

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 10/31-11/4	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	Lesson 4 Quiz Review	Begin Math Lesson with Start and Try It.	Begin Math Lesson with Start and Try It.	Begin Math Lesson with Start and Try It.	Begin Math Lesson with Start
8:15-9:00 Math Small Groups	Review 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.	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	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 4 Quiz	Lesson 5 Session 1: Explore Students will draw on their knowledge of multiplication as combining equal groups and on skip counting to find products. They share models to explore how to find the total number of items in several equal groups. They will look	Lesson 5 Session 2: Develop Students will solve a problem that requires finding both 6×2 and 6×5 . Students model equal groups either on paper or with manipulatives to represent the two products. The purpose of this session is to have	Lesson 5 Session 3: Develop Students will solve a problem that requires thinking about what it means to multiply with 0 and 1. Students model the given multiplication facts either on paper or with manipulatives to identify true and false statements. The purpose	Lesson 5 Session 4: Refine Students will solve word problems involving multiplying with 0, 1, 2, 5, and 10 and then discuss and confirm their answers with a partner. IP Pg 123 #6

		<p>ahead to see how skip-counting by twos, fives, and tens is connected to multiplying with 2, 5, and 10.</p> <p>IP: Pg</p>	<p>students apply repeated addition strategies to solve multiplication problems involving the multiplication facts for 2, 5, and 10.</p> <p>IP: Pg</p>	<p>of this session is to have students identify patterns in multiplying with 0 and 1.</p> <p>IP: Pg 118 #9</p>	
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	<p>Lesson 7: Closed, Complex Multisyllable</p> <p>Day 5: Assessment</p> <p>Morphology: Review and apply</p> <p>Test</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 8: Closed, Schwa Multisyllable</p> <p>Day 1:</p> <p>Phonics Pattern and quick sort</p> <p>Morphology: Fac, fact, fect, fic -al, -able, -ible</p> <p>*Decode and define unknown words</p>	<p>Lesson 8: Closed, Schwa Multisyllable</p> <p>Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multisyllable words</p> <p>Passage reading: <u>Custom Costumes</u></p>	<p>Lesson 8: Closed, Schwa Multisyllable</p> <p>Day 3:</p> <p>Fluency-high frequency words</p> <p>Morphology: word construction</p> <p>Reading Pattern Words/ 3-syllable challenge</p>	<p>Lesson 8: Closed, Schwa Multisyllable</p> <p>Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Writing: Multisyllable word building</p> <p>Passage reading: <u>Custom Costumes</u></p>

	<p>complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Syllable mapping</p> <p>Passage reading: <u>Custom Costumes</u> (underline pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>(scoop phrases for fluency and comprehension)</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Passage reading: <u>Custom Costumes</u> (students partner read)</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>(Comprehension practice: What does the author want you to know about costumes?)</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>
<p>12:20-1:50 Wit & Wisdom</p>	<p>Read Aloud: <u>The Fantastic Undersea Life of Jacques Cousteau</u> Module 1 Lesson 16 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore the sea? <u>Content Framing Question:</u> Distill: What is the essential meaning of</p>	<p>Read Aloud: <u>The Fantastic Undersea Life of Jacques Cousteau</u> Module 1 Lesson 17 <u>*FQT 2 Writing Planner</u> <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore the sea? <u>Content Framing Question:</u> Knowledge: How do Ocean Sunlight and The</p>	<p>Read Aloud: <u>The Fantastic Undersea Life of Jacques Cousteau</u> Module 1 Lesson 17 <u>*FQT 2 Writing Planner</u> <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore the sea? <u>Content Framing Question:</u></p>	<p>Read Aloud: <u>The Fantastic Undersea Life of Jacques Cousteau Ocean Sunlight</u> Module 1 Lesson 18 <u>*FQT 2 Publish</u> <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore the sea? <u>Content Framing Question:</u> Knowledge: How do Ocean</p>	<p>Read Aloud: <u>Shark Attack The Gulf Stream</u> Module 1 Lesson 19 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> Why and how do scientists explore sea creatures? <u>Content Framing Question:</u> Wonder: What do I notice and wonder about the</p>

	<p><u><i>The Fantastic Undersea Life of Jacques Cousteau?</i></u> Craft Question: Experiment: How does using an illustration aid in comprehension work? Learning Goals: Identify the main idea and essential meaning of The Fantastic Undersea Life of Jacques Cousteau. Group related information together in an explanatory paragraph and include an illustration to aid in comprehension.</p> <p>Deep Dive: With support, explain the purpose of the simple past tense and use the simple past tense correctly.</p>	<p>Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea? Craft Question: Excel: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? Execute: How do I group related ideas together and include an illustration in an explanatory essay? Learning Goals: Explain why and how scientists explore the sea, using information from Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau. Plan a written response to an expository prompt..</p> <p>Deep Dive: With support, use conventional spelling for adding suffixes to base words.</p>	<p>Knowledge: How do Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea? Craft Question: Excel: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? Execute: How do I group related ideas together and include an illustration in an explanatory essay? Learning Goals: Explain why and how scientists explore the sea, using information from Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau. Plan a written response to an expository prompt.</p> <p>Deep Dive: With support, use conventional spelling for adding suffixes to base words.</p>	<p>Sunlight and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and the scientists who study the sea? Craft Question: Excel: using a topic statement, grouping ideas, and including an illustration aid in comprehension when writing an explanatory paragraph? Learning Goals: Demonstrate understanding of the main idea of The Fantastic Undersea Life of Jacques Cousteau and Ocean Sunlight by writing an explanatory paragraph using topic statements, related information that is grouped together and an illustration to support comprehension.</p> <p>Deep Dive: Identify connections between words used to</p>	<p>first two chapters of Shark Attack? Craft Question: Experiment: How does listening with wonder work? Learning Goals: Ask and answer questions based on a text. Use the text and photographs to answer questions about sharks and to develop new questions.</p> <p>Deep Dive: Clarify the precise meaning of habitat.</p>
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1:50-2:10 Teacher Monitored Recess					
2:10-2:50 Reading Small Groups	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	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
3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders					