

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 11/29-12/03	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>Shiloh</u>	<u>Shiloh</u>	<u>Shiloh</u>	<u>Shiloh</u>	<u>Shiloh</u>
8:30-9:00 95% Core Phonics	Closed, Complex Multisyllable Lesson 7 Day 1 Sort words, Syllable mapping <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, Complex Multisyllable Lesson 7 Day 1 Passage Reading, practice decoding words on whiteboards <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, Complex Multisyllable Lesson 7 Day 2 Reading multisyllabic words, Syllable mapping <u>Objective:</u> Students demonstrate understanding of the closed syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Reading Inventory, 8:30-9:30	Closed, Complex Multisyllable Lesson 7 Day 2 Passage reading, practice decoding on whiteboards <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	Reading Inventory 8:30-9:30 WIN Time	WIN Time
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9:40-10:55

Wit & Wisdom
Core Reading

Read Aloud:
Shark Attack
Module 1 Lesson 20
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore sea creatures?
Content Framing Question:
Organize: What is happening in *Shark Attack-The Facts?*
Craft Question:
Examine: Why is it important to develop a topic with facts, definitions and details?
Learning Goals:
Identify the main idea and key details in a selected excerpt from *Shark Attack-The Facts*
Identify the facts, definitions, and details in the exemplar paragraph.

Read Aloud:
Shark Attack
Module 1 Lesson 21
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore sea creatures?
Content Framing Question:
Reveal: What does a deeper exploration of text features in "Sharks and Safety" reveal about the chapter?
Craft Question:
Examine: Why is it important to use facts, definitions and details?
Learning Goals:
Use text features to locate information related to shark safety. Develop a topic with facts, definition, and details.

Read Aloud:
Shark Attack
Module 1 Lesson 21
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore sea creatures?
Content Framing Question:
Reveal: What does a deeper exploration of text features in "Sharks and Safety" reveal about the chapter?
Craft Question:
Examine: Why is it important to use facts, definitions and details?
Learning Goals:
Use text features to locate information related to shark safety. Develop a topic with facts, definition, and details.

Read Aloud:
Shark Attack
Module 1 Lesson 22
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore sea creatures?
Content Framing Question:
Reveal: What does a deeper exploration of text features reveal in this text?
Craft Question:
Experiment: How does using facts, definitions and details work?
Learning Goals:
Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories. Develop a topic with facts, definitions and details.

Read Aloud:
Shark Attack
Module 1 Lesson 22
Essential Question:
Why do people explore the sea?
Focus Question:
Why and how do scientists explore sea creatures?
Content Framing Question:
Reveal: What does a deeper exploration of text features reveal in this text?
Craft Question:
Experiment: How does using facts, definitions and details work?
Learning Goals:
Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories. Develop a topic with facts, definitions and details.

<p>10:55-11:10 W&W Deep Dive</p>	<p>Define and use the words predator and prey.</p>	<p>See word relationships within a continuum to distinguish shades of meaning.</p>	<p>See word relationships within a continuum to distinguish shades of meaning.</p>	<p>Identify real life connections between words about ocean food chains and their use.</p>	<p>Identify real life connections between words about ocean food chains and their use.</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 remediation</u></p>	<p><u>Lesson 6 remediation</u></p>	<p><u>Lesson 6 remediation</u></p>	<p><u>Lesson 6 remediation</u></p>	<p><u>Lesson 6 remediation</u></p>
<p>1:10-2:10 Math</p>	<p><u>Objective</u> Pre-CFA</p>	<p><u>Objective</u> Imagine Math Benchmark Assessment (8:30-9:30)</p> <p>LT 17: Determine the first step in a two-step word problem. LT 18: Determine the second step in a two-step word problem. LT 19: Represent a two-step word problem with models. LT 22: Determine if a solution to a two-step word problem is reasonable.</p>	<p><u>Objective</u> LT 20: Represent a two-step word problem with pictures. LT 22: Determine if a solution to a two-step word problem is reasonable.</p>	<p><u>Objective</u> LT 21: Represent a two-step word problem with equations. LT 22: Determine if a solution to a two-step word problem is reasonable.</p>	<p><u>Objective</u> Unit Test/ Post-CFA</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 style="text-align: center;">2:55- Dismiss Walkers 3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					