

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 1/3-1/6	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:15 Breakfast/Morning Meeting		Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things
8:15-8:30 Math		Student Goal Setting	Lesson 8 Session 1: Explore Using Order and Grouping to Multiply Start/Warm Up	Lesson 8 Session 2: Develop Using Order to Multiply Start/Warm Up	Lesson 8 Session 3: Develop Using Grouping to Multiply Start/Warm Up
8:15-9:00 Math Small Groups		Student Goal Setting	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.
9:00-9:40 WIN Time		Student Goal Setting	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math		Student Goal Setting	Lesson 8 Session 1: Explore Using Order and Grouping to Multiply Students use known multiplication facts to explore the commutative and associative properties of multiplication. They share models to explore whether changing the order of factors affects a	Lesson 8 Session 2: Develop Using Order to Multiply Students solve a problem that requires finding and comparing the products of 6x3 and 3x6. Students model the problem either on paper or with manipulatives to determine if changing the order of factors affects the product. The	Lesson 8 Session 3: Develop Using Grouping to Multiply Students solve a problem that requires multiplying three factors. Students model the problem, either on paper or with manipulatives, to find the product. The purpose of this problem

			product. They will look ahead to think about whether changing the grouping of factors affects a product and how different grouping could make a problem easier to solve.	purpose of this problem is to deepen understanding of the commutative property of multiplication. IP: Pg 190 # 9 (1 pt) Pg. 191 # 1 (10 pts) Pg 192 #5 (1 pt) 12 pts total	is to have students use and compare different groupings (that is, apply the associative property of multiplication) to simplify computation. IP Pg. 196 # 6, 7 (5 pts) Pg. 199 #8 (3 pts) 8 pts total
10:30-11:10 Activity		Music	Art	Library	MicroTime
11:20-12:00 Lunch/Recess		Student Goal Setting	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics		Student Goal Setting	Lesson 12: Review Closed and Long Vowel Silent-e Syllables Day 1: Quick Sort Word Construction with morpheme cards Syllable Mapping Passage Reading: The Costume Contest Bash <u>Objective:</u>	Lesson 12: Review Closed and Long Vowel Silent-e Syllables Day 2: Reading multisyllable words with syllable bars Writing: Sort Syllables Passage Reading: The Costume Contest Bash Comprehension- Written Response	Lesson 12: Review Closed and Long Vowel Silent-e Syllables Day 3: Word Construction with morpheme cards <u>Objective:</u> Students demonstrate understanding of Closed and long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in

			<p>Students demonstrate understanding of Closed and long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p><u>Objective:</u> Students demonstrate understanding of Closed and long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>isolation and in passages.</p>
<p>12:20-1:50 Wit & Wisdom</p>		<p>Student Goal Setting</p>	<p>Read Aloud: <u>Moon 101- review New Read</u> Module 2 Lesson 8</p> <p><u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Know: How does "Moon 101" build my knowledge of space? <u>Craft Question:</u> Experiment: What does listening to recount look like? <u>Learning Goals:</u> Demonstrate knowledge of sequence words,</p>	<p>Read Aloud: <u>Starry Messenger Space Object Box: "Little Bear, etc"</u> Module 2 Lesson 9</p> <p><u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Detail: What is the essential meaning of <u>Starry Messenger?</u> <u>Craft Question:</u> Experiment: How do conclusion paragraphs work? <u>Learning Goals:</u> Use information from quotations and illustrations to determine an</p>	<p>Read Aloud: "Galileo's Starry Night" <u>Starry Messenger</u> Module 2 Lesson 10</p> <p><u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Know: How does <u>Starry Messenger</u> build my knowledge? <u>Craft Question:</u> Execute: How do I explain my ideas in a Socratic Seminar? Execute: How do I use conclusion paragraphs in explanatory writing?</p>

			cause/ effect words and context clues.	essential idea in <i>Starry Messenger</i> . Provide a conclusion paragraph for an explanatory essay.	Learning Goals: Explain the effects of Galileo's actions. Write and revise a conclusion paragraph for an explanatory essay.
1:50-2:10 Teacher Monitored Recess					
2:10-2:50 Reading Small Groups		Student Goal Setting	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads
<p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					