**3rd Grade Weekly Lesson Plans**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30  Good Things/Language  Skills | L.3.1 Explain the function of nouns and pronouns.  \*cursive writing\* | L.3.1 Explain the function of nouns and pronouns.  \*cursive writing\* | L.3.1 Explain the function of nouns and pronouns.  \*cursive writing\* | L.3.1 Explain the function of nouns and pronouns.  \*cursive writing\* | L.3.1 Explain the function of nouns and pronouns.  \*cursive writing\* |
| 8:30-9:35  Reader’s Workshop | Shared Reading:  Standard:  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)  Student-Friendly Objective:  I can recount stories to determine the central message and explain how it is conveyed through key details in the text.  **Mini-Lesson: I Do**  Explain to students that the theme of a story is usually the main lesson or message shown through the events of a story. TTW explains that the theme applies to anyone, not just the characters in the story. It should be a “life lesson” that many readers can relate to and understand.  \*Finding the theme slideshow  <https://www.slideshare.net/elkissn/finding-the-theme-of-a-text>  **Guided Practice: We Do**  TTW project a copy of a blank Frayer Model. TTW write theme in the middle, and show students how to complete the organizer by writing the definition, sentence, examples and non examples.  **Independent Practice: You Do**  TSW work in partnerships to determine the theme of a story.  Small Group Instruction: | Shared Reading:  Standard:  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)  Student-Friendly Objective:  I can recount stories to determine the central message and explain how it is conveyed through key details in the text.  **Mini-Lesson: I Do**  Remind students that the theme of a story is usually the main lesson or message shown through the events of a story. TTW explains that the theme applies to anyone, not just the characters in the story.. It should be a “life lesson” that many readers can relate to and understand.  **Guided Practice: We Do**  TT and TS recap Because of Winn Dixie Using somebody-wanted-  but-so -then anchor chart.  TSW discuss a lesson learned from the character and the message that we can take from the story.  **Independent Practice: You Do**  TSW work in partnerships to determine the theme of a story.  Small Group Instruction: | \*Reading Inventory Testing | Read Aloud:  Standard:  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)  Student-Friendly Objective:  I can recount stories to determine the central message and explain how it is conveyed through key details in the text.  **Mini-Lesson: I Do**  Remind students that the theme of a story is usually the main lesson or message shown through the events of a story. TTW explains that the theme applies to anyone, not just the characters in the story.. It should be a “life lesson” that many readers can relate to and understand  **Guided Practice:**  Working in partnerships students will read The *Last Stop on Market Stree*t  <https://www.youtube.com/watch?v=zk6CWvW_5-s>  and work to determine the Big Idea -record on the activity page.  **Independent Practice: You Do**  TSW work independently to determine the theme of a story.  Small Group Instruction: | Assessment: |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math  **3.NF.A.1**- Understand a fraction as 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction as a/b as the quantity formed by a parts of size 1/b. | **Lesson 5**  **Objective:**  Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.  **Number Talks:**  **Application Problem**  Ms. Browne cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Ware cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes? Extension: How long are the jump ropes in Ms. Browne’s class?  **I Do**: Concept Development P.54(using tape diagrams)  **We Do**: Problem Set: students will solve using the RDW approach.    **Student Debrief**  10 minutes. TTW invite students to review their solutions for the Problem Set.  **Questions to guide debrief\*\*** Are the numbers in Problem 1 unit fractions? How do you know? Use the following possible introduction to start a discussion about Problem 4: Let’s imagine we’re at Andre’s birthday party. Who would rather have an eighth of the cake? Who would rather have a tenth? Why? The following are some suggested sentence frames: “I would rather have a \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” “I agree/disagree because \_\_\_\_\_\_\_\_\_\_\_\_.” Guide students to begin understanding that a greater number of parts results in smaller pieces.  **You Do**: Exit Ticket | **Lesson 6**  **Objective:**  Build non-unit fractions less than one whole from unit fractions.  **Number Talks:**  **Application Problem**  Chloe’s dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes? Extension: Chloe talked her dad into planting beans and lettuce, too. He used equal-sized sections for all the vegetables. What fraction do the tomatoes have now?  **I Do**: Concept Development P.64 (using tape diagrams)  **We Do**: Problem Set: students will solve using the RDW approach.    **Student Debrief**  10 minutes. TTW invite students to review their solutions for the Problem Set.  **Questions to guide debrief\*\*** The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. Through discussion, guide students to articulate the idea that to show non-unit fractions, they create copies of unit fractions. This resembles counting 3 ones to make 3, or counting by eights to make copies of 8.  **You Do**: Exit Ticket | \*Placement Testing | **Lesson 7**  **Objective:**  Identify and represent shaded and non-shaded parts of one whole as fractions.  **Number Talks:**  **Application Problem**  Robert ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his mother and sister. Robert said, “I ate 1 half, and each of you gets 1 half.” Is Robert right? Draw a picture to prove your answer. Extension: What fraction of the applesauce did his mother get? What fraction of the applesauce did Robert’s sister eat?  **I Do**: Concept Development P. (using tape diagrams)  **We Do**: Problem Set: students will solve using the RDW approach.    **Student Debrief**  10 minutes. TTW invite students to review their solutions for the Problem Set.  **Questions to guide debrief\*\*** Any combination of the questions below may be used to lead the discussion. Show examples of student work for Problem 11. Avanti read 1 sixth of her book. What fraction of her book has she not read yet? Isn’t Avanti’s goal to read the whole book? (Guide students to notice that the whole book can be depicted as the part she has read and the part she has not read.) From the discussion above the teacher might briefly return to the shaded and unshaded figures in Problem 1 and help students notice that the whole can be expressed as two parts—the shaded and unshaded. Revisit students’ art. Guide a discussion helping them recognize that while each student’s art depicts a whole, each whole is composed of different fractional units (e.g., fourths, fifths, or sixths).  **You Do**: Exit Ticket | Assessment |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **Review/Introduce**  **New Morpheme: -ship: noun meaning quality or condition of being**  **List the morpheme you will review or the new morpheme you will teach.**  **-ship**  **Context/Decode/Define: Write sentences and bold the words they will decode/define.**  **Decode Words:**  I DO: companionship-  The companionship between a man and his dog is priceless.  We do/You do: authorship/courtship  **Encode: List the 3 words: dealership, fellowship, partnership** | **Review/Introduce New Morpheme: -ship**  **List the morpheme you will review or the new morpheme you will teach.**  **-ship**  **Context/Decode/Define: Write sentences and bold the words they will decode/define.**  **Decode Words:**  I DO: championship  We do/You do: citizenship/dictatorship  **Encode: List the 3 words: leadership, ownership, workmanship** | **Review/Introduce New Morpheme: -hood: state or condition of being**  **List the morpheme you will review or the new morpheme you will teach.**  **-hood**  **Context/Decode/Define: Write sentences and bold the words they will decode/define.**  **Decode Words:**  **I do: childhood-She remembered the familiar doll from her childhood.**  **We do/You do: nationhood, likelihood**  **Encode: List the 3 words: sisterhood, brotherhood, boyhood** | **Review/Introduce New Morpheme: -hood**  **List the morpheme you will review or the new morpheme you will teach.**  **-hood**  **Context/Decode/Define: Write sentences and bold the words they will decode/define.**  **Decode Words:** I do: priesthood-He felt the call to priesthood early on in his life.  We do/You do: livelihood, falsehood  **Encode: List the 3 Words: parenthood,, widowhood,motherhood** | **Assessment: -ship**  **-hood** |
| **1:45-2:20**  **Writer’s Workshop** | **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  **Objective:** Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale  **Lesson:**  This lesson will be continued this week working on **good sentences** that show. This allows them to go back and read to understand their writing.  **Materials:**  \*Graphic organizer  \*Anchor Chart (Both)  Small Group Instruction: | **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  **Objective:** Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale  **Lesson:**  This lesson will be continued this week with the class working through word choice. Fix **overused verbs,**with more descriptive word choice.  **Materials:**  \*Graphic organizer  \*Anchor Chart (Both)  Small Group Instruction: | **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  **Objective:** Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale  **Lesson:**  This lesson will be continued this week with the class working through how to **add dialogue**. When to use it with a character.  **Materials:**  \*Graphic organizer  \*Anchor Chart (Both)  Small Group Instruction: | **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  **Objective:** Students will see how a Fairy Tale is planned. What is essential in writing a Fairy Tale  **Lesson:**  This lesson will be continued this week with the class working through someone else reading their story for **understanding and clarification.**  **Materials:**  \*Graphic organizer  \*Anchor Chart (Both)  Small Group Instruction: | Assessments  Students will share their writing with each other.  They will be graded on the process and the planning of their story. |
| **2:20-2:55**  •I can represent da in tables and graphical displays to describe typical weather conditions expected during a particular season.  •I can obtain and combine information to describe climates in different regions of the world.  •I can make a claim about the merits of a design solution that reduces the impacts of a weather-related hazards.at | Running Records  Handwriting | Science/Social Studies  **Guiding Questions:**   * How is Weather Measured? * Why is Weather Measured?   TSW view a presentation about the following weather instrument: Anemometer | Science Social Studies  **Guiding Questions:**   * How is Weather Measured? * Why is Weather Measured?   TSW view a presentation about the following weather instrument: Anemometer | Running Records  Handwriting | Science Lab/Experiments/Group Projects |
| 2:55-3:00  Prepare for Dismissal | | | | | |