

Mrs. Adams' 3rd Grade Weekly Lesson Plans

Date 9/27-10/1	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	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / 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	Vowel Teams Lesson 3 Day 3 <u>Objective:</u> (ea, ie, and ow) Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Lesson 3 Day 3 <u>Objective:</u> (ea, ie, and ow) Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Lesson 3 Day 4 <u>Objective:</u> (All vowel teams from this week) Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in	Vowel Teams Lesson 3 Day 4 <u>Objective:</u> (All vowel teams from this week) Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in	Vowel Teams Assessment <u>Objective:</u> Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.

	<p>Small Group 1: (Review day 2 ai, ay, oi, oy, au, aw)</p> <p><i>During Small Group Reading at 12:35:</i> Small Group 2: (Review day 2 (ai, ay, oi, oy, au, aw)</p>	<p>Small Group 3: (Review day 2 ai, ay, oi, oy, au, aw)</p> <p><i>During Small Group Reading at 12:35:</i> Small Group 4: Day 3 ea, ie, ow</p>	<p>isolation and in passages.</p> <p>Small Group 1: Day 3 ea, ie, ow</p> <p><i>During Small Group Reading at 12:35:</i> Small Group 2: Day 3 ea, ie, ow</p>	<p>isolation and in passages.</p> <p>Small Group 3: Day 3 ea, ie, ow</p> <p><i>During Small Group Reading at 12:35:</i> Small Group 4: Day 4</p>	<p>Assess each group where they are in the lesson, encoding and decoding.</p>
<p>9:00-9:40 Literacy Intervention</p>	<p>WIN Time</p>	<p>WIN Time</p>	<p>WIN Time</p>	<p>WIN Time</p>	<p>WIN Time</p>
<p>9:40-10:55 Wit & Wisdom Core Reading</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave The Gulf Stream</i></u> Module 1 Lesson 6 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in <u><i>Amos & Boris</i></u>.</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave The Gulf Stream</i></u> Module 1 Lesson 6 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Reveal: What does a deeper exploration of William Steig's word choices and</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> <u><i>The Lion and the Mouse</i></u> Module 1 Lesson 7 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Distill: <i>What is the central message of Amos & Boris?</i> Craft Question: Experiment: <i>How do</i></p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave The Gulf Stream</i></u> Module 1 Lesson 7 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Distill: <i>What is the central message of Amos & Boris?</i> Craft Question:</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave The Gulf Stream</i></u> Module 1 Lesson 8 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Know: <i>How does poetry and art build my knowledge of the sea?</i></p>

	<p><u>Craft Question:</u> Experiment: How does grouping related information together work? Examine: Why is reading with expression important? <u>Learning Goal:</u> Explain how illustrations and word choices in <i>Amos & Boris</i> depict the sea. Students group related information together in an explanatory paragraph.</p>	<p>illustrations reveal in <i>Amos & Boris</i>. <u>Craft Question:</u> Experiment: How does grouping related information together work? Examine: Why is reading with expression important? <u>Learning Goal:</u> Explain how illustrations and word choices in <i>Amos & Boris</i> depict the sea. Students group related information together in an explanatory paragraph.</p>	<p><i>we agree and disagree respectfully?</i> Examine: <i>Why is reading with expression important?</i> <u>Learning Goal:</u> Agree and disagree respectfully. Identify the central message in <i>Amos & Boris</i></p>	<p>Experiment: <i>How do we agree and disagree respectfully?</i> Examine: <i>Why is reading with expression important?</i> <u>Learning Goal:</u> Agree and disagree respectfully. Identify the central message in <i>Amos & Boris</i></p>	<p><u>Craft Question:</u> Execute: <i>How do I agree and disagree respectfully in a Socratic Seminar?</i> <u>Learning Goal:</u> Ask and answer questions about "The Sea Wind," <i>The Boating Party</i>, <i>Under the Wave off Kanagawa</i>, <i>The Gulf Stream</i>, and <i>Amos & Boris</i> to demonstrate understanding of how artists explore the sea. Plan a written response to an expository prompt.</p>
10:55-11:10 W&W Deep Dive	With support, capitalize appropriate words in titles.	With support, capitalize appropriate words in titles.	Define and use abstract nouns using the morpheme <i>-ness</i>	Define and use abstract nouns using the morpheme <i>-ness</i>	With support, identify and form possessives with singular nouns.
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	Small Group 2: (Review day 2 (ai, ay, oi, oy, au, aw))	Small Group 4: Day 3 ea, ie, ow	Small Group 2: Day 3 ea, ie, ow	Small Group 4: Day 4	Assessment MicroBank

<p>1:10-2:10</p> <p>Math</p>	<p><u>Objective</u> LT 6: I can solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter, given the side lengths-known and unknown.</p>	<p><u>Objective</u> LT 6: I can solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter, given the side lengths-known and unknown.</p> <p>*skills check</p>	<p><u>Objective</u> LT 7: I can represent addition with number lines.</p>	<p><u>Objective</u> LT 7: I can represent addition with number lines.</p> <p>*skills check</p>	<p><u>Objective</u> LT 8: I can use partial sums to add (decomposing one addend).</p>
<p>2:10-2:40</p> <p>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</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>Teacher Monitored Recess</p>
<p>2:55- Dismiss Walkers</p> <p>3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					

