

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 3/6-3/10	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 23: Session 1 Explore: Equivalent Fractions <u>Start Up Activity</u> Have students write the equivalent fractions represented by two area models.	Lesson 23: Session 2 Develop: Finding Equivalent Fractions <u>Start Up Activity</u> Have students write two different fractions for a rectangular area model.	Lesson 23: Session 3 Develop: Writing a Whole Number as a Fraction <u>Start Up Activity</u> Have students label a number line with thirds from 0 to 2.	Lesson 23: Session 4 Develop: Writing a Whole Number as a Fraction with a Denominator of 1 <u>Start Up Activity</u> Have students model and write three different fractions that are equivalent to 2, given the denominators.	Lesson 23: Session 5 Refine/Review: Finding Equivalent Fractions <u>Start Up Activity</u> Have students find a fraction equivalent to $4 \div 1$ given a number line that shows halves. Students solve word problems involving equivalent fractions, then discuss and confirm their answers with a partner.
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 23: Session 1 Explore: Equivalent Fractions Students draw on their knowledge of area models and equivalent	Lesson 22: Session 2 Develop: Students solve a problem that requires showing that two fractions are equivalent. Students model	Lesson 22: Session 3 Refine/Review: Students solve a problem that requires writing a fraction to represent a whole	Lesson 22: Refine/Review: Students solve a problem that requires writing a fraction with a	Lesson 23: Session 5 Refine/Review: Students solve word problems involving equivalent fractions, then discuss and

	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.	and compare the fractions either on paper or with manipulatives. The purpose of this session is to have students understand how to use models such as area models and number lines to show two fractions are equivalent and represent the same quantity.	number. Students model the quantity with area models, fraction bars, or number lines to find the numerator and denominator of the fraction. The purpose of this session is to develop strategies for writing whole numbers as fractions.	denominator of 1. Students model the quantity either on paper or with manipulatives. The purpose of this session is to have students develop strategies for writing whole numbers as fractions with a denominator of 1.	confirm their answers with a partner. Quiz
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	Lesson 17: Predictable Vowel Teams, Simple Multisyllable Day 1 Word Sort Morphology: Introduction of new root/suffix- clam, claim, -ant, -ent, Decode and define unknown words Sound-Spelling Mapping	Lesson 17: Predictable Vowel Teams, Simple Multisyllable Day 2 Morphology: Decode and define unknown words Reading multisyllable words Sort Syllables Passage Reading/ Comprehension- Elroy's Draft Book	Lesson 17: Predictable Vowel Teams, Simple Multisyllable Day 3 Fluency- High Frequency Words Word Construction- white boards Word Sort 3-syllable challenge Passage Reading- Flatboats and Keelboats	Lesson 17: Predictable Vowel Teams, Simple Multisyllable Day 4 Morphology: Decode and define unknown words Multisyllable word-building Passage Reading/ Comprehension- Flatboats and Keelboats Sentence Dictation Practice on whiteboards	Lesson 17: Predictable Vowel Teams, Simple Multisyllable Day 5 Morphology Review Fluency- High Frequency words and phrases ASSESSMENT

	<p>Passage Reading- Elroy's Draft Book</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><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><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><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>12:20-1:50 Wit & Wisdom</p>	<p>Read Aloud: <i>All Module Texts</i> Module 2 Lesson 35 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How do artists and writers help people learn about space? <u>Content Framing Question:</u> Know: How do the module texts build my knowledge? <u>Craft Question:</u> Examine:How does research work? <u>Learning Goals:</u> Use a writing planner to organize evidence to support an opinion essay about the most</p>	<p>Read Aloud: <i>All Module Texts</i> Module 2 Lesson 36 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How do artists and writers help people learn about space? <u>Content Framing Question:</u> Know: How do the module texts build my knowledge? <u>Craft Question:</u> Examine:How do I improve an opinion essay? <u>Learning Goals:</u> Draft a 4-paragraph essay.</p>	<p>Read Aloud: <i>All Module Texts</i> Module 2 Lesson 36- small group support <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How do artists and writers help people learn about space? <u>Content Framing Question:</u> Know: How do the module texts build my knowledge? <u>Craft Question:</u> Examine:How do I improve an opinion essay? <u>Learning Goals:</u> Draft a 4-paragraph essay.</p>	<p>Read Aloud: <i>Pegasus</i> Module 2 Lesson 30 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How do artists and writers help people learn about space? <u>Content Framing Question:</u> Know: How do <i>Zathura</i> build my knowledge? <u>Craft Question:</u> Examine:How does research work? <u>Learning Goals:</u> Read and recount information about Pegasus. Identify elements of a myth in the story.</p>	<p>New Read Assessment Read Aloud: <i>"Pegasus and Perseus"</i> <i>"Pegasus and Bellerophon"</i> <i>"Callisto and Her Son"</i> <i>Starfield</i> Module 2 Lesson 31 <u>Essential Question:</u> How do people learn about space? <u>Focus Question:</u> How do artists and writers help people learn about space? <u>Content Framing Question:</u> Organize: What's happening in</p>

	important thing people have done to learn about space.				<p><i>"Callisto and Her Son"?</i></p> <p>Craft Question: Execute: How do I research to build and present knowledge?</p> <p>Learning Goals: Recount a story and identify the elements of myth in the story. Research a topic to answer questions and gain information</p>
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	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	Phonics decoding assessments- L.17	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads
<p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					