

## Mrs. Adams' 3rd Grade Weekly Lesson Plans

| Date<br>3/28-4/1                            | Monday   | Tuesday  | Wednesday   | Thursday  | Friday  |
|---|--|--|---|---|---|
| 8:00-8:15<br>Breakfast/<br>Bell Ringer      | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things   | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things   | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things  | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things  | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things  |
| 8:15-9:00<br>95% Core Phonics               | Open, Single Syllable<br>Lesson 13 Day 3<br>Sound Spelling<br>Mapping, Word<br>Construction<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed and long vowel<br>silent-e syllable types<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. | Open, Single Syllable<br>Lesson 13 Day 3<br>Passage Reading,<br>Encoding practice<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed and long vowel<br>silent-e syllable types<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. | Open, Single Syllable<br>Lesson 13 Day 4<br>Multisyllable Word<br>Building, Word<br>Chains<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed and long vowel<br>silent-e syllable types<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. | Open, Single Syllable<br>Lesson 13 Day 4/5<br>Passage Reading,<br>Encoding practice/<br>Review<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed and long vowel<br>silent-e syllable types<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. | Open, Single Syllable<br>Lesson 13 Day 5<br>Assessment<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed and long vowel<br>silent-e syllable types<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. |
| 9:00-9:45<br>Literacy Intervention          | WIN Time   | WIN Time   | WIN Time  | WIN Time  | WIN Time  |
| 9:45-10:15<br>Small Group<br>Reading        | Lesson 12 remediation<br>vCe multisyllable   | Lesson 12 remediation<br>vCe multisyllable   | Lesson 12 remediation<br>vCe multisyllable  | Lesson 12 remediation<br>vCe multisyllable  | Lesson 12 remediation<br>vCe multisyllable /<br>Epic  |
| 10:15-11:10<br>Wit & Wisdom<br>Core Reading | Finish any Module 2<br>work<br>EOM Assessment  | Read Aloud:<br><i>Grandfather's Journey</i><br>Module 3 Lesson 1<br><b>Essential Question:</b>   | Read Aloud:<br><i>Grandfather's Journey</i><br>Module 3 Lesson 2<br><b>Essential Question:</b>  | Read Aloud:<br><i>Grandfather's Journey</i><br>Module 3 Lesson 3<br><b>Essential Question:</b>  | Read Aloud:<br><i>Grandfather's Journey</i><br>Module 3 Lesson 4<br><b>Essential Question:</b>  |

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|  | <p>Remediation Vocabulary Test</p> <p>Introduce Module 3 "A New Home"</p> <p>Book Tasting Party</p> | <p>How do stories help us understand immigrants' experiences?</p> <p><b>Focus Question:</b> What challenges do immigrants face in a new country?</p> <p><b>Content Framing Question:</b> Wonder: What do I notice and wonder about <i>Grandfather's Journey</i>?</p> <p><b>Craft Question:</b> Examine: Why are hooks important?</p> <p><b>Learning Goals:</b> Notice details and ask questions about <i>Grandfather's Journey</i> Identify the features of introductions in explanatory writing that engage and orient the reader to the topic.</p> | <p>How do stories help us understand immigrants' experiences?</p> <p><b>Focus Question:</b> What challenges do immigrants face in a new country?</p> <p><b>Content Framing Question:</b> Organize: What's happening in <i>Grandfather's Journey</i></p> <p><b>Craft Question:</b> Examine: How do hooks work?</p> <p><b>Learning Goals:</b> Identify the characters, setting and plot in <i>Grandfather's Journey</i>. Write an introduction for an explanatory essay that engages and orients the reader to the topic.</p> | <p>How do stories help us understand immigrants' experiences?</p> <p><b>Focus Question:</b> What challenges do immigrants face in a new country?</p> <p><b>Content Framing Question:</b> Reveal: What does a deeper exploration of Grandfather's character reveal in <i>Grandfather's Journey</i></p> <p><b>Craft Question:</b> Examine: Why is preparing to speak important?</p> <p>Experiment: How do I use hooks in explanatory writing?</p> <p><b>Learning Goals:</b> Explain how Grandfather's actions, thoughts and feelings affect the events in <i>Grandfather's Journey</i>. Prepare to speak in a small-group discussion and ask questions to create rich discussions. Complete listening process checklist and ask a group member to peer review participation.</p> | <p>How do stories help us understand immigrants' experiences?</p> <p><b>Focus Question:</b> What challenges do immigrants face in a new country?</p> <p><b>Content Framing Question:</b> Reveal: What does a deeper exploration of point of view reveal in <i>Grandfather's Journey</i></p> <p><b>Craft Question:</b> Excel: How do I improve using hooks in explanatory writing?</p> <p><b>Learning Goals:</b> Students use two pieces of text evidence to identify the narrator's point of view. Students peer-review introduction paragraphs.</p> |
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|                                |   |   |  | Plan an introduction to an explanatory essay.   |   |
| 11:10-11:50                    | Lunch/ Recess   | Lunch/ Recess   | Lunch/ Recess  | Lunch/ Recess   | Lunch/ Recess   |
| Activity<br>11:55-12:35        | Library   | Art   | Music  | PE  | MicroTime   |
| 12:35-1:00<br>W&W Deep Dive    |   |   |  |   |   |
| 1:00-1:10<br>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<br>Math              | <b>Objective</b><br>T4: Use division to determine the number of groups when the size of each group is known. (quotative or measurement, 12 apples with 4 in each bag. How many bags?) | <b>Objective</b><br>T4: Use division to determine the number of groups when the size of each group is known. (quotative or measurement, 12 apples with 4 in each bag. How many bags?) | <b>Objective</b><br>RTI/Flex   | <b>Objective</b><br>T5: Use multiplication to find an unknown in a division equation. | <b>Objective</b><br>T5: Use multiplication to find an unknown in a division equation. |
| 2:10-2:40<br>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  |

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| 2:40-3:00<br>Teacher<br>Monitored Recess                                       | Teacher<br>Monitored Recess | Teacher<br>Monitored Recess | Teacher<br>Monitored Recess | Teacher<br>Monitored Recess | Teacher<br>Monitored Recess |
| 2:55- Dismiss Walkers<br>3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders |                             |                             |                             |                             |                             |