

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date: 4/3-4/7	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	Unit 4 Fractions Test	Lesson 15: Session 1 Explore: Multiply to Find Area <u>Start Up Activity</u> Have students use an array to model and solve a multiplication problem 4 x 6 = _____ Introduction to Area Video	Lesson 15: Session 2 Develop: Multiply to Find Area <u>Start Up Activity</u> Have students model a 6-inch x 3-inch rectangle with square tiles to find its area.	Lesson 15: Session 3 Develop: Multiply to Find Area <u>Start Up Activity</u> Have students find the area of a labeled 5 cm by 9 cm rectangle.	Lesson 15: Session 4 Refine: Multiply to Find Area <u>Start Up Activity</u> Have students find the area of the lawn in the word problem using any strategy they want.
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	
9:40-10:30 Math	Lesson 14 Interactive Practice Lesson to prepare for Lesson 15. Introduction to Area Video	Lesson 15: Session 1 Explore: Multiply to Find Area Students draw on the concept of area and the properties of rectangles and arrays to solve a problem. They share strategies to explore how to find area when they cannot count all the square	Lesson 15: Session 2 Develop: Students solve a problem that requires finding the area of a rectangle that is not divided into squares for them to count. The purpose of this problem is to have students develop a strategy for	Lesson 15: Session 3 Develop: Students solve a problem that requires comparing the areas of a square room and a rectangular room. The purpose of this session is to help students develop strategies for solving	Lesson 15: Session 4 Refine: Multiply to Find Area Students solve word problems involving finding areas of rectangles and then discuss and confirm their answers with a partner.

		units. They will look ahead to think about how they can use multiplication to find areas.	finding area that involves multiplication.	word problems involving area.	
10:30-11:10 Activity	PE	Music	Art	Library	MicroTime
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	
12:00-12:20 Phonics	<p>Lesson 19: Unpredictable Vowel Teams, Multisyllable Day 1</p> <p>Word Sort</p> <p>Morphology: Introduction of new root/suffix- sens(e), sent</p> <p>Decode and define unknown words</p> <p>Syllable Mapping</p> <p>Sort Syllables</p> <p>Passage Reading- An Upbeat Outlook</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 19: Unpredictable Vowel Teams, Multisyllable Day 2</p> <p>Morphology: Decode and define unknown words</p> <p>Reading Multisyllable words</p> <p>Writing- Sort Syllables</p> <p>Passage Reading/ Comprehension- An Upbeat Outlook</p> <p><u>Objective:</u> Students demonstrate understanding of Predictable Vowel Team patterns by correctly</p>	<p>Lesson 19: Unpredictable Vowel Teams, Multisyllable Day 3</p> <p>Fluency- High Frequency Words</p> <p>Word Construction- white boards</p> <p>3-syllable Challenge</p> <p>Passage Reading- Seafood Places</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 19: Unpredictable Vowel Teams, 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/ Comprehension- Seafood Places</p> <p>Sentence Dictation Practice on whiteboards</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 19: Unpredictable Vowel Teams, Multisyllable Day 5</p> <p>Morphology Review</p> <p>Fluency- High Frequency words and phrases</p> <p>ASSESSMENT</p>

	<p>Unpredictable Vowel Team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>identifying, reading, and writing pattern words in isolation and in passages.</p>		<p>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>Grandfather's Journey</i> Module 3 Lesson 3 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 Grandfather's character reveal in <i>Grandfather's Journey</i> Craft Question: Examine: Why is preparing to speak important? Experiment: How do I use hooks in explanatory writing?</p>	<p>Read Aloud: <i>Grandfather's Journey</i> Module 3 Lesson 4 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 point of view reveal in <i>Grandfather's Journey</i> Craft Question: Excel: How do I improve using hooks in explanatory writing? Learning Goals: Students use two pieces of text evidence to identify the narrator's point of view. Students peer-review introduction paragraphs.</p>	<p>Read Aloud: <i>Grandfather's Journey</i> Module 3 Lesson 5 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 word choices reveal about Grandfather's character in <i>Grandfather's Journey</i> Craft Question: Examine: Why is it important to listen for key words? Examine: Why is grouping related information together important?</p>	<p>Read Aloud: <i>Grandfather's Journey</i> Module 3 Lesson 6 Essential Question: How do stories help us understand immigrants' experiences? Focus Question: What challenges do immigrants face in a new country? Content Framing Question: Distill: What is the central message of <i>Grandfather's Journey</i> Craft Question: Experiment: How does listening for key words work? Experiment: How does grouping related information together work? Learning Goals: Identify a central message in <i>Grandfather's Journey</i>.</p>	<p>Read Aloud: <i>Tea with Milk</i> Module 3 Lesson 7 Essential Question: How do stories help us understand immigrants' experiences? Focus Question: What challenges do immigrants face in a new country? Content Framing Question: Wonder: What do I notice and wonder about <i>Tea with Milk</i> Craft Question: Examine: Why are linking words and phrases important? Learning Goals: Notice two important elements of <i>Tea with Milk</i>, Identify linking words and phrases in a compare and contrast essay.</p>

	<p><u>Learning Goals:</u> Explain how Grandfather's actions, thoughts and feelings affect the events in <i><u>Grandfather's Journey</u></i>. Prepare to speak in a small-group discussion and ask questions to create rich discussions. Complete listening process checklist and ask a group member to peer review participation. Plan an introduction to an explanatory essay.</p>		<p><u>Learning Goals:</u> Demonstrate how word choices can develop a character and his actions. Examine the way information is grouped together in compare and contrast writing.</p>	<p>Group similarities together in one paragraph and differences together in another paragraph in an essay.</p>	
<p>1:50-2:10 Teacher Monitored Recess</p>					
<p>2:10-2:50 Reading Small Groups</p>	<p>Lesson 18 encoding assessment</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>Lesson 18 Decoding Assessments</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>					