

3rd Grade Weekly Lesson Plans

Date 3/7-3/11	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	Review: Closed and Long Vowel Silent-e Syllables Lesson 12 Day 4 Multisyllable word building, Word chains <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 5/ Review Passage Reading, Encoding/Dictation practice <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 5 ASSESSMENT <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.	Open, Single Syllable Lesson 13 Day 1 Sort words, Sound spelling 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.	Open, Single Syllable Lesson 13 Day 2 Sort words, Read pattern words <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.
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 12 remediation vCe multisyllable	Lesson 12 remediation vCe multisyllable

10:15-11:10

Wit & Wisdom
Core Reading

Read Aloud:
Zathura
Module 2 Lesson 27/28
Essential Question:
How do people learn about space?
Focus Question:
How do artists and writers help people learn about space?
Content Framing Question:
Organize: What is happening in Zathura?
Reveal: What does a deeper exploration of the events in Zathura reveal about the characters?
Craft Question:
Examine: Why are linking words and phrases important?
Experiment: How do I use linking words?
Learning Goals:
Identify important story elements in Zathura.
Explain the effects of the characters actions in Zathura.
Analyze how an author uses linking words.
Use linking words.

Read Aloud:
ALL Texts Modules 1-3
Module 2 Lesson 29/30
Essential Question:
How do people learn about space?
Focus Question:
How do artists and writers help people learn about space?
Content Framing Question:
Know: How do Zathura build my knowledge?
Craft Question:
Examine: Why is research important?
Learning Goals:
Identify a central message in Zathura and explain it builds knowledge.
Recount a story and identify the elements of myth in the story.
Prepare to conduct a short research project about the Moon and answer questions to gain information.

New Read Assessment
Read Aloud:
"Pegasus and Perseus"
"Pegasus and Bellerophon"
"Callisto and Her Son"
Starfield
Module 2 Lesson 31
Essential Question:
How do people learn about space?
Focus Question:
How do artists and writers help people learn about space?
Content Framing Question:
Organize: What's happening in "Callisto and Her Son"?
Craft Question:
Execute: How do I research to build and present knowledge?
Learning Goals:
Recount a story and identify the elements of myth in the story.
Research a topic to answer questions and gain information.

Read Aloud:
"Space Object Box"
TateShots: ARTIST ROOMS
Starfield
Module 2 Lesson 32
Essential Question:
How do people learn about space?
Focus Question:
How do artists and writers help people learn about space?
Content Framing Question:
Know: How do "Space Object Box" and Starfield add to my knowledge?
Craft Question:
Execute: How do I explain my ideas in a Socratic Seminar?
Learning Goals:
Explain how Joseph Cornell and Vija Celmins represent space.

FQT 3
Read Aloud:
All books and art pieces
Module 2 Lesson 33/34
Essential Question:
How do people learn about space?
Focus Question:
How do artists and writers help people learn about space?

Students will complete an opinion essay on which text or art piece should be included in the new library exhibit. The response should explain how the text or art piece helps people to better understand space.
There should be 4 paragraphs.
The introduction should include a clear opinion statement, the name of the author and text or art piece. The reasons should be organized in a way that makes sense. Provide a conclusion paragraph that refers to the topic.
Use linking words and phrases.

11:10-11:50	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
Activity 11:55-12:35	Library	Art	Music	PE	MicroTime
12:35-1:00 W&W Deep Dive	Use a known root word as a clue to determine the meaning of <i>malfunction</i> .	Examine/experiment with the function of pronouns in sentences.	Use pronouns in sentences.	Review and practice grade level vocabulary.	FQT 3
1:00-1:10 Read Aloud	TBD				
1:10-2:10 Math	<u>Objective</u> RTI/Flex	<u>Objective</u> Solve Word Problems with Multiplication	<u>Objective</u> *Review End of Unit Test	<u>Objective</u> Unit 3 Remediation	<u>Objective</u> Unit 3 Remediation
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