

## Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 10/24-10/28	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	Breakfast Morning Announcements Good Things
8:15-8:30 Math	Begin Math Lesson with Video.	Begin Math Lesson with Start and Model It.	Begin Math Lesson with Start and Model It.	Begin Math Lesson with Start and Model It.	Lesson 4 Quiz
8:15-9:00 Math Small Groups	Reteaching Rounding, 3 digit Addition With Regrouping and 3 digit subtraction with regrouping. Students not in a group will work on math i-ready pathway.	Reteaching Rounding, 3 digit Addition With Regrouping and 3 digit subtraction with regrouping. Students not in a group will work on math i-ready pathway.	Reteaching Rounding, 3 digit Addition With Regrouping and 3 digit subtraction with regrouping. Students not in a group will work on math i-ready pathway.	Reteaching Rounding, 3 digit Addition With Regrouping and 3 digit subtraction with regrouping. Students not in a group will work on math i-ready pathway.	ReAssess Math Unit 1 Test
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 4 <a href="#">Prerequisite Skill Adding with Arrays</a>	Lesson 4 <b>Session 1: Explore</b> Students will explore the concept of multiplication for the first time. They will learn that multiplication is a way to find the total of equal groups. They learn that 3x2 represents 3 equal	Lesson 4 <b>Session 2: Develop</b> Students model multiplication with drawings of equal groups of arrays. They are then introduced to a new model for multiplication, a rectangle made up of same-sized square tiles,	Lesson 4 <b>Session 3: Refine</b> Students demonstrate their understanding of the meaning of multiplication as they draw a model to represent multiplication as they talk through three problems. Then	Lesson 4 Quiz

		groups of 2 or an array with 3 rows of 2. Students are also introduced to multiplication equations and several new vocabulary terms.	laying a foundation for later lessons on area.	they draw a model to represent a multiplication problem and write a story problem that their model can be used to solve.	
10:30-11:10 Activity					
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics	Lesson 7: Closed, Complex Multisyllable Day 1:  Morphology: Pel, puls, -ive, -ion, -sion, -tion  Syllable mapping  Passage reading: Pets For Children (underline pattern words)	Lesson 7: Closed, Complex Multisyllable Day 2:  Morphology: Decode and define unknown words  Reading multisyllable words  Syllable mapping  Passage reading: Pets For Children	Lesson 7: Closed, Complex Multisyllable Day 3:  Fluency-High frequency words  Morphology: Word construction  Reading pattern words **practice writing these on whiteboards  3-syllable challenge	Lesson 7: Closed, Complex Multisyllable Day 4:  Morphology: Decode and define  Multisyllable word building  3-syllable challenge  Passage reading: Pets For Children	Dojo Celebration

	<p><b>Objective:</b> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>(Scoop phrases for fluency and comprehension practice)</p> <p><b>Objective:</b> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Passage reading: <i>Pets For Children</i> (students partner read)</p> <p><b>Objective:</b> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>(students partner read)</p> <p>Comprehension in workbook</p> <p><b>Objective:</b> Students demonstrate understanding of complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages</p>	
<p>12:20-1:50 Wit &amp; Wisdom</p>	<p>Read Aloud: <i>The Fantastic Undersea Life of Jacques Cousteau</i> Module 1 Lesson 14 <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Organize: What is happening in <i>The Fantastic Undersea Life of Jacques Cousteau</i>?</p>	<p>Read Aloud: <i>The Fantastic Undersea Life of Jacques Cousteau</i> Module 1 Lesson 14 <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Organize: What is happening in <i>The Fantastic Undersea Life of Jacques Cousteau</i>? <b>Craft Question:</b> Experiment: How does</p>	<p>Read Aloud: <i>The Fantastic Undersea Life of Jacques Cousteau</i> Video: "Cousteau's Silent World: Shipwreck Excerpt" Module 1 Lesson 15 <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of</p>	<p>Read Aloud: <i>The Fantastic Undersea Life of Jacques Cousteau</i> Video: "Cousteau's Silent World: Shipwreck Excerpt" Module 1 Lesson 15 <b>Essential Question:</b> Why do people explore the sea? <b>Focus Question:</b> Why and how do scientists explore the sea? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of</p>	<p>Dojo Celebration</p>

	<p><b><u>Craft Question:</u></b> Experiment: How does grouping related information together work?</p> <p><b><u>Learning Goals:</u></b> Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea. Group related information together in an explanatory paragraph.</p> <p>With support produce compound sentences.</p>	<p>grouping related information together work?</p> <p><b><u>Learning Goals:</u></b> Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea. Group related information together in an explanatory paragraph.</p> <p>Complete Question Set 14</p>	<p>text features and illustrations reveal in the <i><u>The Fantastic Undersea Life of Jacques Cousteau?</u></i></p> <p><b><u>Craft Question:</u></b> Experiment: How does reading fluently work? Examine: Why is it important to use illustrations to aid in comprehension?</p> <p><b><u>Learning Goals:</u></b> Explain how quotations add meaning to the text of <i><u>The Fantastic Undersea Life of Jacques Cousteau.</u></i> Explain how an author uses illustrations to aid in comprehension.</p> <p>Distinguish the literal and nonliteral meaning of words and phrases in <i><u>The Fantastic Undersea Life of Jacques Cousteau.</u></i></p>	<p>text features and illustrations reveal in the <i><u>The Fantastic Undersea Life of Jacques Cousteau?</u></i></p> <p><b><u>Craft Question:</u></b> Experiment: How does reading fluently work? Examine: Why is it important to use illustrations to aid in comprehension?</p> <p><b><u>Learning Goals:</u></b> Explain how quotations add meaning to the text of <i><u>The Fantastic Undersea Life of Jacques Cousteau.</u></i> Explain how an author uses illustrations to aid in comprehension.</p> <p>Distinguish the literal and nonliteral meaning of words and phrases in <i><u>The Fantastic Undersea Life of Jacques Cousteau.</u></i></p>	
<p>1:50-2:10 Teacher Monitored Recess</p>					

<b>2:10-2:50</b> <b>Reading Small Groups</b>	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads
<b>3:00- Dismiss Walkers</b> <b>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</b>					