

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 2/13-2/17	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 20: Session 2 Develop: <u>Start Up Activity</u> Have students use tiles to build a rectangle that shows halves and tell how many halves are in the whole.	Lesson 20: Session 3 Refine: <u>Start Up Activity</u> Have students use red and yellow tiles to model the fraction one fifth and write the fraction.	Lesson 20: Quiz	Lesson 21: Session 1 Explore: <u>Start Up Activity</u> Have students write the unit fraction and shaded-part fraction of a given area model.	Lesson 21: Session 2 Develop: <u>Start Up Activity</u> Have students finish labeling a number line based on an area model labeled in thirds.
8:30-9:00 Math Small Groups	Times Tales	I-Ready Math Pathway	Times Tales	I-Ready Math Pathway	Times Tales
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 20: Session 2 Develop: Students write fractions for partially shaded models by comparing the numbers of equal parts and shaded parts. They draw a whole and shade a fractional part given the unit fraction part.	Lesson 20: Session 3 Refine: Students demonstrate their understanding of fractions and how to represent them as they talk through three problems. Then they divide and partially shade rectangles to match given fractions, and explain their process.	Lesson 21: Session 1 Explore: Understanding Fractions on a number line Video 1.	Lesson 21: Session 1 Explore: Students explore the idea that number lines can show equal parts of a whole. Then students explore counting fractions on a number line, including fractions equal to or greater than 1.	Lesson 21: Session 2 Develop: Students identify and label fractions on a number line by reasoning about the number of equal parts in the whole of an area model and in a whole-number section of a number line. They think about what unit fraction is used to build each greater fraction.

					They practice identifying and labeling fractions on number lines, including fractions that are equal to or greater than 1.
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 15: Open, Complex Multisyllable Day 2</p> <p>Morphology- Decode and define unknown words</p> <p>Reading multisyllable words with syllable bars</p> <p>Sort syllables</p> <p>Passage Reading-comprehension</p> <p><u>Objective:</u> Students demonstrate understanding of Open, Complex multisyllable patterns by correctly</p>	<p>Lesson 15: Open, Complex Multisyllable Day 3</p> <p>Fluency- High Frequency Words</p> <p>Word Construction</p> <p>3 Syllable Challenge</p> <p>Passage Reading- Pesto Sauce</p> <p><u>Objective:</u> Students demonstrate understanding of Open, Complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 15: Open, Complex Multisyllable Day 4</p> <p>Morphology- Decode and define unknown words</p> <p>Multisyllable word building</p> <p>Passage Reading- Comprehension</p> <p>Practice sentence dictation</p> <p><u>Objective:</u> Students demonstrate understanding of Open, Complex multisyllable patterns by correctly identifying, reading, and writing pattern words in</p>	<p>Lesson 15: Open, Complex Multisyllable Day 5</p> <p>Morphology- review and apply</p> <p>Fluency words and phrases</p> <p>Assessment</p> <p><u>Objective:</u> Students demonstrate understanding of Open, Complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Unit 4 Assessment</p> <p><u>Objective:</u> Students demonstrate understanding of Open, Complex multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

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<p>12:20-1:50 Wit & Wisdom</p>	<p>Read Aloud: <i>"One Giant Leap"</i> Read Aloud: <i>"One Giant Leap"</i> Module 2 Lesson 21 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did the astronauts of Apollo II learn about space? <u>Content Framing Question:</u> Reveal: What does a deeper exploration of figurative language reveal in <i>"One Giant Leap"</i>? <u>Craft Question:</u> Excel: How do I use supporting reasons in an opinion paragraph? <u>Learning Goals:</u> Explain the literal and nonliteral meaning of Neil Armstrong's words. Clearly state an</p>	<p>Read Aloud: <i>Moonshot</i> <i>"One Giant Leap"</i> Module 2 Lesson 22 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did the astronauts of Apollo II learn about space? <u>Content Framing Question:</u> Wonder: What do I notice and wonder about <i>"One Giant Leap"</i>? <u>Craft Question:</u> Excel: How do I improve supporting reasons in opinion writing? <u>Learning Goals:</u> Explain how repetition conveys the essential meaning of <i>Moonshot</i>. Review an opinion paragraph.</p>	<p>Read Aloud: <i>"One Giant Leap"</i> Module 2 Lesson 23 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did the astronauts of Apollo II learn about space? <u>Content Framing Question:</u> Know: How do <i>Moonshot</i> and <i>"One Giant Leap"</i> build my knowledge? <u>Craft Question:</u> Execute: How do I use conclusion paragraphs in opinion writing? <u>Learning Goals:</u> Ask and answer questions, citing evidence from the module text. Provide a conclusion statement for an opinion essay.</p>	<p>*WW Teaching observation- substitute teacher</p>	<p>Read Aloud: <i>"One Giant Leap"</i> Module 2 Lesson 24 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How did the astronauts of Apollo II learn about space? <u>Content Framing Question:</u> Know: How does John F. Kennedy's speech "We Choose the Moon" build my knowledge? <u>Craft Question:</u> Execute: How do I explain my ideas in a socratic seminar? <u>Learning Goals:</u> Explain a point of view that is different from or similar to Kennedy's, using evidence from the speech "We Choose the Moon".</p>

	opinion and provide strong supporting reasons.				Participate in a socratic seminar.
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 lpads	Phonics Lesson 14 Decoding Assessments	Phonics Decoding Assessment 15	Multisyllable encoding practice in Small groups, other students work on Lexia on their lpads	Multisyllable encoding practice in Small groups, other students work on Lexia on their lpads
3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders					