**3rd Grade Weekly Lesson Plans**

**November 18-22**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30  Good Things/ Cursive Writing Practice | **Explain the function of prepositions/ prepositional phrases, in general and their functions in particular sentences.**  **\*makeup testing from Friday** | **Explain the function of prepositions/ prepositional phrases, in general and their functions in particular sentences.** | **Explain the function of prepositions/ prepositional phrases, in general and their functions in particular sentences.** | **Explain the function of prepositions/ prepositional phrases, in general and their functions in particular sentences.** | **Explain the function of prepositions/ prepositional phrases, in general and their functions in particular sentences.**  **\*\*assessment\*\*** |
| 8:30-9:35  Reader’s Workshop | **\*makeup testing from Friday**  Read Aloud:  Standard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).  Student-Friendly Objective: I can distinguish my own opinion from the author’s opinion.  Materials:  Readers Notebook  Mini-Lesson:  **Teaching I Do**  Unit 2: Reading to Learn Session 9  “Teach students that when reading informational texts, skilled readers talk back to the author’s ideas about a topic just like they might talk back to the characters ideas about something. A reader might think, “I see what you are saying, but I see things differently.” Teach students to first notice and name the authors perspective before differentiating their perspective. Clues can also help determine an authors’ perspective.”  **Guided Practice:**  **We Do**  “Channel students to try studying a text for words that clue them into the author’s perspective. Encourage students to compare their own opinion to the authors.”    **Independent Practice:You Do**  “Explain the importance of an author's perspective. Encourage students for today figure out the authors own stance on the subject.”  Small Group Instruction: | Shared Reading:  Motion in Sports  Standard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).  Student-Friendly Objective: I can distinguish my own opinion from the author’s opinion.  Materials:  Readers Notebook  Mini-Lesson:  **Teaching I Do**  Unit 2: Reading to Learn Session 9  “Teach students that when reading informational texts, skilled readers talk back to the author’s ideas about a topic just like they might talk back to the characters ideas about something. A reader might think, “I see what you are saying, but I see things differently.” Teach students to first notice and name the authors perspective before differentiating their perspective. Clues can also help determine an authors’ perspective.”  **Guided Practice:We Do**  “Channel students to try studying a text for words that clue them into the author’s perspective. Encourage students to compare their own opinion to the authors.”    **Independent Practice:You Do**  Explain the importance of an author's perspective. Encourage students for today figure out the authors own stance on the subject.  Small Group Instruction: | Shared Reading:  Motion in Sports  Standard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).  Student-Friendly Objective: I can lift the level of talk.  Materials:  Readers Notebook  Mini-Lesson:  **Teaching I Do**  Unit 2: Reading to Learn Session 10  TTW share a time when they had a really great talk with someone. “Teach students that learning to talk well about texts has a lot to do with learning how to think well about texts” (Qualities of great conversations chart)  **Guided Practice:We Do**  Students will view a transcript of a conversation about a book. Working in partnerships students will “rewrite the conversation” to improve it.  **Independent Practice:You Do**  Remind students that readers don’t only read differently in preparation for conversations, they also pause at intervals to hold conversations in their mind.  Small Group Instruction: | Read Aloud:  Standard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).  Student-Friendly Objective: I can lift the level of talk.  Materials:  Readers Notebook  Mini-Lesson:  **Teaching I Do**  Unit 2: Reading to Learn Session 10  TTW share a time when they had a really great talk with someone. “Teach students that learning to talk well about texts has a lot to do with learning how to think well about texts” (Qualities of great conversations chart)  **Guided Practice:We Do**  Students will view a transcript of a conversation about a book. Working in partnerships students will “rewrite the conversation” to improve it.  **Independent Practice:You Do**  Remind students that readers don’t only read differently in preparation for conversations, they also pause at intervals to hold conversations in their mind.  Small Group Instruction: | Assessment: |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **\*makeup testing from Friday Lesson 11**  **Objective:** Solve mixed word problems involving all four operations with grams, kilograms, liters and milliliters given in the same units.  **Number Talks:** Breaking Each Number into Its Place Value  **I Do**: Concept Development P.127 (using liters, milliliters, grams and kilograms)  **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\*\***What models did you use to solve the word problems?  \*\*Explain the process you used for solving Problem 1. Did you use a special strategy? What was it?  \*\*What patterns did you notice between Problems 4, 5, and 6? How did that pattern help you solve the problems?  \*\*Explain why Problem 6 was more challenging to solve than Problems 4 and 5.  \*\*Look at Problem 6. Why is it important to measure the capacity of an object before dividing into equal amounts?  **You Do**: Exit Ticket | Continue Lesson 11 | Review | Review | Mid-Module Assessment |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **Decoding:**  **Encoding:**  **See Plans Below**  **\*makeup testing from Friday** | **Decoding:**  **Encoding:**  **See Plans Below** | **Decoding:**  **Encoding:**  **See Plans Below** | **Decoding:**  **Encoding:**  **See Plans Below** | **Decoding:**  **Encoding:**  **See Plans Below** |
| **1:45-2:20**  **Writer’s Workshop** | **\*makeup testing from Friday**  **Lesson 9:** Pgs. 71-78Researching Facts and Ensuring Text Accuracy  **Standard:**  W.3.2, W.3.5, W.3.7, W.3.8, W.3.10, RI.3.4, RI.3.8, RI.3.10 SL.3.1, SL.3.2, L.3.1, L.3.2, L.3.3.a, L.3.6  **Student-Friendly Objective:** I can… research a topic to find the perfect facts or the perfect example  **Materials: Anchor chart (examples)**  \*computers  Google search \*dictionaries \*nonfiction books on a  topic \*Thesaurus  **Mini-Lesson:**  Writer’s don’t use or need just paper and pencil, they also need tools to search for facts, statistics, definitions, names.  **Guided Practice:**  TW ask students… What are some topics that you want to know information about? What tools could you use when researching the information?  **(Make an anchor chart that lists examples of resources to find information.)**  **Independent Practice:**  SW research on a computer a topic they want to know more about. Randomly type in topics to find answers to questions.  **Small Group Instruction:**  \*Work with struggling students to get their words and thoughts on the page. Help them with the content of their writing. | **Lesson 9:** (Continued) Pgs. 71-78Researching Facts and Ensuring Text Accuracy  **Standard:**  W.3.2, W.3.5, W.3.7, W.3.8, W.3.10, RI.3.4, RI.3.8, RI.3.10 SL.3.1, SL.3.2, L.3.1, L.3.2, L.3.3.a, L.3.6  **Student-Friendly Objective:** I can… research a topic to find the perfect facts or the perfect example | **Lesson 10 :** Pgs. 79-81Reusing and Recycling in the Revision Process  **Standard:**  W.3.2, W.3.5, W.3.7, W.3.8, W.3.10, RI.3.4, RI.3.8, RI.3.10 SL.3.1, SL.3.2, L.3.1, L.3.2, L.3.3.a, L.3.6  **Student-Friendly Objective:** I can… revise and edit a research topic to use the best vocabulary and facts for my writing.  **Materials: Anchor chart (examples)**  \*computers  Google search \*dictionaries \*nonfiction books on a  topic \*Thesaurus  **Mini-Lesson:**  Students can revise and edit their writing.  **Guided Practice:**  Ask yourself… Does this writing tell my audience what I want them to know? If it doesn’t, what do I need to do to fix it?  **Independent Practice:**  Students should be finishing their writing to share with the class.  **Small Group Instruction:**  Answer questions and assist as needed. | **Lesson 10:** (cont’d) Pgs. 79-81Reusing and Recycling in the Revision Process  **Standard:**  W.3.2, W.3.5, W.3.7, W.3.8, W.3.10, RI.3.4, RI.3.8, RI.3.10 SL.3.1, SL.3.2, L.3.1, L.3.2, L.3.3.a, L.3.6  **Student-Friendly Objective:** I can… revise and edit a research topic to use the best vocabulary and facts for my writing. | Students will share their final writing. |
| **2:20-2:40**  **3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.**  **3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.**  **3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two**  **objects not in contact with each other.** | Running Records  Handwriting  **\*makeup testing from Friday** | Science/Social Studies  TSW read science a-z focus book “Rollercoasters” | Science Social Studies  TSW read science a-z focus book “Rollercoasters” | Running Records  Handwriting | Science Lab/Experiments/Group Projects  Assessment |
| 2:40-3:00 Teacher Monitored Recess | | | | | |
| 3:00  Prepare for Dismissal | | | | | |

**WORD STUDY SCRIPT**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Review Morpheme:  2 minutes  Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.  *Example: Edited Daily*  **non= (on front)**  **Non=not, absent of**  The formula is nontoxic. (on back)  Review more than one if time allows. | Introduce/Review Morpheme:  Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.    *This will be edited daily*  ***un*** *(on front)*  ***un=Not***  *Jack thought the game was unfair.*  *(on back)*  Review more than one if time allows. | Introduce/Review Morpheme:  Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.    *This will be edited daily*  ***PRE*** *(on front)*  ***Pre= before***  *Be prepared for bad weather. (on back)*  Review more than one if time allows. | Introduce/Review Morpheme:  Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.    *This will be edited daily*  ***RE*** *(on front)*  ***Re=back, again***  *Redo your work. (on back)*  Review more than one if time allows. | [MultiSensory Activities](https://fcrr.org/resources/resources_sca_2-3.html)  Review with an activity from the link above, then students can take their assessment.  Assessment  Over be and pre |
| Introduce new prefix:  3 minutes  Teacher will display the prefix on the board.  Pre: before  ***Let’s name the letters.***  ***How is it read: notice the long e vowel at the end /open syllable.***  ***/pre/***  ***Let’s look at a couple of words to determine the meaning.***  Write the word “PLAN” on the board. Using prefix card, place PRE in the front of it.  ***What does PREPLAN mean?***  Model defining the word from right to left (plan means to have a goal lined up to get something done- PRE means ?)  Write “VIEW” on the board. Place the flash card PRE in front of VIEW. Model defining the word from right to left.    ***VIEW means “being able to see something”.***  ***What does preview mean?***  ***“PRE” means not.***  (Record the definition and a sentence with one of the words on the back of that card.) | Introduce new prefix:  2 minutes:  Display the prefix “PRE” on the board. Remind students of yesterday’s lesson.  Spell it: P-R-E  Read it: pre  Define it: before | Introduce new prefix:  3 minutes  Teacher will display the prefix on the board.  Example: BE  ***Let’s name the letters. B-E***  ***How is it read: notice the long vowel e/open syllable.***  ***/be/***  ***Let’s look at a couple of words to determine the meaning.***  Write the word “little” on the board. Using prefix card, place “be” in the front of it.  ***What does BELITTLE mean?***  Model defining the word from right to left ( little means small )  Write “LOVED” on the board. Place the flash card BE in front of LOVED. Model defining the word from right to left.    ***What do we infer “BE” to mean?***  ***“BE” means completely.***  (Record the definition and a sentence with one of the words on the back of that card.) | Introduce new prefix:  2 minutes  Display the prefix “BE” on the board. Remind students of yesterday’s lesson.  Spell it: B-E  Read it: be  Define it: be=completely |
| Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new prefix.***  (each student has a list of words to read)  ***Box the prefix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. | Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new prefix.***  (each student has a list of words to read)  ***Box the prefix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. | Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new prefix.***  (each student has a list of words to read)  ***Box the prefix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. | Practice Reading (Decoding) Words with Morpheme:  7minutes  ***Now let’s read more words containing our new prefix.***  (each student has a list of words to read)  ***Box the prefix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. |
| Practice Building (Encoding) Words with the Morpheme:  7minutes  ***Now we are going to practice building words with our new prefix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “preview.” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***pre*** *. I know how to spell that. (Write it). The next syllable is* ***view****. I need to think about all the ways the “iew” sound is spelled, refer to sound wall (All students should have a copy of the phoneme/grapheme map). Show students how to try it until it looks right. Spell* ***preview.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (pretest)  **I Do:** Call out a word for students to build independently. (Whiteboards or journals)  Repeat with another word. | Practice Building (Encoding) Words with the Morpheme:  7 minutes  ***Now we are going to practice building words with our new prefix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “prejudge” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***pre****. I know how to spell that. (Write it). The next syllable is* ***judge****. I need to think about all the ways the /j/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell* ***prejudge.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (predict)  **I Do:** Call out a word for students to build independently. (Whiteboards or journals)  Repeat with another word. | Practice Building (Encoding) Words with the Morpheme:  7 minutes  ***Now we are going to practice building words with our new prefix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “beseech” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***be****. I know how to spell that. (Write it). The next syllable is* ***seech****. I need to think about all the ways long /****e****/ is spelled, refer to sound wall. Show students how to try it until it looks right. Spell* ***beseech.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (nonsense)  **I Do:** Call out a word for students to build independently. (Whiteboards or journals)  Repeat with another word. | Practice Building (Encoding) Words with the Morpheme:  7 minutes  ***Now we are going to practice building words with our new prefix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *Model encoding a word containing the prefix. Build the word syllable by syllable using the phoneme/grapheme card to aid in spelling.*  **We Do:**  Call out a word and tell students to work with a partner to build it.  **I Do:** Call out a word for students to build independently. (Whiteboards or journals)  Repeat with another word. |
| Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word “prepay” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (to give someone money that is due them) Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). | Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word “preapprove” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (to accept something) Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). | Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word “beseech” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (seech means to beg) Model creating a sentence with the word. “I beseech you!”  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). | Practice defining words with Morpheme  5 minutes:  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word “betray” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. ( to completely give away or expose someone) Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). |
| Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix.  (the pregame starts soon)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  (the preview for the movie)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (predict the future)  Encoding:  Dictate a sentence using one of the phrases.  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix.  (the pretest was hard)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  ( the prefix comes before)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (Can you predict the future?)  Encoding:  Dictate a sentence using one of the phrases.  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix.  (he was betrayed)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  ( bestow upon him a crown)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (He will beget children to take his place after him.)  Encoding:  Dictate a sentence using one of the phrases.  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix.  (she has poor behavior)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  (she bedazzled them in her dress)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (do not betray a friend)  Encoding:  Dictate a sentence using one of the phrases.  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. |
| Materials Needed:   * Day 1 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 2 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 3 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 4 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning |