

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 12/5-12/9	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 7 Session 2: Develop Multiplying with 7 Start/Warm Up	Lesson 7 Session 3: Develop Multiplying with 8 Start/Warm Up	Lesson 7 Session 4: Develop Multiplying with 9 Start/Warm Up	Lesson 7 Session 5: Refine Multiplying with 7,8,9 Start/Warm Up	Lesson 7 Reteach / Extension Multiplying with 7,8,9 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.	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 7 Session 2: Develop (finish, begin Session 3) 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.	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 for and fluency with multiplying.	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.	Lesson 7 Session 5: Refine Multiplying with 7,8,9 Students solve word problems involving multiplying with 7, 8, and 9 and then discuss and confirm their answers with a partner. IP pg 168 #9 Lesson 7 Quiz	Lesson 7 Reteach / Extension Multiplying with 7,8,9 Students will practice multiplication fluency using strategies from lesson 6 and 7, and work to prove fluency, completing 3rd grade competition charts.

	IP pg 164 #5 20 pts	IP pg 168 #9	IP pg 176 # 4		
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 10: Long Vowel, Silent-e Simple Multisyllable Day 5/ Review:</p> <p>Morphology: Review and apply</p> <p>Fluency practice</p> <p>Sentence Dictation practice on whiteboards</p> <p>Passage reading: Legless Reptiles</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in</p>	<p>Lesson 10: Long Vowel, Silent-e Simple Multisyllable</p> <p>Assessment</p> <p>Encoding / Decoding</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>Lesson 11: Long Vowel, Silent-e Complex Multisyllable Day 1:</p> <p>Review pattern/ Quick word sort</p> <p>Morphology: vis / vise, -ize, -ary, -ery, -ory</p> <p>Syllable mapping</p> <p>Passage reading: Pineland Lakeside Trip (highlight pattern words)</p> <p><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing pattern words in</p>	<p>Lesson 11: Long Vowel, Silent-e Complex Multisyllable Day 2:</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><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e patterns by correctly identifying, reading, and writing</p>	<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><u>Objective:</u> Students demonstrate understanding of long vowel, silent-e</p>

	isolation and in passages.		isolation and in passages.	pattern words in isolation and in passages.	patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.
12:20-1:50 Wit & Wisdom	<p>Read Aloud: <u><i>Starry Messenger</i></u> <u><i>Space Object Box: "Little Bear, etc"</i></u></p> <p>Module 2 Lesson 3 (finish, Begin Lesson 5)</p> <p><u>Essential Question:</u> How do people learn about space?</p> <p><u>Focus Question:</u> How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Organize: What's happening in <u><i>Starry Messenger?</i></u></p> <p><u>Craft Question:</u> Execute: How do I use facts, definitions, and details in explanatory writing?</p> <p><u>Learning Goals:</u> Recognize cause-and-effect relationships among ideas. Develop a topic with facts, definitions, and details.</p>	<p>Read Aloud: <u><i>Starry Messenger</i></u> Module 2 Lesson 5</p> <p><u>Essential Question:</u> How do people learn about space?</p> <p><u>Focus Question:</u> How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Organize: What's happening in <u><i>Starry Messenger?</i></u></p> <p><u>Craft Question:</u> Execute: How do I use facts, definitions, and details in explanatory writing?</p> <p><u>Learning Goals:</u> Recognize cause-and-effect relationships among ideas. Develop a topic with facts, definitions, and details.</p>	<p>Read Aloud: <u><i>Starry Messenger</i></u> <u><i>Space Object Box: "Little Bear, etc"</i></u> Module 2 Lesson 6</p> <p><u>Essential Question:</u> How do people learn about space?</p> <p><u>Focus Question:</u> How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Reveal: What does a deeper exploration of nonliteral language and illustrations reveal in <u><i>Starry Messenger?</i></u></p> <p><u>Craft Question:</u> Excel: How do I improve using facts, definitions, and details to develop a topic?</p> <p><u>Learning Goals:</u> Analyze the use of nonliteral language to support a main idea. Develop a topic with facts, definitions, and details.</p>	<p>Read Aloud: <u><i>Starry Messenger</i></u> Module 2 Lesson 7</p> <p><u>Essential Question:</u> How do people learn about space?</p> <p><u>Focus Question:</u> How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Reveal: What does a deeper exploration of text features reveal in <u><i>Starry Messenger?</i></u></p> <p><u>Craft Question:</u> Execute: How do I explain ideas to a small group?</p> <p>Examine: Why are conclusion paragraphs important?</p> <p><u>Learning Goals:</u> Use information from quotations and illustrations to identify the main idea in a passage from <u><i>Starry Messenger.</i></u> Identify the introduction, body,</p>	<p>Read Aloud: <u><i>Moon 101</i></u> Module 2 Lesson 8</p> <p><u>Essential Question:</u> How do people learn about space?</p> <p><u>Focus Question:</u> How did Galileo learn about space?</p> <p><u>Content Framing Question:</u> Know: How does "Moon 101" build my knowledge of space?</p> <p><u>Craft Question:</u> Experiment: What does listening to recount look like?</p> <p><u>Learning Goals:</u> Demonstrate knowledge of sequence words, cause/ effect words and context clues.</p>

	<p>questions about <u><i>Starry Messenger</i></u>. Develop a topic with facts, definitions, and details</p>			and concluding paragraphs in an explanatory essay.	
<p>1:50-2:10 Teacher Monitored Recess</p>					
<p>2:10-2:50 Reading Small Groups</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>
<p>3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					