

## Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 4/24-4/28	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 32 Session 1 Explore Area and Perimeter of Shapes Start Review the dimensions and area of a rectangle to prepare for finding perimeter.	Lesson 32 Session 2 Develop Area and Perimeter of Shapes Start Reinforce the concept of perimeter to prepare for problem solving.	Lesson 32 Session 3 Develop Area and Perimeter of Shapes Start Have students calculate the area and perimeter of a rectangle.	Lesson 32 Session 4 Develop Area and Perimeter of Shapes Start Have students draw a rectangle with a perimeter of 10 units.	Lesson 32 Session 4 Refine Area and Perimeter of Shapes Start Have students find an unknown side length of a quadrilateral.
8:30-9:00 Math Small Groups	Multiplication Fact Fluency	Multiplication Fact Fluency	Multiplication Fact Fluency	Multiplication Fact Fluency	Multiplication Fact Fluency
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 32 Session 1 Explore Area and Perimeter of Shapes Students draw on what they know about rectangles and adding measurements. They share models to explore how a rectangle's perimeter relates to its dimensions.	Lesson 32 Session 2 Develop Area and Perimeter of Shapes Students solve a problem that requires using the perimeter and known side length. The purpose of this problem is to have students develop a strategy for solving problems about perimeter.	Lesson 32 Session 3 Develop Area and Perimeter of Shapes Students solve a problem that requires finding rectangles that have the same area but different perimeters. The purpose of this problem is to have students understand how rectangles with the same	Lesson 32 Session 3 Develop Area and Perimeter of Shapes Students solve a problem that requires finding rectangles that have the same perimeter but different areas. The purpose of this problem is to have students understand how rectangles with the same	Lesson 32 Session 4 Refine Area and Perimeter of Shapes Students solve word problems involving perimeter and area and then discuss and confirm their answers with a partner.  <span style="background-color: #90ee90;">Quiz.</span>

			area and different perimeters are related.	perimeter and different areas are related.	
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 21: Consonant-le, multisyllable Day 3</p> <p>Fluency- High Frequency Words</p> <p>Word Construction- white boards</p> <p>3-syllable Challenge</p> <p>Passage Reading- Picture Puzzles</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Consonant-le Multisyllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 21: Consonant-le, multisyllable Day 4</p> <p>Morphology: Decode and define unknown words</p> <p>Writing: Multisyllable word building</p> <p>Word chains</p> <p>Passage Reading- Picture Puzzles</p> <p>Sentence dictation practice</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Consonant-le Multisyllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 21: Consonant-le, multisyllable Day 5</p> <p>Morphology: Review and apply</p> <p>Fluency: Words and phrases</p> <p><b>ASSESSMENT</b></p> <p><u>Objective:</u> Students demonstrate understanding of <b>Consonant-le Multisyllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 1</p> <p>Phonics pattern: Sort words</p> <p>Morphology: Introduction of new root and suffixes Port, -able, -ible</p> <p>Decode and define unknown words</p> <p>Passage Reading- A Starr is Born</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Vowel-r single syllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 2</p> <p>Morphology: Decode and define unknown words</p> <p>Word Sort</p> <p>Read pattern words</p> <p>Passage Reading- A Starr is Born</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Vowel-r single syllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

12:20-1:50  
Wit & Wisdom

**FQT 1**

Read Aloud:  
*Tea with Milk*  
*Grandfather's Journey*  
Module 3 Lesson 14  
**Essential Question:**  
How do stories help us understand immigrants' experiences?  
**Focus Question:**  
What challenges do immigrants face in a new country?  
**Content Framing Question:**  
Know: How do *Grandfather's Journey* and *Tea with Milk* build my knowledge?  
**Craft Question:**  
Excel: How do I write an explanatory essay comparing and contrasting two texts.  
**Learning Goals:**  
Students will write a multi paragraph essay describing the similarities and differences between Grandfather's and

**NRA**

Read Aloud:  
*Family Pictures*  
"Two Places to Call Home"  
Module 3 Lesson 15  
**Essential Question:**  
How do stories help us understand immigrants' experiences?  
**Focus Question:**  
What challenges do immigrants face in a new country?  
**Content Framing Question:**  
Reveal: What does a deeper exploration of character reveal in "Two Places to Call Home"?  
**Learning Goals:**  
Analyze a character in a piece of fiction.

Read Aloud:  
*Coming to America*  
Module 3 Lesson 16  
**Essential Question:**  
How do stories help us understand immigrants' experiences?  
**Focus Question:**  
Why do people immigrate to America?  
**Content Framing Question:**  
Wonder: What do I notice and wonder about *Coming to America*?  
**Craft Question:**  
Examine: Why is engaging and orienting the reader important?  
**Learning Goals:**  
Ask and answer questions based on a new informational text.  
Analyze how an author engages and orients the reader in a narrative.

Read Aloud:  
*Family Pictures*  
"Two Places to Call Home"  
Module 3 Lesson 17  
**Essential Question:**  
How do stories help us understand immigrants' experiences?  
**Focus Question:**  
Why do people immigrate to America?  
**Content Framing Question:**  
Organize: What is happening in *Coming to America*?  
**Craft Question:**  
Examine: Why is engaging and orienting the reader important?  
**Learning Goals:**  
Create a timeline that shows key moments in the history of immigration to America.  
Analyze how an author engages and orients the reader in a narrative.

Read Aloud:  
*Family Pictures*  
"Two Places to Call Home"  
Module 3 Lesson 18  
**Essential Question:**  
How do stories help us understand immigrants' experiences?  
**Focus Question:**  
Why do people immigrate to America?  
**Content Framing Question:**  
Reveal: What does a deeper understanding of text features reveal in *Coming to America*?  
**Craft Question:**  
Experiment: How does engaging and orienting the reader work?

	Masako's experiences as immigrants.				
<b>1:50-2:10 Teacher Monitored Recess</b>					
<b>2:10-2:50 Reading Small Groups</b>	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	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
<b>3:00- Dismiss Walkers</b> <b>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</b>					