

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 9/26-9/30	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 2 Reteach	Lesson 2 Reteach	Begin Math Lesson with Start and Try It.	Begin Math Lesson with Start and Try It.	Begin Math Lesson with Start and Try It.
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	Lesson 2 Reteach	Lesson 2 Reteach and ReAssess	Lesson 3 Session 1: Explore Students draw on their knowledge of place value and subtraction facts. They explore how to subtract two- and three-digit numbers in problems that do not require regrouping. They will look ahead to think about breaking apart numbers into hundreds, tens, and ones in order to find differences.	Lesson 3 Session 2: Develop Students solve a problem that requires finding a difference involving regrouping. Students model the numbers of the word problem either on paper or with manipulatives to find the difference. The purpose of this session is to have students develop a strategy to regroup so that they	Lesson 3 Session 3: Develop Students solve the subtraction problem 205-137, which may involve regrouping both hundreds and tens to subtract the ones, depending on the method chosen. The purpose of this session is to help students develop a strategy of adding on to the lesser number in order to find

				<p>can apply it to other subtraction problems.</p> <p>Guided Practice: #s 6 and 8 pg 56</p> <p>Independent Practice: #s 4 and 5 pg 58</p>	<p>the difference between two numbers.</p> <p>Guided Practice: # 9 pg 62</p> <p>Independent Practice: #s 1, 2, 3 pg 63</p>
10:30-11:10 Activity	PE	Music	Art	Library	Micro Time
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics	<p>Lesson 4: Vowel-r (er, ir, ur)</p> <p>Day 1: er</p> <p>Model pattern, sort words, sound-spelling mapping, passage reading (underline pattern words)</p> <p>Objective: 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)</p> <p>Day 2: ir</p> <p>Review pattern, sort new words, sound-spelling mapping, passage reading (practice fluency-scoop phrases)</p> <p>Objective: 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)</p> <p>Day 3: ur</p> <p>Pattern word reading accuracy, syllable mapping, Morphology: make root word chart</p> <p>Passage reading- (students partner read)</p> <p>Objective: 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)</p> <p>Day 4: All *Review for test</p> <p>Fluency: High frequency words</p> <p>Morphology: make prefix chart</p> <p>Passage reading- (students partner read)</p> <p>Objective: 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)</p> <p>Day 5: Assessment</p> <p>Review</p> <p>Sentence Dictation</p> <p>Spelling Test</p> <p>Objective: Students demonstrate understanding of vowel-r 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: <u>Amos & Boris</u> Module 1 Lesson 6 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos and Boris? <u>Craft Question:</u> Experiment: How does grouping related information together work? Examine: Who is reading with expression important? <u>Learning Goal:</u> Complete a graphic organizer explaining how specific words and illustrations depict the sea. Group related information together</p>	<p>Read Aloud: <u>Amos & Boris</u> Module 1 Lesson 6 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos and Boris? <u>Craft Question:</u> Experiment: How does grouping related information together work? Examine: Who is reading with expression important? <u>Learning Goal:</u> Complete a graphic organizer explaining how specific words and illustrations depict the sea. Group related information together in</p>	<p>Read Aloud: <u>Amos & Boris</u> Module 1 Lesson 7 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Distill: What is the central message of Amos & Boris? <u>Craft Question:</u> Experiment: How do we agree and disagree respectfully? Examine: Why is reading with expression important? <u>Learning Goal:</u> Identify the central message in Amos & Boris. Agree and disagree respectfully. Experiment with abstract nouns.</p>	<p>Read Aloud: <u>Amos & Boris</u> Module 1 Lesson 7 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Distill: What is the central message of Amos & Boris? <u>Craft Question:</u> Experiment: How do we agree and disagree respectfully? Examine: Why is reading with expression important? <u>Learning Goal:</u> Identify the central message in Amos & Boris. Agree and disagree respectfully. Experiment with abstract nouns.</p> <p>Complete Assessment 7 on Affirm.</p>	<p>Read Aloud: <u>Amos & Boris</u> Module 1 Lesson 8 <u>Essential Question:</u> Why do people explore the sea? <u>Focus Question:</u> How do artists explore the sea? <u>Content Framing Question:</u> Know: How do poetry and art build my knowledge of the sea? <u>Craft Question:</u> Execute: How do I agree and disagree respectfully in a Socratic Seminar? <u>Learning Goal:</u> Take part in a Socratic Seminar about how artists explore the sea and self-assess participation.</p>

	in an explanatory paragraph about Amos and Boris. Capitalize appropriate words in titles in a sentence from a web page.	an explanatory paragraph about Amos and Boris. Capitalize appropriate words in titles in a sentence from a web page.			
1:50-2:10 Teacher Monitored Recess					
2:10-2:50 Reading Small Groups	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Small groups, other students work on Lexia on their Ipads	Phonics Decoding Test, 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>					