<u>Mrs. Adams' 3rd Grade Weekly Lesson Plans</u>

Date 11/01-11/05	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	Breakfast Morning Announcement Health Screening Good Things
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	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>	<u>Charlotte's Web</u>
8:30-9:00 95% Core Phonics	Closed, Simple Multisyllable Lesson 6 Day 1 Sort, Syllable Mapping, Passage I-identify Objective: Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Closed, Simple Multisyllable Lesson 6 Day 2 Unknown Multisyllable words, Reading Multisyllable words Objective: Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Closed, Simple Multisyllable Lesson 6 Day 2 Syllable Mapping, Read Passage 1 <u>Objective:</u> Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Closed, Simple Multisyllable Lesson 6 Day 3 Fluency, Word Construction, Reading Pattern Words <u>Objective:</u> Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Closed, Simple Multisyllable Lesson 6 Day 3 Passage 2-identify, dictation practice <u>Objective:</u> Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.

9:00-9:40 Literacy Intervention	WIN Time				
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9:40-10:55	Read Aloud: <u>The</u>	Read Aloud: <u>The</u>	Read Aloud: <u>The</u>	Read Aloud: <u>The</u>	Read Aloud: <u>The</u>
	<u>Fantastic Undersea Life</u>	<u>Fantastic Undersea Life</u>	<u>Fantastic Undersea</u>	<u>Fantastic Undersea</u>	<u>Fantastic Undersea</u>
Alle Challedow	<u>of Jacques Cousteau</u>	<u>of Jacques Cousteau</u>	<u>Life of Jacques</u>	<u>Life of Jacques</u>	<u>Life of Jacques</u>
Wit & Wisdom	Video: "Cousteau's Silent	Video: "Cousteau's	<u>Cousteau</u>	<u>Cousteau</u>	<u>Cousteau</u>
Core Reading	World: Shipwreck	Silent World: Shipwreck	Module 1 Lesson 16	Module 1 Lesson 16	<u>Ocean Sunlight</u>
	Excerpt"	Excerpt"	Essential Question:	Essential Question:	Module 1 Lesson 17
	Module 1 Lesson 15	Module 1 Lesson 15	Why do people explore	Why do people	Essential Question:
	Essential Question:	Essential Question:	the sea?	explore the sea?	Why do people
	Why do people explore	Why do people explore	Focus Question:	Focus Question:	explore the sea?
	the sea?	the sea?	Why and how do	Why and how do	Focus Question:
	Focus Question:	Focus Question:	scientists explore the	scientists explore the	Why and how do
	Why and how do	Why and how do	sea?	sea?	scientists explore the
	scientists explore the	scientists explore the	<u>Content Framing</u>	<u>Content Framing</u>	sea?
	sea?	sea?	Question:	Question:	Content Framing
	<u>Content Framing</u>	<u>Content Framing</u>	Distill: What is the	Distill: What is the	Question:
	Question:	Question:	essential meaning of	essential meaning of	Knowledge: How do
	Reveal: What does a	Reveal: What does a	<u>The Fantastic</u>	<u>The Fantastic</u>	<u>Ocean Sunlight</u> and
	deeper exploration of	deeper exploration of	<u>Undersea Life of</u>	<u>Undersea Life of</u>	<u>The Fantastic</u>
	text features and	text features and	<u>Jacques Cousteau?</u>	<u>Jacques Cousteau?</u>	<u>Undersea Life of</u>
	illustrations reveal in	illustrations reveal in	Craft Question:	Craft Question:	Jacques Cousteau
	the <u>The Fantastic</u>	the <u>The Fantastic</u>	Experiment: How does	Experiment: How does	build my knowledge
	<u>Undersea Life of</u>	<u>Undersea Life of</u>	using an illustration	using an illustration	of the sea and
	<u>Jacques Cousteau?</u>	<u>Jacques Cousteau?</u>	aid in comprehension	aid in comprehension	scientists who study
	Craft Question:	Craft Question:	work?	work?	the sea?
	Experiment: How does	Experiment: How does	<u>Learning Goals:</u>	<u>Learning Goals:</u>	Craft Question:
	reading fluently work?	reading fluently work?	ldentify the main idea	ldentify the main idea	Excel: How do I
	Examine: Why is it	Examine: Why is it	and essential meaning	and essential meaning	improve on agreeing
	important to use	important to use	of <u>The Fantastic</u>	of <u>The Fantastic</u>	and disagreeing
	illustrations to aid in	illustrations to aid in	<u>Undersea Life of</u>	<u>Undersea Life of</u>	respectfully in a
	comprehension?	comprehension?	<u>Jacques Cousteau.</u>	<u>Jacques Cousteau.</u>	Socratic Seminar?
	<u>Learning Goals:</u>	<u>Learning Goals:</u>	Group related	Group related	Execute: How do I
	Explain how quotations	Explain how quotations	information together	information together	group related ideas
	add meaning to the text	add meaning to the	in an explanatory	in an explanatory	together and include
	of <u>The Fantastic</u>	text of <u>The Fantastic</u>	paragraph and include	paragraph and include	an illustration in an
	<u>Undersea Life of</u>	<u>Undersea Life of</u>	an illustration to aid	an illustration to aid	explanatory essay?
	<u>Jacques Cousteau.</u>	<u>Jacques Cousteau.</u>	in comprehension.	in comprehension.	Learning Goals:
	Explain how an author	Explain how an author			Explain why and how

	uses illustrations to aid in comprehension.	uses illustrations to aid in comprehension.			scientists explore the sea, using information from <u>Ocean Sunlight</u> and <u>The Fantastic</u> <u>Undersea Life of</u> <u>Jacques Cousteau</u> . Plan a written response to an expository prompt
10:55-11:10 W&W Deep Dive	Distinguish the literal and nonliteral meaning of words and phrases in <u>The Fantastic Undersea</u> <u>Life of Jacques</u> <u>Cousteau.</u>	Distinguish the literal and nonliteral meaning of words and phrases in <u>The Fantastic Undersea</u> <u>Life of Jacques</u> <u>Cousteau.</u>	With support, explain the purpose of the simple past tense and use the simple past tense correctly.	With support, explain the purpose of the simple past tense and use the simple past tense correctly.	With support, use conventional spelling for adding suffixes to base words.
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	<u>R-controlled vowels</u>	<u>R-controlled vowels</u>	<u>Lesson 6 prefixes</u> and suffixes	<u>Lesson 6 prefixes</u> and suffixes	<u>Lesson 6 prefixes</u> and suffixes
1:10-2:10 Math	<u>Objective</u> I can represent subtraction with number lines	<u>Objective</u> I can represent subtraction with number lines <mark>Skills Check</mark>	<u>Objective</u> I can find the difference of two numbers by counting up or by counting back	<u>Objective</u> I can find the difference of two numbers by counting up or by counting back Skills check	<u>Objective</u> RTi Day

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