**3rd Grade Weekly Lesson Plans**

**October 14 - 18**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30  Good Things/ Cursive Writing Practice | L.3.1.C  I can form and use the past tense of frequently occurring irregular verbs.  \*cursive writing\* | L.3.1.C  I can form and use the past tense of frequently occurring irregular verbs.  \*cursive writing\* | L.3.1.C  I can form and use the past tense of frequently occurring irregular verbs.  \*cursive writing\* | L.3.1.C  I can form and use the past tense of frequently occurring irregular verbs.  \*cursive writing\* |  |
| 8:30-9:35  Reader’s Workshop | Read Aloud:  Stone Fox Ch 10  Standard:  RL.3.10-Read and Comprehend literature,  RL.3.1 (comprehension, ask and answer questions)  RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events  W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4,  L.3.5, L.3.6  Student-Friendly Objective:  **I can raise the level of questions to unearth deeper meaning.**  Materials: Reading life notebook, Author’s Purpose Questions Watch Stone Fox movie to compare/ contrast differences.  Mini-Lesson:  Unit 1: Building a Reading Life Session 18  Post CFA Unit 1  **Teaching I DO**  Teach students that readers often ask a very important question “Why did the author include that?” Explain to students that important question demands a thoughtful response. Model by using excerpt from Stone Fox (page3)  **Guided Practice:**  **We Do**  Students will model this strategy with Author’s Purpose questions (heinemann) In small groups TSW use their grit and information from the text to generate possible answers to the questions. TTW circulate and coach into the work groups are doing and highlight students’ process.  **Independent Practice:**  **You Do**  Send students off and encourage them to think about the mind work they have done. Remind students to think about the big important questions in their independent books such as why the author made certain choices.  Small Group Instruction: | Student-Friendly Objective: **I can celebrate my progress.**  **To celebrate the end of this unit as well as the mentor text Stone Fox we will travel to ASTATE Museum to study Native American artifacts.** | **Load buses at 9:10**  **1st 9 weeks DOJO celebration field trip to Miracle League Playground** | 8:30-9:00 Growth Celebration  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).  W.3.1, W.3.2, W.3.3 RF.3.3, RF.3.4, RL.3.10, RI.3.10 SL.3.1, SL.3.6 L.3.1, L.3.2, L.3.3, L.3.4,  L.3.5, L.3.6  Student-Friendly Objective: **Pre-CFA for Unit 2** | **No School Staff Development** |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **Students will take pre CFA for module 2. (Edulastic) Lesson will begin after.**  **Module 2 Lesson 1**  **Objective:** Explore time as a continuous measurement using a stopwatch.  **Number Talks:** Breaking Each Number into Its Place Value P.200  **Application Problem**  Ms. Bower helps her kindergarteners tie their shoes. It takes her 5 seconds to tie 1 shoe. How many seconds does it take Ms. Bower to tie 8 shoes?  **I Do**: Concept Development P.14 (Using a stopwatch to measure time.)  **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.  \*\* Explain to your partner why the activities in Problem 5 did not take that long to complete.  **\*\***Did it take you longer to complete Problem 1 or Problem 4? Why?  \*\*Why do we use a stopwatch?  \*\*Seconds and minutes are units we use to measure time. How are they different?  \*\*Does time stop when we stop measuring time with our stopwatch? Use the word continuous to talk about why or why not with your partner.  **You Do**: Exit Ticket | **Field Trip** | **Due to Dojo Celebrations, students will be at lunch and recess during this time.** | **Lesson 2**  **Objective:** Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.  **Number Talks:** Breaking Each Number into Its Place Value P.200  **Application Problem**  Christine has 12 math problems for homework. It takes her 5 minutes to complete each problem. How many minutes does it take Christine to finish all 12 problems?  **I Do**: Concept Development P.25 (Using a number line and tape diagram to measure time.)  **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.  \*\* In Problem 2, what information was important for plotting the point on the number line that matched the time on each clock?  **\*\***Each interval on the analog clock is labeled with the numbers 1-12. Compare those with our labels from 0-60 on the number line. What do the labels represent on both tools?  \*\*How does multiplication units using units of 5 help you read or measure time?  \*\*How did our minute counting and time telling activities in today’s Fluency Practice help you with the rest of the lesson?  **You Do**: Exit Ticket | **No School** |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **Review of 6 Syllable Types:**  **put students into teams to see if they can give as many examples of each of the 6 syllable types we have learned. Have students race to see which team has the most correct** | **Field Trip** | **3.1-Intro to Layers of Language**  **I do:**  **Teach students how the structure and spelling of English words are influenced by origin, especially words coming to us from the Anlgo-Saxon, Latin, and Greek languages**  **We do:**  **Pg. 92-Draw the Layers of the English Language Triangle on the board and fill it in using the figure from pg. 92.**  **You do:**  **Have students complete the activities in Handout 3.1** | **Review:**  **6 Syllable Types**  **I do:**  **Teach students how the structure and spelling of English words are influenced by origin, especially words coming to us from the Anlgo-Saxon, Latin, and Greek languages**  **We do:**  **Pg. 92-Draw the Layers of the English Language Triangle on the board and fill it in using the figure from pg. 92.**  **You do:**  **Have students complete the activities in Handout 3.1** | **No Students**  **PD Day** |
| **1:45-2:30**  **Writer’s Workshop** | **Standard:** **W3.3a,b,c**; W3.4, W3.5, **W3.10,** RL3.1, RL3.3, SL3.3, SL3.6, L3.1, L3.2, L3.3    **Student-Friendly Objective:**  I CAN develop and strengthen my writing using what I have learned.    **Materials:**  \*Finished Writing  **Mini-Lesson:** Narrative writing  \*Purpose - To entertain \*audience- How do I want the reader to feel?  **Guided Practice:**  T will read the final draft of narrative story.  **Independent Practice:** TS will read their writing to the class to make sure it is ready for the hall.  **Small Group Instruction:**  \*Work with students who are needing minor adjustments to their final draft. | **Field Trip**  Students will finish watching the movie Stone Fox to do a Compare and Contrast between the book and movie. | TSW rewrite their summative narrative on demand writing. Using what they have learned.  They will then reflect on what they did well with their narrative writing, and set goals for what they want to work on with Information Writing. | Students will be producing their On Demand Writing for  Unit 2: Information | **NO SCHOOL**  **For students**  **TEACHER PD** |
| **2:20-2:55** | Running Records  Handwriting | Science/Social Studies  *TSW read Habitats and the Environment on Science-AZ*  *Guiding Vocabulary*  *Adaptation, climate,*  *environment* | Science/Social Studies  *TSW read Habitats and the Environment on Science-AZ*  *Guiding Vocabulary*  *Adaptation, climate,*  *environment* |  |  |
| 2:40-3:00  Teacher Monitored Recess | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | |