

### 3rd Grade Weekly Lesson Plans

Date 9/18-9/22	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 4: Vowel-r (er, ir, ur) Day 4: Fluency: High frequency words Morphology: make prefix chart Passage reading <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 4: Vowel-r (er, ir, ur) Day 5: <b>Assessment</b> Review Sentence Dictation Spelling Test <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 5: Vowel-r (ar, or, w-ar, w-or) Day 1: Model pattern, sort words, syllable mapping, passage reading (underline pattern words) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 5: Vowel-r (ar, or, w-ar, w-or) Day 2: Reading pattern words, sort new words, passage reading (practice fluency-scoop phrases) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 5: Vowel-r (ar, or, w-ar, w-or) Day 3: Reading multisyllable words Morphology: prefixes ex-, de-, mis- Passage reading- (students partner read) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

9:00-9:40 WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:00 TMR (Recess)					
10:00-11:00 Math	<p>UNIT 1 REVIEW-form A</p> <p>Students will review Rounding, Adding 3 digit numbers with regrouping and subtracting 3 digit numbers regrouping.</p> <p>*Assign prerequisite videos for intervention time</p>	<p>Unit 1 CFA Assessment Form B</p> <p>Students work on videos if they finish early</p>	<p>Lesson 4 Session 1: Explore</p> <p>Students will explore the concept of multiplication for the first time. They will learn that multiplication is a way to find the total of equal groups. They learn that <math>3 \times 2</math> represents 3 equal groups of 2 or an array with 3 rows of 2. Students are also introduced to multiplication equations and several new vocabulary terms.</p> <p>IP: Pg 96 3,4,5</p>	<p>Lesson 4 Session 2: Develop</p> <p>Students model multiplication with drawings of equal groups of arrays. They are then introduced to a new model for multiplication, a rectangle made up of same-sized square tiles, laying a foundation for later lessons on area.</p> <p>IP: Pg 100 5-9</p>	<p>Lesson 4 Session 3: Refine Quiz-last 30 min</p> <p>Students demonstrate their understanding of the meaning of multiplication as they draw a model to represent multiplication as they talk through three problems. Then they draw a model to represent a multiplication problem and write a story problem that their model can be used to solve.</p> <p>Small groups</p>
11:00-11:10 Math Fluency					
11:15-12:00 Lunch / Recess					

<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>
<p>12:40-2:10 Wit &amp; Wisdom</p>	<p>Read Aloud: <u><i>The Fantastic Undersea Life of Jacques Cousteau</i></u> Module 1 Lesson 14  Question Set 5  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Organize: What is happening in <u><i>The Fantastic Undersea Life of Jacques Cousteau?</i></u> <b>Craft Question:</b> Experiment: How does grouping related information together work? <b>Learning Goals:</b> Explain how the sequence of the text</p>	<p>Read Aloud: <u><i>The Fantastic Undersea Life of Jacques Cousteau</i></u> Video: "Cousteau's Silent World: Shipwreck Excerpt" Module 1 Lesson 15  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of text features and illustrations reveal in the <u><i>The Fantastic Undersea Life of Jacques Cousteau?</i></u> <b>Craft Question:</b> Experiment: How does reading fluently work? Examine: Why is it</p>	<p>Read Aloud: <u><i>The Fantastic Undersea Life of Jacques Cousteau</i></u> Module 1 Lesson 16 District Question Set 6 on Affirm  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Distill: What is the essential meaning of <u><i>The Fantastic Undersea Life of Jacques Cousteau?</i></u> <b>Craft Question:</b> Experiment: How does using an illustration aid in comprehension work? <b>Learning Goals:</b> Identify the main idea and essential</p>	<p>Read Aloud: <u><i>The Fantastic Undersea Life of Jacques Cousteau</i></u> Module 1 Lesson 17 Socratic Seminar/ Writing Planner  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Knowledge: How do Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea? <b>Craft Question:</b> Excel: How do I improve on agreeing and disagreeing</p>	<p>Read Aloud: <u><i>The Fantastic Undersea Life of Jacques Cousteau Ocean Sunlight</i></u> Module 1 Lesson 18 *FOT 2 Publish New Read Assessment  <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Knowledge: How do Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and the scientists who study the sea? <b>Craft Question:</b> Excel: using a topic statement, grouping</p>

	<p>and illustrations explain why and how Jacques Cousteau explored the sea. Group related information together in an explanatory paragraph.</p>	<p>important to use illustrations to aid in comprehension?  <b>Learning Goals:</b>          Explain how quotations add meaning to the text of <i>The Fantastic Undersea Life of Jacques Cousteau</i>.          Explain how an author uses illustrations to aid in comprehension.</p> <p>Distinguish the literal and nonliteral meaning of words and phrases in <i>The Fantastic Undersea Life of Jacques Cousteau</i>.</p>	<p>meaning of The Fantastic Undersea Life of Jacques Cousteau. Group related information together in an explanatory paragraph and include an illustration to aid in comprehension.</p> <p><b>Deep Dive:</b> With support, explain the purpose of the simple past tense and use the simple past tense correctly.</p>	<p>respectfully in a Socratic Seminar?          Execute: How do I group related ideas together and include an illustration in an explanatory essay?  <b>Learning Goals:</b>          Explain why and how scientists explore the sea, using information from Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau. Plan a written response to an expository prompt.</p> <p><b>Deep Dive:</b> With support, use conventional spelling for adding suffixes to base words.</p>	<p>ideas, and including an illustration aid in comprehension when writing an explanatory paragraph?  <b>Learning Goals:</b>          Demonstrate understanding of the main idea of The Fantastic Undersea Life of Jacques Cousteau and Ocean Sunlight by writing an explanatory paragraph using topic statements, related information that is grouped together and an illustration to support comprehension.</p> <p><b>Deep Dive:</b> Identify connections between words used to describe Jacques Cousteau's response</p>
<p style="text-align: center;">2:10-2:40 Math Interventions</p>					
<p style="text-align: center;">2:40-3:00 Literacy Interventions</p>					

3:00- Dismiss Walkers

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