

3rd Grade Weekly Lesson Plans

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">8:00-8:30 Good Things/ Cursive Writing Practice</p>	<p>Use coordinating conjunctions appropriately. *cursive writing*</p>	<p>Use coordinating conjunctions appropriately. *cursive writing*</p>	<p>Use coordinating conjunctions appropriately. *cursive writing*</p>	<p>Use coordinating conjunctions appropriately. *cursive writing*</p>	<p>Use coordinating conjunctions appropriately. *cursive writing*</p>
<p style="text-align: center;">8:30-9:35 Reader's Workshop</p>	<p><u>Read Aloud:</u> <u>Lon Po Po</u> <u>Standard:</u> -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare characters.</p> <p><u>Materials:</u></p> <p><u>Mini-Lesson:</u> I Do: Explain to students that skillful readers regularly compare and contrast</p>	<p><u>Shared Reading:</u> <u>Standard:</u> -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare characters.</p> <p><u>Materials:</u></p> <p><u>Mini-Lesson: I Do</u> Remind students that skillful readers regularly compare</p>	<p><u>Shared Reading:</u> <u>Standard:</u> -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare characters.</p> <p><u>Materials:</u></p> <p><u>Mini-Lesson: I Do</u> Remind students that skillful readers regularly compare and</p>	<p><u>Read Aloud:</u> <u>Little Red Riding Hood</u> <u>Standard:</u> -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare characters.</p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> Remind students that skillful</p>	<p><u>Assessment:</u></p>

	<p>stories with similar themes. TTW explain that a story's theme is what the story is about. Explain today students will compare and contrast elements of two short stories that deal with a similar theme.</p> <p><u>Guided Practice: We Do</u> Using two well known stories. TTW go over each story and invite students to contribute to the basic storyline. On chart paper TTW draw a top hat comparison chart and show how to compare and contrast the two stories. Making sure to include character, setting and plot comparisons.</p> <p><u>Independent Practice: You Do</u></p> <p>Working in partnerships students will read two</p>	<p>and contrast stories with similar themes.</p> <p><u>Guided Practice: We Do</u> Using two stories about hurricanes. TSW complete a venn diagram.</p> <p><u>Independent Practice: You Do</u></p> <p><u>TSW read the stories Lon Po Po and Little Red Riding Hood</u></p> <p><u>Small Group Instruction:</u></p>	<p>contrast stories with similar themes.</p> <p><u>Guided Practice: We Do</u> Using the stories Lon Po Po and Little Red Riding Hood. TSW draw a top hat comparison chart and show how to compare and contrast the two stories. Making sure to include character, setting and plot comparisons.</p> <p><u>Independent Practice: You Do</u></p> <p>TTW go to two different sides of the room based on their answer to a "Would You Rather" question. Have both sides explain their</p>	<p>readers regularly compare and contrast stories with similar themes.</p> <p><u>Guided Practice: We Do</u> TSW participate in an engagement activity, called four corners. TSW compare and contrast different statements from the stories Lon Po Po and Little Red Riding Hood, by going to "different corners" of the room.</p> <p><u>Independent Practice: You Do</u></p> <p>Working independently students will read</p>	
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	<p>stories and complete a comparison chart.</p> <p>**Extension Activity**</p> <p>comparing/contrasting with a partner.</p> <p>Activity Page</p> <p><u>Small Group Instruction:</u></p>		<p>reasoning and consider the other side's opinion.</p> <p><u>Small Group Instruction:</u></p>	<p>two stories and complete a comparison organizer.</p> <p><u>Small Group Instruction:</u></p>	
<p>9:35-10:15 Intervention</p>					
<p>10:15-11:00 Lunch/Recess</p>					
<p>11:05-12:30 Number Talks Eureka Math</p>	<p>Lesson 14 Objective: Identify and use arithmetic patterns to multiply.</p> <p>Number Talks:</p>	<p>Lesson 15 Objective: Interpret the unknown in multiplication and division to make and solve problems.</p> <p>Number Talks:</p>	<p>Lesson 16 Objective: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.</p>	<p>Lesson 17 Objective: Identify patterns in multiplication and division facts using the multiplication tables.</p>	<p><u>Exit Tickets Review</u></p>

	<p>I Do: Concept Development P.176 (using arithmetic)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** Invite students to explain the strategy used in each problem.**Encourage students to explain a different strategy that could be used to solve Problem 3. **Why is it important to know several strategies for solving larger multiplication facts?</p> <p>You Do: Exit Ticket</p>	<p>I Do: Concept Development P.187 (using tape diagrams)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** In your model for Problem 1, is the unknown the number of units or the size of each unit? **In Problem 3, how did you show what letter you used to represent the unknown and what it stood for? **How did you solve the large division fact in Problem 4? **What longer equation, including</p>	<p>Number Talks:</p> <p>I Do: Concept Development P.199</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** **Discuss with a partner, what patterns for multiplying and dividing by 0 and 1 helped you solve Problem 1? **What pattern for multiplying 1 does Problem 3 represent? **Which problems show that we</p>	<p>Number Talks:</p> <p>Application Problem Henry’s garden has 9 rows of squash plants. Each row has 8 squash plants. There is also one row with 8 watermelon plants. How many squash and watermelon plants does Henry have in all?</p> <p>I Do: Concept Development P.203 (using multiplication chart)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to</p>	
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		<p>parentheses, can be used to solve Problem 6?</p> <p>You Do: Exit Ticket</p>	<p>can't define a single specific value when we divide by 0? Explain your answer to a partner. **How are multiplying by 1 and multiplying by units of 1 similar to adding 0 to a number?</p> <p>You Do: Exit Ticket</p>	<p>review their solutions for the Problem Set.</p> <p>Questions to guide debrief** Talk to a partner: How do the patterns you discovered in Problem 1 for odd and even products help you when multiplying? **What is the name of the strategy that you used to solve Problem 1(c)? Explain to a partner how this strategy could be used to solve another fact that isn't on the chart, like 6×18. **Look at the arrays you drew for Problem 2. If you drew an array for 7×7, how many little squares would you add to the array that you drew</p>	
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				for 6 x 6? How do you know?	
				You Do: Exit Ticket	

12:35-1:15
Special Class

	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding
1:15-1:45 Word Study	<p>Review/Introduce New Morpheme: List the morpheme you will review or the new morpheme you will teach. -able</p> <p>Context/Decode/Define: Write the three sentences and bold the words they will decode/define. Words: adaptable, capable, excusable</p> <p>Encode: List the 3 words.</p> <p>Words: likeable, peaceable, debatable</p>	<p>Review/Introduce New Morpheme: List the morpheme you will review or the new morpheme you will teach. -able</p> <p>Context/Decode/Define: Write the three sentences and bold the words they will decode/define. Words: durable, adorable; disposable</p> <p>Encode: List the 3 words.</p> <p>Words: laughable, preferable, fashionable</p>	<p>Review/Introduce New Morpheme: List the morpheme you will review or the new morpheme you will teach. -ness</p> <p>Context/Decode/Define: Write the three sentences and bold the words they will decode/define. Words: bitterness, braveness, faithfulness</p> <p>Encode: List the 3 words.</p> <p>Words: fierceness, forgiveness, emptiness</p>	<p>Review/Introduce New Morpheme: List the morpheme you will review or the new morpheme you will teach. -ness</p> <p>Context/Decode/Define: Write the three sentences and bold the words they will decode/define. Words: stubbornness, graciousness, awkwardness, carelessness</p> <p>Encode: List the 3 words.</p> <p>Words: frankness, queasiness, gloominess,</p>	Assessment

<p>1:45-2:20 Writer's Workshop</p>	<p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Objective: Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p>Materials: *Watch the video on youtube about how to write a fairy tale.</p> <p>Mini Lesson: TTW discuss the tools that need to be in the story as they are mentioned in the video. *Create an Anchor Chart.</p> <p>Tool 1: Setting Tool 2: Characters Tool 3: Plot Tool 4: Dialogue Tool 5: A Warning Tool 6: Magic Tool 7: Greed of some Characters Tool 8: Tricks Tool 9: Secret Tool 10: Repetition of words Tool 11: A Mistake</p>	<p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Objective: Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p>Materials: *Graphic organizer *Anchor Chart (new) class working together.</p> <p>Mini Lesson: TTW On a new chart plan out a story that the class would like to tell together. Plan out who/what/when/where based on the tools from the video.</p> <p>Tool 1: Setting Tool 2: Characters Tool 3: Plot Tool 4: Dialogue Tool 5: A Warning Tool 6: Magic Tool 7: Greed of some Characters Tool 8: Tricks Tool 9: Secret Tool 10: Repetition of words</p>	<p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Objective: Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p>Materials: *Graphic organizer *Anchor Chart (Both)</p> <p>Lesson: This lesson will be continued this week with the class working through every step to write a "Fractured Fairy-Tale". After the one created together they will have a graphic organizer that will help them plan and write their stories.</p>	<p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Objective: Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p>Materials: *Graphic organizer *Anchor Chart (Both)</p> <p>Continue Lesson</p>	<p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Objective: Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p>Materials: *Graphic organizer *Anchor Chart (Both)</p> <p>Continue Lesson</p>
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	https://www.youtube.com/watch?v=7GN_EqM9Ets	Tool 11: A Mistake			
<p>2:20-2:40</p> <p>E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision</p> <p>E.5.3.1 Examine the relationship between human capital and productivity</p> <p>E.5.3.3 Analyze economic factors in a market</p> <p>E.6.3.4 Identify factors that affect our economy</p> <p>E.7.3.1 Illustrate the relationships among imports, exports, and global interdependence</p> <p>E.7.3.2 Describe</p>	<p><u>Running Records</u> <u>Handwriting</u></p>	<p><u>Science/Social Studies</u> Guiding Questions: What do countries export? Why do countries import goods? What factors influence trade?</p> <p>Help students explore some of the products countries export.</p>	<p><u>Science Social Studies</u> Guiding Questions: What do countries export? Why do countries import goods? What factors influence trade?</p> <p>TSW read the passage <u>On Valentine's Day</u>, <u>Many of the Flowers come from Columbia</u></p>	<p><u>Running Records</u> <u>Handwriting</u></p>	<p><u>Science Lab/Experiments</u> <u>/Group Projects</u></p>

how people in various places and regions are affected by trade

2:40-3:00 Teacher Monitored Recess

3:00
Prepare for Dismissal