

Mrs. Adams' 3rd Grade Weekly Lesson Plans

| Date: 12/12-12/16 | 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 8 Session 1: Explore Using Order and Grouping to Multiply Start/Warm Up | Lesson 8 Session 2: Develop Using Order to Multiply Start/Warm Up | Lesson 8 Session 3: Develop Using Grouping to Multiply Start/Warm Up | Christmas Themed Multiplication Activities | Christmas Themed Multiplication Activities |
| 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 | RTI Data Meeting | WIN Groups | WIN Groups | WIN Groups | WIN Groups |
| 9:40-10:30 Math | Lesson 8 Session 1: Explore Using Order and Grouping to Multiply Students use known multiplication facts to explore the commutative and associative properties of multiplication. They share models to explore whether changing the order of factors affects | Lesson 8 Session 2: Develop Using Order to Multiply Students solve a problem that requires finding and comparing the products of 6x3 and 3x6. Students model the problem either on paper or with manipulatives to determine if changing the order of factors affects the product. The purpose | Lesson 8 Session 3: Develop Using Grouping to Multiply Students solve a problem that requires multiplying three factors. Students model the problem, either on paper or with manipulatives, to find the product. The purpose of this problem is to | Christmas Themed Multiplication Activities | Christmas Themed Multiplication Activities |

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| | <p>a product. They will look ahead to think about whether changing the grouping of factors affects a product and how different grouping could make a problem easier to solve.</p> | <p>of this problem is to deepen understanding of the commutative property of multiplication.</p> <p>IP: Pg 190 # 9 (1 pt) Pg. 191 # 1 (10 pts) Pg 192 #5 (1 pt) 12 pts total</p> | <p>have students use and compare different groupings (that is, apply the associative property of multiplication) to simplify computation.</p> <p>IP Pg. 196 # 6, 7 (5 pts) Pg. 199 #8 (3 pts) 8 pts total</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>Lesson 11: Long Vowel, Silent-e Complex Multisyllable Day 3:</p> <p>Morphology: Decode and define unknown words</p> <p>Reading multisyllable words with syllable bars</p> <p>Writing- Sort Syllables</p> <p>Passage reading: Pineland Lakeside Trip (scoop-read/ partners, comprehension)</p> | <p>Lesson 11: Long Vowel, Silent-e Complex Multisyllable Day 4:</p> <p>Morphology: Decode and define unknown words</p> <p>Multisyllable word building</p> <p>Writing- Sort Syllables</p> <p>Passage reading: Fishing in Sunshine (highlight pattern words)</p> | <p>Lesson 11: Long Vowel, Silent-e Complex Multisyllable Day 5: ASSESSMENT</p> <p>Morphology: Review and apply</p> <p>Fluency- words and phrases</p> <p>Encoding test</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying,</p> | <p>Christmas Themed Phonics activities, reviewing syllable types and morphology</p> | <p>Christmas Themed Phonics activities, reviewing syllable types and morphology</p> |

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| | <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p> | <p>Sentence dictation practice on whiteboards</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p> | <p>reading, and writing pattern words in isolation and in passages.</p> | | |
| <p>12:20-1:50 Wit & Wisdom</p> | <p>Read Aloud: <i>Starry Messenger</i> Module 2 Lesson 7 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Reveal: What does a deeper exploration of text features reveal in <i>Starry Messenger</i>? <u>Craft Question:</u> Execute: How do I explain ideas to a small group? Examine: Why are conclusion paragraphs important? <u>Learning Goals:</u> Use information from</p> | <p>Read Aloud: <i>Moon 101</i> Module 2 Lesson 8 NEW READ ASSESSMENT <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did Galileo learn about space? <u>Content Framing Question:</u> Know: How does "Moon 101" build my knowledge of space? <u>Craft Question:</u> Experiment: What does listening to recount look like? <u>Learning Goals:</u> Demonstrate knowledge of sequence words, cause/ effect words and context clues.</p> | <p>Read Aloud: <i>The Best Christmas Pageant Ever</i> <u>Essential Question:</u> Why and how do people celebrate Christmas? <u>Learning Goals:</u> Compare and contrast events in the book and the movie Begin watching <i>The Best Christmas Pageant Ever</i></p> | <p>Read Aloud: <i>The Littlest Christmas Tree</i> <u>Essential Question:</u> Why and how do people celebrate Christmas? <u>Learning Goals:</u> Ask and answer questions about <i>The Littlest Christmas Tree</i> Christmas themed literacy activities.</p> | <p>Read Aloud: <i>Christmas With Grandma</i> <u>Essential Question:</u> Why and how do people celebrate Christmas? <u>Learning Goals:</u> Ask and answer questions about <i>Christmas With Grandma</i> Christmas themed literacy activities.</p> |

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| | quotations and illustrations to identify the main idea in a passage from <u><i>Starry Messenger</i></u> . Identify the introduction, body, and concluding paragraphs in an explanatory essay. | | | | |
| 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 | Lesson 11 Decoding test, 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 | Christmas Party! |
| <p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p> | | | | | |