

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 9/5-9/9	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	Small groups, complete daily practice work	Small groups, complete daily practice work	Small groups, complete daily practice work	Small groups, complete daily practice work	Small groups, complete daily practice work
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	<p>Lesson 1 Reteach</p>	<p>Lesson 1 Reteach</p>	<p>Lesson 2 Session 1: Explore Students draw on their knowledge of place value and addition to explore how to add two and three digit numbers in problems that do not require regrouping. Look Ahead: Students will look ahead to think about breaking apart numbers into hundreds, tens and ones in order to find sums. Independent Practice: Workbook Page 29 #2</p>	<p>Lesson 2 Session 2: Develop Students solve a problem that requires finding a sum involving regrouping. Students will develop strategies to regroup so they can apply it to other addition problems. Independent Practice: Workbook page 33 #1-4</p>	<p>Lesson 1 Session 3: Develop Students solve an addition problem using place value and regrouping. Students will learn the addition algorithm. Independent Practice: Workbook page 35 # 1-2</p>

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
1:30-1:50 Phonics	<p>Lesson 3: Vowel Teams Day 1: Introduce ee, igh, oa, and oe Quick sort, sound-spelling mapping, passage (underline pattern words) <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 3: Vowel Teams Day 1: Introduce ee, igh, oa, and oe Quick sort, sound-spelling mapping, passage (underline pattern words) <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 3: Vowel Teams Day 2: Introduce ai, ay, oi, oy, au, and aw Quick sort, morphology-make prefix/suffix chart, passage reading (scoop phrases) <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 3: Vowel Teams Day 2: Introduce ai, ay, oi, oy, au, and aw Quick sort, morphology-make prefix/suffix chart, passage reading (scoop phrases) <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 3: Vowel Teams Day 3: Introduce unpredictable vowel teams, quick sort, sound-spelling mapping, passage reading (pair students to read) <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>
12:00-1:30 Wit & Wisdom	<p>Art Piece: <i>The Wood Block</i> Module 1 Lesson 2 <u>Essential Question:</u> Why do people explore the sea?</p>	<p>Finish up Lesson 2 Paintings: <i>The Boating Party</i> and <i>The Gulf Stream</i> Module 1 Lesson 3 <u>Essential Question:</u></p>	<p>Paintings: <i>The Boating Party</i> and <i>The Gulf Stream</i> Module 1 Lesson 3 <u>Essential Question:</u></p>	<p>Read Aloud: <i>Amos & Boris</i> Module 1 Lesson 3 <u>Essential Question:</u> Why do people explore the sea?</p>	<p>Read Aloud: <i>Amos & Boris</i> Module 1 Lesson 3 <u>Essential Question:</u> Why do people explore the sea?</p>

	<p><u>Focus Question:</u> How do artists explore the sea?</p> <p><u>Content Framing Question:</u> Distill: What is the central message of a woodblock print?</p> <p><u>Craft Question:</u> Examine: Why is a topic sentence important?</p> <p><u>Learning Goal:</u> Identify a central idea in Hokusai's woodblock print, <i>The Great Wave</i> and the key details that support the message. With support, complete a graphic organizer that demonstrates how key details in the Great Wave support a central idea. Write a topic statement for a paragraph that analyzes Katsushika Hokusai's <i>The Great Wave</i>. Write a collaborative topic statement for a paragraph that analyzes Katsushika Hokusai's <i>The Great Wave</i>.</p>	<p>Why do people explore the sea?</p> <p><u>Focus Question:</u> How do artists explore the sea?</p> <p><u>Content Framing Question:</u> Distill: What is the central message of a painting?</p> <p><u>Craft Question:</u> Examine: Why is it important to agree and disagree respectfully? Examine: How does using a topic statement work?</p> <p><u>Learning Goal:</u> Identify the central message and key details in <i>The Boating Party</i> or <i>The Gulf Stream</i> and demonstrate understanding of the painting's central message. Write and topic statement for a paragraph that analyzes <i>The Boating Party</i>. Demonstrate how a noun and a verb function in a sentence.</p>	<p>Why do people explore the sea?</p> <p><u>Focus Question:</u> How do artists explore the sea?</p> <p><u>Content Framing Question:</u> Distill: What is the central message of a painting?</p> <p><u>Craft Question:</u> Examine: Why is it important to agree and disagree respectfully? Examine: How does using a topic statement work?</p> <p><u>Learning Goal:</u> Identify the central message and key details in <i>The Boating Party</i> or <i>The Gulf Stream</i> and demonstrate understanding of the painting's central message. Write and topic statement for a paragraph that analyzes <i>The Boating Party</i>. Demonstrate how a noun and a verb function in a sentence.</p>	<p><u>Focus Question:</u> How do artists explore the sea?</p> <p><u>Content Framing Question:</u> Wonder: What do I notice and wonder about <i>Amos & Boris</i>?</p> <p><u>Craft Question:</u> Examine: Why is listening and wondering important? Examine: Why is reading fluently and accurately important?</p> <p><u>Learning Goal:</u> Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text and make inferences based on text evidence. Explain how a noun and a verb function to create a sentence.</p>	<p><u>Focus Question:</u> How do artists explore the sea?</p> <p><u>Content Framing Question:</u> Wonder: What do I notice and wonder about <i>Amos & Boris</i>?</p> <p><u>Craft Question:</u> Examine: Why is listening and wondering important? Examine: Why is reading fluently and accurately important?</p> <p><u>Learning Goal:</u> Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text and make inferences based on text evidence. Explain how a noun and a verb function to create a sentence.</p>
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<p>1:50-2:10 Teacher Monitored Recess</p>					
<p>2:10-2:50 Reading Small Groups</p>	<p>Reteach Phonics lesson 2, students do "Daily Work" at their seats</p>	<p>Retest Phonics lesson 2, students do "Daily Work" at their seats</p>	<p>Small groups, students do "Daily Work" at their seats</p>	<p>Small groups, students do "Daily Work" at their seats</p>	<p>Small groups, students do "Daily Work" at their seats</p>
<p>3:00- Dismiss Walkers 3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					