

3rd Grade Weekly Lesson Plans

Date 4/26 - 4/30	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 27- Consonant/le, Step 1: Recognize Syllable (pg. 48-49 in book all week) <i>**This week we are using 27.1 cards, and Step 1 handouts**</i> I Do: -Model 3 example syllables -Model one of each Nonexample syllables We Do- Level 1: -(Accuracy)	5-Minute Drill-Routine 27- Consonant/le, Step 1: Recognize Syllable (pg. 48-49 in book all week) I Do: Review 3 example syllables We Do- Level 1: -(Accuracy) Vowel Sound/Spelling: RF2.3d Decode words with common prefixes and suffixes	5-Minute Drill-Routine 27- Consonant/le, Step 1: Recognize Syllable (pg. 48-49 in book all week) We Do-Level 1: -(Accuracy) You Do: Students complete 2 columns of Practice Sort Vowel Sound/Spelling:	5-Minute Drill-Routine 27- Consonant/le, Step 1: Recognize Syllable (pg. 48-49 in book all week) We Do-Level 1: -(Accuracy) We Do-Level 2: -(Fluency) as soon as students are accurate	5-Minute Drill-Routine 27- Consonant/le, Step 1: Recognize Syllable (pg. 48-49 in book all week) We Do- Level 2: (Fluency) You Do- Students complete next 2 columns of Practice Sort RF2.3d Decode words with common prefixes and suffixes

	<p>Vowel</p> <p>Sound/Spelling: RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Decoding I do: social</p> <p>We do: tutorial</p> <p>You do: official</p> <p>Encoding I do: facial</p> <p>We do: cordial</p> <p>You do: artificial</p> <p>Writing Sentences: "I hope I get a <u>special</u> treat on Friday!" thought Travis.</p>	<p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Decoding I do: poetic</p> <p>We do: classic</p> <p>You do: artistic</p> <p>Encoding I do: rhythmic</p> <p>We do: heroic</p> <p>You do: patriotic</p> <p>Writing Sentences: Coach said, "You don't have to be <u>athletic</u> to have fun in P.E.!"</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Practice/ Review Spelling City</p> <p>Task Cards- Review of common prefixes and suffixes</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Practice/ Review Spelling City</p> <p>Task Cards- Review of common prefixes and suffixes</p>	<p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Assessment</p>
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8:50-9:40
Reading
Workshop

Standard:
RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Learning Target:
Students will be able to demonstrate an understanding of a text by answering questions referring explicitly to the text as a basis for the answer.
Read Aloud:
Teachers choice of Non-fiction text
Mini-Lesson
The teacher will demonstrate finding information in the text. TTW will remind students about how we have discussed answering who, what, when, where, why and how questions. Today we will follow the same concept but in nonfiction texts.
The teacher will read a portion of the chosen read aloud (placing it under the document

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Reading Test

Post CFA

	<p>camera). As the teacher reads the portion of the book she will ask questions that the answers can be found in the text. She will refer to the text for the answers and record them.</p> <p><u>Guided Practice:</u> The teacher and students will complete the worksheet "The Water Cycle" together finding and coloring information in the passage.</p> <p><u>Independent Practice:</u> The students will complete informational task cards answering questions found in the text.</p>	<p>camera). As the teacher reads the portion of the book she will ask questions that the answers can be found in the text. She will refer to the text for the answers and record them.</p> <p><u>Guided Practice:</u> The teacher and students will complete the worksheet "Community Workers" together finding and coloring information in the passage.</p> <p><u>Independent Practice:</u> The students will complete informational task cards answering questions found in the text.</p>	<p>chosen read aloud (placing it under the document camera). As the teacher reads the portion of the book she will ask questions that the answers can be found in the text. She will refer to the text for the answers and record them.</p> <p><u>Guided Practice:</u> The teacher and students will complete the worksheet "The American Flag" together finding and coloring information in the passage.</p> <p><u>Independent Practice:</u> The students will complete informational task cards answering questions found in the text.</p>	<p>chosen read aloud (placing it under the document camera). As the teacher reads the portion of the book she will ask questions that the answers can be found in the text. She will refer to the text for the answers and record them.</p> <p><u>Guided Practice:</u> The teacher and students will complete the worksheet "Memorial Day" together finding and coloring information in the passage.</p> <p><u>Independent Practice:</u> The students will complete informational task cards answering questions found in the text.</p>	
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

Standard:
W.3.1-Write opinion pieces on topics or texts, supporting the opinion with reasons.
Materials:
Opinion Writing Poster
Graphic organizer
Mini-lesson:
TTW introduce opinion writing. She will explain that an opinion is a belief or feeling, your point of view, the result of an emotion, and is usually supported by an argument.
Guided Practice:
TTW will give the students a topic and ask the students to state their opinion on the topic and give a reason why they feel that way.
Independent Practice:
Students will write their opinions about numerous topics (the best lunch, best color, funniest person, the best place to read, hardest subject in school, best place to hang out, best animal, best job) in a graphic

Standard:
W.3.1-Write opinion pieces on topics or texts, supporting the opinion with reasons.
Materials:
Facts vs. Opinion Poster
Facts vs Opinion worksheet
Mini-lesson:
TTW explain the difference between a fact and an opinion. An opinion is a belief or feeling, result of an emotion, or an interpretation of facts. A fact has actually happened, has true information, and can be proven.
Guided Practice:
TTW will give the students some examples of facts and opinions and ask them to determine if they are fact or opinion and discuss how they could tell which one it was.
Independent Practice:
Students will complete a facts vs opinions worksheet
Grammar:
Daily Grammar Review

Standard:
W.3.1-Write opinion pieces on topics or texts, supporting the opinion with reasons.
Materials:
Opinion writing sentence starters poster
Mini-lesson:
TTW introduce the opinion writing sentence starters poster. TTW use the poster and write an opinion sentence for each of the sentence starters.
Guided Practice:
TSW come up with their own opinion sentences using the sentence starters and share out.
Independent Practice:
Students will choose at least 4 of the sentence starters and write an opinion sentence for each.
Grammar:
Daily Grammar Review

Standard:
W.3.1-Write opinion pieces on topics or texts, supporting the opinion with reasons.
Materials:
Opinion Writing process posters
Writing sample
Mini-lesson:
TTW introduce the steps in writing an opinion piece
Select your topic
Introduce your topic
Create an organizational structure
State an opinion
Provide evidence
Use Linking words
Provide a conclusion statement
Guided Practice:
TTW show the students a mentor writing piece, under the document camera, showing each step. The teacher and students will discuss how each step follows the opinion writing process.
Independent Practice:
Students will begin to

Standard:
W.3.1-Write opinion pieces on topics or texts, supporting the opinion with reasons.
Materials:
Opinion writing posters
Opinion writing graphic organizer
Mini-lesson:
TTW review the difference between a fact and opinion and the steps in the opinion writing process.
Guided Practice:
Students will discuss what steps they need to make sure they include in their opinion writing piece.
Independent Practice:
Students will begin filling out their opinion writing graphic organizer stating their opinion and 3 supporting reasons.
Grammar:
Daily Grammar Review
(Grade)

	organizer and give a support reason why. Grammar: Daily Grammar Review			brainstorm for an opinion writing piece. Grammar: 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.A. 1- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <u>Student-Friendly Objective:</u> I can relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line. Target: relate skip-counting by fives on the clock and telling time to a continuous	Number Talks: <u>Standard</u> 3.MD.A. 1- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <u>Student-Friendly Objective:</u> I can count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock. Target: count by fives and ones on the number line as a strategy to tell	Number Talks: <u>Standard:</u> 3.MD.A. 1- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <u>Student-Friendly Objective:</u> I can solve word problems involving time intervals within 1 hour by counting backwards and forward using the number line and clock.	Number Talks: <u>Standard</u> 3.MD.A. 1- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <u>Student-Friendly Objective:</u> I can solve word problems involving time intervals within 1 hour by adding and subtracting on the number line. Target: solve word problems involving time	Number Talks: <u>Standard</u> 3.MD.A. 1- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <u>Review/ Test</u>

	<p>measurement model, the number line.</p> <p>Launch Complete problems 1 from EM Mod. 2 lesson 2 pg. 30</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - 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>Complete problems 2-3 from EM Mod. 2 lesson 2 pg. 31</p> <p><u>Independent Practice</u></p> <p>Complete EM Mod.2 Lesson 2 problem 4 pg. 31</p> <p>Summarize -</p>	<p>time to the nearest minute on the clock.</p> <p>Launch Complete problems 1 from EM Mod. 2 lesson 3 pg. 43</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - 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>Complete problems 2-4 from EM Mod. 2 lesson 3 pg. 43-44</p> <p><u>Independent Practice</u></p> <p>Complete EM Mod.2 Lesson 3 problem 5 pg. 44</p> <p>Summarize -</p>	<p>Target: solve word problems involving time intervals within 1 hour by counting backwards and forward using the number line and clock.</p> <p>Launch Complete problems 1-2 from EM Mod. 2 lesson 4 pg. 54</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - 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>Complete problems 3-5 from EM Mod. 2 lesson 4 pg. 54</p> <p><u>Independent Practice</u></p>	<p>intervals within 1 hour by adding and subtracting on the number line.</p> <p>Launch Complete problems 1 from EM Mod. 2 lesson 5 pg. 66</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - 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>Complete problems 2-3 from EM Mod. 2 lesson 5 pg. 66</p> <p><u>Independent Practice</u></p> <p>Complete EM Mod.2 Lesson 2 problem 4-5 pg. 67</p>	
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	<p>Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Complete EM Mod.2 Lesson 4 problem 6-8 pg. 55</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><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>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: <u>Standard:</u> 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>Social Studies: US Map <u>Standard:</u> G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale</p> <p><u>Student-Friendly Objective:</u> Students will locate several important cities, rivers, and other landmarks in the U.S.</p>	<p>Social Studies: Map/Directions <u>Standard:</u> G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale</p> <p><u>Student-Friendly Objective:</u> Students will locate several important cities, rivers, and other landmarks in</p>	<p>Social Studies: Map/Scale <u>Standard:</u> G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale</p> <p><u>Student-Friendly Objective:</u> Students will locate several important cities, rivers, and other landmarks in the U.S.</p>	<p>Social Studies: US Map <u>Standard:</u> G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale</p> <p><u>Materials:</u> U.S. map/ assessment</p> <p>Students will locate features on a U.S.</p>

		<p><u>Materials:</u> U.S. map/ worksheet</p> <p><u>Video:</u> https://www.youtube.com/watch?v=DSnVCV4uGGQ</p> <p><u>Mini-Lesson:</u> - Teacher will open discussion about maps: What kinds of maps are there? Have you ever used one to get someplace?</p> <p>Show video: How to Make a Map</p> <p><u>Guided Practice:</u> Students will complete the U.S. map, following the instructions and coloring the landmarks on their map.</p> <p><u>Independent Practice:</u> Students will use their completed map to label rivers on a blank map.</p>	<p>the U.S.</p> <p><u>Materials:</u> U.S. map/ worksheet/ NSWE game</p> <p><u>Video:</u> https://www.youtube.com/watch?v=ibLedhew2rQ</p> <p><u>Mini-Lesson:</u> - Teacher will show video about cardinal directions.</p> <p><u>Guided Practice:</u></p> <p>Game: Place the cardinal directions in the correct spots around the room. One student is "it." Students will choose a direction to stand at. When the "it" student picks a direction, students standing at that spot are out and have to sit down. Repeat as desired.</p>	<p><u>Materials:</u> U.S. map/ worksheet</p> <p><u>Video:</u> https://www.youtube.com/watch?v=bBVNgRU0iAA</p> <p><u>Mini-Lesson:</u> - Teacher will show video about using a map scale</p> <p><u>Guided Practice:</u> Students will use the worksheet to work together and practice using a map scale.</p> <p><u>Independent Practice:</u> Students will continue to label their maps with specified locations.</p>	<p>map to answer the questions.</p>
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			<u>Independent Practice:</u> Students will continue to label their maps with mountains and cities.		
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					