

### 3rd Grade Weekly Lesson Plans

Date 8/28-9/1	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>Consonant Blends, Digraphs, Silent letters, and Complex Consonants</p> <p>Lesson 1 Day 5 <b>Assessment</b></p> <p><u>Objective:</u> Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern words in isolation and in passages.</p>	<p>Long Vowel Silent-e, Open Syllables, Hard and Soft c/g</p> <p>Lesson 2 Day 1:</p> <p>Phonics pattern (4 min), Sound-Spelling Mapping (in workbooks), Parts of Speech (anchor chart) Passage Reading (underline pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern</p>	<p>Long Vowel Silent-e, Open Syllables, Hard and Soft c/g</p> <p>Lesson 2 Day 2:</p> <p>Phonics pattern (4 min), Morphology (anchor chart), Sound Spelling Mapping (in workbooks), Passage Reading (scoop phrases together)</p> <p><u>Objective:</u> Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern</p>	<p>Long Vowel Silent-e, Open Syllables, Hard and Soft c/g</p> <p>Lesson 2 Day 3:</p> <p>Fluency (on slide), Hard/soft g/c sort, Morphology (anchor chart), Passage Reading (pair students to read)</p> <p><u>Objective:</u> Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Long Vowel Silent-e, Open Syllables, Hard and Soft c/g</p> <p>Lesson 2 Day 4:</p> <p>Fluency, Sound Spelling Mapping, Passage Reading-choral read, Review on whiteboards</p> <p><u>Objective:</u> Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern</p>

		words in isolation and in passages.	words in isolation and in passages.		words in isolation and in passages.
9:00-9:40 WIN Groups	Lexia 20 min Read / Epic 20 min Until groups are formed	Lexia 20 min Read / Epic 20 min Until groups are formed	Lexia 20 min Read / Epic 20 min Until groups are formed	Lexia 20 min Read / Epic 20 min Until groups are formed	Lexia 20 min Read / Epic 20 min Until groups are formed
9:40-10:00 TMR Recess					
10:00-11:00 Math	<p><b>Lesson 1</b> Session 3: Develop Students will solve a problem that requires rounding a three-digit number to the nearest hundred, modeling on paper or with manipulatives. Workbook pg 18 #9</p> <p>*Assign prerequisite video for lesson 2</p>	<p><b>Lesson 1</b> Session 4: Refine / Quiz Students solve problems involving rounding numbers to the nearest 10 or nearest 100, discussing and confirming their answers with a partner. Workbook pg 23 #6, pg 24 #8</p> <p>Students should watch prerequisite video sometime before Lesson 2</p>	<p><b>Lesson 2</b> Session 1: Explore Students draw on their knowledge of place value and addition to explore how to add two and three digit numbers in problems that do not require regrouping. Look Ahead: Students will look ahead to think about breaking apart numbers into hundreds, tens and ones in order to find sums. Independent Practice: Workbook Page 29 #2</p>	<p><b>Lesson 2</b> Session 2: Develop Students solve a problem that requires finding a sum involving regrouping. Students will develop strategies to regroup so they can apply it to other addition problems. Independent Practice: Workbook page 33 #1-4</p>	<p><b>Lesson 2</b> Session 3: Develop Students solve an addition problem using place value and regrouping. Students will learn the addition algorithm. Independent Practice: Workbook page 35 # 1-2</p> <p>*Assign prerequisite video for lesson 3</p>
11:00-11:10 Math Fluency					

11:15-12:00  
Lunch / Recess

12:00-12:40 Activity	Adams- PE Farris- Library Kreis- Music Vincent- Art	Adams-Music Farris- LIME Kreis- Art Vincent- Library	Adams- Art Farris- PE Kreis- Library Vincent- LIME	Adams- Library Farris- Music Kreis- LIME Vincent- PE	Adams- LIME Farris- Art Kreis- PE Vincent- Music
12:40-2:10 Wit & Wisdom	<p>Read Aloud: <u>Amos &amp; Boris</u> Module 1 <b>Lesson 4</b> <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> How do artists explore the sea? <b>Content Framing Question:</b> Wonder: What do I notice and wonder about <u>Amos &amp; Boris</u> <b>Craft Question:</b> Examine: Why is listening and wondering important? Examine: Why is reading fluently and accurately important? <b>Learning Goal:</b> Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text and</p>	<p>Read Aloud: <u>Amos &amp; Boris</u> Module 1 <b>Lesson 5</b> <b>Question Set-model</b> <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> How do artists explore the sea? <b>Content Framing Question:</b> Organize: What's happening to Amos and Boris? <b>Craft Question:</b> Examine: Why is grouping related information together important? Examine: Why is using phrasing important? <b>Learning Goal:</b> To complete a story map for Amos and Boris. To analyze the way information is grouped</p>	<p>Read Aloud: <u>Amos &amp; Boris</u> Module 1 <b>Lesson 6</b> <b>Question Set-go over together</b> <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> How do artists explore the sea? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos and Boris? <b>Craft Question:</b> Experiment: How does grouping related information together work? Examine: Who is reading with expression important? <b>Learning Goal:</b></p>	<p>Read Aloud: <u>Amos &amp; Boris</u> Module 1 <b>Lesson 7</b> <b>Question Set-Take grade on Affirm</b> <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> How do artists explore the sea? <b>Content Framing Question:</b> Distill: What is the central message of Amos &amp; Boris? <b>Craft Question:</b> Experiment: How do we agree and disagree respectfully? Examine: Why is reading with expression important? <b>Learning Goal:</b> Identify the central message in Amos &amp; Boris.</p>	<p>Read Aloud: <u>Amos &amp; Boris</u> Module 1 <b>Lesson 8</b> <b>Socratic Seminar</b> <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> How do artists explore the sea? <b>Content Framing Question:</b> Know: How do poetry and art build my knowledge of the sea? <b>Craft Question:</b> Execute: How do I agree and disagree respectfully in a Socratic Seminar? <b>Learning Goal:</b> Take part in a Socratic Seminar about how artists explore the sea and self-assess participation.</p>

	<p>make inferences based on text evidence. Explain how a noun and a verb function to create a sentence.</p>	<p>together in paragraphs about author William Steig. To identify adverbs with the morpheme -ly and examine their function in particular sentences.</p>	<p>Complete a graphic organizer explaining how specific words and illustrations depict the sea. Group related information together in an explanatory paragraph about Amos and Boris. Capitalize appropriate words in titles in a sentence from a web page.</p>	<p>Agree and disagree respectfully. Experiment with abstract nouns.</p>	
--	---	---	--	---	--

2:10-2:40

Math Interventions

2:40-3:00

Literacy Interventions

3:00- Dismiss Walkers

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