

### 3rd Grade Weekly Lesson Plans

Date 2/21-2/25	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:15</b> <b>Breakfast/ Bell Ringer</b>	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
<b>8:15-9:00</b> <b>95% Core Phonics</b>	No School	Long Vowel Silent-e, Complex Multisyllable Lesson 11 Day 4 <b>Multisyllable Word Building, Word Chains, Dictation Practice</b> <u>Objective:</u> Students demonstrate understanding of the long vowel silent-e syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Long Vowel Silent-e, Complex Multisyllable Lesson 11 Day 5 <b>Assessment</b> <u>Objective:</u> Students demonstrate understanding of the long vowel silent-e syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 1 <b>Sort Words, Syllable Mapping, Passage Reading</b> <u>Objective:</u> Students demonstrate understanding of the closed and long vowel silent-e syllable types by correctly identifying, reading, and writing pattern words in isolation and in passages.	Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 2 <b>Reading with Syllable Bars, Sort Syllables</b> <u>Objective:</u> Students demonstrate understanding of the closed and long vowel silent-e syllable types by correctly identifying, reading, and writing pattern words in isolation and in passages.
<b>9:00-9:45</b> <b>Literacy Intervention</b>	WIN Time	WIN Time	WIN Time	WIN Time	WIN Time
<b>9:45-10:15</b> <b>Small Group Reading</b>	Lesson 10 remediation vCe multisyllable	Lesson 10 remediation vCe multisyllable	Lesson 10 remediation vCe multisyllable	Lesson 11 remediation vCe multisyllable	Lesson 11 remediation vCe multisyllable

<p>10:15-11:10</p> <p>Wit &amp; Wisdom Core Reading</p>	<p>No School</p>	<p>Read Aloud: "One Giant Leap" Module 2 Lesson 20 <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did the astronauts of Apollo II learn about space? <b>Content Framing Question:</b> Organize: What is happening in "One Giant Leap"? <b>Craft Question:</b> Experiment: How do supporting reasons work in opinion writing? <b>Learning Goals:</b> Identify the stages of the Apollo II mission described in "One Giant Leap". Clearly state an opinion and provide strong supporting reasons.</p>	<p>Read Aloud: "One Giant Leap" Module 2 Lesson 21 <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did the astronauts of Apollo II learn about space? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of figurative language reveal in "One Giant Leap"? <b>Craft Question:</b> Excel: How do I use supporting reasons in an opinion paragraph? <b>Learning Goals:</b> Explain the literal and nonliteral meaning of Neil Armstrong's words. Clearly state an opinion and provide strong supporting reasons.</p>	<p>Read Aloud: <i>Moonshot</i> "One Giant Leap" Module 2 Lesson 22 <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did the astronauts of Apollo II learn about space? <b>Content Framing Question:</b> Wonder: What do I notice and wonder about "One Giant Leap"? <b>Craft Question:</b> Excel: How do I improve supporting reasons in opinion writing? <b>Learning Goals:</b> Explain how repetition conveys the essential meaning of <i>Moonshot</i>. Review an opinion paragraph.</p>	<p>Read Aloud: "One Giant Leap" Module 2 Lesson 23 <b>Essential Question:</b> How do people learn about space? <b>Focus Question:</b> How did the astronauts of Apollo II learn about space? <b>Content Framing Question:</b> Know: How do <i>Moonshot</i> and "One Giant Leap" build my knowledge? <b>Craft Question:</b> Execute: How do I use conclusion paragraphs in opinion writing? <b>Learning Goals:</b> Ask and answer questions, citing evidence from the module text. Provide a conclusion statement for an opinion essay.</p>
<p>11:10-11:50</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>Art</p>	<p>Music</p>	<p>PE</p>	<p>MicroTime</p>

12:35-1:00 W&W Deep Dive	No School	Identify and examine how to use subordinating conjunctions.	Use subordinating conjunctions to create complete sentences.	Use a subordinating conjunction to create a complete sentence.	Use the Outside-In strategy to determine the meaning of the words ascent and descent.
1:00-1:10 Read Aloud		<u>The BFG</u>	<u>The BFG</u>	<u>The BFG</u>	<u>The BFG</u>
1:10-2:10 Math	<u>Objective</u> <u>No School</u>	<u>Objective</u> Multiply one-digit numbers by 10.	<u>Objective</u> Determine the unknown number in multiplication problems such as $8 \times 9 =$ , $? \times 6 = 42$ , $3 \times ? = 15$ .	<u>Objective</u> Determine the unknown number in problems such as $8 \times 9 =$ , $? \times 6 = 42$ , $3 \times ? = 15$ .	<u>Objective</u> Determine the unknown number in multiplication problems such as $8 \times 9 =$ , $? \times 6 = 42$ , $3 \times ? = 15$ .
2:10-2:40 Math Intervention	Multiplication strategies and facts, area with/ without tiling, commutative property	Multiplication strategies and facts, area with/ without tiling, commutative property	Multiplication strategies and facts, area with/ without tiling, commutative property	Multiplication strategies and facts, area with/ without tiling, commutative property	Multiplication strategies and facts, area with/ without tiling, commutative property
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