

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 2/27-3/3	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 22: Session 1 Explore: Understanding Equivalent Fractions Video	Lesson 22: Session 2 Develop: <u>Start Up Activity</u> Have students name the equivalent fractions shown by an area model.	Lesson 22: Session 3 Refine/Review: <u>Start Up Activity</u> Have students use number lines to find equivalent fractions.	Lesson 22: Refine/Review:	Lesson 22: Session 2 Quiz
8:30-9:00 Math Small Groups	Times Tales	Times Tales	Times Tales	Times Tales	Times Tales
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 22: Session 1 Explore: Students explore how two different fractions are equal when they name the same amount of a whole. Students use area models and number lines to determine which fractions are equivalent.	Lesson 22: Session 2 Develop: Students use number lines and fraction bars to identify equivalent fractions.	Lesson 22: Session 3 Refine/Review: Students demonstrate their understanding of equivalent fractions as they talk through three problems. Then they will draw area models and number lines to identify equivalent fractions in a real-world context.	Lesson 22: Refine/Review: Students demonstrate their understanding of equivalent fractions as they talk through three problems. Then they will draw area models and number lines to identify equivalent fractions in a real-world context.	Lesson 23: Session 1 Explore: Try It. Students draw on their knowledge of area models and equivalent fractions. They compare models to explore how to rename a fraction using a different denominator. They will look ahead to think about how to find equivalent fractions using the same area model or number line.

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 16: Predictable Vowel Teams, Single Syllable Day 1</p> <p>Word Sort</p> <p>Morphology: Introduction of new root/suffix- spec, spect, -ate, -ist, -er, -or</p> <p>Decode and define unknown words</p> <p>Sound-Spelling Mapping</p> <p>Passage Reading- The Lee's Frail Oak Tree</p> <p><u>Objective:</u> Students demonstrate understanding of Predictable Vowel Team patterns by correctly identifying, reading, and writing pattern</p>	<p>Lesson 16: Predictable Vowel Teams, Single Syllable Day 2</p> <p>Morphology: Decode and define unknown words</p> <p>Syllable Mapping</p> <p>Passage Reading/ Comprehension- The Lee's Frail Oak Tree</p> <p><u>Objective:</u> Students demonstrate understanding of Predictable Vowel Team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 16: Predictable Vowel Teams, Single Syllable Day 3</p> <p>Fluency- High Frequency Words</p> <p>Word Construction- white boards</p> <p>Word Sort</p> <p>Passage Reading- A Day at the Reefs</p> <p><u>Objective:</u> Students demonstrate understanding of Predictable Vowel Team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 16: Predictable Vowel Teams, Single Syllable Day 4</p> <p>Morphology: Decode and define unknown words</p> <p>Decode and define unknown words</p> <p>Passage Reading/ Comprehension- A Day at the Reefs</p> <p>Sentence Dictation Practice on whiteboards</p> <p><u>Objective:</u> Students demonstrate understanding of Predictable Vowel Team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 16: Predictable Vowel Teams, Single Syllable Day 5</p> <p>Morphology Review</p> <p>Fluency- High Frequency words and phrases</p> <p>ASSESSMENT</p>

	words in isolation and in passages.				
<p style="text-align: center;">12:20-1:50 Wit & Wisdom</p>	<p>FQT 2 Read Aloud: "One Giant Leap" <u>Moonshot</u> Module 2 Lesson 26 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo 11 learn about space?</p> <p>Students will write an opinion essay stating if they would have liked to have been an astronaut on the Apollo 11 mission and give 2 supporting reasons why or why not.</p>	<p>Practice with Question Sets 22, 25</p> <p>L. 25 Grammar Quiz</p>	<p>Read Aloud: <u>Zathura</u> Module 2 Lesson 27 Essential Question: How do people learn about space? Focus Question: How do artists and writers help people learn about space? Content Framing Question: Organize: What is happening in <u>Zathura</u>? Craft Question: Examine: Why are linking words and phrases important? Experiment: How do I use linking words? Learning Goals: Identify important story elements in <u>Zathura</u>. Analyze how an author uses linking words. Use linking words.</p>	<p>Read Aloud: <u>Zathura</u> Module 2 Lesson 28 Essential Question: How do people learn about space? Focus Question: How do artists and writers help people learn about space? Content Framing Question: Reveal: What does a deeper exploration of the events in <u>Zathura</u> reveal about the characters? Craft Question: Examine: Why are linking words and phrases important? Experiment: How do I use linking words? Learning Goals: Explain the effects of the characters actions in <u>Zathura</u>. Analyze how an author uses linking words. Use linking words.</p>	<p>Read Aloud: <i>All texts for Mod. 1-2</i> Module 2 Lesson 29 Essential Question: How do people learn about space? Focus Question: How do artists and writers help people learn about space? Content Framing Question: Know: How do <u>Zathura</u> build my knowledge? Craft Question: Examine: Why is research important? Learning Goals: Identify a central message in <u>Zathura</u> and explain it builds knowledge. Recount a story and identify the elements of myth in the story. Prepare to conduct a short research project about the Moon and answer questions to gain information.</p>
<p style="text-align: center;">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 style="text-align: center;">3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					