

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

Date: 5/8-5/12	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:15 Breakfast/Morning Meeting	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things
8:15-8:30 Math	Lesson 27 Time Session 1: Explore Working With Time  Start Up: Have students cut out and make their own clock to practice telling time with.  Have students show 4:55 on their clock	Lesson 27 Time Session 2: Develop Telling Time to the Minute  Start Up: Have students determine and explain whether a given school release time is AM or PM	I-Ready Reading	Lesson 27 Time Session 3: Finding the End Time in Word Problems  Start Up: Have students find the sum of 13 minutes, 15 minutes and 25 minutes.	Lesson 27 Time Session 4: Develop Finding the Start Time in Word Problems  Start Up: Find the end time of a dance class if the class begins at 10:15 am and there are activities for 10 minutes, 26 minutes, and 14 minutes.
8:30-9:00 Math Small Groups	Math Bee PreLims	Math Bee PreLims	Math Bee PreLims	Math Bee PreLims	Math Bee PreLims
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 27 Time Session 1: Explore Working With Time Students draw on their knowledge of telling time to the nearest 5 minutes to tell time to	Lesson 27 Time Session 2: Develop Telling Time to the Minute Students use digital and an analog clock to show time. They also describe teh time as minutes before	I-Ready Reading	Lesson 27 Time Session 3: Finding the End Time in Word Problems  Students solve a problem requiring adding time intervals to find an end	Lesson 27 Time Session 4: Develop Finding the Start Time in Word Problems  Students solve a problem requiring

	the nearest minute using an analog clock.	and after the hour, including designating am or pm.		time. They use a clock and a number line to model the problem.	subtracting time intervals to find a start time. They use a clock and a number line to model the problem.
10:30-11:10 Activity	PE	Music	Art	Library	MicroTime
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics	<p>Lesson 22: Vowel-r, Single Syllable Day 1</p> <p>Phonics pattern: Sort words</p> <p>Morphology: Introduction of new root and suffixes Port, -able, -ible</p> <p>Decode and define unknown words</p> <p>Passage Reading- A Starr is Born</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 2</p> <p>Morphology: Decode and define unknown words</p> <p>Word Sort</p> <p>Read pattern words</p> <p>Passage Reading- A Starr is Born</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Vowel-r single syllable</b> patterns by correctly</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 3</p> <p>Fluency: High Frequency Words</p> <p>Word Construction</p> <p>Sound-Spelling Mapping</p> <p>Passage Reading: The Dwarf Horse</p> <p><u>Objective:</u> Students demonstrate understanding of <b>Vowel-r single syllable</b> patterns by correctly identifying, reading, and writing pattern words in</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 4</p> <p>Morphology: Decode and Define Unknown Words</p> <p>Multisyllable Word Building</p> <p>Word Chains</p> <p>Passage Reading: The Dwarf Horse</p> <p>Practice Sentence Dictation on white boards</p> <p><u>Objective:</u> Students demonstrate understanding of</p>	<p>Lesson 22: Vowel-r, Single Syllable Day 5</p> <p>Morphology: Review and Apply</p> <p>Fluency Words and Phrases</p> <p><b>L22 Assessment</b></p>

	<p><b>Vowel-r single syllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages</p>	<p>identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>isolation and in passages.</p>	<p><b>Vowel-r single syllable</b> patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	
<p>12:20-1:50 Wit &amp; Wisdom</p>	<p>Read Aloud: <i>Coming to America</i> Module 3 Lesson 19 <b>Essential Question:</b> How do stories help us understand immigrants' experiences? <b>Focus Question:</b> Why do people immigrate to America? <b>Content Framing Question:</b> Reveal: What does a deeper exploration of descriptive details reveal in <i>Coming to America</i>? <b>Craft Question:</b> Execute: How do I engage and orient the reader in narrative writing? Excel: How do I improve engaging and orienting the reader in narrative writing? <b>Learning Goals:</b></p>	<p>Read Aloud: <i>Coming to America</i> Module 3 Lesson 20 <b>Essential Question:</b> How do stories help us understand immigrants' experiences? <b>Focus Question:</b> Why do people immigrate to America? <b>Content Framing Question:</b> Distill: What is the essential meaning of <i>Coming to America</i>? <b>Craft Question:</b> Examine: Why is organizing an event sequence important? <b>Learning Goals:</b> Determine the essential meaning of a text. Analyze how an author organizes an event sequence in narrative writing.</p>	<p>Read Aloud: <i>Coming to America</i> Module 3 Lesson 21 <b>Essential Question:</b> How do stories help us understand immigrants' experiences? <b>Focus Question:</b> Why do people immigrate to America? <b>Content Framing Question:</b> Know: How do photographs build my knowledge of immigration? <b>Learning Goals:</b> Use information gained from artwork and words in a text to demonstrate understanding.</p>	<p><b>FQT 2</b> Read Aloud: <i>Coming to America</i> Module 3 Lesson 23 <b>Essential Question:</b> How do stories help us understand immigrants' experiences? <b>Focus Question:</b> Why do people immigrate to America? <b>Content Framing Question:</b> Know: How does <i>Coming to America</i> build my knowledge? <b>Craft Question:</b> Excel: How do I improve a narrative? <b>Learning Goals:</b> Plan a written response to a narrative prompt. Gather information from multiple sources and sort into categories.</p>	<p><b>FQT 2</b> Read Aloud: <i>Coming to America</i>? Module 3 Lesson 24 <b>Essential Question:</b> How do stories help us understand immigrants' experiences? <b>Focus Question:</b> Why do people immigrate to America? <b>Content Framing Question:</b> Know: How do <i>Coming to America</i> and the artwork I saw build my knowledge? <b>Craft Question:</b> Execute: How do I plan a narrative that engages and orients the reader? <b>Learning Goals:</b> Peer-evaluate and revise.</p>

	Write an introduction to a narrative that engages and orients the reader. Revise narrative introductions based on peer feedback.				
<b>1:50-2:10 Teacher Monitored Recess</b>					
<b>2:10-2:50 Reading Small Groups</b>	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads	Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads
<b>3:00- Dismiss Walkers</b> <b>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</b>					