 Math	Number Talks:	Number Talks:	Number Talks:	Number Talks:	Number Talks:

	<p><u>Standard:</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Teacher and students will work to complete Math Packet</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Teacher and students will work to complete Math Packet</p>	<p><u>Standard:</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Teacher and students will work to complete Math Packet</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Teacher and students will work to complete Math Packet</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Teacher and students will work to complete Math Packet</p>
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Test Day: Teacher's Choice, due to afternoon schedule changes</p>	<p>Test Day: Teacher's Choice, due to afternoon schedule changes</p>	<p>Science: Earth Day Activities <u>Standard:</u> 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Student-Friendly Objective:</u> Students will learn about Earth Day and Recycling. <u>Materials:</u> Recycling passage and questions Video: https://www.youtube.com/watch?v=yI3zqcLOTv8 <u>Mini-Lesson:</u> - Teacher will open discussion: What can you tell me about recycling? -Show video: Earth Day for Kids <u>Guided Practice:</u> Students will read</p>	<p>Science: Earth Day Activities <u>Standard:</u> 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Student-Friendly Objective:</u> Students will understand the differences in Reduce, Reuse, and Recycle. <u>Materials:</u> Read Aloud: https://www.youtube.com/watch?v=R-UNKPdwpTg Drawing Activity: https://www.youtube.com/watch?v=VJ8kn8DkOuc <u>Mini-Lesson:</u> - Teacher will explain reduce (to use a smaller amount of things), reuse (use something more than</p>	<p>Science: Earth Day Activities- Fred the Fish <u>Standard:</u> 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Student-Friendly Objective:</u> Students will understand the effects of water pollution. <u>Materials:</u> Fred the Fish passage and worksheet Adams will gather supplies for activity <u>Mini-Lesson:</u> - Teacher will open discussion about pollution. Does just a little trash matter? <u>Guided Practice:</u> Students will read different sections of</p>

			<p>Recycling passage. <u>Independent Practice:</u> Students will independently complete comprehension questions.</p>	<p>one time), and recycle (use something for more than one purpose) -Show read-aloud video <u>Guided Practice:</u> Students will complete the sorting activity: Teacher will place Reduce, Reuse, Recycle cards on the board, and students will read their card aloud and place in the appropriate spot. <u>Independent Practice:</u> Step-by-step drawing: Students will independently complete drawing, following instructions on the video.</p>	<p>the passage and help to "pollute" Fred's water <u>Independent Practice:</u> Students will independently complete the question at the end of the activity.</p>
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