

3rd Grade Weekly Lesson Plans

Date 3/29 - 4/2	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 Word Study	5-Minute Drill-Routine 26, Vowel Teams Step 1: Recognize Syllable (pg. 40-41 in book all week) <i>**This week we are using 26.1 cards, and Step 1 handouts**</i> I Do: -Model 3 example syllables -Model one of each Nonexample syllables We Do- Level 1: -(Accuracy)	5-Minute Drill-Routine 26, Vowel Teams Step 1: Recognize Syllable (pg. 40-41 in book all week) I Do: Review 3 example syllables We Do- Level 1: -(Accuracy) Vowel Sound/Spelling: /e/= e, ea (pet, head)	5-Minute Drill-Routine 26, Vowel Teams Step 1: Recognize Syllable (pg. 40-41 in book all week) We Do-Level 1: -(Accuracy) You Do: Students complete 2 columns of Practice Sort Vowel Sound/Spelling: /i/= i, y (it, myth)	5-Minute Drill-Routine 26, Vowel Teams Step 1: Recognize Syllable (pg. 40-41 in book all week) We Do-Level 1: -(Accuracy) We Do-Level 2: -(Fluency) as soon as students are accurate Vowel Sound/Spelling:	5-Minute Drill-Routine 26, Step 1: Recognize Syllable (pg. 40-41 in book all week) We Do- Level 2: (Fluency) You Do- Students complete next 2 columns of Practice Sort Vowel Sound/Spelling: /u/= u, o, o_e, ou

	<p>Vowel Sound/Spelling: /a/= a (hat)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = in, on im- = in, on</p> <p>Prefix in- = in, on im- = in, on</p> <p>Decoding I do: immediate</p> <p>We do: improve</p> <p>You do: impress</p> <p>Encoding I do: imprison</p> <p>We do: important</p> <p>You do: impulse</p> <p>Writing Sentences: "Imagine that you are the main character," said Ms. Phillips.</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = in, on im- = in, on</p> <p>Decoding I do: induce</p> <p>We do: inside</p> <p>You do: inhale</p> <p>Encoding I do: interior</p> <p>We do: influx</p> <p>You do: induct</p> <p>Writing Sentences: Mom asked, "Andy, can you <u>install</u> my new ceiling fan?"</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = in, on im- = in, on</p> <p>Decoding I do: immediately</p> <p>We do: inject</p> <p>You do: injection</p> <p>Encoding I do: imagination</p> <p>We do: installation</p> <p>You do: impression</p> <p>Writing Sentences: "Had his breathing <u>improved</u> when he <u>inhaled</u>?" I wondered.</p>	<p>/o/= o, wa, a (hop, water, lava)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix in- = in, on im- = in, on</p> <p>Practice/ Review</p> <p>Spelling City</p> <p>Review worksheet</p>	<p>(but, son, come, touch)</p> <p>Prefix in- = in, on im- = in, on</p> <p>Assessment</p>
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8:50-9:40
Reading
Workshop

Standard:
RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic

Learning Target:
Students will be able to compare and contrast important details presented in two texts about a topic .

Read Aloud:
Teachers choice of 2 Non-fiction text about the same topic

Mini-Lesson
The teacher will present a powerpoint presentation about comparing and contrasting 2 different books about the same topic. The powerpoint will define comparing and contrasting. Teacher will show an example of how to compare/ contrast with Earth and Mars. TTW also introduce words that may give hints to comparing/ contrasting in a text or passage.

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Learning Target:
Students will be able to compare and contrast important details presented in two texts about a topic

Read Aloud:
Teachers choice of 2 Non-fiction text about the same topic

Mini-Lesson
The teacher will read portions of the chosen read aloud (placing it under the document camera). As the teacher reads the portion of each book she will point out the main idea and important details and record them. TTW demonstrate how to take the main details and compare and contrast them. TTW record on a Venn Diagram.

Guided Practice:

Standard:
RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic

Learning Target:
Students will be able to compare and contrast important details presented in two texts about a topic .

Read Aloud:
Teachers choice of 2 Non-fiction text about the same topic

Mini-Lesson:
The teacher will read portions of the chosen read aloud (placing it under the document camera). As the teacher reads the portion of each book she will point out the main idea and important details and record them. TTW demonstrate how to take the main details and compare and contrast them. TTW record on a Venn Diagram.

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Read Aloud:
Teachers choice of 2 Non-fiction text about the same topic

Mini-Lesson:
The teacher will read portions of the chosen read aloud (placing it under the document camera). As the teacher reads the portion of each book she will point out the main idea and important details and record them. TTW demonstrate how to take the main details and compare and contrast them. TTW record on a Venn Diagram.

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Reading Test
(Nocturnal Flying Birds, Nocturnal Flying Mammals)

Post CFA
(Tornadoes, Hurricanes)

	<p><u>Guided Practice:</u> The teacher will place another portion of the book under the camera and the teacher will read and guide the students through the text. The students will answer questions about the text using the text features.</p> <p><u>Independent Practice:</u> The students will read the passages "How and Where Hurricanes Form" and "Hurricanes: Staying Safe from Destruction". Students will find the important details in both passages. Students will cut and paste important details into a venn diagram to compare and contrast the passages.</p>	<p>In order to practice finding the important information TTW place 3 paragraphs under the document camera. The students will read each paragraph chorally. TTW ask the students to write down on a post-it note an important detail from each paragraph. TSW share out their ideas and discuss how the paragraphs are the same and different.</p> <p><u>Independent Practice:</u> The students will read the passage "A Friendly Ocean Animal" and "A Fierce Ocean Animal" Students will find the important details in both passages. Students will compare and contrast the important details from the passages.</p>	<p><u>Guided Practice:</u> The teacher will place 2 pictures under the document camera and ask the students to write down on a post-it note 2 ways the pictures are the same and a different colored post-it 2 ways they are the same. The students will share their ideas with a table partner. TTW call on students to share their thinking.</p> <p><u>Independent Practice:</u> The students will read the passage "Look Out for that Rattlesnake" and "Don't Touch that Scorpion". Students will find the important details in both passages. Students will compare and contrast the important details from the passages. Students will record their answers on a flap Venn Diagram.</p>	<p><u>Guided Practice:</u> The teacher will read 2 short passages (Place under the document camera) and ask the students to write down on different colored post-it notes 2 important details about each passage. On a third colored post-it, students will write 2 ways the passages are the same. The students will share their ideas with a table partner. TTW call on students to share their thinking.</p> <p><u>Independent Practice:</u> The students will read the passage "Plateaus" and "Plains" Students will find the important details in both passages. Students will compare and contrast the important details from the passages. Students will record their answers on a</p>	
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				compare and contrast graphic organizer.	
9:40-10:10 Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention
10:20-11:05 Writing Workshop/ Grammar Informational Writing	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Materials:</u> Writing Prompt MacBooks</p> <p><u>Mini-lesson:</u> (ACT Practice) TTW model how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt: Think about a time that you had to do something really hard.</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Materials:</u> Writing Prompt MacBooks</p> <p><u>Mini-lesson:</u> (ACT Practice) TTW model how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt: You are going to write a</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Materials:</u> Writing Prompt MacBooks</p> <p><u>Mini-lesson:</u> (ACT Practice) TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt:</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Materials:</u> Writing Prompt MacBooks</p> <p><u>Mini-lesson:</u> (ACT Practice) TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u> TTW Introduce the writing prompt:</p>	<p><u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Materials:</u> Writing Prompt MacBooks</p> <p><u>Mini-lesson:</u> (ACT Practice) TTW review how a writer puts all of their ideas together in a narrative story. (introduction, details and conclusion). TTW model writing a short narrative story with an introduction, details and conclusion.</p> <p><u>Guided Practice:</u></p>

	<p>What made you want to do good or complete the task, even though it was hard? Why was doing the task so important? How did you feel when you finished the hard task? How would you feel if you found out you did good? Bad? What could have made you try harder? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document. <u>Grammar</u> Daily Grammar Review</p>	<p>story about the first time you learned to ride your bike all by yourself. What kept you from giving up? Did you parents tell you they would give you something or do something for you when you learned to ride your bike alone? If so, what? How did you feel when you learned to ride your bike alone? Is there something that makes you want to try harder? What? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document. <u>Grammar</u> Daily Grammar Review</p>	<p>You are going to write a story about a time when someone gave you a present. This present was not for your birthday or a special Holiday What was the gift? Why did the person give you a gift? How did you feel when this person gave you the gift? What did you do to express your gratitude? Did getting this gift make you change the way you feel about giving gifts to other people? How? Why? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document. <u>Grammar</u> Daily Grammar Review</p>	<p>You are going to write a story about a time that someone was angry at you. Who was the person that was angry with you? Why was this person angry with you? Were you able to resolve the problem? If so, how was the problem resolved? If not, what could you both have done to make it better? What will you do differently the next time someone is angry with you? Did this problem make you feel differently about how you treat others? How? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document. <u>Grammar:</u> Daily Grammar Review</p>	<p>TTW Introduce the writing prompt: You are going to write a story about the best holiday you ever had. Which holiday was it? What made the holiday so special? Why was this holiday special to you? What events took place on the holiday? (What did you do?) Was there anything that could have made the holiday better? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document. <u>Grammar:</u> Daily Grammar Review (grade)</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 Learning Target	Number Talks: <u>Standard:</u> 3.NF.A. 1- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. <u>Student-Friendly Objective:</u> I can describe the numerator and denominator. I can explain and represent a unit fraction. <u>Target:</u> Describe the numerator and denominator; explain and represent a unit fraction.	Number Talks: <u>Standard</u> 3.NF.A. 1- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. <u>Student-Friendly Objective:</u> I can explain and represent a non-unit fraction. <u>Target:</u> Explain and represent a non-unit fraction. <u>Launch</u>	Number Talks: <u>Standard:</u> 3.NF.A. 1- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. <u>Student-Friendly Objective:</u> I can represent fractions with color tiles, pattern blocks, cuisenaire rods, and/or fraction circles. <u>Target:</u> Represent fractions with color tiles, pattern blocks,	Number Talks: <u>Standard</u> 3.NF.A. 2- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. <u>Student-Friendly Objective:</u> I can represent any fraction less than 1 on a number line. <u>Target:</u> Represent any fraction less than 1 on a number line. <u>Launch</u>	Number Talks: <u>Standard</u> 3.NF.A. 2- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. <u>Student-Friendly Objective:</u> I can represent any fraction less than 1 on a number line. <u>Target:</u> Represent any fraction less than 1 on a number line.

	<p>Launch Complete problems 1 from EM Mod. 5 lesson 5 pg.58</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 3 from EM Mod. 5 lesson 6 pg.70 <u>Independent Practice</u></p> <p>Complete EM Mod.5 Lesson 6 exit ticket pg.71</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem.</p>	<p>Complete problems 1-2 from EM Mod. 5 lesson 20 pg.239</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>Complete problems 3-4 from EM Mod.5 lesson 20 pg.240</p> <p><u>Independent Practice</u></p> <p>Complete EM Mod.5 Lesson 20 pg.241</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem.</p>	<p>cuisenaire rods, and/or fraction circles.</p> <p>Launch Complete problem 1 from worksheet Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>Complete problems 2-4 from worksheet</p> <p><u>Independent Practice</u></p> <p>Complete problems 5-8 from worksheet</p> <p>Summarize - Allow a student to share his/her thinking for the launch problem.</p>	<p>Complete problem 1 from EM Mod. 5 lesson 14 pg. 172</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>Complete problem 2 from EM Mod. 5 lesson 14 pg.173</p> <p><u>Independent Practice</u></p> <p>Complete problem 3 from EM Mod. 5 lesson 14 pg.173</p> <p>Summarize - Allow a student to share his/her</p>	<p>Launch Complete problem 1 from EM Mod. 5 lesson 15 pg.182</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p>Complete problems 2-3 from EM Mod. 5 lesson 15 pg.183 <u>Independent Practice</u></p> <p>Complete EM Mod. 5 lesson 15 Exit Ticket pg.184</p> <p>Summarize - Allow a student to share his/her</p>
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	Students finish their independent practice and turn it in.	Students finish their independent practice and turn it in.	Students finish their independent practice and turn it in.	thinking for the launch problem. Students finish their independent practice and turn it in.	thinking for the launch problem. Students finish their independent practice and turn it in.
<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>Uppercase Letters, writing phrases and sentences</p> <p>ACT Aspire Practice: Reading and Interpreting Tables</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and how to operate TestNav during the ACT Aspire.</p> <p>Materials: Student laptops, https://tn.actaspire.org/client/index.html</p> <p>Username: science3</p> <p>Password: actaspire</p> <p>Mini-Lesson: - Teacher will guide</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and how to operate TestNav during the ACT Aspire.</p> <p>Materials: Student laptops, https://tn.actaspire.org/client/index.html</p> <p>Username: science3</p> <p>Password: actaspire</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and how to operate TestNav during the ACT Aspire.</p> <p>Materials: Student laptops, https://tn.actaspire.org/client/index.html</p> <p>Username: science3</p> <p>Password: actaspire</p>	<p>Science: Test Prep Activities Standard: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Student-Friendly Objective: Students will learn basic testing skills and how to operate TestNav during the ACT Aspire.</p> <p>Materials: Student laptops, https://tn.actaspire.org/client/index.html</p> <p>Username: science3</p> <p>Password: actaspire</p>

		<p>students through table and question 1</p> <p><u>Guided Practice:</u> Complete questions 2,3</p> <p><u>Independent Practice:</u> Students will independently complete question 4</p>	<p><u>Mini-Lesson:</u> - Teacher will guide students through question 5</p> <p><u>Guided Practice:</u> question 6,7</p> <p><u>Independent Practice:</u> Students will independently complete question 8</p>	<p><u>Mini-Lesson:</u> - Teacher will guide students through question 9</p> <p><u>Guided Practice:</u> complete question 10</p> <p><u>Independent Practice:</u> Students will independently complete question 11</p>	<p><u>Mini-Lesson:</u> - Teacher will guide students through question 12</p> <p><u>Guided Practice:</u> complete question 13</p> <p><u>Independent Practice:</u> Students will independently complete question 14</p>
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
<p>2:35-2:45 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					