

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 8/29-9/2	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
8:15-9:00 Math Small Groups	Testing Complete I-Ready	Begin small groups, create procedures for completing daily practice work	Begin small groups, create procedures for completing daily practice work	Begin small groups, create procedures for completing daily practice work	Begin small groups, create procedures for completing daily practice work
9:00-9:40 WIN Time	Testing PSI / any make ups	Testing PSI / any make ups	Testing PSI / any make ups	Testing PSI / any make ups	Testing PSI / any make ups
9:40-10:30 Math	Lesson 0 Session 5: Learn: The Try-Discuss-Connect Review: Adding 3-Digit Numbers	Created Lesson (Murphy)	Created Lesson (Murphy)	Lesson 1 Session 1: Explore Students will draw on what they know about place value to round numbers to the nearest 10 and 100..	Lesson 1 Session 2: Develop Students will begin by rounding 2-digit numbers to the nearest 10 and build upon it to develop strategies for rounding 2 and 3 digit numbers to the nearest 10.
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
12:00-1:30 Wit & Wisdom	<p>Read Aloud: <u>Thank You Mr. Falker</u> Module 0: Lesson 4 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u>Thank You Mr. Falker</u>? Content Framing Question: What is the essential meaning <u>Thank You Mr. Falker</u>? Craft Question: How do I write about <u>Thank You Mr. Falker</u>? Learning Goal: Explain an essential meaning of <u>Thank You Mr. Falker</u></p>	<p>Read Aloud: <u>Thank You Mr. Falker</u> Module 0: Lesson 5 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u>Thank You Mr. Falker</u>? Content Framing Question: How does <u>Thank You Mr. Falker</u> build my knowledge? Craft Question: How do I improve my writing? Learning Goal: Analyze how <u>Thank You Mr. Falker</u> builds knowledge. Improve writing by offering and using peer feedback.</p>	<p>Painting: <i>Reading at a Table</i> by Pablo Picasso Module 0 Lesson 6 Essential Question: How does reading build knowledge? Focus Question: What can we learn from studying visual art? Content Framing Question: How does this painting build my knowledge? Learning Goal: Express an idea based on the painting <i>Reading at a Table</i>. Write about how the painting builds knowledge about reading or about visual art.</p>	<p>Read Aloud: <u><i>The Sea Wind</i></u> Module 1 Lesson 1 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Distill: What is the central message of "The Sea Wind"? Craft Question: Examine: Why is it important to write in complete sentences? Learning Goal: Ask and answer questions about "The Sea Wind" to demonstrate understanding of the poem's central message. Draw a picture that illustrates an important element of the poem. Identify the parts of a complete sentence. Examine multiple</p>	<p>Read Aloud: <u><i>The Sea Wind</i></u> Module 1 Lesson 1 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Distill: What is the central message of "The Sea Wind"? Craft Question:Examine: Why is it important to write in complete sentences? Learning Goal: Ask and answer questions about "The Sea Wind" to demonstrate understanding of the poem's central message. Draw a picture that illustrates an important element of the poem. Identify the parts of a complete sentence.</p>

				<p>meanings of a word. Complete a graphic organizer demonstrating understanding multiple meanings of explore.</p>	<p>Examine multiple meanings of a word. Complete a graphic organizer demonstrating understanding multiple meanings of explore.</p>
<p>1:30-1:50 Phonics</p>	<p>Lesson 1: Consonant Blends, Digraphs, Silent letters, and Complex Day 4: Complete Review for Test Objective: Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern words in isolation and in passages.</p>	<p>Lesson 1: Consonant Blends, Digraphs, Silent letters, and Complex Day 5: Assessment Objective: Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern words in isolation and in passages.</p>	<p>Lesson 2: Long Vowel Silent-e, Open Syllables, Hard and Soft c/g Day 1: Phonics pattern (4 min), Sound-Spelling Mapping (in workbooks), Parts of Speech (anchor chart) Passage Reading (underline pattern words) Objective: Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 2: Long Vowel Silent-e, Open Syllables, Hard and Soft c/g Day 2: Phonics pattern (4 min), Morphology (anchor chart), Sound Spelling Mapping (in workbooks), Passage Reading (scoop phrases together) Objective: Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 2: Long Vowel Silent-e, Open Syllables, Hard and Soft c/g Day 3: Fluency (on slide), Hard/soft g/c sort, Morphology (anchor chart), Passage Reading (pair students to read) Objective: Students demonstrate understanding of the long vowel silent-e, open syllable, and hard and soft c and g patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

1:50-2:10 Teacher Monitored Recess					
2:10-2:50 Reading Small Groups	Begin small groups, students do "Daily Work" at their seats	Begin small groups, students do "Daily Work" at their seats	Begin small groups, students do "Daily Work" at their seats	Begin small groups, students do "Daily Work" at their seats	Begin small groups, students do "Daily Work" at their seats
3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders					