**3rd Grade Weekly Lesson Plans**

**October 21-25**

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| **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\* | L.3.1.C  I can form and use the past tense of frequently occurring irregular verbs.  \*cursive writing\*  Assessment |
| 8:30-9:35  Reader’s Workshop | Read Aloud:  Who Was Thomas Jefferson Ch1  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... preview nonfiction.  Materials:  Readers Notebook, Article  Pre CFA (informational)  Mini-Lesson:  Unit 2: Reading to Learn Session 1  **Teaching  I DO**  Teach students that nonfiction “readers get ready to read by revving up their minds” Model how to preview an overall text: gleaning what it seems to be about by studying text features and piecing together a hypothesis.  **Guided Practice  We DO** In partnerships students will preview a chapter from the read aloud text. TSW talk with partners about the way subheading create expectations.  **Independent Practice You Do**: TTW give students the same copy of a text and encourage them to determine what the text is mostly about...what do I expect to learn (record in Readers notebook)  Small Group Instruction:  Low Group: Justice, Nicolas, Zion-BR  350: Ladell, Ely, Londyn  450: Jaqueline, Payton, Jayla, Eryc, Jesus  540: Tristan, Connor, Crystion, Max, Lauryn, Kayleigh | Shared Reading:  *Newsela Article*  Four Forces on an Airplane  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... preview nonfiction.  Materials:  Readers Notebook, Article  Mini-Lesson:  Unit 2: Reading to Learn Session 1  **Teaching  I DO**  Remind students that nonfiction “readers get ready to read by revving up their minds” Model how to preview an overall text: gleaning what it seems to be about by studying text features and piecing together a hypothesis.  **Guided Practice  We DO** In partnerships students will preview a chapter from the read aloud text. 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Student-Friendly Objective:  I can... look for structure within a nonfiction text.  Materials: Readers Notebook, Article  **Mini-Lesson:**   Unit 2: Reading to Learn Session 2  **Teaching  I DO**  Teach students that readers of expository texts pause when they read to” make little summaries in their minds”TTW model reading a chunk of text; pausing to recall content in summary form, boxes and bullets and across the palm of your fingers.  **Guided Practice We DO** Working in table groups students will recall the entire text by either retelling it across their fingers or making box and bullet outlines  **Independent Practice You Do** Remind students of the importance of orienting to a text before reading. Encourage students to read in synchrony pausing to recollect information arranged by main ideas and supporting details.  Small Group Instruction:  Low Group: Justice, Nicolas, Zion-BR  350: Ladell, Ely, Londyn  450: Jaqueline, Payton, Jayla, Eryc, Jesus  540: Tristan, Connor, Crystion, Max, Lauryn, Kayleigh | Read Aloud:  Who Was Thomas Jefferson Ch2  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… look for structure within a nonfiction text.  Materials:  Readers Notebook, Article  Mini-Lesson: Unit 2: Reading to Learn Session 2  **Teaching  I DO**  Remind students that readers of expository texts pause when they read to” make little summaries in their minds”TTW model reading a chunk of text; pausing to recall content in summary form, boxes and bullets and across the palm of your fingers.  **Guided Practice:**  **We DO** Working in table groups students will recall the entire text by either retelling it across their fingers or making box and bullet outlines  **Independent Practice You Do:** Remind students of the importance of orienting to a text before reading. Encourage students to read in synchrony pausing to recollect information arranged by main ideas and supporting details.  Small Group Instruction:  Low Group: Justice, Nicolas, Zion-BR  350: Ladell, Ely, Londyn  450: Jaqueline, Payton, Jayla, Eryc, Jesus | Assessment: |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **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  **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 | **Lesson 3**  **Objective:** Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.  **Number Talks:** Breaking Each Number into Its Place Value  **Application Problem**  There are 12 tables in the cafeteria. Five students sat at each of the first 11 tables. Three students sat at the last table. How many students are sitting at the 12 tables in the cafeteria?  **I Do**: Concept Development P.38 (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:**  \*\* Look at Problem 1. Talk to a partner: How is the number line similar to the analog clock? How is it different?  **\*\***What strategy did you use to draw hands on the clock in Problem 3?  \*\*Look at Problem 4. How many fives did you count by? Write a multiplication sentence to show that. How many ones did you count by? Write a multiplication sentence to show that. How many minutes altogether?  \*\*How does the tape diagram that many of us drew to solve the Application Problem relate to the first number line we drew in the Concept Development?  **You Do**: Exit Ticket | **Lesson 4**  **Objective:** Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.  **Number Talks:** Breaking Each Number into Its Place Value  **Application Problem**  Patrick and Lilly start their chores at 5:00 p.m. The clock shows what time Lilly finishes. The number line shows what time Patrick finishes. Who finishes first? Explain how you know. Solve the problem without drawing a number line. You might want to visualize or use your clock template, draw a tape diagram, use words, number sentences, etc.  **I Do**: Concept Development P.51 (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:** \*\* How are Problem 1 and 2 different? How did affect the way you solved each problem?  **\*\***Did you count forward or backward to solve Problem 3? How did you decide which strategy to use?  \*\*Discuss with a partner your strategy for solving Problem 6. What other counting strategies could you use with the clocks to get the same answer?  \*\*Is 11:58 a.m. a reasonable answer for Problem 7? Why or why not?  \*\*Explain to your partner how you solved Problem 8. How might you solve it without using a number line or a clock?  **You Do**: Exit Ticket | **Review Lessons 2,3,4 as needed** | Assessment  **Exit Tickets 2,3,4** |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **3.2-Introduction to Anglo Saxon Letter-Sound Correspondences and Syllable Patterns**  **I do:**  **Teacher will create anchor chart explaining that Anglo Saxon words are your everyday, shorter words, usually with one or two syllables**  **Ex: branch, round, porch, track, spoil, made, blink, cart, seen, crawl, charm, play**  **Anglo Saxon Syllable Patterns:**  **Review how we would divide these short words with 2 or 3 syllables**  **Ex: rabbit, napkin, Halloween, hamster, grumble, candle, teamster, trumpet**  **We do:**  **Students will spell the multisyllabic words and phrases as I dictate them to you**  **Ex: frizzle, starlet, boundary, pilot, simple puzzle, grumpy triplets, twisting acrobat, mushy cucumber**  **You do:**  **Have students look for common Anglo Saxon words in their literature books.** | **3.3-Anglo-Saxon Morpheme (Compound Words)**  **I do: Teacher will explain that morpheme patterns are used to expand words (compound words)**  **Teacher will give examples on board: outlaw, washcloth, overpass, sunflower**  **We do: Students will have a note card with a base word. They will go around the room until they find the correct match to create a compound word.**  **You do:**  **Handout 3.3** | **3.4-Ango-Saxon Morpheme Patterns (Prefixes)**  **I do: Teacher will introduce prefixes and add them to base words on board. Prefixes cannot stand alone: they come at the beginning of the word. Ex: rewind**  **Create anchor chart of prefix on page 100 of Word Study book.**  **We do: Write these words on the board and have students underline the prefix. First underline, then read the word.**  **Ex: forearm, exchange, alone, defog, refresh, preplan, disclose, recall, forecast, preview, unlike, befriend, subway, amount, delight, prefix, alike, inside, return, misplace**  **You do:**  **Look for words in your textbooks/reading passage/library book** | **3.4-Ango-Saxon Morpheme Patterns (Prefixes)**  **I do: Teacher will introduce prefixes and add them to base words on board. Prefixes cannot stand alone: they come at the beginning of the word. Ex: rewind**  **Create anchor chart of prefix on page 100 of Word Study book.**  **We do: Write these words on the board and have students underline the prefix. First underline, then read the word.**  **Ex: forearm, exchange, alone, defog, refresh, preplan, disclose, recall, forecast, preview, unlike, befriend, subway, amount, delight, prefix, alike, inside, return, misplace**  **You do:**  **Handout 3.4** | **Assessment over Compound words and Prefixes** |
| **1:45-2:20**  **Writer’s Workshop**  **Lucy Calkins: The Art of Information Writing** | **Lesson 1: Teaching Others as a Way to Prime the Pump**  **Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, SL.3.1, SL3.3, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L.3.6  **Student-Friendly Objective:**  I CAN… teach others about a topic.  **Materials:** Teaching moves that Information Writers should borrow (pg. 10)  **Mini-Lesson:**  Information writers are teachers. You are teaching a subject (unit of study).  **Guided Practice:**  TW use the Anchor chart to explain a topic, that will help students stay on topic with their teaching.  **Independent Practice:** Students will think of something they know a lot about and teach it to their partner.  **Mid Workshop Teaching:**  Think of this teaching as a rough draft: add, take out, reorganize  **Small Group Instruction:** | **Lesson 1: Teaching Others as a Way to Prime the Pump** (continued Day 2) **Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, SL.3.1, SL3.3, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L.3.6  **Student-Friendly Objective:**  I CAN… teach others about a topic.  **Materials:** Teaching moves that Information Writers should borrow (pg. 10)  **Mini-Lesson:**  Information writers are teachers. You are teaching a subject (unit of study).  **Guided Practice:**  TW use the Anchor chart to explain a topic, that will help students stay on topic with their teaching.  **Independent Practice:** Having taught their partner about their topic are there any questions or more information that needs to be added.  **Mid Workshop Teaching:**  Think of this teaching as a rough draft: add, take out, reorganize  **Small Group Instruction:** | **Lesson 2: The Power of Organizing and Reorganizing**  **Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, SL.3.1, SL3.3, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L.3.6  **Student-Friendly Objective:**  I CAN… plan and organize my writing.  **Materials:**  \*Deadliest Animals \*Anchor Chart (pg. 10) \*Hand for main idea & details  **Mini-Lesson:**  Information writers plan their writing and then they think about another plan that may be better.  **Guided Practice:**  I’m going to talk about a topic that I know a lot about: ?\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Independent Practice:**  Help students think about possible structure changes. Combine/split, or logical sequence.  **Mid Workshop Teaching:**  Think about whether your book as a logical structure. Does the order make sense.  **Small Group Instruction:** | **Lesson 2: The Power of Organizing and Reorganizing** (continued Day 2)  **Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, SL.3.1, SL3.3, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L.3.6  **Student-Friendly Objective:**  I CAN… plan and organize my writing.  **Materials:**  \*Deadliest Animals \*Anchor Chart (pg. 10) \*Hand for main idea & details  **Mini-Lesson:**  Information writers plan their writing and then they think about another plan that may be better.  **Guided Practice:**  I’m going to talk about a topic that I know a lot about: ?\_\_\_\_\_\_\_\_\_\_\_\_\_  **Independent Practice:**  Help students think about possible structure changes. Combine/split, or logical sequence.  **Mid Workshop Teaching:** Think about whether your book as a logical structure. Does the order make sense.  **Small Group Instruction:** | Assessments  Assess Students Planning and organization of their Information writing |
| **2:20-2:55**  **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 | Science/Social Studies  \*\*Four Forces on an airplane article is covered in shared reading\*\*  \*\*Forces in motion powerpoint\*\* | Science Social Studies  \*\*Four Forces on an airplane article is covered in shared reading\*\* | Running Records  Handwriting | Science Lab/Experiments/Group Projects |
| 2:40-3:00  Teacher Monitored Recess | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | |