

Mrs. Adams' 3rd Grade Weekly Lesson Plans

| Date: 11/28-12/2 | Monday | Tuesday | Wednesday | Thursday | Friday |
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| 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 7 Session 1: Explore Multiplying with 7, 8, 9 Start/Warm Up | Lesson 7 Session 2: Develop Multiplying with 7 Start/Warm Up | Student Goal Setting | Lesson 7 Session 3: Develop Multiplying with 8 Start/Warm Up | Lesson 7 Session 4: Develop Multiplying with 9 Start/Warm Up |
| 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. | 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. |
| 9:00-9:40 WIN Time | WIN Groups | WIN Groups | WIN Groups | WIN Groups | WIN Groups |
| 9:40-10:30 Math | Lesson 7 Session 1: Explore Multiplying with 7, 8, 9 Students draw on their experience breaking apart arrays to multiply. They share models to explore different ways of breaking apart the problem 6 x 7. | Lesson 7 Session 2: Develop Multiplying with 7 Students solve a problem that requires multiplying with 7. The purpose of this problem is to have students break apart groups of 7 to build strategies for and fluency with multiplying with 7. IP pg 164 #5 20 pts | Student Goal Setting | Lesson 7 Session 3: Develop Multiplying with 8 Students solve a problem that requires multiplying with 8. The purpose of this problem is to have students develop a strategy for multiplying that involves breaking a factor into two or more parts to build strategies | Lesson 7 Session 4: Develop Multiplying with 9 Students solve a problem that requires multiplying with 8. The purpose of this problem is to have students think of different ways of breaking apart factors to build strategies for and fluency with multiplying with 9. |

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| | | | | for and fluency with multiplying. IP pg 168 #9 | IP pg 176 # 4 |
| 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>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 1:</p> <p>Review Pattern and quick sort</p> <p>Morphology: Scrib(e), Script, Sub, Trans</p> <p>Decode and Define unknown words</p> <p>Syllable mapping</p> <p>Passage reading: Handmade Pie Crust (highlight pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e</p> | <p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 2:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading mult-isyllable words</p> <p>Writing: Sort syllables</p> <p>Passage reading: Handmade Pie Crust (scoop-read/ partners, comprehension)</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing</p> | <p>Student Goal Setting</p> | <p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 3:</p> <p>Fluency: High-frequency words</p> <p>Morphology: Word construction</p> <p>Passage reading: Legless Reptiles (highlight pattern words)</p> <p>Sentence Dictation Practice: My advice is to bring a book on your commute.</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns</p> | <p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Multisyllable word building</p> <p>Passage reading: Legless Reptiles (scoop-read/ partners, comprehension)</p> <p>Sentence Dictation Practice: Our lunch includes a drink and a cupcake.</p> <p><u>Objective:</u> Students demonstrate understanding of long</p> |

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| | <p>patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p> | <p>pattern words in isolation and in passages.</p> | | <p>by correctly identifying, reading, and writing pattern words in isolation and in passages.</p> | <p>vowel, silent-e 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>Starfield</u> <u>Moonshot</u> <u>One Giant Leap</u> <u>Starry Messenger</u> <u>Zathura</u></p> <p>Module 2 Lesson 1 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Wonder: What do I notice and wonder about a work of art and the module texts? Craft Question: Examine: Why is explaining your thinking important? Learning Goals: Students identify one question about space related to the art and or module texts they examine.</p> | <p>Read Aloud: <u>Galileo's Starry Night</u></p> <p>Module 2 Lesson 2 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Know: How does Galileo's Starry Night build my knowledge of the scientist Galileo? Craft Question: Experiment: How does explaining my thinking work? Examine: Why is it important to develop a topic with facts, definitions and details? Learning Goals: Identify important facts about Galileo based on a text. Identify facts, definitions and details in explanatory writing..</p> | <p>Student Goal Setting</p> | <p>Read Aloud: <u>Starry Messenger</u> <u>Space Object Box:</u> <u>"Little Bear, etc"</u></p> <p>Module 2 Lesson 3 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Wonder: What do I notice and wonder about <u>Starry Messenger</u>? Craft Question: Examine: Why is it important to explain my own ideas and understanding? Experiment: How does developing a topic with facts, definitions, and details work? Learning Goals: Ask and answer questions about</p> | <p>Read Aloud: <u>Starry Messenger</u> <u>Space Object Box:</u> <u>"Little Bear, etc"</u></p> <p>Module 2 Lesson 4 Essential Question: How do people learn about space? Focus Question: How did Galileo learn about space? Content Framing Question: Organize: What's happening in <u>Starry Messenger</u>? Craft Question: Examine: Why is it important to listen to recount? Learning Goals: Use words pertaining to time to recount a series of events in the life of Galileo.</p> |

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| | Book Tasting | | | <u><i>Starry Messenger.</i></u> Develop a topic with facts, definitions, and details. | |
| 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 | 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 |
| <p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p> | | | | | |