

3rd Grade Weekly Lesson Plans

Date 10/18-10/22	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10 Breakfast/ Bell Ringer	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	No School for Students
8:10-8:15 Number Talks	Adjusting numbers / Daily word problem	Adjusting numbers / Daily word problem	Adjusting numbers / Daily word problem	Adjusting numbers / Daily word problem	
8:15-8:30 Read Aloud	<u>Charlotte's Web</u>	<u>Charlotte's Web</u>	<u>Charlotte's Web</u>	<u>Charlotte's Web</u>	
8:30-9:00 95% Core Phonics	Vowel-r: ar, or, w+ar, w+or Lesson 5 Day 3 Objective: <u>Continue multi-syllable words, passage 2</u> Students demonstrate understanding of the vowel-r patterns ar, or, w+ar, and w+or by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel-r: ar, or, w+ar, w+or Lesson 5 Day 4 Objective: <u>Word chains, passage 2</u> Students demonstrate understanding of the vowel-r patterns ar, or, w+ar, and w+or by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel-r: ar, or, w+ar, w+or Lesson 5 Day 5: Objective: <u>Mapping, Fluency, Sentence Dictation</u> Students demonstrate understanding of the vowel-r patterns ar, or, w+ar, and w+or by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel-r: ar, or, w+ar, w+or Lesson 5 Assessment Objective: <u>Assessment</u> Students demonstrate understanding of the vowel-r patterns ar, or, w+ar, and w+or by correctly identifying, reading, and writing pattern words in isolation and in passages.	No School for Students

9:00-9:40 Literacy Intervention	WIN Time	WIN Time	WIN Time	WIN Time	WIN Time
---------------------------------------	----------	----------	----------	----------	----------

<p>9:40-10:55</p> <p>Wit & Wisdom Core Reading</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 11 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore the sea? Content Framing Question: Reveal: <i>What does a deeper exploration of the illustrations and text reveal in Ocean Sunlight: How Tiny Plants Feed the Seas?</i> Learning Goal: Students gather information from <i>Ocean Sunlight</i> and use notes to answer a question posed in the text. Students use information gained from illustrations and words in <i>Ocean Sunlight</i> to demonstrate understanding of the text</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 12 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore the sea? Content Framing Question: Know: How does <i>Ocean Sunlight</i> build my knowledge of the ocean? Learning Goal: Identify the main idea of <i>Ocean Sunlight</i>. Take notes on <i>Ocean Sunlight</i> to identify the essential meaning of the text.</p>	<p>Read Aloud: <i>Ocean Sunlight</i> Module 1 Lesson 12 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore the sea? Content Framing Question: Know: How does <i>Ocean Sunlight</i> build my knowledge of the ocean? Learning Goal: Identify the main idea of <i>Ocean Sunlight</i>. Take notes on <i>Ocean Sunlight</i> to identify the essential meaning of the text.</p>	<p>Read Aloud: <i>The Fantastic Undersea Life of Jacques Cousteau</i> <i>The Gulf Stream</i> Module 1 Lesson 13 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore the sea? Content Framing Question: Wonder: What do I notice and wonder about the <i>The Fantastic Undersea Life of Jacques Cousteau?</i> Craft Question: Experiment: How does grouping related information together work? Learning Goals: Ask questions about key details in <i>The Fantastic Undersea Life of Jacques Cousteau?</i> Identify how an author groups related information together</p>	<p>No School</p> <p>Professional Development</p>
--	---	--	--	--	--

				and why it is important.	
10:55-11:10 W&W Deep Dive	Review and practice vocabulary words from Assessed Vocabulary list	Demonstrate acquisition of academic and content vocabulary from module word list.	Demonstrate acquisition of academic and content vocabulary from module word list.	Determine the meaning of new words formed from the morphemes of biography.	No School
11:10-11:50 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
Activity 11:55-12:35	Library	Art	Music	PE	MicroTime
12:35-1:10 Small Group Reading	Vowel Team practice	Vowel Team practice	Vowel Team practice	Vowel Team practice	
1:10-2:10 Math	<u>Objective</u> LT 11: I can fluently add within 1000 using an algorithm.	<u>Objective</u> Flex Day/RTI	<u>Objective</u> CFA	<u>Objective</u> Parent/Teacher Conference	<u>Objective</u> No School

<p>2:10-2:40 Math Intervention</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>
<p>2:40-3:00 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>
<p style="text-align: center;">2:55- Dismiss Walkers 3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					