Mrs. Adams’ 3rd Grade Lesson Plans August 31- September 4 (Week 2)

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00- 8:20 | Good thingsBell RingerBreakfastHealth Screen | Good thingsBell RingerBreakfastHealth Screen | Good thingsBell RingerBreakfastHealth Screen | Good thingsBell RingerBreakfastHealth Screen | Good thingsBell RingerBreakfastHealth Screen |
| 8:20 - 8:50 | Intervention-Finish up tests, books at tables | Intervention | Intervention | Intervention | Intervention |
| Word Study8:50 - 9:20 | RF2.3e Identify words with inconsistent but common spelling-sound correspondences.Review six syllable types**(open/ closed)** | RF2.3e Identify words with inconsistent but common spelling-sound correspondences.Review six syllable types**(r-controlled)****(Vowel + silent e)** | RF2.3e Identify words with inconsistent but common spelling-sound correspondences.Review six syllable types**(Vowel teams)****(C-le)** | RF2.3e Identify words with inconsistent but common spelling-sound correspondences.Review Google classroom**Mixed review sheets 3,5** | RF2.3e Identify words with inconsistent but common spelling-sound correspondences.Word StudyTest**Mixed review sheet 6** |
| 9:00 | Restroom | Restroom | Restroom | Restroom | Restroom |
| Reading9:20 - 10:20 | RL.3.1 Ask andanswer questions todemonstrateunderstanding of atext, referringexplicitly to the textas the basis for the answers.RL.3.3 Describecharacters in a story (e.g., their traits,motivations, feelings)and explain how their actions contribute tothe sequence ofevents.Pre- CFA | RL.3.3 Describecharacters in a story(e.g., their traits,motivations, feelings)and explain how theiractions contribute tothe sequence ofevents.LC 3rd grade Lesson 1**3rd** Grade Unit 1**Lesson 1****Fantastic readers****don’t just read books, they build “reading lives”**-Introduce genres-What makes a great reader?-make chart-Discuss making a plan, keeping reading logs, and finding books they enjoy.- Students will make a list of books they enjoy and start a reading log | RL.3.3 Describecharacters in a story(e.g., their traits,motivations, feelings)and explain how theiractions contribute tothe sequence ofevents.**3rd** Grade Unit 1**Lesson 2****Learn to make the best choice with****reading, which is to read like books are GOLD!**-Reading with expression, show with and without-Students will do this with a partner-How does using expression help us become better readers and understand what we’ve read?-Students will independently read practicing using expression-review reading log | RL.3.3 Describecharacters in a story(e.g., their traits,motivations, feelings)and explain how theiractions contribute tothe sequence ofevents.**2nd** Grade Unit 4 **Lesson1****When readers become an expert on books, they collect knowledge about the characters.****-**While reading, stop and talk about the characteristics of the main characters-Students will write down what they notice about the main characters (post-it) and discuss whole group-Students will read their own books and write down ideas they have about the main character | RL.3.3 Describecharacters in a story(e.g., their traits,motivations, feelings)and explain how theiractions contribute tothe sequence ofevents.Read Aloud: A Bad Case of the Stripes/ graphic organizerUsing character cards, students will decide the character’s traitGraphic organizer: Camilla |
| Grammar10:20 - 10:40 | Types of Sentences | Statements and Questions | Commands and Exclamations | Subject and Predicate | GrammarTest |
| Writing10:40 - 11:05 | W.2.5 With guidanceand support fromadults and peers,focus on a topic and strengthen writing asneeded by revisingand editing.Name Acrostic Poem **Lesson 1**Poets look at thingswith their hearts andminds. They look at things from different angles or think about what things resemble.-Read the poem *Pencil Sharpener* and have students describe-Students will look at an object using poet’s eyes and use post-it to write what they see (post-its on chart)-Acrostic Poem | W.2.5 With guidanceand support fromadults and peers,focus on a topic and strengthen writing asneeded by revisingand editing.Listening for line breaks **Lesson 2**One way to give your poem music is to payattention to where you put words. Poets try different ways of breaking up their lines.-Poem: *Aquarium*Break up until it sounds right-Students will read poems and answer questions-Independently read *Between Two Trees,* answering the questions | W.2.5 With guidanceand support fromadults and peers,focus on a topic and strengthen writing asneeded by revisingand editing.Putting Powerful thoughts in tiny packages **Lesson 3**Poets think about the big idea, and then find the small moment.**-**Show students how poets select topics they enjoy and then think of smaller ideas that make it meaningful.-Anchor chart with students ideas that are important to them-Shape poem  | W.2.5 With guidanceand support fromadults and peers,focus on a topic and strengthen writing asneeded by revisingand editing.Searching for honest Precise Words **Lesson 6**Before starting new poems, poets review their ideas from past poems asking “Doesthis idea containstrong feelings and concrete details?”-Review poets’ strategies-Students will look at yesterday’s work to make sure their big idea has meaning to them-Continue working on Shape poem | W.2.5 With guidanceand support fromadults and peers,focus on a topic and strengthen writing asneeded by revisingand editing.Using Comparisons to classify feelings and Ideas**Lesson 9**When writers aretrying to spell words so people can read their writing, they lookat each word andask, “Does that look right?”-Model rereading a poem to edit spelling-*Delicate and Fragile*: Students point out words they think are misspelled-Students will look for errors on their Shape poem |
| 11:05 - 11:45 | Library | Art | Music | PE\*Team Meeting | Micro Time\*PLC Meeting |
| 11:50 - 12:30 | Lunch/ Recess | Lunch/ Recess | Lunch/ Recess | Lunch/ Recess | Lunch/ Recess |
| Math12:30 - 1:00 | Pre-CFA3.0A.C.7 Use strategies to recall facts when needed | Number Talks:Making Tens (5-10 min)3.0A.C.7Use strategies to recall facts when needed | Imagine Math Facts (15 min)3.0A.C.7Use strategies to recall facts when needed | Number Talks: Making Tens (5-10 min)3.0A.C.7Use strategies to recall facts when needed | Imagine Math Facts (15 min)3.0A.C.7Use strategies to recall facts when needed |
| 1:00 | Restroom | Restroom | Restroom | Restroom | Restroom |
| Math1:00 - 1:45 | **Discuss 0’s and 1’s** |  **MOD 3 Lesson 9****-Review counting by 2’s, 5’s, 10’s****-Miles of multiples activity** |  **MOD 3 Lesson 10****Doubling Up activity (2’s)** |  **MOD 3 Lesson 15****Flying High Activity****(5’s)** | Math Test |
| Handwriting/ Science/ Social Studies1:45 - 2:15 | HandwritingStudents will review and practice good handwriting writing skills.(printing today, cursive begins next week) | **Social Studies**Examine the process for creating rules and laws at the local level **C.3.3.1****Lesson: I am a citizen in my community** | **Social Studies**Examine the process for creating rules and laws at the local level **C.3.3.1****Lesson: Citizens know their rights and responsibilities** | **Social Studies**Examine the process for creating rules and laws at the local level **C.3.3.1****Lesson: Citizens make responsible choices** | Running Records |
| 2:15 - 2:35 | Extra Recess | Extra Recess | Extra Recess | Extra Recess | Extra Recess |
| 2:35 - 3:00 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |