

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

Date: 5/15-5/19	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	Success Celebration	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.	Lesson 27 Time Session 5: Refine Understanding of Time  Start Up: Have students find the start time if the end time is 3:20 and the elapsed time is 36 min.	Lesson 27 Review	Math Skills Review
8:30-9:00 Math Small Groups	Success Celebration	Math Pathway/Xtra Math	Math Pathway/Xtra Math	Math Pathway/Xtra Math	Math Pathway/Xtra Math
9:00-9:40 WIN Time	Success Celebration	WIN Groups	Math Bee 9:15-9:45	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 27 Time Session 3: Finding the End Time in Word Problems  Students solve a problem requiring adding time intervals to find an end time. They use a clock and a	Lesson 27 Time Session 4: Develop Finding the Start Time in Word Problems  Students solve a problem requiring subtracting time intervals to find a start time. They use a clock and	Lesson 27 Time Session 5: Refine Understanding of Time  Students use analog and digital clocks to show and tell time and solve elapsed time word problems involving	Lesson 27 Quiz	Math Skills Review

	number line to model the problem.	a number line to model the problem.	clocks, number lines and equations.		
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 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 <b>Vowel-r single syllable</b> patterns by correctly</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>Lesson 23: Vowel-r, Simple Multisyllable Day 1</p> <p>Word Sort</p> <p>Morphology: cur, curs, -ary, -ery, -ory</p> <p>Syllable Mapping</p> <p>Passage Reading: The Winter Storm</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 isolation and in passages.</p>	<p>Lesson 23: Vowel-r, Simple Multisyllable Day 2</p> <p>Morphology: Decode and Define Unknown Words</p> <p>Reading Multisyllable Words</p> <p>Sort Syllables</p> <p>Passage Reading: The Winter Storm</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 isolation and in passages.</p>	<p>Lesson 23: Vowel-r, Simple Multisyllable Day 3</p> <p>Fluency: High Frequency Words</p> <p>Word Construction</p> <p>3-syllable Challenge</p> <p>Passage Reading: Sea Serpents and Merfolk</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 isolation and in passages.</p>

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12:20-1:50 Wit & Wisdom	<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>	<p>TBD 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>	<p>TBD 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>	Literacy Skills Review	Literacy Skills Review
1:50-2:10 Teacher Monitored Recess					

<b>2:10-2:50</b> <b>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>					