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 things  Bell Ringer  Breakfast  Health Screen | Good things  Bell Ringer  Breakfast  Health Screen | Good things  Bell Ringer  Breakfast  Health Screen | Good things  Bell Ringer  Breakfast  Health Screen | Good things  Bell Ringer  Breakfast  Health Screen |
| 8:20 - 8:50 | Intervention-  Finish up tests, books at tables | Intervention | Intervention | Intervention | Intervention |
| Word Study  8:50 - 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 Study  Test  **Mixed review sheet 6** |
| 9:00 | Restroom | Restroom | Restroom | Restroom | Restroom |
| Reading  9:20 - 10:20 | RL.3.1 Ask and  answer questions to  demonstrate  understanding of a  text, referring  explicitly to the text  as the basis for the answers.  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.  Pre- CFA | 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.  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 Describe  characters in a story  (e.g., their traits,  motivations, feelings)  and explain how their  actions contribute to  the sequence of  events.  **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 Describe  characters in a story  (e.g., their traits,  motivations, feelings)  and explain how their  actions contribute to  the sequence of  events.  **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 Describe  characters in a story  (e.g., their traits,  motivations, feelings)  and explain how their  actions contribute to  the sequence of  events.  Read Aloud: A Bad Case of the Stripes/ graphic organizer  Using character cards, students will decide the character’s trait  Graphic organizer: Camilla |
| Grammar  10:20 - 10:40 | Types of Sentences | Statements and Questions | Commands and Exclamations | Subject and Predicate | Grammar  Test |
| Writing  10:40 - 11:05 | W.2.5 With guidance  and support from  adults and peers,  focus on a topic and strengthen writing as  needed by revising  and editing.  Name Acrostic Poem  **Lesson 1**  Poets look at things  with their hearts and  minds. 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 guidance  and support from  adults and peers,  focus on a topic and strengthen writing as  needed by revising  and editing.  Listening for line breaks  **Lesson 2**  One way to give your poem music is to pay  attention 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 guidance  and support from  adults and peers,  focus on a topic and strengthen writing as  needed by revising  and 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 guidance  and support from  adults and peers,  focus on a topic and strengthen writing as  needed by revising  and editing.  Searching for honest Precise Words  **Lesson 6**  Before starting new poems, poets review their ideas from past poems asking “Does  this idea contain  strong 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 guidance  and support from  adults and peers,  focus on a topic and strengthen writing as  needed by revising  and editing.  Using Comparisons to classify feelings and Ideas  **Lesson 9**  When writers are  trying to spell words so people can read their writing, they look  at each word and  ask, “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 |
| Math  12:30 - 1:00 | Pre-CFA  3.0A.C.7 Use strategies to recall facts when needed | Number Talks:  Making Tens (5-10 min)  3.0A.C.7  Use strategies to recall facts when needed | Imagine Math Facts (15 min)  3.0A.C.7  Use strategies to recall facts when needed | Number Talks: Making Tens (5-10 min)  3.0A.C.7  Use strategies to recall facts when needed | Imagine Math Facts (15 min)  3.0A.C.7  Use strategies to recall facts when needed |
| 1:00 | Restroom | Restroom | Restroom | Restroom | Restroom |
| Math  1:00 - 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 Studies  1:45 - 2:15 | Handwriting  Students 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 |