

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

Date 5/9-5/13	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15 Breakfast/ Bell Ringer	Breakfast Morning Announcement Good Things	Breakfast Morning Announcement Good Things	Breakfast Morning Announcement Good Things	Breakfast Morning Announcement Good Things	Breakfast Morning Announcement Good Things
8:15-9:00 95% Core Phonics	Predictable Vowel Teams, Single Syllable Lesson 16 Day 1 Sort words, Sound spelling mapping, passage reading <u>Objective:</u> Students demonstrate understanding of the vowel team syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages..	Predictable Vowel Teams, Single Syllable Lesson 16 Day 2 Syllable mapping, Reading pattern words, Passage Reading <u>Objective:</u> Students demonstrate understanding of the vowel team syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Predictable Vowel Teams, Single Syllable Lesson 16 Day 2 Syllable mapping, Reading pattern words, Passage Reading <u>Objective:</u> Students demonstrate understanding of the vowel team syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Predictable Vowel Teams, Single Syllable Lesson 16 Day 3 Syllable mapping, Reading pattern words, Passage Reading <u>Objective:</u> Students demonstrate understanding of the vowel team syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.	Predictable Vowel Teams, Single Syllable Lesson 16 Day 3 Syllable mapping, Reading pattern words, Passage Reading <u>Objective:</u> Students demonstrate understanding of the vowel team syllable type by correctly identifying, reading, and writing pattern words in isolation and in passages.
9:00-9:45 Literacy Intervention	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:45-10:15 Small Group Reading	Lesson 15 remediation Open Multi-Syllable	Lesson 15 remediation Open Multi-Syllable	Lesson 15 remediation Open Multi-Syllable	Lesson 15 remediation Open Multi-Syllable	Lesson 15 remediation Open Multi-Syllable

<p>10:15–11:10 Wit &amp; Wisdom Core Reading</p>	<p>Read Aloud: <u><i>Coming to America</i></u> 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 <u><i>Coming to America?</i></u> <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> Write an introduction to a narrative that engages and orients the reader. Revise narrative introductions based on peer feedback.</p>	<p>Read Aloud: <u><i>Coming to America?</i></u> 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 <u><i>Coming to America?</i></u> <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: <u><i>Coming to America?</i></u> 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>Read Aloud: <u><i>Coming to America?</i></u> Module 3 Lesson 22 <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 central message of the Statue of Liberty? <b>Craft Question:</b> Excel: How do I improve preparing to speak? <b>Learning Goals:</b> Identify a central message in the Statue of Liberty. Participate in a Socratic Seminar using speaking and listening skills to provide relevant evidence in answers to a question.</p>	<p><b>FQT 2</b> Read Aloud: <u><i>Coming to America?</i></u> 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 do <u><i>Coming to America</i></u> 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> Plan a written response to a narrative prompt. Gather information from multiple sources and sort into categories.</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>

Activity 11:55-12:35	Library	Art	Music	PE	MicroTime
12:35-1:00 W&W Deep Dive	Students create an original sentence using native to explain a real-life connection between the word and its use.	Demonstrate understanding of the abstract noun opportunity.	Use an abstract noun in an original sentence.	Identify three patterns for forming irregular plural nouns.	Identify three patterns for forming irregular plural nouns.
1:00-1:10 Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
1:10-2:10  Math	<u>Objective</u> LT 6: Write a unit and non-unit fraction for partitioned shapes.	<u>Objective</u> LT 7: Represent fractions with color tiles, pattern blocks, Cuisenaire rods, fraction circles, and other region or set models.	<u>Objective</u> LT 7: Represent fractions with color tiles, pattern blocks, Cuisenaire rods, fraction circles, and other region or set models.	<u>Objective</u> LT 8: Identify the placement of a fraction on a number line.	<u>Objective</u> LT 8: Identify the placement of a fraction on a number line.
2:10-2:40 Math Intervention	Times Tales Unit 1	Times Tales Unit 1	Times Tales Unit 1	Times Tales Unit 1	Times Tales Unit 1
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