

3rd Grade Weekly Lesson Plans

Date 10/12-10/16	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 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
8:20-8:50 Interventions	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
8:50-9:20 Word Study	Suffix -ed RF2.3d Decode words with common prefixes and suffixes Past tense of regular verb Rule: *Says /t/ after an unvoiced consonant Says /d/ after a voiced consonant Says /ed/ after the letters d or t Decoding (found on PowerPoint)	Suffix -ed RF2.3d Decode words with common prefixes and suffixes Past tense of regular verb Rule: Says /t/ after an unvoiced consonant *Says /d/ after a voiced consonant Says /ed/ after the letters d or t Decoding (found on PowerPoint)	Suffix -ed RF2.3d Decode words with common prefixes and suffixes Past tense of regular verb Rule: Says /t/ after an unvoiced consonant Says /d/ after a voiced consonant *Says /ed/ after the letters d or t Decoding (found on PowerPoint)	Suffix -ed RF2.3d Decode words with common prefixes and suffixes Practice/ Review Spelling City Review worksheet practicing sounds	Suffix -ed RF2.3d Decode words with common prefixes and suffixes Assessment

	<p>I do: Zipped, asked</p> <p>We do: Missed, hopped</p> <p>You do: Stepped, helped</p> <p><u>Reading Sentences</u> Mrs. Adams zipped her coat and stepped outside.</p> <p><u>Encoding</u> (Students will use whiteboards and markers)</p> <p>I do: raked</p> <p>We do: cooked</p> <p>You do: jumped</p> <p><u>Writing Sentences:</u> First we raked the yard, then we</p>	<p>I do: Played, banged</p> <p>We do: Called, cleaned</p> <p>You do: Used, loved</p> <p><u>Reading Sentences</u> After we played outside, Mrs. Forkum called for us to line up.</p> <p><u>Encoding</u> (Students will use whiteboards and markers)</p> <p>I do: amazed</p> <p>We do: enjoyed</p> <p>You do: followed</p> <p><u>Writing Sentences:</u></p>	<p>I do: Voted, mended</p> <p>We do: Folded, exited</p> <p>You do: Listed, landed</p> <p><u>Reading Sentences</u> Mrs. Redden voted and exited the building.</p> <p><u>Encoding</u> (Students will use whiteboards and markers)</p> <p>I do: bolted</p> <p>We do: needed</p> <p>You do: edited</p> <p><u>Writing Sentences:</u></p>		
--	--	--	--	--	--

	jumped in the leaves!	I enjoyed the way you followed instructions.	The class needed to read before they edited their writing.		
9:20-10:20 Reading Workshop	<p>Read Aloud: <u>The Hundred Dresses</u> Chapter 1</p> <p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>I Can Statement: Compare two characters in a story.</p> <p>Mini-lesson: TTW review the definition of character traits with the students. Character traits: adjectives that describe a person or what a character is like. Often,</p>	<p>Read Aloud: <u>The Hundred Dresses</u> Chapter</p> <p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>I Can Statement: Describe the character's feelings in a text</p> <p>Mini-Lesson: TTW will re-read page 9 from the book <u>The Hundred Dresses</u> in order to demonstrate finding evidence in a story. TTW read the page aloud, and find and highlight the words that describe the Character Old Man</p>	<p>Read Aloud: <u>The Hundred Dresses</u> Chapter</p> <p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>I Can Statement: Describe a character in a story.</p> <p>Mini-Lesson: We can often relate to characters in a story. Sometimes when I read, I like to place myself in that character's shoes. This sometimes helps us understand the book a little bit better. When we better understand a</p>	<p>Read Aloud: <u>The Hundred Dresses</u> Chapter</p> <p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>I Can Statement: Describe how a character changes in a story.</p> <p>Mini-Lesson TTW Tell the class a story about a time someone made a big change that was easily observed by their actions. Tell students that, oftentimes, characters can act one</p>	<p>Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>The Hundred Dresses Assessment</p>

	<p>characters have similar characteristics. Comparing and contrasting characters is a good way to learn about the characters in the story.</p> <p><u>Guided Practice:</u> TTW read chapter 5 of <u><i>The Hundred dresses</i></u>. TTW and students will review the different traits that the characters Maddie and Peggy have. TTW make an anchor chart listing the character traits as the students describe them.</p> <p><u>Vocabulary words:</u> <u>Drizzling</u> <u>Opinion</u> <u>Adjusted</u></p> <p><u>Independent Practice:</u> Students will complete a Venn diagram comparing Maddie to Peggy.</p>	<p>Svenson.</p> <p><u>Guided Practice:</u> Read chapter 6 of <u><i>The Hundred Dresses</i></u> to the students. As the teacher is reading students will listen for any words that describe the characters in the story. TSW discuss how Old Man Svenson felt in this chapter and what words they heard to make them think that.</p> <p><u>Vocabulary words:</u> <u>Consoled</u> <u>Vanished</u></p> <p><u>Independent Practice:</u> Students will describe how the characters Wanda, Peggy, and Maddie feel. They will cite evidence from the story to support their thinking.</p>	<p>character, it can put us at the heart of the story.</p> <p><u>Guided Practice:</u> Read chapter 7 of <u><i>The Hundred Dresses</i></u>. The students will discuss the character traits of the main characters from the book. They will match characters to their character traits.</p> <p><u>Vocabulary words:</u> <u>Ashamed</u> <u>Surrounded</u> <u>Relieved</u></p> <p><u>Independent Practice:</u> Students are going to select a character from the story and describe the character TSW tell if they like the character and why or why not.</p>	<p>way at the beginning of the story and transform into a different type of person by the end. Explain that the way readers know if a character is changing is by reading closely to notice what the character says and/or does throughout the book. Readers should ask themselves: <i>What is the character saying? What is the character doing?</i></p> <p><u>Guided Practice:</u> The class will discuss the character Peggy and what she was like at the beginning of the story and how she changed throughout the story. Discuss the events that caused her character to change.</p> <p><u>Independent Practice:</u> Students will describe the character traits for Maddie at the beginning of the story and at the end of the story. TSW explain how Maddie changes and what causes her to change.</p>	
--	--	---	--	---	--

10:20-11:05

Writing
Workshop/
Grammar

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 16

Goal:
Students will edit their writing for punctuation and capitalization.

Materials:
Page from the book *Come on Rain*.

Mini-lesson:
Show students how Hesse uses capitalization and punctuation, including commas and quotation marks, in her story. Explain to students that their final piece needs to be edited to make sure that they used capitalization and punctuation in all of the right spots.

Guided Practice:
Students will work with a partner reading over their writing piece. Together they will make sure that the

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 17

Goal:
Students will read and edit their writing pieces to make sure it is clear to the reader.

Mini-lesson:
Using a writing piece that does not make sense. Discuss with students that sometimes when they are writing they write down their thoughts so quickly they may not get written down correctly. Demonstrate by reading the writing piece that even though when it was written down I thought it sounded good, but when I read it again I realized that it would not make sense to my reader. Demonstrate asking questions to determine what to keep or change.

Guided Practice:
Students will read their

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 18

Goal:
Writers will revise the ending of their writing.

Materials:
Ending of *Come on Rain*
Revising Endings
Endings Posters

Mini-lesson:
TTW display the ending of *Come on Rain*. Discuss what the author did to make the ending powerful. Discuss different ways students can make their endings powerful. Display the poster Writing a Strong Ending. Explain that today students are going to decide what they need to do to make their ending powerful. Ask students to think about their writing and if they used any of the ending types to wrap up their story.

Guided Practice:

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 19

Goal:
Writers can use an editing checklist to check over their writing making sure each item is complete.

Materials:
Editing checklist

Mini-lesson:
TTW demonstrate how to read through a final writing piece using a checklist to make sure the final piece is ready for sharing. Explain that when students are ready to share their final piece everything on the checklist should be complete.

Guided Practice:
Students will read through their draft with a partner focusing only on one item from the checklist. They will decide if they need to

Standard:
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students will share their published narrative writing.

Grammar Assessment

	<p>capitalization and punctuation is correct. <u>Independent Practice:</u> Students will edit their writing piece correcting any mistakes they found with punctuation or capitalization <u>Grammar:</u> Contractions</p>	<p>writing piece with a partner. As each partner is reading when they come to a part the other one does not understand they will ask for more details or clarification. <u>Independent Practice:</u> Students will edit their writing to make it clearer for the reader. <u>Grammar:</u> Contractions</p>	<p>Students will work with a partner taking turns reading the ending of their writing piece. Students will determine what type of ending they chose or if they need to edit their ending to make it more powerful. <u>Independent Practice:</u> Students will revise the ending of their writing piece to make it more powerful. <u>Grammar:</u> Contractions</p>	<p>make any further revisions. <u>Independent Practice:</u> Students will use the editing checklist to determine if there are any other revisions that should be made to their writing piece. Students will revise and rewrite as needed. <u>Grammar:</u> Contractions</p>	
11:05-11:45 Special Class		PLC		Team Meeting	
11:50-12:30 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:30-1:45 Number Talks Math	<p>Number Talks: <i>Making Tens</i> p.187 $5 + 7 + 3 + 5$ $2 + 5 + 5 + 8$ $6 + 6 + 4 + 4$</p>	<p>Number Talks: <i>Making Tens</i> p.187 $3 + 8 + 5 + 5 + 2$ $9 + 1 + 6 + 3 + 4$ $7 + 2 + 3 + 5 + 8$</p>	<p>Number Talks: <i>Making Tens</i> p.187 $4 + 8 + 2 + 6$ $1 + 9 + 2 + 8$ $5 + 3 + 7 + 5$</p>	<p>Number Talks: <i>Making Tens</i> p.187 $3 + 7 + 8 + 2$ $1 + 1 + 9 + 9$ $3 + 7 + 7 + 3$</p>	Number Talks:
	<p><u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100.</p>	<p><u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100.</p>	<p><u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100.</p>	<p><u>Standard:</u> 3.NBT.A.1 Use place value understanding to round numbers to the nearest 10 or 100.</p>	<u>Assessments</u>

	<p><u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest hundred.</p> <p><u>Launch</u> Bobby rounds 603 to the nearest hundred. He says it is 700. Is he correct? Why or why not? Use a number line and words to explain your answer. (Eureka Math p.167-modified)</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Complete the Chart with students. Rounding to nearest hundreds on a</p>	<p><u>Student-Friendly Objective:</u> I can use a number line to round numbers to the nearest hundred.</p> <p><u>Launch</u> The teacher asks students to round 1,865 to the nearest hundred. Christian says that it is one thousand, nine hundred. Alexis disagrees and says it is 19 hundreds. Who is correct? Explain your thinking. (Eureka Math p.177)</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p><u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Rounding to tens and hundreds.</p>	<p><u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve measurement word problems.</p> <p><u>Launch</u> Introduce Vocabulary <u>Estimate:</u> a rough calculation; kind of like making an educated guess.</p> <p><u>Group counting EM pg. 206</u> *Threes to 30 *Fours to 40 *Sixes to 60 *Sevens to 70 *Eights to 80 *Nines to 90</p> <p>Janet watched a movie that is 94 minutes long on Friday night. She watched a movie that is 151 minutes long on Saturday night. A. Decide how to round the minutes. B. How much time did Janet actually spend watching movies? C. Explain where or not</p>	<p><u>Student-Friendly Objective:</u> I can estimate sums by rounding and apply to solve measurement word problems.</p> <p><u>Launch</u> <u>Group counting EM pg. 206</u> *Threes to 30 *Fours to 40 *Sixes to 60 *Sevens to 70 *Eights to 80 *Nines to 90</p> <p>Sadie, a bear at the zoo, weighs 182 kilograms. Her cub weighs 74 kilograms. A. Estimate the total weight of Sadie and her cub using whatever method you think best. B. What is the actual weight of Sadie and her cub? (pg. 215)</p> <p>Allow 5 mins of struggle time so you can form your groups.</p>	
--	---	---	--	---	--

	<p>number line. Students will finish independently.</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students will finish independent practice and turn in.</p>	<p>Students will finish working independently.</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Go over problems from independent practice. Students will finish independent practice and turn in.</p>	<p>your estimated sum is close to the actual sum. Round in a different way, and see which estimate is closer. (pg. 215) Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teach Concept Development (pg. 207) Problem 1</p> <p>Give students pg 214 Lesson 17 Problem Set to work on independently.</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Teach problem 2 of the EM lesson 17 (pg. 208).</p>	<p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teach Concept Development (pg. 207) Problem 1</p> <p>Give students pg 214 Lesson 17 Problem Set to work on independently</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Teach problem 2 of the EM lesson 17 (pg. 208). Students finish working problem set and turn in.</p> <p>Groups 3 and 4</p>	
--	--	---	---	---	--

			<p>Students finish working problem set and turn in.</p> <p>Groups 1 and 2</p>		
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: Standard: L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>HEV Cursive Video Series with worksheets: Lesson 4-6 https://www.youtube.com/results?search_query=how+to+write+in+cursive+hev+lesson+1</p>	<p>Science-Fossil Exploration Standard: 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>Student-Friendly Objective: Fossils give clues about plants and animals that lived long ago.</p> <p>Materials: Packet: Fossil Factory, On the Hunt, text questions, m/c questions</p> <p>Video: Fossils https://www.youtube.com/watch?v=Z4uEeslKTto</p>	<p>Science-Fossil Exploration Standard: 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>Student-Friendly Objective: Students will learn about fossils and extinction.</p> <p>Materials: Mini Booklets: What Are Fossils?</p> <p>Video: Paleontologists https://www.youtube.com/watch?v=RWf8NU_WUqU</p> <p>Mini-Lesson: -Teacher will ask students: What does</p>	<p>Science-Fossil Dig Standard: 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>Student-Friendly Objective: Students will investigate how fossils reveal changes in habitat through time.</p> <p>Materials: Mystery Science video: https://mysteryscience.com/animals/mystery-1/habitats-fossils-environments-over-time/379?r=46446453</p> <p>Mini-Lesson:</p>	<p><u>Running Records/ ORF</u></p> <p>Science Assessment (Google Classroom)</p> <p>Experiment: Making Fossils!</p> <p>Students will use pre-made salt dough (made by teacher) to create fossils from leaves and shells.</p> <p>Materials: https://www.makelifelovely.com/diy-dinosaur-fossils-with-salt-dough/</p> <p>Each student- one ball of dough, paper plate</p>

		<p><u>Mini-Lesson:</u> -Teacher will ask students: What are fossils? How do you think they form?</p> <p>-Show Introduction Video: Fossils</p> <p>-Teacher will read both passages with students, underlining important facts. Students will refer back to this text to complete activity.</p> <p><u>Guided Practice:</u> Students will refer back to the text to answer the 4 questions. Teacher will lead discussion, allowing for turn and talk, and assist students in formulating their answers in complete sentences.</p> <p><u>Independent Practice:</u></p>	<p>“extinct” mean? How can fossils help us learn about extinction?</p> <p>-Show Introduction Video: Paleontologists</p> <p><u>Guided Practice:</u> Teacher and students will read the mini booklets together.</p> <p><u>Independent Practice:</u></p> <p>Students will complete “Label the Fossil” at the end of their booklet.</p>	<p>Students will watch Mystery Science lesson</p> <p><u>Guided Practice:</u> Students will work through the “Fossil Dig” experiment with direction from the video and teacher</p> <p><u>Independent Practice:</u></p> <p>Exit Ticket: Use a Post-It to answer “How do fossils help us learn about the past?”</p>	<p>Assorted leaves, shells, dinosaur toys</p> <p>Cookie sheet</p> <p>Students will press out their dough ball and use assorted leaves and shells to make fossils. Teacher will take home and bake for 1-2 hours at 250 degrees.</p>
--	--	--	--	--	---

		Students will answer multiple choice questions on the back of the packet.			
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
2:35-2:45 Prepare for Dismissal					
2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders					