

3rd Grade Weekly Lesson Plans

Date 4/12 - 4/16	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 Team, Step 3: Read Words (pg. 44-45 in book all week) <i>**This week we are using 26.3 cards, and Step 3 handouts**</i> I Do: -Model word from lesson We Do- Level 1: -(Accuracy) Vowel Sound/Spelling:	5-Minute Drill-Routine 26 Vowel Team, Step 3: Read Words (pg. 44-45 in book all week) We Do- Level 1: -(Accuracy) Vowel Sound/Spelling: /oo/ = oo, u, ou (book, put, should) RF2.3d Decode words with common prefixes and suffixes	5-Minute Drill-Routine 26 Vowel Team, Step 3: Read Words (pg. 44-45 in book all week) We Do-Level 1: -(Accuracy) You Do: Students complete 2 rows of Level 1 Handout Vowel Sound/Spelling: /oi/ = oi, oy (toil, toy)	5-Minute Drill-Routine 26 Vowel Team, Step 3: Read Words (pg. 44-45 in book all week) We Do-Level 2: -(Fluency) as soon as students are accurate You Do- level 2: Students complete 2 rows of Level 2 Handout	No School- Virtual Day

	<p>/aw/ = aw, au, all, wa, ough (saw, cause, fall, water, sought) RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Decoding I do: social</p> <p>We do: tutorial</p> <p>You do: official</p> <p>Encoding I do: facial</p> <p>We do: cordial</p> <p>You do: artificial</p> <p>Writing Sentences: "I hope I get a <u>special</u> treat on Friday!" thought Travis.</p>	<p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Decoding I do: poetic</p> <p>We do: classic</p> <p>You do: artistic</p> <p>Encoding I do: rhythmic</p> <p>We do: heroic</p> <p>You do: patriotic</p> <p>Writing Sentences: Coach said, "You don't have to be <u>athletic</u> to have fun in P.E.!"</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Practice/ Review</p> <p>Spelling City</p> <p>Review worksheet</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Suffix -ial = having characteristics of -ic = having characteristics of</p> <p>Assessment</p>	
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<p>8:50-9:40 Reading Workshop</p>	<p>Reading ACT Aspire Test Prep Review Reading Questions posters "Summer" Narrative Poem</p>	<p>Reading ACT Aspire Test Prep "The New Student" Fiction Passage</p>	<p>Reading ACT Aspire Test Prep "The History of Silly String Informational Passage</p>	<p>Reading ACT Aspire Test Prep "The Tale of Peter Rabbit"</p>	<p><u>No School</u> <u>Virtual Day</u></p>
<p>9:40-10:10 Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>	<p>Small Group Intervention</p>
<p>10:20-11:05 Writing Workshop/ Grammar</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. <u>Materials:</u> Writing Prompt MacBooks <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>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Materials:</u> Writing paper Writing Prompt MacBooks <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</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. <u>Materials:</u> Writing Prompt MacBooks <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</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. <u>Grammar and vocabulary review</u></p>	<p><u>No School</u> <u>Virtual Day</u></p>

	<p><u>Guided Practice:</u> TTW Introduce the writing prompt: Think about a time that you and your family owned a pet. What kind of pet was it? What are some things that you had to do to help with the pet? Was the pet easy to take care of? Hard? Why? How would you feel if you had to get rid of it? Did this experience change the way you feel about having pets in the future? How? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	<p>introduction, details and conclusion. <u>Guided Practice:</u> TTW Introduce the writing prompt: You are going to write a story about your favorite school memory. Who was there? Where was it? What happened? How did it happen? How does it end? How did this memory make you feel? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>	<p>an introduction, details and conclusion. <u>Guided Practice:</u> TTW Introduce the writing prompt: You are going to write a story about a time you were a leader in the class. What did you do as the leader in the class? Did anyone help you? How did you feel when you were a leader in the class? Will you try to be the leader in the class in the future? Why or why not? Did being the leader of the class make you change the way you feel about being a leader? How? Students will discuss and share their ideas. <u>Independent Practice:</u> Students will type their narrative writing in a Google Classroom document.</p>		
<p>11:05-11:45 Special Class</p>		<p>PLC</p>		<p>Team Meeting</p>	

<p>11:50-12:30 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>
<p>12:30-1:45 Number Talks Math Learning Target</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>
	<p><u>Standard:</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p><u>Standard:</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p><u>Standard</u> 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2, 3.NF.A.1, 3.NF.A.3, 3.MD.A.1, 3.MD.B.3, 3.MD.C.7, 3.MD.D.8</p> <p><u>Student-Friendly Objective:</u> I can represent and solve problems including multiplication and division, multiply and divide within 100, develop and understand fractions as numbers, represent and interpret data, reason with shapes and their attributes, use place value understanding and properties of operations to perform multi-digit arithmetic and solve problems involving measurement and estimation of intervals of time,</p>

	<p>Teacher and students will work to complete Day 152-153 of ACT Aspire Math Packet</p>	<p>Teacher and students will work to complete Day 154-155 of ACT Aspire Math Packet</p>	<p>Teacher and students will work to complete Day 156-157 of ACT Aspire Math Packet</p>	<p>Teacher and students will work to complete Day 158-159 of ACT Aspire Math Packet</p>	<p>liquid volumes, and masses of objects.</p> <p>Virtual Day</p>
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Science: Test Prep Activities <u>Standard:</u> 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Student-Friendly Objective:</u> Students will learn basic testing skills and review 3rd grade science skills.</p> <p><u>Materials:</u> Task Cards 1-10</p> <p><u>Mini-Lesson:</u> - Teacher will show task card on the board and have students read /</p>	<p>Science: Test Prep Activities <u>Standard:</u> 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Student-Friendly Objective:</u> Students will learn basic testing skills and review 3rd grade science skills.</p> <p><u>Materials:</u> Task Cards 11-20</p> <p><u>Mini-Lesson:</u> - Teacher will show task card on the board and have students read /</p>	<p>Science: Test Prep Activities <u>Standard:</u> 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Student-Friendly Objective:</u> Students will learn basic testing skills and review 3rd grade science skills.</p> <p><u>Materials:</u> ACT Aspire Practice Science Test</p> <p><u>Mini-Lesson:</u> Students will take the practice test, using skills discussed first half of the week.</p>	<p>Science: Test Prep Activities <u>Standard:</u> 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Student-Friendly Objective:</u> Students will learn basic testing skills and review 3rd grade science skills.</p> <p><u>Materials:</u> ACT Aspire Practice Science Test</p> <p><u>Mini-Lesson:</u> Students will retake the ACT Aspire Practice Science Test</p>	<p>No School: Virtual Day</p>

	<p>discuss possible answers.</p> <p><u>Guided Practice:</u> Students will work in groups to choose the best answers, and use a mini white board to show their choice. We will discuss whole group why the answers are correct.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables.</p>	<p>discuss possible answers.</p> <p><u>Guided Practice:</u> Students will work in groups to choose the best answers, and use a mini white board to show their choice. We will discuss whole group why the answers are correct.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables.</p>	<p><u>Guided Practice:</u> Teacher will allow students to grade a partner's test, and lead class discussion about choosing correct answers and eliminating others.</p> <p><u>Independent Practice:</u> Students will independently complete worksheet on reading and interpreting tables and graphs.</p>	<p>independently for weekly Science grade.</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 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					

