

3rd Grade Weekly Lesson Plans

Date 4/5 - 4/9	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 26 Open Syllable, Step 2: Read Syllables (pg. 42-43 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 26 Open Syllable, Step 2: Read Syllables (pg. 42-43 in book all week) I Do: -Review-3 example syllables We Do- Level 1: -(Accuracy) Vowel Sound/Spelling: /ee/ = y, e, i, ea, ee, ie, ey, e_e (funny, me, ski, beach, bee, cookie, key, Pete)	5-Minute Drill-Routine 26 Open Syllable, Step 2: Read Syllables (pg. 42-43 in book all week) We Do-Level 1: -(Accuracy) You Do: Students complete 2 columns of Practice Sort (Step 2 handout) Vowel Sound/Spelling: /ie/= i, i_e, y, ie, igh	5-Minute Drill-Routine 26 Open Syllable, Step 2: Read Syllables (pg. 42-43 in book all week) We Do-Level 1: -(Accuracy) We Do-Level 2: -(Fluency) as soon as students are accurate Vowel Sound/Spelling: /long o/= o_e, oa, oe, ow, o (vote, boat, toe, snow, open)	5-Minute Drill-Routine 26 Open Syllable, Step 2: Read Syllables (pg. 42-43 in book all week) We Do-Level 2: -(Fluency) You Do: -Students complete next 2 columns of Practice Sort (Step 2 handout) Vowel Sound/Spelling: /long u/= oo, u_e,

	<p>Vowel Sound/Spelling: /ae/ = a, a_e, ae, ay, ey, eigh, ea (paper, cake, wait, day, dey, weight, great)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ible = can be done -al = having features or characteristics of</p> <p>Decoding I do: illegible</p> <p>We do: eligible</p> <p>You do: sensible</p> <p>Encoding I do: incredible</p> <p>We do: terrible</p> <p>You do: invisible</p> <p>Writing Sentences:</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ible = can be done -al = having features or characteristics of</p> <p>Decoding I do: musical</p> <p>We do: logical</p> <p>You do: seasonal</p> <p>Encoding I do: accidental</p> <p>We do: personal</p> <p>You do: survival</p> <p>Writing Sentences: The bald eagle is one of our <u>national</u> symbols.</p>	<p>(biting, bite, try, tie, night)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ible = can be done -al = having features or characteristics of</p> <p>Decoding I do: inaudible</p> <p>We do: central</p> <p>You do: infusible</p> <p>Encoding I do: global</p> <p>We do: comprehensible</p> <p>You do: comical</p> <p>Writing Sentences: Ruby said, "An <u>indestructible</u> house would be <u>magical!</u>"</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ible = can be done -al = having features or characteristics of</p> <p>Practice/ Review Spelling City</p> <p>Review worksheet</p>	<p>ue, ew, ui, ou (boo, tube, clue, chew, suit, soup)</p> <p>Suffix -ible = can be done -al = having features or characteristics of</p> <p>Assessment</p>
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	<p>"Four is <u>divisible</u> by 2," said Mrs. Adams.</p>				
<p>8:50-9:40 Reading Workshop</p>	<p><u>Standard:</u> RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea <u>Learning Target:</u> 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. <u>Read Aloud:</u> Teachers choice of Non-fiction text <u>Mini-Lesson</u> The teacher will introduce main idea and details. TTW will remind students about how we have discussed main ideas and details in fiction texts. 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 camera). As the teacher</p>	<p><u>Standard:</u> RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea <u>Learning Target:</u> 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. <u>Read Aloud:</u> Teachers choice of Non-fiction text <u>Mini-Lesson</u> The teacher will review main idea and details. 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. <u>Guided Practice:</u></p>	<p><u>Standard:</u> RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea <u>Learning Target:</u> 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. <u>Read Aloud:</u> Teachers choice of Non-fiction text <u>Mini-Lesson:</u> 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. <u>Guided Practice:</u></p>	<p><u>Standard:</u> RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea <u>Learning Target:</u> 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. <u>Read Aloud:</u> Teachers choice of Non-fiction text <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 main idea and important details and record them on a graphic organizer. <u>Guided Practice:</u></p>	<p><u>Standard:</u> RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea <u>Learning Target:</u> 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. Reading Test Orangutan Mothers Post CFA Owls at Night</p>

	<p>reads the portion of the book she will point out the main idea and important details and record them.</p> <p><u>Guided Practice:</u> The teacher will place a portion of a book under the document camera and the teacher will read and guide the students through the text. The students will help determine the main idea and supporting details.</p> <p><u>Independent Practice:</u> The students will read the passage "Beware: The Golden Poison Dart Frog". Students will find the main idea and important supporting details in the passage. Students will answer comprehension questions about the passage.</p>	<p>In order to practice finding the main idea TTW place the text under the document camera. The students will read the paragraph chorally. TTW ask the students to write down on a post-it note the main idea and on a different color post-it an important detail from the text. TSW share out their ideas.</p> <p><u>Independent Practice:</u> The students will read the passage "Adaptations of a Polar Bear". Students will find the main idea and important supporting details in the passage. Students will answer comprehension questions about the passage.</p>	<p>The teacher will place the text under the document camera and 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.</p> <p><u>Independent Practice:</u> The students will read the passage "Spider Webs". Students will find the main idea and important supporting details in the passage. Students will answer comprehension questions about the passage.</p>	<p>The teacher will read 2 short passages (Place under the document camera) and ask the students to write down on different colored post-it notes the main idea and 2 important details about each passage. The students will share their ideas with a table partner. TTW call on students to share their thinking.</p> <p><u>Independent Practice:</u> The students will read the passage "Are You as Smart as a Dolphin". Students will find the main idea and important supporting details in the passage. Students will answer comprehension 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>

10:20-11:05

Writing
Workshop/
Grammar

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:
Writing Prompt
MacBooks

Mini-lesson:
(ACT Practice)
TTW model 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.

Guided Practice:
TTW Introduce the writing prompt:
Think about a time that you and your classmates were helpful to each other or the teacher.
What are some ways that you helped your classmates or your teacher?
What happened as a result of helping them?

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Writing paper
Materials:
Writing Prompt
MacBooks

Mini-lesson:
(ACT Practice)
TTW model 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.

Guided Practice:
TTW Introduce the writing prompt:
You are going to write a story about a time when you gave one of your favorite toys away.
What toy did you give away?
Who did you give the toy to?

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:
Writing Prompt
MacBooks

Mini-lesson:
(ACT Practice)
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.

Guided Practice:
TTW Introduce the writing prompt:
You are going to write a story about a time you tried something new.
What did you try?
Did anyone help you?
How did you feel when you tried this new thing?

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:
Writing Prompt
MacBooks

Mini-lesson:
(ACT Practice)
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.

Guided Practice:
TTW Introduce the writing prompt:
You are going to write a story about a time you visited an interesting place.
Where did you go?
Who was with you at this place?
Did anything unusual happen?

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grammar and vocabulary practice

	<p>Did anything good come from helping your classmates or teacher? How did you feel when you helped your classmate or teacher? Did this experience change the way you feel about helping others? How?</p> <p>Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	<p>Why did you choose this toy to give away? What do you think happened as a result of giving this toy away? How did it make you feel when you gave your favorite toy away? Did giving your favorite toy away change the way you feel about helping others?</p> <p>Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	<p>Will you try more new things in the future? Why or why not? Did trying this new thing make you change the way you feel about trying new things? How?</p> <p>Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	<p>What made this place interesting? Did you learn anything during the visit? Did this visit make you want to visit other places? Why?</p> <p>Students will discuss and share their ideas.</p> <p><u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	
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	Number Talks:	Number Talks:	Number Talks:	Number Talks:	Number Talks:
Learning Target	<p><u>Standard:</u> 3.NF.A. 1- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal</p>	<p><u>Standard</u> 3.NF.A. 1- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal</p>	<p><u>Standard:</u> 3.NF.A. 1- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b</p>	<p><u>Standard</u> 3.NF.A. 2- Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as</p>	<p><u>Standard</u> 3.NF.A. 2- Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1</p>

	<p>parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><u>Student-Friendly Objective:</u> I can describe the numerator and denominator. I can explain and represent a unit fraction.</p> <p><u>Target:</u> Describe the numerator and denominator; explain and represent a unit fraction.</p> <p><u>Launch</u> Complete problems 1 from EM Mod. 5 lesson 5 pg.58</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with</p>	<p>parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><u>Student-Friendly Objective:</u> I can explain and represent a non-unit fraction.</p> <p><u>Target:</u> Explain and represent a non-unit fraction.</p> <p><u>Launch</u> Complete problems 1-2 from EM Mod. 5 lesson 20 pg.239</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model</p>	<p>equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><u>Student-Friendly Objective:</u> I can represent fractions with color tiles, pattern blocks, cuisenaire rods, and/or fraction circles.</p> <p><u>Target:</u> Represent fractions with color tiles, pattern blocks, cuisenaire rods, and/or fraction circles.</p> <p><u>Launch</u> Complete problem 1 from worksheet</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking.</p>	<p>the whole and partitioning it into b equal parts. Recognize that each part has $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p><u>Student-Friendly Objective:</u> I can represent any fraction less than 1 on a number line.</p> <p><u>Target:</u> Represent any fraction less than 1 on a number line.</p> <p><u>Launch</u> Complete problem 1 from EM Mod. 5 lesson 14 pg. 172</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking.</p>	<p>as the whole and partitioning it into b equal parts. Recognize that each part has $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p><u>Student-Friendly Objective:</u> I can represent any fraction less than 1 on a number line.</p> <p><u>Target:</u> Represent any fraction less than 1 on a number line.</p> <p><u>Launch</u> Complete problem 1 from EM Mod. 5 lesson 15 pg.182</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking.</p>
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	<p>students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 3 from EM Mod. 5 lesson 6 pg.70 <u>Independent Practice</u></p> <p>Complete EM Mod.5 Lesson 6 exit ticket pg.71</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>the following expressions.</p> <p>Complete problems 3-4 from EM Mod.5 lesson 20 pg.240</p> <p><u>Independent Practice</u></p> <p>Complete EM Mod.5 Lesson 20 pg.241</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 model the following 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>	<p>Teacher will model the following expressions.</p> <p>Complete problem 2 from EM Mod. 5 lesson 14 pg.173</p> <p><u>Independent Practice</u></p> <p>Complete problem 3 from EM Mod. 5 lesson 14 pg.173</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 expressions.</p> <p>Complete problems 2-3 from EM Mod. 5 lesson 15 pg.183 <u>Independent Practice</u></p> <p>Complete EM Mod. 5 lesson 15 Exit Ticket pg.184</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:</p> <p>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>ACT Aspire Practice: Reading and Interpreting Tables / Teacher's Choice</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and review 3rd grade science skills.</p> <p>Materials: Task Cards 1-10</p> <p>Mini-Lesson: - Teacher will show task card on the board and have students read / discuss possible answers.</p> <p>Guided Practice: Students will work in groups to choose the best answers, and use a mini white board to show their choice. We will discuss whole</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and review 3rd grade science skills.</p> <p>Materials: Task Cards 11-20</p> <p>Mini-Lesson: - Teacher will show task card on the board and have students read / discuss possible answers.</p> <p>Guided Practice: Students will work in groups to choose the best answers, and use a mini white board to show their choice. We will discuss whole</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and review 3rd grade science skills.</p> <p>Materials: ACT Aspire Practice Science Test</p> <p>Mini-Lesson: Students will take the practice test, using skills discussed first half of the week.</p> <p>Guided Practice: Teacher will allow students to grade a partner's test, and lead class discussion about choosing correct</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and review 3rd grade science skills.</p> <p>Materials: ACT Aspire Practice Science Test</p> <p>Assessment: Students will retake the ACT Aspire Practice Science Test independently for weekly Science grade.</p>
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		<p>group why the answers are correct.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables.</p>	<p>group why the answers are correct.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables.</p>	<p>answers and eliminating others.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables and graphs.</p>	
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
<p>2:35-2:45 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					