

Mrs. Adams' 3rd Grade Weekly Lesson Plans

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 1-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 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 3 Fluency, Word Construction, Reading Pattern 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 3 Passage 2-identify, dictation practice Objective: 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	WIN Time	WIN Time	WIN Time	WIN Time
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9:40-10:55

Wit & Wisdom
Core Reading

Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau*
Video: "Cousteau's Silent World: Shipwreck Excerpt"
Module 1 Lesson 15
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore the sea?
Content Framing Question:
Reveal: What does a deeper exploration of text features and illustrations reveal in the *The Fantastic Undersea Life of Jacques Cousteau?*
Craft Question:
Experiment: How does reading fluently work?
Examine: Why is it important to use illustrations to aid in comprehension?
Learning Goals:
Explain how quotations add meaning to the text of *The Fantastic Undersea Life of Jacques Cousteau.*
Explain how an author

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Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau*
Module 1 Lesson 16
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore the sea?
Content Framing Question:
Distill: What is the essential meaning of *The Fantastic Undersea Life of Jacques Cousteau?*
Craft Question:
Experiment: How does using an illustration aid in comprehension work?
Learning Goals:
Identify the main idea and essential meaning of *The Fantastic Undersea Life of Jacques Cousteau.*
Group related information together in an explanatory paragraph and include an illustration to aid in comprehension.

Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau*
Module 1 Lesson 16
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore the sea?
Content Framing Question:
Distill: What is the essential meaning of *The Fantastic Undersea Life of Jacques Cousteau?*
Craft Question:
Experiment: How does using an illustration aid in comprehension work?
Learning Goals:
Identify the main idea and essential meaning of *The Fantastic Undersea Life of Jacques Cousteau.*
Group related information together in an explanatory paragraph and include an illustration to aid in comprehension.

Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau*
Ocean Sunlight
Module 1 Lesson 17
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore the sea?
Content Framing Question:
Knowledge: How do *Ocean Sunlight* and *The Fantastic Undersea Life of Jacques Cousteau* build my knowledge of the sea and scientists who study the sea?
Craft Question:
Excel: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar?
Execute: How do I group related ideas together and include an illustration in an explanatory essay?
Learning Goals:
Explain why and how

	uses illustrations to aid in comprehension.	uses illustrations to aid in comprehension.			scientists explore the sea, using information from <i>Ocean Sunlight</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> . 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 <i>The Fantastic Undersea Life of Jacques Cousteau</i> .	Distinguish the literal and nonliteral meaning of words and phrases in <i>The Fantastic Undersea Life of Jacques Cousteau</i> .	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 and suffixes</u>	<u>Lesson 6 prefixes and suffixes</u>	<u>Lesson 6 prefixes and suffixes</u>
1:10-2:10 Math	Objective I can represent subtraction with number lines	Objective I can represent subtraction with number lines Skills Check	Objective I can find the difference of two numbers by counting up or by counting back	Objective I can find the difference of two numbers by counting up or by counting back Skills check	Objective RTi Day

<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>					