

**February 17-21 3rd Grade**  
**Weekly Lesson Plans**

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:00-8:30 Good Things/ Cursive Writing Practice</p>	<p><b>No School Presidents' Day</b></p>	<p>Use coordinating conjunctions appropriately.</p> <p><b>**cursive writing**</b></p>	<p>Use coordinating conjunctions appropriately.</p> <p><b>**cursive writing**</b></p>	<p>Use coordinating conjunctions appropriately.</p> <p><b>**cursive writing**</b></p>	
<p>8:30-9:35 Reader's Workshop</p>		<p><u>Shared Reading:</u></p> <p><u>Standard:</u> -L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><u>Student-Friendly Objective:</u> I can determine the literal/nonliteral meanings of words and phrases.</p> <p><u>Materials:</u></p> <p><b><u>Mini-Lesson: I Do</u></b> Explain to students that figurative</p>	<p><u>Shared Reading:</u></p> <p><u>Standard:</u> -L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><u>Student-Friendly Objective:</u> I can determine the literal/nonliteral meanings of words and phrases.</p> <p><u>Materials:</u></p> <p><b><u>Mini-Lesson: I Do</u></b></p>	<p><u>Read Aloud:</u></p> <p><u>Standard:</u> L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><u>Student-Friendly Objective:</u> I can determine the literal/nonliteral meanings of words and phrases.</p> <p><u>Materials:</u></p> <p><b><u>Mini-Lesson: I Do</u></b></p>	<p><u>Assessment:</u></p>

		<p>language is challenging work, but can be an easier task, with the help of clues within the text. Explain to students that they will be looking at the difference between literal and non literal language.</p> <p><b><u>Guided Practice: We Do</u></b> Working in partnerships TSW complete a matching activity on chart paper.</p> <p><b><u>Independent Practice: You Do</u></b> <u>TSW read a passage and highlight examples of figurative language.</u></p> <p><b><u>Small Group Instruction:</u></b></p>	<p>Remind students that figurative language is challenging work, but can be an easier task, with the help of clues within the text.</p> <p><b><u>Guided Practice: We Do</u></b> Working in partnerships students will complete a literal/ nonliteral language activity.</p> <p><b><u>Independent Practice: You Do</u></b> <u>TSW read a passage and highlight examples of figurative language. Record on a chart.</u></p> <p><b><u>Small Group Instruction:</u></b></p>	<p>Remind students that figurative language is challenging work, but can be an easier task, with the help of clues within the text.</p> <p><b><u>Guided Practice: We Do</u></b> Working in small groups. Students will use action to represent an example of literal language and discuss the nonliteral meaning..</p> <p><b><u>Independent Practice: You Do</u></b> <u>TSW read a passage and highlight examples of figurative language. Record on a chart.</u></p> <p><b><u>Small Group Instruction:</u></b></p>	
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<p>9:35-10:15 Intervention</p>					
<p><b>10:15-11:00</b> Lunch/Recess</p>					
<p>11:05-12:30 Number Talks Eureka Math</p>	<p><u>No School</u> <u>President's Day</u></p>	<p><b>Lesson 17</b> <b>Objective:</b> (Review) Identify patterns in multiplication and division facts using the multiplication tables.</p> <p><b>Number Talks:</b></p> <p><b>Application Problem</b> 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? <b>I Do:</b> Concept Development P.203 (using multiplication chart)</p>	<p><b>Lesson 18</b> <b>Objective:</b> Solve two-step word problems involving all four operations and assess the reasonableness of solutions.</p> <p><b>Number Talks:</b></p> <p><b>I Do:</b> Concept Development P.225 (using tape diagrams)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p>	<p><b>Lesson 19</b> <b>Objective:</b> Multiply by multiples of 10 using the place value chart.</p> <p><b>Number Talks:</b></p> <p><b>I Do:</b> Concept Development P.238 (using place value disks)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p>	<p><b>Lesson 20</b> <b>Objective:</b> Use place value strategies and the associative property <math>n \times (m \times 10) = (n \times m) \times 10</math> (where <math>n</math> and <math>m</math> are less than 10) to multiply by multiples of 10</p> <p><b>Number Talks:</b></p> <p><b>I Do:</b> Concept Development P.239 (using place value)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p>

		<p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> 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 <math>6 \times 18</math>. **Look at the arrays you drew for Problem 2. If you drew an array for <math>7 \times 7</math>, how many little squares would you add to the array</p>	<p><b>Questions to guide debrief**</b> In Problem 1, you found that Sasha gives Rose a piece of yarn that is 27 centimeters long. Into how many 9-centimeter pieces can Rose cut this piece? **In Problem 2, did Julio spend more time on his spelling homework or his math homework? How do you know? **How are Problems 3 and 4 similar? Discuss with a partner. **In Problem 5, if Cora weighs 5 pencils, what is the total weight for the pencils and the ruler? How do you know? **Discuss with a partner the importance of checking the reasonableness of your answer.</p> <p><b>You Do: Exit Ticket</b></p>	<p><b>Questions to guide debrief**</b>How do the disks in Problem 1 show the strategy we learned today? What is the relationship between the charts in the left column and the charts in the right column in Problem 2? **How did the left column help you solve the problems in the right column? ** How does knowing your multiplication facts help you easily multiply by multiples of 10?</p> <p><b>You Do: Exit Ticket</b></p>	<p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b>In Problem 1, which grouping is easier for you to solve? Why? **How do you see the movement of the parentheses in the place value charts in Problem 1? Share with a partner how you knew where to draw parentheses for the equations in Problem 2. ** In Problem 3, how did Gabriella simplify the</p>
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		<p>that you drew for 6 x 6? How do you know?</p> <p><b>You Do:</b> Exit Ticket</p>			<p>problem? **Why didn't we need to have a hundreds column in our place value charts? ** How is this new strategy helpful for finding unknown, larger facts?</p> <p><b>You Do:</b> Exit Ticket</p>
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**12:35-1:15**  
Special Class

<p>1:15-1:45 Word Study</p>	<b>Decoding Encoding</b>	<b>Decoding Encoding</b>	<b>Decoding Encoding</b>	<b>Decoding Encoding</b>	<b>Decoding Encoding</b>
	No school	<p><b>Review/Introduce New Morpheme:</b> List the morpheme you will review or the new morpheme you will teach. -able</p> <p><b>Context/Decode/Define :</b> Write sentences and bold the words they will decode/define. (sentences are below the lesson plans) *The sea turtle is an adorable creature.</p>	<p><b>Review/Introduce New Morpheme:</b> List the morpheme you will review or the new morpheme you will teach. -ness</p> <p><b>Context/Decode/Define:</b> Write sentences and bold the words they will decode/define. (sentences are below lesson plans) *Bitterness crept up inside of Jane when</p>	<p><b>Review/Introduce New Morpheme:</b> List the morpheme you will review or the new morpheme you will teach. -ness</p> <p><b>Context/Decode/Define:</b> Write sentences and bold the words they will decode/define. *Graciousness is needed when</p>	Assessment

		<p><b>Words:</b> preferable, disposable, laughable</p> <p><b>Encode: List the 3 words.</b></p> <p><b>Words:</b> laughable, preferable, fashionable</p>	<p><b>she thought about how Steven treated her.</b></p> <p><b>Words:</b> recklessness, awkwardness, faithfulness</p> <p><b>Encode: List the 3 words.</b></p> <p><b>Words:</b> fierceness, forgiveness, emptiness</p>	<p><b>dealing with upset customers.</b></p> <p><b>Words:</b> stubbornness, graciousness, awkwardness, carelessness</p> <p><b>Encode: List the 3 words.</b></p> <p><b>Words:</b> frankness, queasiness, gloominess,</p>	
<p><b>1:45-2:20</b> <b>Writer's Workshop</b></p>	<p><b>No School</b></p>	<p><b>Standards:</b> 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><b>Objective:</b> Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p><b>Materials:</b> *Graphic organizer *Anchor Chart (new) class working together.</p> <p><b>Mini Lesson:</b> TTW On a new chart plan out a story that the class would like to tell together. Plan out who/what/when/where</p>	<p><b>Standards:</b> 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><b>Objective:</b> Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p><b>Materials:</b> *Graphic organizer *Anchor Chart (Both)</p> <p><b>Lesson:</b> This lesson will be continued this week with the class working through every step to write a "Fractured</p>	<p><b>Standards:</b> 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><b>Objective:</b> Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p><b>Materials:</b> *Graphic organizer *Anchor Chart (Both)</p> <p><b>Continue</b></p>	<p><b>Standards:</b> 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><b>Objective:</b> Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale</p> <p><b>Materials:</b> *Graphic organizer *Anchor Chart (Both)</p>

		<p>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  Tool 11: A Mistake  Tool 12: Problem-Solving  Tool 13: Pleasing Ending</p>	<p>Fairy-Tale". After the one created together they will have a graphic organizer that will help them plan and write their stories.</p>	<p><b>Lesson</b></p>	<p><b>Continue Lesson</b></p>
<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</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science/Social Studies</u>  <u>Guiding Questions:</u>  What do countries export?  Why do countries import goods?  What factors influence trade?    Help students explore some of the products countries export.</p>	<p><u>Science Social Studies</u>  <u>Guiding Questions:</u>  What do countries export?  Why do countries import goods?  What factors influence trade?    TSW read the passage <u>On Valentine's Day, Many of the Flowers come from Columbia</u></p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science Lab/Experiments/Group Projects</u></p>

<p>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 how people in various places and regions are affected by trade</p>					
<p>2:40-3:00 Teacher Monitored Recess</p>					
<p>3:00 Prepare for Dismissal</p>					

Name:

Feature: Suffix -able and -ness

Monday		
Decoding (We Do)	Decoding (You Do)	Encoding



<p>Sentence: Most dogs are very adaptable, and will do just fine in a new environment if a family chose to move.</p> <p>Decoding: adaptable</p> <p>Definition:</p>	<p>Sentence: All students are capable of learning and growing.</p> <p>Decoding: capable</p> <p>Definition:</p>	<p>(We Do) pleasurable (drop e)</p> <p>(You Do) excusable</p> <p>Sentence:</p>
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<b>Tuesday</b>		
<b>Decoding (We Do)</b>	<b>Decoding (You Do)</b>	<b>Encoding</b>
<p>Sentence: A seat by the window is preferable to her when she is working on her computer.</p> <p>Decoding: preferable</p> <p>Definition:</p>	<p>Sentence: He treated his friends like they were disposable.</p> <p>Decoding: disposable</p> <p>Definition:</p>	<p>(We Do) durable</p> <p>(You Do) laughable</p> <p>Sentence:</p>

<b>Wednesday</b>
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Decoding (We Do)	Decoding (You Do)	Encoding
<p>Sentence: Her recklessness while driving concerned her parents.</p> <p>Decoding: recklessness</p> <p>Definition:</p>	<p>Sentence: After their serious talk, there was a feeling of awkwardness in the room.</p> <p>Decoding: awkwardness</p> <p>Definition:</p>	<p>(We Do) faithfulness</p> <p>(You Do) stubbornness</p> <p>Sentence:</p>

Thursday		
Decoding (We Do)	Decoding (You Do)	Encoding
<p>Sentence: By coming to work on time every day for two years, the worker proved his faithfulness to his boss.</p> <p>Decoding: faithfulness</p> <p>Definition:</p>	<p>Sentence: Ruby's happy spirit begins to dampen at Calvin's increased <b>gloominess</b> .</p> <p>Decoding: gloominess</p> <p>Definition:</p>	<p>(We Do) gladness</p> <p>(You Do) sadness</p> <p>Sentence:</p>