

### 3rd Grade Weekly Lesson Plans

November 4-8

| Date   | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|---|--|--|--|--|
| <p>10-8:30<br/>d Things/<br/>ive Writing<br/>ractice</p> | <p>Explain the function of adjectives, in general and their functions in particular sentences.</p>  | <p>Explain the function of adjectives, in general and their functions in particular sentences.</p>   | <p>Explain the function of adjectives, in general and their functions in particular sentences.</p>   | <p>Explain the function of adjectives, in general and their functions in particular sentences.</p>   | <p>Explain the function of adjectives, in general and their functions in particular sentences.<br/>*Assessme</p> |
| <p>30-9:35<br/>eader's<br/>rkshop</p>                    | <p><u>Read Aloud:</u><br/><u>Who Was Thomas Jefferson Ch5</u></p> <p><u>Standard: RI3.2</u><br/>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p><u>Shared Reading:</u><br/><u>Hillary Clinton passage</u></p> <p><u>Standard: RI3.2</u><br/>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p><u>Shared Reading:</u><br/><u>Hillary Clinton passage</u></p> <p><u>Standard: RI3.2</u><br/>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p><u>Read Aloud:</u><br/><u>Who Was Thomas Jefferson Ch6</u></p> <p><u>Standard: RI3.2</u><br/>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information</p> | <p><u>Assessme</u></p>   |

**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 tackle complexity.

Materials:  
Readers Notebook

Mini-Lesson:  
Unit 2: Reading to Learn Session 5

**Teaching I Do**  
Teach students that when readers read expository text and think about the main idea of the text, they think about it in "pencil" With the idea that it can be revised. "TTW model how to draft and revise an idea of a texts

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Student-Friendly Objective: I can set clear goals for my deliberate work.

Materials:  
Readers Notebook

Mini-Lesson:  
Text Structure Task

**Teaching I Do**  
Unit 2: Reading to Learn Session 6  
TTW remind students that when working to get better with a skill it helps to take stock of your progress.

relevant to a given topic efficiently.  
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main idea as the text is read on."

Guided Practice:**We Do**  
TTW encourage students to try this on a more complex passage (Greenland passage)

Independent Practice:  
**You Do**

Remind students that when reading nonfiction we don't just read cover to cover. We pause and make sense of the information.

Small Group Instruction:

revise an idea of a texts main idea as the text is read on."

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Small Group Instruction:

TTW model the new skill cross-text synthesis (learning progression strand)

Using the Weird and Wonderful Octopus passage and the octopus video links from Heinneman.**Link 1**

<https://www.youtube.com/watch?v=4Tcnq2iYJJo>

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Guided Practice:**We Do**

TSW practice this skill work using the 2nd and 3rd grade learning progression with two familiar passages.

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Guided Practice:**We Do**

TSW practice this skill work using the 2nd and 3rd grade learning progression with two familiar passages.

TTW encourage students to use what they have learned while studying the learning progression to set goals for

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|                      |  |  | <p>to set goals for themselves. (Record in journal)</p> <p><u>Independent Practice: You Do</u></p> <p>Send students off with the reminder that they will operationalize their goals.</p> <p><u>Small Group Instruction:</u></p> | <p>themselves.</p> <p><u>Independent Practice: You Do</u></p> <p>Send students off with the reminder that they will operationalize their goals.</p> <p><u>Small Group Instruction:</u></p> |  |
| 5-10:15<br>ervention |  |  |   |  |  |

10:15-11:00  
Lunch/Recess

|                                 |   |                                 |  |                                 |                        |
|---------------------------------|---|---------------------------------|--|---------------------------------|------------------------|
| 5-12:30<br>ber Talks<br>ka Math | <p><b>Lesson 7</b></p> <p><b>Objective:</b> Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish</p> | <p><b>Continue Lesson 7</b></p> | <p><b>Lesson 8</b></p> <p><b>Objective:</b> Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.</p> | <p><b>Continue Lesson 8</b></p> | <p><b>Assessme</b></p> |
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mental benchmark measures.

**Number Talks: Breaking Each Number into Its Place Value**

**Application Problem**

Justin put a 1-kilogram bag of flour on one pan of a balance scale. How many 100-gram bags of flour does he need to put on the other pan to balance the scale?

**I Do:** Concept Development P.86 (Using scales.)

**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.

**Number Talks: Breaking Each Number into Its Place Value**

**I Do:** Concept Development P.96 (Using scales.)

**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\*\***How did your tape diagrams change in Problems 2(a) and Problem 2(b)?

\*After lesson is complete students will work on Moby Max to refresh their multiplication and division skills

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|  | <p><b>Questions to guide debrief</b>**How did you use the 1-kilogram , 100-gram, 10-gram, and 1-gram weights to help you estimate the weights of objects in the classroom?</p> <p>**Today you used a spring scale and a digital scale to measure objects. How are these scales used differently than the pan balance from yesterday's lesson?</p> <p>**Did anyone find an object that weighs exactly 1-kilogram? (Repeat for 100-grams, 10-grams and 1 gram.)</p> <p><b>You Do:</b> Exit Ticket</p> |  | <p><b>**Explain to your partner the relationship between Problem 2(a) and Problem 2(b).</b></p> <p><b>**How did today's Fluency Practice help you with problem solving during the Concept Development?</b></p> <p><b>You Do:</b> Exit Ticket</p> <p>*After lesson is complete students will work on Moby Max to refresh their multiplication and division skills</p> |  |  |
|--|---|--|--|--|--|

**12:35-1:15**  
Special Class

|        |                      |                      |                      |                      |                |
|--------|----------------------|----------------------|----------------------|----------------------|----------------|
| 5-1:45 | Decoding<br>Encoding | Decoding<br>Encoding | Decoding<br>Encoding | Decoding<br>Encoding | Decod<br>Encod |
|--------|----------------------|----------------------|----------------------|----------------------|----------------|

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| <p><b>rd Study</b></p> | <p>Review what a prefix is-use a card deck to quickly drill previously taught prefixes-</p> <ol style="list-style-type: none"> <li>1. Name the letters(i n)</li> <li>2. (How is it read? (“in”)</li> <li>3. What does it mean? (“in,not)</li> <li>4. Give an example. ( invalid)</li> </ol> <p>Introduce on board:<br/>Name the letters. How is it read? What is the meaning?</p> <p>Decode: Read sets of words w/ new prefix, highlight new prefix<br/>*Use syllable types and division rules to help decode these words</p> <ol style="list-style-type: none"> <li>1. Find the vowel</li> <li>2. Look at the consonants between vowels and use your syllable division rules to split.</li> <li>3. Recognize the syllable types to decide how to say the vowel.</li> <li>4. Blend the syllables back together and pronounce the word.</li> </ol> <p>In-income, infield, inflame, inmate, insight, inside</p> <p>Encode:</p> | <p>Review what a prefix is-use a card deck to quickly drill previously taught prefixes(mis and sub)-</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Name the letters(s u b)</li> <li>2. (How is it read? (“sub”)</li> <li>3. What does it mean? (“under, below)</li> <li>4. Give an example. ( submarine)</li> </ol> <p>Introduce on board:<br/>“in” Name the letters. “I n” How is it read? “In” What is the meaning? (in, not)</p> <p>Decode: Read sets of words w/ new prefix, highlight new prefix<br/>*Use syllable types and division rules to help decode these words</p> <ol style="list-style-type: none"> <li>1. Find the vowel</li> <li>2. Look at the consonants between vowels and use your syllable division rules to split.</li> <li>3. Recognize the syllable types to decide how to say the vowel.</li> <li>4. Blend the syllables back</li> </ol> | <p>Review what a prefix is-use a card deck to quickly drill previously taught prefixes-(mis, sub, in)</p> <p>Example: Example:</p> <ol style="list-style-type: none"> <li>1. Name the letters(m i s)</li> <li>2. (How is it read? (“mis”)</li> <li>3. What does it mean? (wrong, bad)</li> <li>4. Give an example. (misbehave)</li> </ol> <p>Introduce on board:<br/>1. Name the letters(r e) <li>2. (How is it read? (“re”)</li> <li>3. What does it mean? (“back, again”)</li> <li>4. Give an example. ( rewrite)</li> <p>Decode: Read sets of words w/ new prefix, highlight new prefix<br/>*Use syllable types and division rules to help decode these words</p> <ol style="list-style-type: none"> <li>1. Find the vowel</li> <li>2. Look at the consonants between vowels and use your syllable division rules to split.</li> <li>3. Recognize the syllable types to decide how to say the vowel.</li> <li>4. Blend the syllables back together and</li> </ol> </p> | <p>Review what a prefix is-use a card deck to quickly drill previously taught prefixes-1. Name the letters(r e) <li>2. (How is it read? (“re”)</li> <li>3. What does it mean? (“back, again”)</li> <li>4. Give an example. ( rewrite)</li> <p>Introduce on board: Name the letters. How is it read? What is the meaning?</p> <p>Decode: Read sets of words w/ new prefix, highlight new prefix<br/>*Use syllable types and division rules to help decode these words</p> <ol style="list-style-type: none"> <li>1. Find the vowel</li> <li>2. Look at the consonants between vowels and use your syllable division rules to split.</li> <li>3. Recognize the syllable types to decide how to say the vowel.</li> <li>4. Blend the syllables back together and</li> </ol> </p> | <p>Assessment<br/>Prefixes “in<br/>“re”</p> |
|------------------------|--|--|---|---|---|

Students will write same words with new prefixes. "Listen for the syllable divisions in each word and record one syllable at a time."

**Decoding/Encoding**

Phrases: "the class went inside" "the inmates wore orange" "the ball landed in the infield"

**Decode/Encode**

Sentences: "They ran inside when it started raining."  
"His throat was inflamed."  
"The teacher gave good insight on the matter."  
\*Refer to lesson handout

together and pronounce the word.

In- incredible, inability, incorrect, incomplete

**Encode:**

Students will write same words with new prefixes. "Listen for the syllable divisions in each word and record one syllable at a time."

**Decoding/Encoding**

Phrases: "the movie was incredible" "his inability to see made it hard to do tasks" "the worksheet was incorrect"

**Decode/Encode**

Sentences: "She has an incredible singing voice!" "The dog's inability to walk was sad." "The work they did was incorrect."  
\*Refer to lesson handout

the vowel. 4. Blend the syllables back together and pronounce the word.

Re: redo, respell, rewrite, rethink,

**Encode:**

Students will write same words with the new prefixes. "Listen for the syllable divisions in each word and record one syllable at a time."

**Decoding/Encoding**

Phrases: "she will redo the math" "respell the word" "rewrite the sentence"

**Decode/Encode**

Sentences: "Please reread your directions." "He returned from the bathroom." "She needs to rethink the situation."  
\*Refer to lesson handout

pronounce the word.

Re: refresh, recook, recall, return

**Encode:**

Students will write same words with the new prefixes. "Listen for the syllable divisions in each word and record one syllable at a time."

**Decoding/Encoding**

Phrases: "the class will return" "recook the food." "Sam felt refreshed"

**Decode/Encode**

Sentences: "Our class will return in five minutes." "Mom had to recook the food." "Pam's nap helped her feel refreshed."  
\*Refer to lesson handout



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| <p>45-2:20<br/>s Workshop</p> | <p><b>Lesson 5:</b><br/>I can use what I know about the Table of Contents to organize my chapters</p> <p><b>Standard:</b><br/>W.3.2.a.b, W.3.4, W.3.5, RI.3.5, RI.3.10, SL.3.1, L.3.1</p> <p><b>Student-Friendly Objective:</b><br/>I can... organize my writing.</p> <p><b>Materials:</b><br/>*Table of Contents<br/>*Their writing<br/>Pg. 37 in Lucy</p> <p><b>Mini-Lesson:</b><br/>Organization matters in text, whether it is large or small.</p> <p><b>Guided Practice:</b><br/>TW model the Table of Contents before it is organized and then after it is put in an order of importance.</p> | <p><b>Lesson 5 (cont'd):</b><br/>I can use what I know about the Table of Contents to organize my chapters</p> <p>SW continue on with their writing. Making sure Table of Contents match the chapters in their writing</p> | <p><b>Lesson 6:</b><br/>Studying Mentor Texts in Search for Elaboration</p> <p><b>Standard:</b><br/>W.3.2.a.b, W.3.4, W.3.5, W.3.8, RI.3.1, RI.3.2, RI.3.10, RFS.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1</p> <p><b>Student-Friendly Objective:</b><br/>I can... revise to elaborate, add necessary information on subtopics</p> <p><b>Materials:</b><br/>*Mentor Text<br/>*Organizing Information Text<br/>Anchor Chart pg. 38</p> <p><b>Mini-Lesson:</b><br/>Organizing the Table of Contents will also help with understanding the</p> | <p><b>Lesson 6 (cont'd):</b><br/>Studying Mentor Texts in Search for Elaboration</p> <p>Students will use the mentor text to help them revise and elaborate on their facts.</p> | <p><b>Assessm</b></p> |
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|  | <p><b>Independent Practice:</b><br/>SW reorganize their Table of Contents so that the flow of the information</p> <p><b>Small Group Instruction:</b><br/>*Work with struggling students.</p> |  | <p>importance of how each chapter is organized.</p> <p><b>Guided Practice:</b><br/>TW show an example of writing using a Table of Contents organized and then elaborated on.</p> <p><b>Independent Practice:</b><br/>SW organize the writing of the chapters to give enough information</p> <p><b>Small Group Instruction:</b><br/>*Work with struggling students to get their words and thoughts on the page</p> |  |  |
| <p>20-2:40<br/>re changes<br/>time (e.g.,<br/>portation,<br/>hology,<br/>urban growth,<br/>tion density,</p> | <p><u>Running Records</u><br/><u>Handwriting</u></p>   | <p><u>Science/Social Studies</u><br/>Hillary Clinton passage</p> | <p><u>Science Social Studies</u><br/>Hillary Clinton passage</p>  | <p><u>Running Records</u><br/><u>Handwriting</u></p> | <p><u>Science Lab/Experiments/Group Projects</u><br/><u>Assessme</u></p> |

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2:40-3:00 Teacher Monitored Recess

3:00

Prepare for Dismissal