

3rd Grade Weekly Lesson Plans

| 4/1/24-4/5/24 | 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 22: Vowel-r, Single Syllable Day 1</p> <p>Phonics pattern: Sort words</p> <p>Morphology: Introduction of new root and suffixes Port, -able, -ible</p> <p>Decode and define unknown words</p> <p>Passage Reading- A Starr is Born</p> | <p>Lesson 22: Vowel-r, Single Syllable Day 2</p> <p>Morphology: Decode and define unknown words</p> <p>Word Sort</p> <p>Read pattern words</p> <p>Passage Reading- A Starr is Born</p> <p><u>Objective:</u> Students demonstrate understanding of Vowel-r single</p> | <p>Lesson 22: Vowel-r, Single Syllable Day 3</p> <p>Fluency: High Frequency Words</p> <p>Word Construction</p> <p>Sound-Spelling Mapping</p> <p>Passage Reading: The Dwarf Horse</p> <p><u>Objective:</u> Students demonstrate understanding of Vowel-r single syllable patterns by correctly</p> | <p>Lesson 22: Vowel-r, Single Syllable Day 4</p> <p>Morphology: Decode and Define Unknown Words</p> <p>Multisyllable Word Building</p> <p>Word Chains</p> <p>Passage Reading: The Dwarf Horse</p> <p>Practice Sentence Dictation on white boards</p> | <p>Lesson 22: Vowel-r, Single Syllable Day 5</p> <p>Morphology: Review and Apply</p> <p>Fluency Words and Phrases</p> <p style="background-color: #ffff00;">L22 Assessment</p> |

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| | <p><u>Objective:</u> Students demonstrate understanding of Vowel-r single syllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages</p> | <p>syllable 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><u>Objective:</u> Students demonstrate understanding of Vowel-r single syllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p> | |
| <p>9:00-9:40</p> <p>Math and Literacy Interventions</p> | | | | | |
| <p>9:40-10:00</p> <p>TMR (Recess)</p> | | | | | |
| <p>10:00-11:15</p> <p>Wit & Wisdom</p> | <p>Read Aloud: <i>The Keeping Quilt</i> Module 3 Lesson 29</p> <p>Essential Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: How do</p> | <p>Read Aloud: <i>The Keeping Quilt</i> Module 3 Lesson 30</p> <p>Essential Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: How do immigrants respond to challenges in a new</p> | <p>Read Aloud: <i>All texts from Module 3</i> Module 3 Lesson 34-EOM Planning</p> <p>Essential Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: How do stories help us understand immigrants'</p> | <p>Read Aloud: <i>All texts from Module 3</i> Module 3 Lesson 35-EOM Writing</p> <p>Essential Question: How do stories help us understand immigrants' experiences?</p> <p>Focus Question: How do stories</p> | <p>ATLAS Practice</p> |

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| | <p>immigrants respond to challenges in a new country?</p> <p><u>Content Framing Question:</u> Reveal: What does a deeper exploration of word choices reveal about Anna’s culture?</p> <p><u>Craft Question:</u> Execute: How do I use dialogue in narrative writing?</p> <p><u>Learning Goals:</u> Explain how authors use word choices to develop characters.</p> | <p>country?</p> <p><u>Content Framing Question:</u> Distill: What is the central message of The Keeping Quilt?</p> <p><u>Craft Question:</u> Excel: How do I improve narrative writing?</p> <p><u>Learning Goals:</u> Write an explanation of the central message, using text evidence and ideas from the socratic seminar to support your response.</p> | <p>experiences?</p> <p><u>Content Framing Question:</u> Know: How do the module texts build my knowledge about immigrants’ experiences?</p> <p><u>Craft Question:</u> Execute: How do I use dialogue and description in narrative writing?</p> <p><u>Learning Goals:</u> Complete a writing planner in preparation for writing a narrative that describes a particular moment based on events depicted in one of four module texts.</p> | <p>help us understand immigrants’ experiences?</p> <p><u>Content Framing Question:</u> Know: How do the module texts build my knowledge about immigrants’ experiences?</p> <p><u>Craft Question:</u> Excel: How do I improve narrative writing?</p> <p><u>Learning Goals:</u> Write an End of Module narrative describing a particular moment from one of the module texts. Edit and revise writing.</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 23 Find Equivalent Fractions</p> <p style="background-color: yellow;">Assessment</p> <p>*Assign interactive video for lesson 24: Understanding Comparing Fractions</p> | <p>Lesson 24 Understand Comparing Fractions</p> <p style="background-color: #D3D3D3;">Session 1:</p> <p>Explore Students explore the idea of comparing fractions with the same denominator using area models and number lines. Then they compare fractions with the same numerator using area models.</p> | <p>Lesson 24 Understand Comparing Fractions</p> <p style="background-color: #D3D3D3;">Session 2:</p> <p>Develop Students use area models and number lines to compare two fractions that have either the same numerator or the same denominator.</p> | <p>Lesson 24 Understand Comparing Fractions</p> <p style="background-color: #D3D3D3;">Session 3:</p> <p>Refine Students work in small groups to demonstrate their understanding of comparing two fractions with the same numerator or denominator.</p> | <p>Lesson 24 Understand Comparing Fractions</p> <p style="background-color: yellow;">Assessment</p> <p>*Assign interactive videos for lesson 25: -Compare Fractions with the Same Denominator -Compare Fractions with the Same Numerator</p> |
| 2:00-2:40 WIN Time | | | | | |
| 2:40-3:00 Math/Multiplication Fluency | | | | | |
| 3:00- Dismiss Walkers | | | | | |

3rd Grade Weekly Lesson Plans

3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders