

3rd Grade Weekly Lesson Plans

Date 9/25-9/29	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 5: Vowel-r (ar, or, w-ar, w-or) Day 4: *Review for test, Decoding Assessment Practice sentence dictation Morphology: suffixes -est, -ment 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>	<p>Lesson 5: Vowel-r (ar, or, w-ar, w-or) Day 5: Assessment 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>Unit 1 Assessment (Lesson 1-5 content)</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 1: Morphology: Struc-, Struct-, Con-, Com-, in-, im- Syllable mapping passage reading <u>Objective:</u> Students demonstrate understanding of simple multisyllable patterns by correctly identifying, reading, and writing pattern</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 2: Morphology: Decode and define unknown words Reading multisyllable words Syllable mapping passage reading <u>Objective:</u> Students demonstrate understanding of simple multisyllable patterns by correctly</p>

				words in isolation and in passages.	identifying, reading, and writing pattern words in isolation and in passages.
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>Lesson 4 Quiz (on iReady)</p> <p>Lesson 5 Session 1: Explore Students will draw on their knowledge of multiplication as combining equal groups and on skip counting to find products. They share models to explore how to find the total number of items in several equal groups. They will look ahead to see how skip-counting by twos, fives, and tens is connected to multiplying with 2, 5, and 10.</p> <p>IP: Pg 107-108 5 pts</p>	<p>Lesson 5 Session 2: Develop Students will solve a problem that requires finding both 6×2 and 6×5. Students model equal groups either on paper or with manipulatives to represent the two products. The purpose of this session is to have students apply repeated addition strategies to solve multiplication problems involving the multiplication facts for 2, 5, and 10.</p>	<p>Lesson 5 Session 3: Develop Students will solve a problem that requires thinking about what it means to multiply with 0 and 1. Students model the given multiplication facts either on paper or with manipulatives to identify true and false statements. The purpose of this session is to have students identify patterns in multiplying with 0 and 1.</p> <p>IP: Pg 1123-114 # 1-3 21 pts</p>	<p>Lesson 5- Review Session 4: Refine Students will solve word problems involving multiplying with 0, 1, 2, 5, and 10 and then discuss and confirm their answers with a partner.</p> <p>IP Pg 123 #6</p>	<p>Lesson 5 Quiz (on iReady)</p> <p>Lesson 6 Session 1: Explore Multiplying with 3, 4, 6 Students use what they know about arrays and multiplying with 1 and 2 to explore multiplying with 3. They share models to explore different ways of finding a product. They will look ahead to think about how to break apart a multiplication problem to make it easier to solve.</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 PLC-FQT2 / New Read</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 PLC-Phonics unit 1</p>	<p>Adams- LIME Farris- Art Kreis- PE Vincent- Music</p>
<p>12:40-2:10 Wit & Wisdom</p>	<p>Pause Point: -Conferences -Students publish final drafts of FQT 2</p>	<p>Read Aloud: <u>Shark Attack</u> <u>The Gulf Stream</u> Module 1 Lesson 19</p> <p>Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Wonder: What do I notice and wonder about the first two chapters of Shark Attack? Craft Question: Experiment: How does listening with wonder work? Learning Goals: Ask and answer questions</p>	<p>Read Aloud: <u>Shark Attack</u> Module 1 Lesson 20 Question Set 7</p> <p>Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Organize: What is happening in <u>Shark Attack-The Facts?</u> Craft Question: Examine: Why is it important to develop a topic with facts, definitions and details?</p>	<p>Read Aloud: <u>Shark Attack</u> Module 1 Lesson 21 Question Set 8-District</p> <p>Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Reveal: What does a deeper exploration of text features in "Sharks and Safety" reveal about the chapter? Craft Question: Examine: Why is it</p>	<p>Read Aloud: <u>Shark Attack</u> Module 1 Lesson 22 New Read Assessment</p> <p>Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Reveal: What does a deeper exploration of text features reveal in this text? Craft Question: Experiment: How does using facts, definitions and</p>

		<p>based on a text. Use the text and photographs to answer questions about sharks and to develop new questions.</p> <p>Deep Dive: Clarify the precise meaning of habitat.</p>	<p>Learning Goals: Identify the main idea and key details in a selected excerpt from <i><u>Shark Attack-The Facts</u></i></p> <p>Identify the facts, definitions, and details in the exemplar paragraph.</p> <p>Deep Dive: Define and use the words predator and prey.</p>	<p>important to use facts, definitions and details?</p> <p>Learning Goals: Use text features to locate information related to shark safety. Develop a topic with facts, definition, and details.</p> <p>Deep Dive: See word relationships within a continuum to distinguish shades of meaning.</p>	<p>details work?</p> <p>Learning Goals: Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories. Develop a topic with facts, definitions and details.</p> <p>Deep Dive: Identify real life connections between words about ocean food chains and their use.</p>
<p>2:10-2:40 Math Interventions</p>					
<p>2:40-3:00 Literacy Interventions</p>					
<p>3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					