

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 11/08-11/12	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>Shiloh</u>	<u>Shiloh</u>	<u>Shiloh</u>	<u>Shiloh</u>
8:30-9:00 95% Core Phonics	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, Fluency <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 4 Multisyllable Word Building, Word Chains <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 4/5 Fluency, dictation practice, Assessment Review <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 5 ASSESSMENT <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	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 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 scientists explore the sea, using information from *Ocean Sunlight* and *The Fantastic*

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 scientists explore the sea, using information from *Ocean Sunlight*

Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau Ocean Sunlight*

Module 1 Lesson 18

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 the scientists who study the sea?

Craft Question:

Excel: How do I improve using a topic statement, grouping ideas, and including an illustration aid in comprehension when writing an explanatory paragraph?

Learning Goals:

Demonstrate understanding of the main idea of *Ocean*

Read Aloud: *The Fantastic Undersea Life of Jacques Cousteau Ocean Sunlight*

Module 1 Lesson 18

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 the scientists who study the sea?

Craft Question:

Excel: How do I improve using a topic statement, grouping ideas, and including an illustration aid in comprehension when writing an explanatory paragraph?

Learning Goals:

Demonstrate understanding of the

Remediation Day

	<p><u>Undersea Life of Jacques Cousteau.</u> Plan a written response to an expository prompt.</p>	<p>and <u>The Fantastic Undersea Life of Jacques Cousteau.</u> Plan a written response to an expository prompt.</p>	<p><u>Sunlight and The Fantastic Undersea Life of Jacques Cousteau</u> by writing an explanatory paragraph using topic statements, related information that is grouped together and an illustration to support comprehension.</p>	<p>main idea of <u>Ocean Sunlight and The Fantastic Undersea Life of Jacques Cousteau</u> by writing an explanatory paragraph using topic statements, related information that is grouped together and an illustration to support comprehension.</p>	
<p>10:55-11:10 W&W Deep Dive</p>	<p>With support, use conventional spelling for adding suffixes to base words.</p>	<p>With support, use conventional spelling for adding suffixes to base words.</p>	<p>Identify connections between words used to describe Jacques Cousteau's response to the ocean and their use in real life</p>	<p>Identify connections between words used to describe Jacques Cousteau's response to the ocean and their use in real life</p>	
<p>11:10-11:50 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>
<p>Activity 11:55-12:35</p>	<p>Library</p>	<p>Art</p>	<p>Music</p>	<p>PE</p>	<p>MicroTime</p>
<p>12:35-1:10 Small Group Reading</p>	<p><u>Lesson 6 prefixes and suffixes</u></p>	<p><u>Lesson 6 prefixes and suffixes</u></p>	<p><u>Lesson 6 prefixes and suffixes</u></p>	<p><u>Lesson 6 prefixes and suffixes</u></p>	<p><u>Lesson 6 prefixes and suffixes</u></p>

<p>1:10-2:10 Math</p>	<p><u>Objective</u> Skill 15- I can fluently subtract within 1000 using an algorithm.</p>	<p><u>Objective</u> Skill 15- I can fluently subtract within 1000 using an algorithm.</p>	<p><u>Objective</u> Skill 15- I can fluently subtract within 1000 using an algorithm.</p>	<p><u>Objective</u> Skill 15- I can fluently subtract within 1000 using an algorithm. Skill check</p>	<p><u>Objective</u> Review skills 12-15 Subtraction strategies</p>
<p>2:10-2:40 Math Intervention</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers with 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>2:55- Dismiss Walkers 3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					