

3rd Grade Weekly Lesson Plans

Date	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 Interventions	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
Word Study 8:50-9:20 *Pp located in "3rd Grade Team '20-'21"	<p>-er, -or endings RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>Decoding</u> (Students will read from PowerPoint)</p> <p>I do: Banker, Jumper We do: Painter, jogger You do: Actor Robber</p>	<p>-er, -or endings RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>Decoding</u> (Students will read from PowerPoint)</p> <p>I do: boxer, sailor We do: Flier, writer You do: visitor farmer</p>	<p>-er, -or endings RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>Decoding</u> (Students will read from PowerPoint)</p> <p>I do: sculptor We do: gardener player You do: cleaner</p>	<p>-er, -or endings RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Review</p> <p><u>Decoding</u> Clap the Words: Teacher holds up flashcard, students read the word, clapping each syllable.</p>	<p>-er, -or endings RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center;">Assessment</p>

	<p>Runner Swimmer</p> <p><u>Introduce Irregularly Spelled Words (heart words):</u> friend sure gone Syllable</p> <p><u>Reading Sentences</u> (see wk 3 phonics plan)</p> <p><u>Encoding</u> (Students will use whiteboards and markers) *see words for Decoding</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 3 phonics plan)</p>	<p>robber Leader</p> <p><u>Review Irregularly Spelled Words:</u> friend sure gone Syllable</p> <p><u>Reading Sentences</u> (see wk 3 phonics plan)</p> <p><u>Encoding</u> (Students will use whiteboards and markers) *see words for Decoding</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 3 phonics plan)</p>	<p>director dreamer Speaker</p> <p><u>Review Irregularly Spelled Words:</u> friend sure gone Syllable</p> <p><u>Reading Sentences</u> (see wk 3 phonics plan)</p> <p><u>Encoding</u> (Students will use whiteboards and markers) *see words for Decoding</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 3 phonics plan)</p>	<p><u>Encoding</u> Rainbow words: Students will trace words using 3 different colors</p>	
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<p>Reading 9:20-10:20</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> Chapter 5 Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. 3rd Grade Lesson 10 Goal: Learn that the best predictions take into account details in the story and predict how some things might happen. Mini-Lesson: I Do Explain to students that when reading a book it is important to try to experience the story as if it is really happening. In order to make a higher level prediction we have to think about what we know about the character's traits, and motivations, the</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> Chapter 6 Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. 2nd Grade Lesson 6 Goal: In order to have deep ideas about a character it helps to study their relationship with other characters. Mini-Lesson: I Do Explain to students that you can learn about a character by how they interact with other characters. Discuss how characters have interactions and relationships with one another in a story. Reflect back on</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> Chapter 7 Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. 3rd Grade Lesson 7 Goal: Learn that good readers give themselves a comprehension check at the end of each chapter to make sure they are understanding what is happening with what they are reading. Mini-Lesson: I Do TTW explain that stopping at the end of each chapter that you read and asking 3 key comprehension questions will help with understanding the story. Who is in this part? What happened?</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> Chapter 8 Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. 2nd Grade Lesson 8 Goal: Pay close attention to the precise words the author is using to create clear pictures in the reader's mind. Mini-Lesson: I Do Tell students two short stories, one that uses very few details and one that has a lot of details. Ask students which story gives them a</p>	<p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Assessment Test over <u>Stone Fox</u> chapters 5-8</p>

	<p>events and other influences including minor characters.</p> <p><u>Guided Practice: We Do:</u> Before Reading Chapter 5 of <i>Stone Fox</i> revisit chapters 1-4. Discuss what has happened so far. Discuss Little Willy's character traits as well as his influences. Who can Willy turn to for help to save the farm? What do we know? What are some options Willy has to save the farm? Students will make higher level predictions and the teacher will record them on chart paper.</p> <p><u>Independent Practice: You Do</u> Students choose a book from the class library. TSW will make higher level predictions about the book as they are reading based on the main characters traits, motivations, events, and influences.</p>	<p>previous chapters of the book <i>Stone Fox</i> and reflect on the main characters' relationship with the other characters in the story.</p> <p><u>Guided Practice: We Do:</u> Read Chapter 6 of <i>Stone Fox</i> TSW discuss the relationships between the characters in the story and how they interact.</p> <p><u>Independent Practice: You Do</u> Students choose a book from the class library. TSW will find the relationships between characters in their books.</p>	<p>Does this fit with something that already happened?</p> <p>Re-read a part of the book demonstrating how to answer the questions about that part of the book.</p> <p><u>Guided Practice: We Do:</u> Read Chapter 7 of <i>Stone Fox</i>. After reading the chapter ask the three comprehension questions. Discuss each question and the answers to the questions.</p> <p><u>Independent Practice: You Do</u> Students will choose a book from the class library. Students will practice asking the three questions to check for understanding as they read their books.</p>	<p>clearer picture. Ask them to tell what they notice.</p> <p><u>Guided Practice: We Do:</u> Go back and re-read a portion of the previous chapter of <i>Stone Fox</i>. Ask students to raise to hold up their thumb when they hear words that create clear pictures in their mind. Read Chapter 8 of <i>Stone Fox</i>. TSW discuss words that helped them create clear pictures in their minds.</p> <p><u>Independent Practice: You Do</u> Students will find words in their books that help create pictures in their minds. Students will write down the words on post-it notes.</p>	
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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.

Narrative Pre CFA

Grammar:
Common and proper nouns

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

Goal:
Writers think about the kind of writing they want to make, they set goals for themselves, then they work hard to reach their goals

Materials:
What Third Grade Writers Do/Don't Do Chart
Examples of Exemplar work
Writing Workshop Session 1 Goal page
Narrative Writing Checklist

Mini-Lesson:
Explain that today students are going to set goals for becoming a better writer. Share with the students a few examples of exemplar writing. Show the

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

Goal:
Writers sometimes think about a person that matters to you then list small moments you have had with that person then write a story about one of those small moments.

Materials:
Finding ideas for true stories chart
Mini-Lesson:
TTW model generating ideas about a person who is important to you. TTW make a list of small moments they have had with that person and then discuss how many ideas can be generated about just that one person. Focus on writing a

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

Goal:
Writers sometimes think about a place that they have been that was exciting or means a lot to them. They list ideas that go with that place and write a story about something that happened in that place.

Materials:
Places that matter to you idea recording page
Mini-Lesson:
Remind students of how they generated writing ideas about a person who was important to them, today they are going to generate ideas about a place that is important to them. TTW demonstrate the

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

Assessments
Test over common/ proper nouns and singular/ plural nouns

Writing:
Students will choose one of their ideas from their generated list and write a story about it..

		<p>students what the writer did well. Introduce the “What 3rd Grade Notebook Writers Do/Don’t” chart. Give the students a few Do’s and Don’ts to fill into the chart.</p> <p><u>Guided Practice:</u> Continue to ask students to generate ideas for the “What 3rd Grade Notebook Writers Do/Don’t” chart. Continue to fill in the chart.</p> <p><u>Independent Practice:</u> Students will write their goal for becoming a better writer.</p> <p><u>Grammar:</u> Common and proper nouns</p>	<p>strong beginning to the story and being able to visualize the story.</p> <p><u>Guided Practice:</u> Ask students to name some people that are important to them. List those people on chart paper. Ask the students to tell why those people are special or mean something to them or tell about an adventure they had with them. Explain that the people they are writing about could generate a lot of memories or ideas TTW Model writing a short story about a person that is important to them.</p> <p><u>Independent Practice:</u> Students will generate their own list of small moments they have had with a person that is important to them.</p> <p><u>Grammar:</u> Singular and plural nouns</p>	<p>strategy step-by-step and explain that writers often find stories hiding in places that matter to them.</p> <p><u>Guided Practice:</u> Ask students to name some places that are important to them. List those places on chart paper. Ask the students to tell why those places are special or mean something to them. Explain that the places they are writing about could have a lot of memories or ideas TTW Model writing a short story about a place that is important to them.</p> <p><u>Independent Practice:</u> Students will generate a list of ideas of exciting things that happened at a place that means a lot to them.</p> <p><u>Grammar:</u> Change -y to an -i add -es</p>	
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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:
	<p><u>Standard:</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.</p> <p><u>Student-Friendly Objective:</u> I can use patterns with the factors of 2, 4, 8. I can use shortcuts to help learn my multiplication facts.</p> <p>Lesson 4: <i>What patterns and shortcuts can I learn with the factors of 2, 4, and 8?</i></p>	<p><u>Standard:</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.</p> <p><u>Student-Friendly Objective:</u> I can multiply by multiples of ten.</p> <p>Lesson 11: <i>How do I multiply by multiples of ten?</i></p> <p><u>Materials:</u> anchor chart, base ten blocks, scissors, glue</p>	<p><u>Standard:</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.</p> <p><u>Student-Friendly Objective:</u> I can find multiples of ten. I can identify patterns in multiples of ten.</p> <p>Lesson 12: <i>How do I find multiples of ten?</i></p> <p><u>Materials:</u> notebook</p>	<p><u>Standard:</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.</p> <p><u>Student-Friendly Objective:</u> I can find multiples of ten. I can identify patterns in multiples of ten.</p> <p>Lesson 13: <i>What patterns can I discover related to multiplying by multiples of ten?</i></p> <p><u>Materials:</u></p>	<p><u>Assessments</u> <u>Post CFA</u></p>

	<p><u>Materials:</u> "Multiplication shortcut sheet", anchor chart</p> <p><u>Mini-Lesson:</u> Model shortcuts for the numbers 2, 4, and 8 using a three column chart.</p> <p><u>Small Group Instruction:</u> Teacher and students will practice problems containing patterns and shortcuts learned in mini-lesson.</p> <p><u>Independent Work:</u> Students will brainstorm what is next in the pattern if it's double for two, then double, double for four, and double, double, double for eight.</p>	<p><u>Mini-Lesson:</u> On an anchor chart, demonstrate multiplying by multiples of ten using base ten blocks.</p> <p><u>Small Group Instruction:</u> Teacher and students practice by creating matchbook flipbooks, to help students understand the WHY of the answer is the answer.</p> <p><u>Independent Work:</u> Ask students what they think would happen if they replaced the long base tens with a flat or even a cube. Have them explore.</p>	<p><u>Mini-Lesson:</u> With a think-aloud, model how the multiplication shortcut of ten applies to all multiples of ten.</p> <p><u>Small Group Instruction:</u> Teacher will give students sample problems to practice in their notebook just how it was done in the mini-lesson.</p> <p><u>Independent Work:</u> Ask students what other patterns they think they can discover?</p>	<p><u>Mini-Lesson:</u> Using a think-aloud, model on paper the multiplication shortcut of ten. As you multiply, point out the patterns you are observing as you multiply each time.</p> <p><u>Small Group Instruction:</u> Teacher and students will create a flip-flap book. Students will solve the problems and write a paragraph underneath of the patterns they observed.</p> <p><u>Independent Work:</u> Have students see how the pattern will change if both factors were a multiple of ten.</p>	
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Cursive letter LI</p>	<p><u>Standard:</u> C.2.3.3 Compare rights and responsibilities of citizens in different times and places</p> <p>Citizenship Skills: Problem Solving</p> <p><u>Student-Friendly Objective:</u> Students will learn that good citizens solve problems with others.</p> <p><u>Materials:</u> U.S. flag coloring sheet (one for each table)</p> <p>Red and blue crayons</p> <p><u>Mini-Lesson:</u> Organize students into groups of 3, give groups two crayons and one picture of a flag to color. Set timer for 3 minutes. Students have to color the picture neatly using only two</p>	<p><u>Standard:</u> C.2.3.3 Compare rights and responsibilities of citizens in different times and places</p> <p>Citizenship Skills: Respect</p> <p><u>Student-Friendly Objective:</u> Students will learn that good citizens show respect and treat others fairly.</p> <p><u>Materials:</u> Video: Rosa the Rabbit</p> <p>Worksheet</p> <p><u>Mini-Lesson:</u> Review what it means to have respect. Help students brainstorm examples of showing respect to others.</p> <p>Show Rosa the Rabbit video</p> <p><u>Guided Practice:</u></p>	<p>Citizenship Unit Test- Google Classroom</p>	<p><u>Running Records</u></p>
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		<p>crayons. EVERYONE MUST PARTICPATE. Students must problem solve to complete task.</p> <p><u>Guided Practice:</u></p> <p>Talk about how students worked together to complete the task. Talk about successes and things they could have done better. Explain that a problem is something that makes things difficult and a solution is a way to solve the problem.</p>	<p>Students will work together to identify the disrespectful behaviors portrayed by the characters. They will then work together to record what the character could have done instead to show respect.</p> <p>Have students share their possible respectful solutions. Discuss how the story might have changed if the characters would have acted in a respectful way. Make connections to how this is relevant to students in their own lives.</p>		
<p>2:15-2:35 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>
<p>2:35-2:45</p>					

Prepare for Dismissal

2:45- Dismiss Walkers

2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders