

Mrs. Adams' 3rd Grade Weekly Lesson Plans

| Date 2/28-3/4 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|---|--|
| 8:00-8:15 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 |
| 8:15-9:00 95% Core Phonics | <p>Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 1 Sort Words, Syllable Mapping, Passage Reading <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.</p> | <p>Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 2 Reading with Syllable Bars, Syllable Mapping <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.</p> | <p>Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 2 Sort Syllables, Passage Reading <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.</p> | <p>Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 3 High Frequency Words, Read Pattern Words, Encoding Practice on whiteboards <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.</p> | <p>Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 3 3-Syllable Challenge, Passage Reading, Encoding Practice on whiteboards <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.</p> |
| 9:00-9:45 Literacy Intervention | WIN Time | WIN Time | WIN Time | WIN Time | WIN Time |
| 9:45-10:15 Small Group Reading | Lesson 11 remediation vCe multisyllable | Lesson 11 remediation vCe multisyllable | Lesson 11 remediation vCe multisyllable | Lesson 11 remediation vCe multisyllable | Lesson 11 remediation vCe multisyllable |

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| <p>10:15-11:10</p> <p>Wit & Wisdom Core Reading</p> | <p>Read Aloud: <u>Moonshot</u> "One Giant Leap" Module 2 Lesson 22 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo II learn about space? Content Framing Question: Wonder: What do I notice and wonder about "One Giant Leap"? Craft Question: Excel: How do I improve supporting reasons in opinion writing? Learning Goals: Explain how repetition conveys the essential meaning of <u>Moonshot</u>. Review an opinion paragraph.</p> | <p>Read Aloud: "One Giant Leap" Module 2 Lesson 23 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo II learn about space? Content Framing Question: Know: How do <u>Moonshot</u> and "One Giant Leap" build my knowledge? Craft Question: Execute: How do I use conclusion paragraphs in opinion writing? Learning Goals: Ask and answer questions, citing evidence from the module text. Provide a conclusion statement for an opinion essay.</p> | <p>FQT 2 Read Aloud: "One Giant Leap" <u>Moonshot</u> Module 2 Lesson 25-26 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo II learn about space? Students will write an opinion essay stating if they would have liked to have been an astronaut on the Apollo II mission and give 2 supporting reasons why or why not.</p> | <p>Remediation FQT 2 Read Aloud: <u>Moonshot</u> "One Giant Leap" Module 2 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo II learn about space? Students will revise their FQT 2 opinion essay.</p> | <p>Remediation FQT 2 Read Aloud: <u>Moonshot</u> "One Giant Leap" Module 2 Essential Question: How do people learn about space? Focus Question: How did the astronauts of Apollo II learn about space? Students will revise their FQT 2 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>Library</p> | <p>Art</p> | <p>Music</p> | <p>PE</p> | <p>MicroTime</p> |

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| 12:35-1:00 W&W Deep Dive | Use a subordinating conjunction to create a complete sentence. | Use the Outside-In strategy to determine the meaning of the words ascent and descent. | 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> | <u>The BFG</u> |
| 1:10-2:10 Math | Objective Determine the unknown number in problems such as $8 \times 9 =$, $? \times 6 = 42$, $3 \times ? = 15$. | Objective Determine the unknown number in multiplication problems such as $8 \times 9 =$, $? \times 6 = 42$, $3 \times ? = 15$. | Objective Determine the unknown number in multiplication problems such as $8 \times 9 =$, $? \times 6 = 42$, $3 \times ? = 15$. | Objective Use place value and properties to multiply multiples of 10 (e.g., $9 \times 80 = 9 \times (8 \times 10) = (9 \times 8) \times 10$; or $9 \times 80 = (9 \times 50) + (9 \times 30)$) | Objective Use place value and properties to multiply multiples of 10 (e.g., $9 \times 80 = 9 \times (8 \times 10) = (9 \times 8) \times 10$; or $9 \times 80 = (9 \times 50) + (9 \times 30)$) |
| 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 |
| <p>2:55- Dismiss Walkers</p> <p>3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p> | | | | | |

