

3rd Grade Weekly Lesson Plans

Date 9/20-9/24	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10 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
8:10-8:15 Number Talks	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / Daily word problem	Making tens / Daily word problem
8:15-8:30 Read Aloud	<u>Stone Fox</u>	<u>Stone Fox</u>	<u>Stone Fox</u>	<u>Stone Fox</u>	<u>Stone Fox</u>
8:30-9:00 95% Core Phonics	Vowel Teams Objective: Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Objective: Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Objective: Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Objective: Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.	Vowel Teams Objective: Students demonstrate understanding of predictable and unpredictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages. Test

9:00-9:40 Literacy Intervention	WIN Time	WIN Time	WIN Time	WIN Time	WIN Time
9:40-10:55 Wit & Wisdom Core Reading	<p>Read Aloud: <u><i>Amos & Boris</i></u> Module 1 Lesson 4 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: What do I notice and wonder about <u><i>Amos & Boris</i></u> Craft Question: Why is listening and wondering important? Why is reading fluently and accurately important? Learning Goal: Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text and make inferences based on text evidence.</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> <u><i>The Lion and the Mouse</i></u> Module 1 Lesson 5 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Organize: What's happening in <u><i>Amos & Boris?</i></u> Craft Question: Examine: Why is grouping related information together important? Examine: Why is using phrasing important? Learning Goal: Identify the story elements in <u><i>Amos & Boris.</i></u> Understand how an author groups related information together and why it is important.</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> <u><i>The Lion and the Mouse</i></u> Module 1 Lesson 5 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Organize: What's happening in <u><i>Amos & Boris?</i></u> Craft Question: Examine: Why is grouping related information together important? Examine: Why is using phrasing important? Learning Goal: Identify the story elements in <u><i>Amos & Boris.</i></u> Understand how an author groups related information together and why it is important.</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave</i></u> <u><i>The Gulf Stream</i></u> Module 1 Lesson 6 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in <u><i>Amos & Boris.</i></u> Craft Question: Experiment: How does grouping related information together work? Examine: Why is reading with expression important? Learning Goal: Explain how illustrations and word</p>	<p>Read Aloud: <u><i>Amos & Boris</i></u> Images: <u><i>The Great Wave</i></u> <u><i>The Gulf Stream</i></u> Module 1 Lesson 6 Essential Question: How do artists explore the sea? Focus Question: How do artists explore the sea? Content Framing Question: Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in <u><i>Amos & Boris.</i></u> Craft Question: Experiment: How does grouping related information together work? Examine: Why is reading with expression important? Learning Goal: Explain how illustrations and word</p>

				choices in <i>Amos & Boris</i> depict the sea. Students group related information together in an explanatory paragraph.	choices in <i>Amos & Boris</i> depict the sea. Students group related information together in an explanatory paragraph.
10:55-11:10 W&W Deep Dive	Explain how a noun and a verb function to create a sentence.	Students write an original sentence that correctly uses one of the words they identified in the scavenger hunt. Students circle the adverbs and explain its function in the sentence.	Students write an original sentence that correctly uses one of the words they identified in the scavenger hunt. Students circle the adverbs and explain its function in the sentence.	With support, capitalize appropriate words in titles.	With support, capitalize appropriate words in titles.
11:10-11:50 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
Activity 11:55-12:35	Library	Art	Music	PE	MicroTime
12:35-1:10 Small Group Reading	Nouns/ verbs practice Epic, Independent Reading	Subject/ predicate practice Epic, Independent Reading	Adverbs practice Epic, Independent Reading	Capitalization practice Epic, Independent Reading	Capitalization practice Epic, Independent Reading
1:10-2:10 Math	<u>Objective</u> Prerequisite Test	<u>Objective</u> LT 1: I can understand that shapes in different categories may share attributes.	<u>Objective</u> LT 4: I can identify arithmetic patterns (patterns in the addition table), and explain them using	<u>Objective</u> LT 5: I can identify arithmetic patterns (patterns in the addition table), and explain them using	<u>Objective</u> RTI Flex Day

		<p>LT 2: I can recognize rhombuses, rectangles, and squares as examples of quadrilaterals.</p> <p>LT 3: I can draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>*skills check</p>	<p>the commutative property.</p> <p>*Skills check</p>	<p>the associative property.</p> <p>*skills check</p>	
<p>2:10-2:40 Math Intervention</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>	<p>Remediation over prerequisites Adding and subtracting 2 digit numbers without regrouping, odd/ even numbers, 2D shapes, solving one step word problems</p>
<p>2:40-3:00 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>

2:55- Dismiss Walkers

3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders