

3rd Grade Weekly Lesson Plans

Date 9/19-9/23	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	Begin Math Lesson with the Start and Try It.	Begin Math Lesson with the Start and Example	Begin Math Lesson with the Try It.	Beginning of Math Lessons	Beginning of Math Lessons
8:15-9:00 Math Small Groups	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway	Small groups, work on math i-ready pathway
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	<p>Lesson 2 Session 3: Develop Students solve an addition problem using place value and regrouping. Students will learn the addition algorithm.</p> <p>Independent Practice: Workbook page 35 # 1-2</p>	<p>Lesson 2 Session 4: Refine Students solve word problems involving addition with regrouping.</p> <p>Guided Practice: Workbook Pages 43-46 #1, 6, 7</p> <p>Independent Practice: Workbook Pages 43-46 #2, 3, 4</p>	<p>Lesson 2 Session 5: Assess Students will be required to be able to recognize a variety of strategies based on place value understanding to add within 1,000. Students will need to be familiar with base ten and breaking apart numbers by place value and writing them as a combination of hundreds, tens and ones.</p>	<p>Lesson 2 Reteach</p>	<p>Lesson 1 Reteach and ReAssess</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
12:00-12:20 Phonics	<p>Lesson 3: Vowel Teams Day 4: Fluency- High frequency words, passage reading, review for test using decoding/encoding strategies on whiteboards <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 5: ASSESSMENT <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 4: Vowel-r (er, ir, ur) Day 1: Model pattern, sort words, sound-spelling mapping, passage reading (underline pattern words) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 4: Vowel-r (er, ir, ur) Day 2: Review pattern, sort new words, sound-spelling mapping, passage reading (practice fluency-scoop phrases) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Lesson 4: Vowel-r (er, ir, ur) Day 3: Pattern word reading accuracy, syllable mapping, Morphology: make root word chart Passage reading- (students partner read) <u>Objective:</u> Students demonstrate understanding of vowel-r patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

12:20-1:50
Wit & Wisdom

Read Aloud: *Amos & Boris*

Module 1 Lesson 4
Essential Question:

Why do people explore the sea?

Focus Question:

How do artists explore the sea?

Content Framing Question:

Wonder: What do I notice and wonder about *Amos & Boris*

Craft Question:

Examine: Why is listening and wondering important?

Examine: Why is reading fluently and accurately important?

Learning Goal:

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.

Read Aloud: *Amos & Boris*

Module 1 Lesson 5
Essential Question:

Why do people explore the sea?

Focus Question:

How do artists explore the sea?

Content Framing Question:

Organize: What's happening to Amos and Boris?

Craft Question:

Examine: Why is grouping related information together important?

Examine: Why is using phrasing important?

Learning Goal:

To complete a story map for Amos and Boris.
To analyze the way information is grouped together in paragraphs about author William Steig.
To identify adverbs with the morpheme -ly and examine their function in particular sentences.

1:30-1:50: Constitution Day/Freedom Week

Read Aloud: *Amos & Boris*

Module 1 Lesson 5
Essential Question:

Why do people explore the sea?

Focus Question:

How do artists explore the sea?

Content Framing Question:

Organize: What's happening to Amos and Boris?

Craft Question:

Examine: Why is grouping related information together important?

Examine: Why is using phrasing important?

Learning Goal:

To complete a story map for Amos and Boris.
To analyze the way information is grouped together in paragraphs about author William Steig.
To identify adverbs with the morpheme -ly and examine their function in particular sentences.

Read Aloud: *Amos & Boris*

Module 1 Lesson 6
Essential Question:

Why do people explore the sea?

Focus Question:

How do artists explore the sea?

Content Framing Question:

Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos and Boris?

Craft Question:

Experiment: How does grouping related information together work?

Examine: Who is reading with expression important?

Learning Goal:

Complete a graphic organizer explaining how specific words and illustrations depict the sea.
Group related information together in an explanatory paragraph about Amos and Boris.

Read Aloud: *Amos & Boris*

Module 1 Lesson 6
Essential Question:

Why do people explore the sea?

Focus Question:

How do artists explore the sea?

Content Framing Question:

Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos and Boris?

Craft Question:

Experiment: How does grouping related information together work?

Examine: Who is reading with expression important?

Learning Goal:

Complete a graphic organizer explaining how specific words and illustrations depict the sea.
Group related information together in an explanatory

	1:30-1:50: Constitution Day/Freedom Week Lesson. Introduction with powerpoint.	Lesson. Constitution Day Book. Read together/Read with a partner.	1:30-1:50: Constitution Day/Freedom Week Lesson. Reread Constitution Day Book/ Write a Law.	Capitalize appropriate words in titles in a sentence from a web page. 1:30-1:50: Constitution Day/Freedom Week Lesson. Reading Comprehension Exit Ticket	paragraph about Amos and Boris. Capitalize appropriate words in titles in a sentence from a web page. 1:30-1:50: Constitution Day/Freedom Week Lesson. What does freedom look like to you? writing
1:50-2:10 Teacher Monitored Recess					
2:10-2:50 Reading Small Groups	Small groups, other students work on Lexia on their Ipads	Phonics Decoding Test, other students work on Lexia on their Ipads	Reteach Phonics lesson 3, other students work on Lexia on their Ipads	Retest Phonics lesson 3, other students work on Lexia on their Ipads	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>					