

3rd Grade Weekly Lesson Plans

Date 11/30-12/4	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 Breakfast/ Bell Ringer	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things
8:20-8:50 Interventions	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
8:50-9:20 Word Study	Suffix -ment, -most RF2.3d Decode words with common prefixes and suffixes -ment: a state or condition -most: nearest to, or farthest in a direction Decoding I do: enjoyment We do: improvement	Suffix -ment, -most RF2.3d Decode words with common prefixes and suffixes -ment: a state or condition -most: nearest to, or farthest in a direction Decoding I do: backmost We do: foremost	Suffix -ment, -most RF2.3d Decode words with common prefixes and suffixes -ment: a state or condition -most: nearest to, or farthest in a direction Decoding I do: management We do: utmost	Suffix -ment, -most RF2.3d Decode words with common prefixes and suffixes Practice/ Review Spelling City Review worksheet	Suffix -ment, -most RF2.3d Decode words with common prefixes and suffixes Assessment

	<p>You do: agreement</p> <p><u>Encoding</u> I do: development</p> <p>We do: government</p> <p>You do: payment</p> <p><u>Writing Sentences:</u> We are full of <u>excitement</u> for Christmas!</p>	<p>You do: headmost</p> <p><u>Encoding</u> I do: leftmost</p> <p>We do: rearmost</p> <p>You do: westmost</p> <p><u>Writing Sentences:</u> Our class is on the <u>uppermost</u> floor of the school.</p>	<p>You do: punishment</p> <p><u>Encoding</u> I do: almost</p> <p>We do: amusement</p> <p>You do: outermost</p> <p><u>Writing Sentences:</u> His <u>topmost</u> scores made him smile in <u>amazement</u>.</p>		
<p>9:20-10:20 Reading Workshop</p> <p>Fiction Standards Review</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 1 Fiction Standard Review <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 2 Fiction Standard Review <u>Standard:</u> RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters,</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 3 Fiction Standard Review <u>Standard:</u> RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Chapter 4 Fiction Standard Review <u>Standard:</u> RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their</p>	<p><u>Shared Reading:</u> <i>The Best Christmas Pageant Ever</i> Fiction Standard Review Assessment</p>

as the basis for the answers.

Learning Target:

*I can ask questions to demonstrate understanding of text.

* I can answer questions to demonstrate understanding of a text referring explicitly to the text as a basis for my answers.

Mini-Lesson

TTW review with the students how we use the strategy of asking questions in order to learn information. TTW read chapter 1 of the story *The Best Christmas Pageant Ever*

Following the reading the teacher will model asking the students questions about the story.

Guided Practice:

TSW work with a partner. Partner one will ask a question about the story and partner 2 will try to

including the difference between first- and third-person narrations.

Learning Target:

I can tell how my perspective is different from the characters.

* I can tell the difference between 1st person and 3rd person narrations.

Mini-Lesson

TTW review the difference in first, second and third person point of view and perspective. TTW read chapter 2 of *The Best Christmas Pageant Ever*

Guided Practice:

The students will discuss with a partner what point of view they think the story is written in and tell why. TTW call on several students to share their ideas.

Independent Practice:

Students will choose 2 characters from the story to describe their

actions contribute to the sequence of events

Learning Target:

*I can describe a character's traits.

Mini-Lesson

TTW review that a character trait describes a character's personality or qualities that make them who they are. In other words, how you would describe that character to someone else. TTW read chapter 3 of *The Best Christmas Pageant Ever*.

Guided Practice:

Students will discuss the major and minor characters in the story.

Independent

Practice:

Students will describe the character traits of the characters in the story.

actions contribute to the sequence of events

Learning Target:

*I can compare and contrast a character's traits with another.

Mini-Lesson

TTW review that a character trait describes a character's personality or qualities that make them who they are. In other words, how you would describe that character to someone else. TTW read chapter 4 of *The Best Christmas Pageant Ever*

Guided Practice:

Students will describe the Herdman kids using textual evidence. Explain how they caused trouble in the story. How does this contribute to the sequence of the story. Students will draw pictures of 3 of the Herdman kids.

Independent

	<p>answer it then roles will reverse. They will ask/ answer several questions. The teacher will call on partner groups to share some of the questions they came up with.</p> <p>Independent Practice: Students will ask a who, what, when, where, why and how question about the story. The student must be able to answer the question.</p>	<p>perspective on something and how their perspective is different.</p>		<p>Practice: Students will compare and contrast the characters Alice and Imogene.</p>	
<p>10:20-11:05</p> <p>Writing Workshop/ Grammar</p> <p>Reflective Narratives</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Materials: Graphic organizer</p> <p>Mini-lesson: TTW review that Reflective means we are thinking back to an event (something that happened) and using what we felt and learned to make a plan for next time and we</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>Mini-lesson: TTW review what a reflective narrative is and its components. TTW make an anchor chart for story checklist Stays on task Tells a story Thoughtful reflection Big and small ideas</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Materials: Writing paper</p> <p>Mini_lesson: TTW place a copy of the grading rubric under the document camera for students to see what is expected. The teacher will then show the students an example of a poor,</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Materials: Graphic Organizer</p> <p>Mini_lesson: TTW review the components of a reflective narrative and the anchor chart for the checklist. The teacher will then complete a shared writing piece with the</p>	<p>Standard: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Students will continue to write their reflective narrative writing piece.</p>

	<p>will be telling a story with a beginning, middle, and end--and then, we will reflect on it. TTW make an anchor chart. Explain that reflective narratives must contain the following: *main idea, remind what your story was about *share your feelings-evoked feelings of reader *Look to the future-share your ideas/wish-what you would do next time-hook back to the prompt. Writing Prompt: Write a story about a time when you helped a person or an animal in need. Think about how you felt when you helped the person or animal, and what you learned about helping others. <u>Guided Practice:</u> Students will answer some questions to help them think about and plan their story:</p>	<p>Narrative has action sensory details (5 senses) characters Reflection--describes and explains. Uses details. organized (paragraphs) Logical sequence Transition words Word choice Different types of sentences Voice and tone goes with story (narrative) Errors do not keep us from understanding <u>Guided Practice:</u> Students will discuss with a partner the items on the anchor chart and what they mean. What does each item require in their writing? <u>Independent Practice:</u> Students will complete a major/minor character graphic organizer. <u>Grammar:</u> pronouns</p>	<p>average and exemplar writing sample. <u>Guided Practice:</u> Students will discuss why the writing samples were poor, just average and exemplar while looking at the grading rubric. The teacher will ask students to share their scores and reasons with evidence from the rubric for their score given. <u>Independent Practice:</u> Students will complete a who, what, when, where, why and how graphic organizer. <u>Grammar:</u> pronouns</p>	<p>class. TTW will write about a time she helped another teacher at school. TTW ask the students to contribute to the writing piece as it is being written. <u>Guided Practice:</u> Students will review the rubric and score the shared writing piece. The teacher will ask students to share their scores and reasons with evidence from the rubric for their score given. <u>Independent Practice:</u> Students will begin writing a story that describes a time when they helped a person or an animal in need. The story should tell the reader what they learned about helping others <u>Grammar</u> pronouns</p>	<p>Grammar Assessment</p>
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	<p>Whom did you help, and why did they need your help? (Characters and plot)</p> <ul style="list-style-type: none"> • How did you feel when you helped this person or animal? (Emotion) • Did you ever think you might not be able to help them? Why or why not? (Challenges) *The next time you are faced with helping someone in need, how will you respond? (Use the past experience to look to the future.) • How did this experience affect the way you feel about helping others? (What did you learn? Touch the heart!) <p><u>Independent Practice:</u> Students will brainstorm ideas for their reflective narrative story.</p> <p><u>Grammar:</u> pronouns</p>				
<p>11:05-11:45 Special Class</p>				<p>Team Meeting</p>	
<p>11:50-12:30 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>

<p>12:30-1:45 Number Talks Math</p> <p>Learning Target</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>
	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><u>Standard:</u> 3.OA.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
	<p><u>Student-Friendly Objective:</u> I can represent a multiplication word problem with models.</p>	<p><u>Student-Friendly Objective:</u> I can represent multiplication word problems with drawings.</p>	<p><u>Student-Friendly Objective:</u> I can represent multiplication word problems with equations.</p>	<p><u>Student-Friendly Objective:</u> I can solve word problems with multiplication.</p>	<p><u>Student-Friendly Objective:</u> I can solve word problems with multiplication.</p>
	<p>Target: Represent multiplication word problems with models and drawings</p>	<p>Target- Represent multiplication word problems with equations.</p>	<p>Target- represent multiplication word problems with equations</p>	<p>Target: solve word problems with multiplication</p>	<p>Target: solve word problems with multiplication</p>
	<p><u>Launch</u> Represent the following word problems with models and drawings.</p>	<p><u>Launch</u> Solve the following word problems with an equation.</p>	<p><u>Launch</u> Solve the following word problems with an equation.</p>	<p><u>Launch</u> Use multiplication to solve the following word problems.</p>	<p><u>Launch</u> Use multiplication to solve the following word problems.</p>
	<p>8 tables are in the cafeteria. 6 children are sitting at each table. How many</p>	<p>Spiders have 8 legs. There were 3 spiders climbing up the wall. How many legs were climbing up the wall?</p>	<p>5 penguins are resting on each iceberg in the ocean. There are 8 icebergs. How many</p>	<p>The pet store has tanks of goldfish with four goldfish in each tank. How many goldfish does seven tanks have?</p>	<p>Oylon likes to line up his action figures. He makes 4 rows of action figures with 4 in each row. How</p>

	<p>children are in the cafeteria? Draw a representation with arrays, repeated addition or equal groups and solve.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>A farmer planted 9 rows of corn. There are 8 stalks in each row. How many plants did the farmer put into the soil?</i></p> <p><u>Independent Practice</u> Diamond was planting flowers. She planted 8 rows. There are 4 flowers in each row.</p>	<p>Draw a representation with arrays, repeated addition or equal groups and solve.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>A triangle has 3 sides. I took a handful of triangles. There are 9 triangles in my hand. How many sides are there?</i></p> <p><u>Independent Practice</u> A ladybug has 6 legs. There are 4 ladybugs sitting on a rose. How many legs are on the rose?</p>	<p>penguins are resting on the icebergs in the ocean.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p><i>I sorted my blocks and found that I have an equal amount of red, blue, green and yellow blocks. I have 6 of each color. How many blocks do I have in total?</i></p> <p><u>Independent Practice</u> There are 7 monsters. Each monster had 4 arms. How many arms are</p>	<p>Val has 3 packs of juice. Each pack of juice contains 8 juice boxes. How many juice boxes does Val have?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>There are 3 rows with 7 chairs in each classroom. How many students can sit in the classroom if all of the seats are filled?</i></p> <p><u>Independent Practice</u> Michael's bookshelf has 3 shelves with 7</p>	<p>many action figures does he have total?</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>Will has action figures too. He lines his action figures up in 5 rows with 3 in each row. Who has more? How do you explain?</i></p> <p><u>Independent Practice</u> There are seven students in the classroom. How</p>
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	<p>How many flowers did Diamond plant?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.</p>	<p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students will finish independent practice and turn in.</p>	<p>there on all of the monsters together?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>books on each shelf. How many books does Michael have? Our classroom bookshelves are full. There are 8 shelves. Each shelf holds 6 books. How many books do we have in our classroom?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>many hands are in the classroom?</p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem.</p>
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>HEV Cursive Video Series with worksheets: Lesson 17,18 https://www.youtube.com/watch?v=o0GoMValaj8</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States Student-Friendly Objective: Students will learn the difference between wants and needs.</p> <p>Materials:</p> <p>PowerPoint: Wants and Needs</p> <p>Wants and Needs KWL</p> <p>Booklets: All About Wants and Needs</p> <p>Mini-Lesson:</p> <p>- Teacher will ask students what they know about wants and needs. Which is more important?</p> <p>Students will complete the first two parts of the KWL chart before</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States Student-Friendly Objective: Students will think about things/ items that are needs, and things that are wants.</p> <p>Materials:</p> <p>Video: Needs and Wants https://www.youtube.com/watch?v=WUluMGrWWY</p> <p>Present Sort, scissors, glue</p> <p>Wants vs Needs color sheet</p> <p>Mini-Lesson:</p> <p>- Teacher will remind students about needs and wants, and have</p>	<p>Social Studies- Wants vs. Needs Standard: E.6.3.1 Explain functions and characteristics of money in the United States Student-Friendly Objective: Students will think about things/ items for loved ones and themselves that are needs and wants.</p> <p>Materials:</p> <p>Video: The Difference Between a Need and a Want https://www.youtube.com/watch?v=9lqgTGG0ODg</p> <p>Activity: Ready, Set, Shop/ My Wants, My Needs</p> <p>Mini-Lesson:</p> <p>- Teacher will talk about making a shopping gift list for loved ones, and ask</p>	<p><u>Running Records/ ORF</u></p> <p>Social Studies Assessment</p>
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		<p>viewing the PowerPoint.</p> <p>-Show PowerPoint</p> <p><u>Guided Practice:</u></p> <p>Students will complete the All About Wants and Needs booklet</p> <p><u>Independent Practice:</u></p> <p>Students will complete the last part of the KWL chart.</p>	<p>students provide a few examples of each for discussion.</p> <p>-Show Video: Needs and Wants</p> <p><u>Guided Practice:</u></p> <p>Present Sort Activity: Students will work together to discuss which items would be a need, and which would be a want. They will complete the Present Sort together.</p> <p><u>Independent Practice:</u></p> <p>Students will complete the Wants vs. Needs color sheet and turn it in.</p>	<p>students to think about what they might give some of their loved ones if they could (if they were grown ups, had job or money, could make a homemade gift, etc.)</p> <p>-Show Video: Needs Vs. Wants</p> <p><u>Guided Practice:</u></p> <p>Students will complete <u>Ready, Set, Shop</u> activity with table groups, asking others what they would like as gifts.</p> <p><u>Independent Practice:</u></p> <p>Students will complete the <u>My Wants, My Needs</u> section on the back, and turn it in.</p>	
<p>2:15-2:35 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>

2:35-2:45

Prepare for Dismissal

2:45- Dismiss Walkers

2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders