

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

Date 10/10-10/14	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 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 and Try It.	Begin Math Lesson with Start and Try It.
8:15-9:00 Math Small Groups	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, 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	<p>Lesson 3 Session 4: Develop</p> <p>Students solve a subtraction problem using place value and regrouping. Students model the equation either on paper or with manipulatives to find the difference. The purpose of this session is for the students to learn and practice the standard algorithm for subtraction.</p>	<p>Lesson 3 Session 4: Develop</p> <p>Students solve a subtraction problem using place value and regrouping. Students model the equation either on paper or with manipulatives to find the difference. The purpose of this session is for the students to learn and practice the standard algorithm for subtraction.</p>	<p>Lesson 3 Session 5: Refine</p> <p>Students solve word problems involving subtraction with regrouping.</p>	<p>Lesson 3 Quiz</p>	Review of Lessons 1-3 for Unit 1 Test

	<p>Guided Practice: #s 3-9 pg 70</p> <p>Independent Practice: #s 8 and 5 pg 68</p>	<p>Guided Practice: #s 3-9 pg 70</p> <p>Independent Practice: #s 8 and 5 pg 68</p>	<p>Guided Practice: Small Groups</p> <p>Independent Practice: # 2 pg 72 and 6 pg 74</p>		
10:30-11:10 Activity	PE	Music	Art	Library	MicroTime
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics	<p><b>Unit 1 Assessment</b> (Lesson 1-5 content)</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 1:</p> <p>Morphology: Struc-, Struct-, Con-, Com-, in-, im-</p> <p>Syllable mapping</p> <p>passage reading (underline pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of simple multisyllable patterns by correctly identifying, reading, and writing pattern</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multisyllable words</p> <p>Syllable mapping</p> <p>passage reading (practice fluency-scoop phrases)</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 3/4:</p> <p>Morphology: Word construction/Decode and define unknown words</p> <p>Reading pattern words/Multisyllable word building</p> <p>passage reading (students partner read)</p> <p>Review/ Dictation practice</p>	<p>Lesson 6: Closed, Simple Multisyllable Day 5: <b>Assessment</b></p> <p>Review and assess closed, simple multisyllable words</p> <p><u>Objective:</u> Students demonstrate understanding of simple multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

		<p>words in isolation and in passages.</p>	<p>simple multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p><u>Objective:</u> Students demonstrate understanding of simple 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>Amos &amp; Boris</i> Poem: <i>The Sea Wind</i> Images: <i>The Great Wave</i> <i>The Gulf Stream</i> <i>The Boating Party</i> Module 1 Lesson 9 (FQT 1) <b>Reteach</b> <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Know: How do art and literature build my knowledge of the world? <u>Craft Question:</u> Excel: How do I improve my writing by using topic statements and grouping related</p>	<p>Read Aloud: <i>Amos &amp; Boris</i> Poem: <i>The Sea Wind</i> Images: <i>The Great Wave</i> <i>The Gulf Stream</i> <i>The Boating Party</i> Module 1 Lesson 9 Assessment 9 (Affirm) <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Know: How do art and literature build my knowledge of the world? <u>Craft Question:</u> Excel: How do I improve my writing by using topic statements and grouping related information together in</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 10 <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> Wonder: What do I notice and wonder about Ocean Sunlight: How Tiny Plants Feed the Seas <u>Craft Question:</u> Experiment: How does listening with wonder work? <u>Learning Goal:</u> Students ask and</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 10 <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> Wonder: What do I notice and wonder about Ocean Sunlight: How Tiny Plants Feed the Seas <u>Craft Question:</u> Experiment: How does listening with wonder work? <u>Learning Goal:</u> Students ask and</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 11 <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> Reveal: <i>What does a deeper exploration of the illustrations and text reveal in Ocean Sunlight: How Tiny Plants Feed the Seas?</i> <u>Learning Goal:</u> Students gather information from <i>Ocean Sunlight</i> and use notes to answer a question posed in the text. Students use</p>

	<p>information together in an explanatory paragraph?</p> <p><b>Learning Goal:</b> Excel: How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?</p> <p>Revise writing based on peer feedback</p>	<p>an explanatory paragraph?</p> <p><b>Learning Goal:</b> Excel: How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?</p> <p>Revise writing based on peer feedback</p>	<p>answer questions about a text</p>	<p>answer questions about a text</p>	<p>information gained from illustrations and words in <i>Ocean Sunlight</i> to demonstrate understanding of the text</p>
<p>1:50-2:10 Teacher Monitored Recess</p>					
<p>2:10-2:50 Reading Small Groups</p>	<p>Small groups, other students work on Lexia on their Ipads</p>	<p>Small groups, other students work on Lexia on their Ipads</p>	<p>Small groups, other students work on Lexia on their Ipads</p>	<p>Small groups, other students work on Lexia on their Ipads</p>	<p><b>Phonics Decoding Test</b>, other students work on Lexia on their Ipads</p>
<p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					