

### 3rd Grade Weekly Lesson Plans

Date 9/28-10/2	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
8:50-9:20 Word Study	Prefixes un-, re-, dis- RF2.3d Decode words with common prefixes and suffixes  <b>Decoding</b> (Students will read from PowerPoint) <b>I do:</b> Unable unmarked  <b>We do:</b> Undo Unlucky	Prefixes un-, re-, dis- RF2.3d Decode words with common prefixes and suffixes  <b>Decoding</b> (Students will read from PowerPoint) <b>I do:</b> Reattach Refill  <b>We do:</b> Refreeze Repay	Prefixes un-, re-, dis- RF2.3d Decode words with common prefixes and suffixes  <b>Decoding</b> (Students will read from PowerPoint) <b>I do:</b> Disagree Disqualify  <b>We do:</b> Disappear Discolor	Prefixes un-, re-, dis- RF2.3d Decode words with common prefixes and suffixes  <b>Practice/ Review</b>  Spelling City Games  Read flash cards	Prefixes un-, re-, dis- RF2.3d Decode words with common prefixes and suffixes  <b>Assessment</b>

	<p>*(I do and We do will be shown by zoom video)</p> <p><b>You do:</b>          Unsafe          Unseen          Unused          unlock</p> <p><u>Introduce</u>  <u>Irregularly Spelled Words (heart words):</u>          Favorite          Earth          Country          Animal</p> <p><u>*review*</u>          Another          Answer          Different          Enough</p> <p><u>Reading Sentences</u>          (see wk 4 phonics plan)</p> <p><b><u>Encoding</u></b></p>	<p><b>You do:</b>          Research          Reprint          Repaid          Retrace</p> <p><u>Irregularly Spelled Words (heart words):</u>          Favorite          Earth          Country          Animal</p> <p><u>Reading Sentences</u>          (see wk 4 phonics plan)</p> <p><b><u>Encoding</u></b>          (Students will use whiteboards and markers)</p> <p><b>I do:</b>          Recycle          Revitalize</p> <p><b>We do:</b>          Rebuild          Renew</p>	<p><b>You do:</b>          Disembark          Disconnect          Displace          Dislike</p> <p><u>Irregularly Spelled Words (heart words):</u>          Favorite          Earth          Country          Animal</p> <p><u>Reading Sentences</u>          (see wk 4 phonics plan)</p> <p><b><u>Encoding</u></b>          (Students will use whiteboards and markers)</p> <p><b>I do:</b>          Disbelief          Disagree</p> <p><b>We do:</b>          Disapprove          Discolor</p>		
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	<p>(Students will use whiteboards and markers)</p> <p><b>I do:</b> Uneven unlocked</p> <p><b>We do:</b> Unfasten unsafe</p> <p><b>You do:</b> Unusual Unfriendly</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>	<p><b>You do:</b> Rethink Reuse</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>	<p><b>You do:</b> Disliked Disconnect</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 5 phonics plan)</p>		
<p>9:20-10:20 Reading Workshop</p>	<p><u>Shared Reading:</u> <u>Freckle Juice</u> Chapter 1 <u>Standard:</u> RL.3.1 Ask and answer questions to</p>	<p><u>Shared Reading:</u> <u>Freckle Juice</u> Chapter 2 <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate</p>	<p><u>Shared Reading:</u> <u>Freckle Juice</u> Chapter 3 <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate</p>	<p><u>Shared Reading:</u> <u>Freckle Juice</u> Chapter 4 &amp; 5 <u>Standard:</u> RL.3.1 Ask and answer questions to</p>	<p><u>Shared Reading:</u> <u>Freckle Juice</u> <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate</p>

	<p>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p><b>Third Grade Lesson 8</b></p> <p><u>Goal:</u> Students will learn about following textual cues when reading a story.</p> <p><u>Mini-lesson:</u> Today we are going to learn strategies to help us stay focused on what is important in the story. Explain that usually a book will want you to either make a movie in your mind or gather/list information. If the reading has your mind imagining what is going on and characters doing things then the text is telling you to make movies in your mind "fiction". If the text has the movement stop the</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p><b>Third Grade Lesson 14</b></p> <p><u>Goal:</u> Students will learn how to find out the meaning of tough words.</p> <p><u>Mini-Lesson:</u> Read page 17 of Freckle Juice. Look at the words (allowance, combination) Explain that when students come to words in a book they do not know they need to break it down into syllables, think about the context of the story, does it look or sound like a word we already know? Show students how to follow these steps with the words allowance and combination.</p> <p><u>Guided Practice:</u></p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p><b>Third Grade Lesson 15</b></p> <p><u>Goal:</u> Students will use context clues to figure out the meaning of hard words.</p> <p><u>Mini-Lesson</u> Explain to students that most of the time when they come to a word they do not know the meaning of in a story they can use context clues to figure out the meaning. There are 4 basic strategies authors often use to help readers figure out those difficult words. Gist- the overall idea of what is happening in the story Synonyms- words that mean the same thing</p>	<p>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p><b>Third Grade Lesson 17</b></p> <p><u>Goal:</u> Learn how to ask the right questions to help us make sense of what we are reading.</p> <p><u>Mini-Lesson</u> Remind students of strategies we have learned so far to become better readers (visualizing, predicting, gathering information, summarizing, understanding figurative language, using context clues, etc.) Today we are going to learn to ask questions. By asking questions we make connections. Read Chapter 4 from <i>Freckle Juice</i>. Model asking</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p><b>Reading Assessment over <i>Freckle Juice</i></b></p>
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	<p>author is probably trying to tell you some important information "non-fiction".</p> <p><b><u>Guided Practice:</u></b> Show students examples of fiction and non-fiction texts. Ask them to decide if the books are asking them to make movies in their minds or gather list/information.</p> <p><b><u>Independent Practice:</u></b> Students will choose books from the class library. They will choose books that will both make them make movies in their minds or gather information/lists.</p>	<p>TTW write some words on the board. Students will use the strategies to figure out the words.</p> <p><b><u>Independent Practice:</u></b> Students will use their books from the classroom libraries. As they are reading, they will write down words they do not know on a post-it. They will use the strategies learned in the mini-lesson to figure out the unknown words.</p>	<p>Antonyms- words that mean the opposite</p> <p>Explanation- tells what the word means</p> <p>Read the sentence "I ran all the way" Andrew <b><i>panted.</i></b></p> <p>How can you tell what the word "panted" means? What strategy did you use to figure it out?</p> <p><b><u>Guided Practice:</u></b> TTW read the passage "The Space Shuttle". The teacher will ask the students to figure out the meaning of the words: orbiter, fuel tank, boosters, parachute, and cargo bay by reading the text. The students will explain how they were able to figure out the meaning (gist, synonyms, antonyms, or explanation)</p> <p><b><u>Independent Practice:</u></b> Students will read their books from the classroom library and find words they do not understand. They will use the context to figure them out</p>	<p>questions to connect the information.</p> <p><b><u>Guided Practice:</u></b> After the teacher reads Chapter 5, the last chapter, the students will ask questions to connect their understanding of the book.</p> <p><b><u>Independent Practice:</u></b> Students will read their books from the classroom libraries and ask questions connecting the information.</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.

Materials:  
Narrative Writing  
Graphic organizer  
Model Writing Piece  
Narrative Writing  
Checklist

Mini-lesson:  
TTW present the students with the model writing piece. Show the students the introduction, and details that follow. Explain that the introduction should let the reader know what the story is going to be about. The details should be in sequential order.

Guided Practice:  
Students will discuss with a partner what they want their narrative writing piece to be about. Together they will brainstorm a good lead.

Independent Practice:  
Students will complete the graphic organizer

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Model Writing Piece  
Narrative Writing  
Checklist

Mini-lesson:  
TTW present the students with the model writing piece. Show the students the introduction, and details that follow. Explain that the introduction should let the reader know what the story is going to be about. The details should be in sequential order.

Guided Practice:  
Students will discuss with a partner who their main characters are and the setting of the story. Together they will brainstorm some ideas for details for their narrative writing piece.

Independent Practice:

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

Goal:  
Write a story without stopping.

Materials:  
Writing paper

Mini-lesson:  
TTW show the students Felix's flash draft under the document camera. Tell students that today they are going to write their flash draft.

Guided Practice:  
Ask students to tell some of the items they remember from the narrative checklist that they should keep in mind when they are writing their rough draft.

Independent Practice:  
Students will write their rough draft.

Grammar:  
Past tense verbs

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

Goal:  
Students will investigate ways to make their writing powerful and meaningful.

Materials:  
Narrative Checklist  
Chart- Storytelling Voice

Mini-lesson:  
Read students an excerpt from the book *Come On Rain* that has strong feeling and creates a vivid picture. Ask the students "What did the author do to make this so powerful?" Discuss the words that are used and how they

Guided Practice:  
Discuss what the students notice and make a list of what they say. Ask students to discuss with a partner how they can use this in their writing.

Independent Practice:  
Students will revise their rough draft working on their tone. They will add words that create vivid pictures and strong meaning.

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

Grammar:  
Verb tenses assessment  
[Google Classroom](#)

	developing their narrative writing. <u>Grammar:</u> Verbs	Students will continue to work on their graphic organizers developing their narrative writing. <u>Grammar:</u> Present tense verbs		<u>Grammar:</u> Future tense verbs	
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: <i>Making Tens</i> p.186 9 + 1 9 + 7 + 1 1 + 6 + 9	Number Talks: <i>Making Tens</i> p.186 2 + 5 + 8 4 + 7 + 6 5 + 5 + 8	Number Talks: <i>Making Tens</i> p.186 6 + 4 4 + 9 + 6 6 + 8 + 4	Number Talks: <i>Making Tens</i> p.186 3 + 5 + 7 6 + 5 + 4 2 + 9 + 8	Number Talks:
	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.  <u>Student-Friendly Objective:</u> I can identify and use benchmarks to understand rounding.  <u>Launch</u>	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.  <u>Student-Friendly Objective:</u> I can identify and use benchmarks to understand rounding.  <u>Launch</u>	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.  <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest ten.  <u>Launch</u>	<u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.  <u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest ten.  <u>Launch</u>	<u>Assessments</u>

	<p>Discuss new vocabulary <b>round</b>, <b>estimate</b> and <b>about</b>.</p> <p><b>Round-</b> estimate a number to the nearest 10 or 100 using place value.</p> <p><b>Estimate-</b> to find an answer that is close to the exact answer. Your best guess.</p> <p><b>About-</b> an answer that is not precise</p> <p><b>Lesson 9:</b>What is rounding and why do we do it?</p> <p><u>Materials:</u> Benchmark sheet</p> <p><u>Mini-Lesson:</u> Explain to students that rounding is when we take a number and turn it into a friendly, easier number. We usually think numbers that end in zero are easier numbers.</p> <p><u>Mini-Lesson:</u> Explain to students that rounding is when we take a number and turn it into a friendly, easier number. We usually think numbers that end in zero are easier numbers.</p>	<p>Ben baked 153 cupcakes for the bake sale. To the nearest 10, about how many cupcakes did he bake?</p> <p><b>Lesson 9:</b>What is rounding and why do we do it?</p> <p><u>Materials:</u> Benchmark sheet</p> <p><u>Mini-Lesson:</u> Explain to students that rounding is when we take a number and turn it into a friendly, easier number. We usually think numbers that end in zero are easier numbers.</p> <p><u>Small Group Instruction:</u> Teacher will give students a number. Students will write/tell what the two benchmark numbers are. Teacher and students will complete</p>	<p><b>Discussion:</b> Why is a vertical number line a good tool to use for rounding? How does labeling the halfway point help you to round?</p> <p><b>Lesson 10:</b> How do I round to the nearest ten?</p> <p><u>Materials:</u> Dice, “Rounding Tens” Sheet, Eureka Math Problem Set, Module 2, Lesson 13</p> <p><u>Mini-Lesson:</u> Explain that using a number line gives us a visual of what the benchmark numbers look like. Demonstrate using examples.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete Lesson 13 Problem Set, Question 1(<i>Eureka Math- Module 2</i>).</p>	<p>Brock read for 88 minutes. To the nearest 10, about how many minutes did Brock read?</p> <p><b>Lesson 10:</b> How do I round to the nearest ten?</p> <p><u>Materials:</u> Dice, “Rounding Tens” Sheet, Eureka Math Problem Set, Module 2, Lesson 13</p> <p><u>Mini-Lesson:</u> Explain that using a number line gives us a visual of what the benchmark numbers look like. Demonstrate using examples.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete Lesson 13 Problem set (<i>Eureka Math- Module 2</i>).</p>	
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	<p><u>Small Group Instruction:</u> Teacher will give students a number. Students will write/tell what the two benchmark numbers are. Teacher and students will complete Lesson 12 Problem Set ( Eureka Math, Module 2)</p> <p><u>Independent Practice</u> Students will complete a benchmark sheet to identify the benchmarks and determine which of the benchmarks are closest.</p>	<p>Lesson 12 Problem Set ( Eureka Math, Module 2)</p> <p><u>Independent Practice</u> Students will complete a benchmark sheet to identify the benchmarks and determine which of the benchmarks are closest.</p>	<p><u>Independent Practice</u> Students will complete “Rounding Tens” worksheet</p>	<p><u>Independent Practice</u> Students will complete “Rounding Tens” worksheet</p>	
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: <b>Standard:</b> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Cursive letter Tt</p>	<p><i>Animal Groups and Their Purpose</i></p> <p><u>Standard:</u> <b>3-LS2-1</b> <b>Construct an argument that some animals form groups that help members survive.</b></p> <p><u>Student-Friendly Objective:</u> Students will understand that living in groups helps some animals survive.</p> <p><u>Materials:</u> Anchor text: Why Do Animals Live in Groups?  Worksheet: Venn Diagram  Video 1: Animal Groups <a href="https://www.youtube.com/watch?v=fP54QW-i-aiM">https://www.youtube.com/watch?v=fP54QW-i-aiM</a>  Video 2: Amazing Animal Groups</p>	<p><i>Animal Groups and Their Purpose</i></p> <p><u>Standard:</u> <b>3-LS2-1</b> <b>Construct an argument that some animals form groups that help members survive.</b></p> <p><u>Student-Friendly Objective:</u> Students will understand that living in groups helps some animals survive.</p> <p><u>Materials:</u> Worksheet: Group Behavior in Action  Worksheet: Group Behavior in Animals  Video: Bats that Prey Together  <a href="https://www.youtube.com/watch?v=42pnfTdzGhw">https://www.youtube.com/watch?v=42pnfTdzGhw</a></p> <p><u>Mini-Lesson:</u> Teacher will refer back to Anchor Text: Why Do</p>	<p><i>Animal Groups and Their Purpose</i></p> <p><u>Standard:</u> <b>3-LS2-1</b> <b>Construct an argument that some animals form groups that help members survive.</b></p> <p><u>Student-Friendly Objective:</u> Students will understand the many reasons animals may form groups.</p> <p><u>Materials:</u> <b>Generation Genius Lesson: Animal Group Behavior-Google Classroom</b>  <a href="https://www.generationgenius.com/videolessons/animal-group-behavior-video-for-kids/">https://www.generationgenius.com/videolessons/animal-group-behavior-video-for-kids/</a>  Worksheet: Generation Genius: Animal Group Behavior  <u>Mini-Lesson:</u></p>	<p><u>Running Records</u></p> <p><b>Animal Groups and Their Purpose: Assessment-Google Classroom</b></p>
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	<p><a href="https://www.youtube.com/watch?v=gwH8xGmqGmo&amp;feature=youtu.be">https://www.youtube.com/watch?v=gwH8xGmqGmo&amp;feature=youtu.be</a></p> <p><u>Mini-Lesson:</u> Introduction Video: Animal Groups</p> <p>Teacher will ask, “Some animals live in groups. Can you think of some? Why do you think animals live in groups?” Make chart of student answers.</p> <p>Read aloud anchor text, underlining important facts. Students will refer back to this text throughout the week.</p> <p><u>Guided Practice:</u> Students will turn and talk to discuss the benefits of animals living alone and in groups. Complete the Venn Diagram.</p>	<p>Animals Live in Groups.</p> <p>Discuss whole group to complete the worksheet, Group Behavior in Animals (show under document camera)</p> <p><u>Guided Practice:</u> Students will complete worksheet: Group Behavior in Action</p> <p><u>Independent Practice:</u> Students will watch the video.</p> <p>On a sticky note, students collect one reason that bats benefit from living and working in a group. Teacher will check for understanding.</p>	<p>Ask and discuss the “Before the Video” questions</p> <p>Students will watch Generation Genius lesson</p> <p><u>Guided Practice:</u> After-Video Questions: Students will turn and talk to discuss and share.</p> <p><u>Independent Practice:</u> Complete worksheet</p>	
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		<u>Independent Practice:</u> Students will watch video: <i>Amazing Animal Groups</i>			
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
<b>2:35-2:45</b> Prepare for Dismissal					
<b>2:45- Dismiss Walkers</b> <b>2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</b>					