

3rd Grade Weekly Lesson Plans

August 19-23

Date	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Good Things/ Language Skills	<u>Cursive Writing:</u> e, l, f, i, u, y Language:	<u>Cursive Writing:</u> e, l, f, i, u, y	<u>Cursive Writing:</u> e, l, f, i, u, y	<u>Cursive Writing:</u> e, l, f, i, u, y	<u>Cursive Writing:</u> e, l, f, i, u, y
8:30-9:35 Reader's Workshop <u>SWAT</u> <u>Teaching</u> Monday Redden 8:30- 9:15 Paschal 9:15-10:00 Kreis 1:15 - 2:00 Euwing 1:45 - 2:30	<u>Read Aloud:</u> Freckle Juice Ch. 1-2 <u>Standard:</u> RL.3.10-Read and Comprehend literature, RL. 3.1(comprehension, ask and answer questions)W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 <u>Student-Friendly</u> <u>Objective:</u> I can build a reading life.	<u>Shared Reading:</u> <u>Standard:</u> RL.3.10-Read and Comprehend literature, RL. 3.1(comprehension, ask and answer questions)W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 <u>Student-Friendly</u> <u>Objective:</u> I can choose a relationship toward reading. <u>Materials:</u> Reading Logs, Reading Life Notebook, Post-Its, <i>Each</i>	<u>Shared Reading:</u> <u>Standard:</u> RL.3.10-Read and Comprehend literature, RL. 3.1(comprehension, ask and answer questions)W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 <u>Student-Friendly</u> <u>Objective:</u> I can choose a relationship toward reading. <u>Materials:</u> Reading Logs, Reading Life Notebook,	<u>Read Aloud:</u> Freckle Juice Ch. 3-5 <u>Standard:</u> RL.3.10-Read and Comprehend literature, RL. 3.1(comprehension, ask and answer questions)W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 <u>Student-Friendly</u> <u>Objective:</u> I can read within reach books.	<u>Assessment:</u> <u>Standard:</u> RL.3.10-Read and Comprehend literature, RL. 3.1(comprehensi on, ask and answer questions)W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 <u>Student-Friendl y Objective:</u> I can read within reach books. <u>Materials:</u>

	<p><u>Materials:</u> Reading Logs, Reading Life Notebook(print from website), Post-Its</p> <p><u>Mini-Lesson:</u> Lucy Mini Lesson 1</p> <p>I Do</p> <p>Teaching p.7 (Teach students that readers find ways to set themselves up so their reading can be fantastic.)</p> <p>*20 Days (14)</p> <p>Students learn that there are a variety of topics that they can write about in their letters.</p> <p>Students learn to refer to a chart to help themselves.</p> <p><u>Guided Practice:</u> We Do</p> <p>Active Engagement p. 8 (Invite students to make plans for their own reading lives and</p>	<p><i>Kindness</i> book, by Jacqueline Woodson, Anchor Chart "To Make Reading the Best it can be"</p> <p><u>Mini-Lesson:</u> Lucy Mini Lesson 2</p> <p>I Do: "explain that readers choose their relationship toward reading." TTW select a book and read it in a disengaged way. (curmudgeon)</p> <p>To make reading the best it can be anchor chart.</p> <p>*20 Days (1)</p> <p>Students learn how to maintain the organized classroom book collection.</p> <p>The routines of silent individual reading are established.</p> <p><u>Guided Practice:</u> _TTW set children up to continue reading as a curmudgeon</p>	<p>Post-Its, <i>Each Kindness</i> book, by Jacqueline Woodson, Anchor Chart "To Make Reading the Best it can be"</p> <p><u>Mini-Lesson:</u> Lucy Mini Lesson 2</p> <p>I Do: "explain that readers choose their relationship toward reading." TTW select a book and read it in a disengaged way. (curmudgeon)</p> <p>To make reading the best it can be anchor chart.</p> <p>*20 Days (2)</p> <p>Students use several different kinds of information to help them choose books.</p> <p>Students think carefully about book choice.</p> <p><u>Guided Practice:</u> TTW set children up to continue reading as a curmudgeon</p>	<p><u>Materials:</u> 2 books-one that is difficult and one that is just right, "Signs to watch when choosing a book" chart</p> <p><u>Mini-Lesson:</u> Lucy Mini Lesson 3</p> <p>Students test books to make certain they are "just right" TTW create a signs to watch for when choosing a book chart. Invite pre selected student to read a book that is not within reach record student observations on chart.</p> <p><u>Guided Practice:</u> This time Invite student to test a within reach book. Have students talk about what they notice and ttw record on the sheet.</p>	<p>2 books-one that is difficult and one that is just right, "Signs to watch when choosing a book" chart</p> <p><u>Mini-Lesson:</u> Lucy Mini Lesson 3</p> <p>Students test books to make certain they are "just right" TTW create a signs to watch for when choosing a book chart. Invite pre selected student to read a book that is not within reach record student observations on chart.</p> <p><u>Guided Practice:</u> This time Invite student to test a within reach</p>
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	<p>to share these with a neighbor.)</p> <p><u>Independent Practice:</u></p> <p>You do</p> <p>Link p.9</p> <p>Send children off to read, resolving to make their reading better this year than ever.</p> <p><u>Small Group Instruction:</u></p>	<p><u>Independent Practice:</u> Explain that students have a "choice to read like curmudgeons or read books like they are gold"</p> <p><u>Small Group Instruction:</u> Fluency- assist robotic readers. Encourage students to make reading sound like talking.</p>	<p><u>Independent Practice:</u> Explain that students have a "choice to read like curmudgeons or read books like they are gold"</p> <p><u>Small Group Instruction:</u> Fluency- assist robotic readers. Encourage students to make reading sound like talking.</p>	<p><u>Independent Practice:</u> TTW remind students of their resolutions from session 1 invite students to select just right books.</p> <p>**encourage students to find a passage in their reading today that they would like to share**</p> <p><u>Small Group Instruction:</u> Help readers warm up to reading and coach readers to choose books within reach.</p>	<p>book. Have students talk about what they notice and ttw record on the sheet.</p> <p><u>Independent Practice:</u> TTW remind students of their resolutions from session 1 invite students to select just right books.</p> <p>**encourage students to find a passage in their reading today that they would like to share**</p> <p><u>Small Group Instruction:</u> Help readers warm up to reading and coach readers to choose books within reach.</p>
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9:35-10:15 Intervention	DSA			MobyMax Assessment	
10:15-11:00 Lunch/Recess					
11:05-12:30 Number Talks Eureka Math	<p>Objective: I can interpret the meaning of factors—the size of the group or the number of groups. <u>Number Talks Making a quick ten</u></p> <p><u>Application Problem:</u> Robbie sees that a carton of eggs shows an array with 2 rows of 6 eggs. What is the total number of eggs in the carton? Use the RDW process to show your solution</p> <p>I Do: Concept Development Opening Activity. P.46 Students practice equal grouping.</p> <p>We Do: Problem Set; students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes TTW invite students to review</p>	<p>Objective: I can interpret the meaning of factors—the size of the group or the number of groups. <u>Number Talks Making a quick ten</u></p> <p><u>Application Problem:</u> Robbie sees that a carton of eggs shows an array with 2 rows of 6 eggs. What is the total number of eggs in the carton? Use the RDW process to show your solution</p> <p>I Do: Concept Development Opening Activity. P.46 Students practice equal grouping.</p> <p>We Do: Problem Set; students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes TTW invite students to review</p>	<p><u>Topic A Assessment Eureka Math</u></p> <p><u>Do the Math Fluency Lesson 1</u></p> <p>Objective: Combine equal groups.</p> <p>Purpose: The multiplication game Circles and Stars presents a visual representation of multiplication as repeated addition.</p>	<p>Objective: Understand the meaning of the unknown as the size of the group in division.</p> <p>Number Talks: pg. 192-Making Landmark or Friendly Numbers</p> <p>Fluency Practice (14 minutes) Repeated addition as multiplication.</p> <p>Application Problem:pg. 60 (6 minutes)</p> <p>I do- Concept Development: (30 minutes) Concrete to abstract: Division as fair-share, relate the answer to the unknown factor. (pg.60)</p>	

	<p>solutions for the problem set</p> <p>Questions to guide debrief **Why do you think I started the lesson by asking you to divide yourselves into equal groups in the corners of the room? **Identify the factors and their meanings from each image in Problems 1-5. **In Problem 6, discuss the two ways to draw the array and number bond with factors 2 and 3. You Do Exit Ticket</p>	<p>solutions for the problem set</p> <p>Questions to guide debrief **Why do you think I started the lesson by asking you to divide yourselves into equal groups in the corners of the room? **Identify the factors and their meanings from each image in Problems 1-5. **In Problem 6, discuss the two ways to draw the array and number bond with factors 2 and 3. You Do Exit Ticket</p>		<p>We do- Problem Set: 10 minutes</p> <p>Student Debrief:(10 minutes)</p> <p>You do- Exit Tickets:(3 minutes) pg. 63</p>	
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12:35-1:15
Special Class

1:15-1:45 Word Study	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding
	<p>Decoding: 2.3 Review- six syllable types</p> <p>New Skills- Syllable Division (VC/CV)</p>	<p>Decoding: 2.4 Review- VC/CV</p> <p>New Skill- Syllable Division V/CV</p> <p>*long vowel symbol is called a macron.</p>	<p>Decoding: 2.5 Review- V/CV</p> <p>New Skill- VC/V syllable division</p> <p>Practice- read words following spelling</p>	<p>Decoding: 2.6 Review VC/V</p> <p>New Skill- OptionalVCV</p> <p>Practice- read words with syllable patterns</p>	<p>Decoding: 2.7 Review Optional VCV</p> <p>New Skill- Consonant-le</p> <p>Practice- read words</p>

	<p>Practice- Review words (refer to resource)</p> <p>Practice Reading - Choral read</p> <p>Encoding: 2.3 Review-six syllable types</p> <p>New Skills- VC/CV Divide words then spell words containing VC/CV *show that the short vowel marking is called a breve.</p> <p>Practice Writing Words: Tap sounds</p> <p>Practice Writing Sentences: Dictation Sentences</p>	<p>Practice- blend and divide new words based on V/VC (refer to resource)</p> <p>Practice Reading Phrases and Sentences - Choral Read</p> <p>Encoding: 2.4 Review-VC/CV</p> <p>New Skills- Students will spell two-syllable words with V/CV-visual discovery</p> <p>Practice- Pound Syllables and Tap Sounds</p> <p>Practice Writing Sentences- Dictation Sentences</p>	<p>pattern (refer to resource)</p> <p>Choral Read sentences and phrases using pattern</p> <p>Encoding: 2.4 Review-VC/CV</p> <p>New Skills-Auditory: Structure of the words, Sounds in the word</p> <p>Practice Writing Words: Have students divide syllables based on VCV pattern. (Refer to Resource)</p> <p>Practice Writing Sentences: Dictation Sentences and 2.5 handout activity</p>	<p>Review- Choral Read Sentences and phrases containing syllable pattern.</p> <p>Encoding: 2.6 Review-VCV syllables</p> <p>New Skill: Reviewing VCV. Determine whether to divide after VC/V or V/CV. Sounds in word, structure of word</p> <p>Practice Writing Words: pound syllables</p> <p>Practice Writing Sentences: Dictation Phrases</p>	<p>containing syllable pattern (refer to resource)</p> <p>Review- Choral Read Sentences and phrases containing syllable pattern.</p> <p>Encoding: 2.7 Review- VCV</p> <p>New Skills- Consonant -le</p> <p>Practice Writing Words-spell words containing C-le</p> <p>Practice Writing Sentences- dictation phrases (refer handout 2.7)</p>
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<p>1:45-2:20 Writer's Workshop</p> <p>This week's lessons are about Writing topic strategies to help students create ideas for entries into their writer's notebooks.</p> <ol style="list-style-type: none"> 1. Watermelon to the seeds 2. Heart map 3. Map of a place to remember stories 	<p>Standard: W3.5, W3.8, W3.10, RL3.1, RL3.5, SL3.1.a,b,c,d; L3.6</p> <p>Student-Friendly Objective: Revisit setting goals, have they set goals that are attainable? Will they help with good writing.</p> <p>Materials: Anchor chart paper pg.9, goal sheet, writer's notebook (WN). Lucy Calkins: L. 1 Pgs 2-11</p> <p>Mini-Lesson: Teaching Point- Students set goals and think about resolutions for this new school year that will help them reach goals and become imaginative writers. Put these in WN.</p> <p>Guided Practice: Create Anchor chart about what they "will do" and "will not do" with their W.N. pg. 6</p>	<p>Standard: W3.5, W3.8, W3.10, RL3.1, RL3.5, SL3.1.a,b,c,d; L3.6</p> <p>Student-Friendly Objective: I CAN strategize to create writing topics.</p> <p>Materials: Anchor chart paper, goal sheet, writer's notebook (WN). Graphic Organizer: watermelon paper, and a heart map</p> <p>Lucy Calkins: L. 2 Pgs 12-21</p> <p>Mini-Lesson: Strategy for ideas and topics to put in journal. *Small moments are the seeds in the watermelon. Each activity(seeds) on your family trip (watermelon) *person who means a lot to you that makes you feel loved</p> <p>Guided Practice: Make a list of vacations, family gatherings, holidays, etc. so students can see my watermelon and the</p>	<p>Standard: W3.5, W3.8, W3.10, RL3.1, RL3.5, SL3.1.a,b,c,d; L3.6</p> <p>Student-Friendly Objective: I CAN strategize to create writing topics.</p> <p>Materials: Add to the anchor chart paper (page 25), goal sheet, writer's notebook (WN). Map to fill in Lucy Calkins: L. 3 Pgs 22-33</p> <p>Mini-Lesson: Drawing on many strategies and thinking about things that happened in a place.</p> <p>Guided Practice: Use my map to draw out a place that has a lot of memories that I could pick out small moments. Number those and write a few words to remember that spot.</p> <p>Independent Practice: TSW take a map and create their own place and the events that have</p>	<p>Standard: W3.5, W3.8, W3.10, RL3.1, RL3.5, SL3.1.a,b,c,d; L3.6</p> <p>Student-Friendly Objective: I CAN strategize to create writing topics.</p> <p>Materials: "Come On Rain" by Karen Hesse, , writer's notebook (WN). Lucy Calkins L. 4 Pgs 34-44</p> <p>Mini-Lesson: Storytellers have strong voices to help paint a picture in the mind of the reader. Show don't tell.</p> <p>Guided Practice: I will create a map of my favorite place with places marked that could be future stories.</p> <p>Independent Practice: Students will complete a map that can show their moments.</p>	<p>Standard: W3.5, W3.8, W3.10, RL3.1, RL3.5, SL3.1.a,b,c,d; L3.6</p> <p>Student-Friendly Objective: I CAN write over various time frames for various reasons, for a range of tasks, purposes and audiences.</p> <p>Materials: build the Anchor chart pg 40, Graphic organizer for narrative</p> <p>Guided Practice: Using the graphic organizer for getting all the parts onto the paper.</p> <p>Independent Practice: TSW choose one of the seed thoughts to</p>
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	<p>(Guide students to these responses.)</p> <p><u>Independent Practice:</u> Write in WN goals and list some do's and don't that you will work on.</p> <p><u>Small Group Instruction:</u> work with students that need help with setting goals.</p>	<p>seed moments.</p> <p><u>Independent Practice:</u> Students will create their own watermelon with seed moments.</p> <p><u>Small Group Instruction:</u> Visit with different students about their writing. What is their watermelon and seed moment.</p>	<p>happened. *Choose one of those places to write about. *pgs 30-33 for the struggling writer.</p> <p><u>**Mid Teaching:</u> When you're done, you've just begun. We are never finished telling our stories. Start a new one, or make a new list.</p> <p><u>Small Group Instruction:</u> Work with students that are stuck and help others to get the idea maps glued into their journals.</p>	<p>They can then choose to begin the story they want to write.</p> <p><u>Small Group Instruction:</u> Ask questions that get students thinking about their map and writing ideas.</p>	<p>start their first writing project.</p>
<p>2:20-2:40</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science/Social Studies Citizenship</u></p> <p><u>*Social Contract</u></p> <ol style="list-style-type: none"> 1. How do you want to be treated by me? 2. How do you want to be treated by each other? 	<p><u>Science/ Social Studies</u></p> <p>Objective: I can learn how leaders are chosen.</p> <p>Characteristics of a good leader. Discussion Stems A good leader is.. A good leader does.. A good leader says.. ***Kid President Leadership video***</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science Lab/ Experiments/ Group Projects</u> continued.. Characteristics of a good leader. Discussion Stems A good leader is.. A good leader does..</p>

		<p>3. How do I (teacher) want to be treated by you (student)?</p> <p>4. How do we want to be treated by each other when there is conflict?</p>			<p>A good leader says... ***Kid President Leadership video***</p>
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2:40-3:00
Teacher Monitored Recess

2:55-3:00
Prepare for Dismissal