**3rd Grade Weekly Lesson Plans**

**October 28-November 1**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30Good Things/Language Skills  | **L.3.1.D Ensure subject-verb agreement.** | **L.3.1.D Ensure subject-verb agreement.** | **L.3.1.D Ensure subject-verb agreement.** | **L.3.1.D Ensure subject-verb agreement.** | **L.3.1.D Ensure subject-verb agreement.****\*\*assessment\*\*** |
| 8:30-9:35Reader’s Workshop | Read Aloud: Who Was Thomas Jefferson Ch3Standard:  **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 grasp the main idea in nonfiction texts.Materials:Readers Notebook, ArticleMini-Lesson: Unit 2: Reading to Learn Session 3Teaching I DOTeach students that readers organize the bits of information in a nonfiction text into categories. “Point out that when readers reflect on what they have just read, it helps to figure out what the bigger categories are” \*\*memory game\*\*Guided Practice:**We Do**Channel readers to practice finding popout sentences that function almost like subheadings in the Weird and Wonderful Octopus.Independent Practice: **You Do** Remind readers that they can organize expository text by locating pop out sentences.Small Group Instruction: | Shared Reading: Forces on a Baseball -Newsela ArticleStandard:  **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 grasp the main idea in nonfiction texts.Materials:Readers Notebook, ArticleMini-Lesson: Unit 2: Reading to Learn Session 3Teaching I DORemind students that readers organize the bits of information in a nonfiction text into categories. “Point out that when readers reflect on what they have just read, it helps to figure out what the bigger categories are” Explain that Guided Practice: We DoChannel readers to practice finding popout sentences that function almost like subheadings in the text.Independent Practice: You DoYou Do Remind readers that they can organize expository text by locating pop out sentences.Small Group Instruction: | Shared Reading: Forces on a Baseball -Newsela ArticleStandard:  **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 become an expert and teach others from nonfiction texts.Materials:Readers Notebook, ArticleMini-Lesson: Unit 2: Reading to Learn Session 4Teaching I DOTeach students that when they read nonfiction texts they become experts and they can teach others. “To teach others the reader needs to know the main ideas and supporting details. TTW model reading like an expert. Ask students to share their observations about the modeling technique.Guided Practice:We DoTSW try “teaching” in partnerships using a passage from the class book.Independent Practice: You DoChannel partnerships to read their independent reading texts aloud to each other and teach others what they have just read.Small Group Instruction: | Read Aloud: Who Was Thomas Jefferson Ch4Standard:  **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 become an expert and teach others from nonfiction texts.Materials:Readers Notebook, ArticleMini-Lesson: Unit 2: Reading to Learn Session 4Teaching I DORemind students that when they read nonfiction texts they become experts and they can teach others. “To teach others the reader needs to know the main ideas and supporting details. TTW recruit a student to model reading like an expert. Ask students to share their observations about the modeling technique.Guided Practice:We DoTSW try “teaching” in partnerships using a passage from the class book.Independent Practice: You DoChannel partnerships to read their independent reading texts aloud to each other and teach others what they have just read.Small Group Instruction: | Assessment:  |
| 9:35-10:15Intervention |  |  |  |  |  |
| **10:15-11:00**Lunch/Recess |
| 11:05-12:30Number TalksEureka Math  | **Lesson 5****Objective:** Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.**Number Talks:** Breaking Each Number into Its Place Value **Application Problem**Carlos gets to class at 9:08 a.m. He has to write down homework assignments and complete morning work before math begins at 9:30 a.m. How many minutes does Carlos have to complete his tasks before math begins.**I Do**: Concept Development P.62 (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:**\*\* Describe the process of drawing the number line for Problem 2. Explain how you labeled it. (Call on students who used different ways of thinking about and labeling parts and wholes to share.)\*\*How did your answer to Problem 4(a) help you solve Problem 4(b)?\*\*In Problem 5, you had to find a start time. How is your approach to finding a start time different from your approach to finding an end time?\*\*Besides a number line, what other models could you use to solve Problems 2, 4, and 5?**You Do**: Exit Ticket | **Continue Lesson 5** | **Topic A Quiz** | **Lesson 6****Objective:** Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.**Number Talks:** Breaking Each Number into Its Place Value **I Do**: Concept Development P.75 (Measuring using 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:**\*\* How are the units kilogram and gram similar? How are they different?\*\*Explain to your partner how you used a pan balance to create a bag of rice that weighed 1 kilogram.\*\*Could we have used the digital scale to create a bag of rice that weighs 1 kilogram? Why or why not?\*\*How many equal parts were there when you decomposed 1 kilogram into groups of 100 grams? 100 grams into groups of 10 grams? 10 grams into groups of 1 gram? How does this relationship help you answer problem 5?\*\*What new math vocabulary did we use today to communicate precisely about weight?**You Do**: Exit Ticket | **Continue Lesson 6** |
| **12:35-1:15**Special Class |
| 1:15-1:45Word StudyPrefixes-mis, sub, in | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** |
| **Review what a prefix is--1. Name the letters(m i s) 2. (How is it read? (“mis”) 3. What does it mean? (“bad,wrong”) 4. Give an example. ( misbehave)****Introduce on board: Name the letters. How is it read? What is the meaning?****Decode: Read sets of words w/ new prefix, highlight new prefix-misbehave, mishap, misread, mislead, mistook, mistrust, misfit****\*Use syllable types and division rules to help decode these words 1. Find the vowel 2. Look at the consonants between vowels and use your syllable division rules to split. 3.Recognize the syllable types to decide how to say the vowel. 4. Blend the syllables back together and pronounce the word.****Encode:****Students will write those words with new prefix. “Listen for the syllable divisions in each word and record one syllable at a time.” \*Refer to lesson handout****Encoding/Decoding Phrases: “ a mismatched sock” “a misprint” “the mistreated puppy”** **Decode/Encode Sentences: “Tom had on a mismatched sock today.” “Learn from your mistakes.”****\*Refer to handout** | **Review what a prefix is-use a card deck to quickly drill previously taught prefixes-1. Name the letters(s u b) 2. (How is it read? (“sub”) 3. What does it mean? (“under”) 4. Give an example. ( subway)****Introduce on board: Name the letters. How is it read? What is the meaning?****Decode: Read sets of words w/ new prefix, highlight new prefix****\*Use syllable types and division rules to help decode these words 1. Find the vowel 2. Look at the consonants between vowels and use your syllable division rules to split. 3.Recognize the syllable types to decide how to say the vowel. 4. Blend the syllables back together and pronounce the word.****Sub-submarine, subtext, subway****Encode:****Students will write same words with new prefixes. “Listen for the syllable divisions in each word and record one syllable at a time.” \*Refer to lesson handout****Decoding/Encoding Phrases: “I will ride the subway”****“ he was submerged into the water”****“a submarine in the ocean”****Decode/Encode Sentences: “I rode the crowded subway.”** **“Jack was submerged into the water.”****“The submarine was deep in the ocean.”****\*Refer to handout** | **Review****Day due to no field trip** | **Review what a prefix is-use a card deck to quickly drill previously taught prefixes-1. Name the letters(i n) 2. (How is it read? (“in”) 3. What does it mean? (“in,not” 4. Give an example. ( invalid)****Introduce on board: Name the letters. How is it read? What is the meaning?****Decode: Read sets of words w/ new prefix, highlight new prefix** **\*Use syllable types and division rules to help decode these words 1. Find the vowel 2. Look at the consonants between vowels and use your syllable division rules to split. 3.Recognize the syllable types to decide how to say the vowel. 4. Blend the syllables back together and pronounce the word.****In-income, infield, inflame, inmate, insight, inside****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 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** | **Assess Prefixes**  |
| **1:45-2:20****Writer’s Workshop** | **Lesson 3: New Structure Leads to New Thinking** (pgs. 21-30)Different ways that they can present/ write their information.**Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, RI.3.8, SL.3.1, SL3.3, SL3.6, L.3.1, L.3.2, L.3.3**Student-Friendly Objective:** I CAN… try different organizational structures.**Materials:**(Choose 2 from below for today’s lessonExamples of:\*Boxes and Bullets\*Cause and Effect\*Problem and Solution\*Pros and Cons\*Compare and Contrast **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: (???) Discuss a couple of the ideas for using a different organizational structure.**Independent Practice:**Help students think about possible structural changes. **Mid Workshop Teaching:**Think about whether your book has a logical structure. Does the order and structure make sense?**Small Group Instruction:** | **Lesson 3: New Structure Leads to New Thinking** (cont.)(pgs. 21-30)**Standard:** W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.3, RI.3.8, SL.3.1, SL3.3, SL3.6, L.3.1, L.3.2, L.3.3**Student-Friendly Objective:** I CAN… try different organizational structures.**Materials:**Examples of:\*Boxes and Bullets\*Cause and Effect\*Problem and Solution\*Pros and Cons\*Compare and Contrast **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: (???) Discuss a couple of the ideas for using a different organizational structure.**Independent Practice:**Help students think about possible structural changes. **Mid Workshop Teaching:**Think about whether your book has a logical structure. Does the order and structure make sense?**Small Group Instruction:** | **Review Lesson 4 due to no field trip** | **Lesson 4: Laying the Bricks of Information**(pgs 31-34)This lesson is not teaching, it is getting them fired up to begin their writing. Getting them to try to write using the different structures.**Standard:** W.3.2, W.3.4, W.3.5, W.3.10, RI.3.8, SL.3.1, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L3.6**Student-Friendly Objective:** I CAN… plan and organize my writing.**Materials:**\*Sample of writing to show students.**Mini-Lesson:** Getting them fired up about beginning their draft.**Guided Practice:**Remember the topic you chose is something that you are an expert at. Choose the easiest chapter to write about first. **Independent Practice:**Students will be getting their writing on the page. Beginning with the part they feel is the easiest.**Mid Workshop Teaching:**Notice while conferencing with students strengths and positives that they are using. Share with the class.**Small Group Instruction:** | **Lesson 4: Laying the Bricks of Information**(pgs 31-34)This lesson is not teaching, it is getting them fired up to begin their writing. Getting them to try to write using the different structures.**Standard:** W.3.2, W.3.4, W.3.5, W.3.10, RI.3.8, SL.3.1, SL3.4, SL3.6, L.3.1, L.3.2, L.3.3, L3.6**Student-Friendly Objective:** I CAN… plan and organize my writing.**Materials:**\*Sample of writing to show students.**Mini-Lesson:** Getting them fired up about beginning their draft.**Guided Practice:**Remember the topic you chose is something that you are an expert at. Choose the easiest chapter to write about first. **Independent Practice:**Students will be getting their writing on the page. Beginning with the part they feel is the easiest.**Mid Workshop Teaching:**Notice while conferencing with students strengths and positives that they are using. Share with the class.**Small Group Instruction:** |
| **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 othe** | Running RecordsHandwriting | Science/Social Studies\*\* Forces on a baseball article is covered in shared reading\*\*\*\* Review Forces in motion powerpoint\*\* | Science Social Studies \*\* Forces on a baseball article is covered in shared reading\*\*\*\* Review Forces in motion powerpoint\*\* | Running RecordsHandwriting | Science Lab/Experiments/Group ProjectsQuiz over Newsela Article |
| 2:40-3:00Teacher Monitored Recess |
| 2:55-3:00Prepare for Dismissal |