**3rd Grade Weekly Lesson Plans**

**October 7-11**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30  Good Things/Language  Skills | Students will form and use simple verb tenses (e.g., I walk; I walked; I will walk).  \*Cursive Writing\* | Students will form and use simple verb tenses (e.g., I walk; I walked; I will walk).  \*Cursive Writing\* | Students will form and use simple verb tenses (e.g., I walk; I walked; I will walk).  \*Cursive Writing\* | Students will form and use simple verb tenses (e.g., I walk; I walked; I will walk).  \*Cursive Writing\* | Students will form and use simple verb tenses (e.g., I walk; I walked; I will walk).  \*Cursive Writing\*  Assessment |
| 8:30-9:35  Reader’s Workshop | Read Aloud: Stone Fox Chapter 8 *must be read before session 17*  Standard:  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 make sense of figurative language.  Materials: Reading life notebook  Mini-Lesson: Unit 1: Building a Reading Life Session 16  **Teaching I DO**  Teach students that when readers come upon confusing expression in a text, their job is to use all they know about what is going on to figure out what the expression might mean. Explain to students that the “expectation is to read metaphorically not literally” TTW model a few examples “crying over spilt milk” “barrel of monkeys”  **Guided Practice: We Do**  Set partners to do similar work with excerpts from Stone Fox. Encourage students to work with their partner to figure out the challenging part.  **Independent Practice:You Do** Send students off with the reminder that “readers of more complex text will encounter figurative language and they can use context clues to figure it out.”  Small Group Instruction: | Shared Reading:  Scientists just discovered a new fish Newsela article  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 make sense of figurative language.  Materials:Reading life notebook  Mini-Lesson: Unit 1: Building a Reading Life Session 16  **Teaching I DO**  Remind students that when readers come upon confusing expression in a text, their job is to use all they know about what is going on to figure out what the expression might mean. Explain to students that the “expectation is to read metaphorically not literally”  **Guided Practice: We Do**  Set partners to do similar work with excerpts from Stone Fox. Encourage students to work with their partner to figure out the challenging part. (Charting them on a chart)  **Independent Practice:You Do**  Send students off with the reminder that “readers of more complex text will encounter figurative language and they can use context clues to figure it out.”  Small Group Instruction: | Shared Reading:  Scientists just discovered a new fish Newsela article  Standard: RL.3.10-Read and Comprehend literature,  RL.3.1 (comprehension, ask a  nd 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 talk back to the text.  MaterialsReading life notebook:  Mini-Lesson: Unit 1: Building a Reading Life Session 17  **Teaching I DO**  Remind students that text signal readers to predict and evision. Teach students that text also signal for readers to ask questions..How could? And Why?TTW revisit a passage in the book that encourages the reader to ask questions. Model how to mull over answers to these questions. Rereading earlier parts of the text and rethinking characters motivations. (Readers Notebook)  **Guided Practice: We Do** Set students up in groups to do similar work with a new passage in the text.  \*\*recruit a group to share their process and thinking.\*\*  **Independent Practice:You Do**Send off students with the reminder that a text may lend itself for the reader to question, envision, predict or a combination of all 3. **Encourage students whenever they find themselves doing this “mindwork” take notes and jot it on a postit.**  Small Group Instruction: | Read Aloud:  Ch 9 Stone Fox End of ch 9 must be read before session 18  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 talk back to the text.  Materials:Reading life notebook  Mini-Lesson: Unit 1: Building a Reading Life Session 17  **Teaching I DO**  Remind students that text also signal for readers to ask questions..How could? And Why?TTW revisit a passage in the book that encourages the reader to ask questions. Model how to mull over answers to these questions. Rereading earlier parts of the text and rethinking characters motivations. (Readers Notebook)  **Guided Practice:We Do**  Set students up in groups to do similar work with a new passage in the text.  \*\*recruit a group to share their process and thinking.\*\*  **Independent Practice:You Do**  \*Students will take the RI assessment on computers\*  Small Group Instruction:  \*Students will take the RI assessment on computers\* | Assessment: |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **Lesson 20**  **Objective:** Solve two-step word problems involving multiplication and division, and assess the reasonableness of answers.  **Number Talks:** Breaking Each Number into Its Place Value P.200  **Application Problem**  Red, orange and blue scarves are on sale for $4 each. Nina buys 2 scarves of each color. How much does she spend altogether?  **I Do**: Concept Development P.252 (Using tape diagrams)  **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.  \*\*Compare the structure of Problem 1 and 2 to the rest of the Problem Set. Problem 1 and 2 explicitly ask two scaffold the two-step word problems. Problems 3-5 still require two steps but only ask one question.  \*\*Compare problems 3 and 5. What do the unknowns represent? How are these problems similar? How are they different?]  **You Do**: Exit Ticket | **Lesson 21**  **Objective:** Solve two-step word problems involving all four operations, and assess the reasonableness of answers.  **Number Talks:** Breaking Each Number into Its Place Value P.200  **Application Problem**  There are 4 boxes with 6 binders in each one. Three brothers share the binders. How many binders does each brother gets?  **I Do**: Concept Development P.265 (Using tape diagrams)  **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.  \*\*Students are seated with a personal white board. Select one student to stand behind someone seated. Say an expression or give a word problem. Of the pair, the first student to solve it correctly and lift his board wins the round. That student rotates one seat to the right. The goal is for a single child to work her way back to the  Seat behind which she originally stood. The game is very fast pace build excitement. Given the time constraints, the game is unlikely to finish. The winner can be the students who moves the most spaces.  **You Do**: Exit Ticket | Moby Max assessment  And Review | End of Module Assessment | Post CFA  (Edulastic) |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study  Vowel Digraphs  &  Consonant -le | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **Introduction:**  **T creates anchor chart with examples of each syllable type. \*Vowel Digraphs and Consonant -le\***  **Multi-Sensory:**  **Students will complete live sort of words with various syllable types.**  **-steam, boat, spray, joint, Paul, round, toast, gown, bait, fawn, Spain, flew**  **-table, cradle,poodle, sniffle, crumble, cuddle, nimble, puzzle,raffle, fumble, smuggle**  **Practice Word Building:**  **T will provide students a word to build on desktop. S will label vowels and syllable type.**  **Context Reading :**  **T will read passage and identify vowel teams and c-le words** | **Introduction:**  **T will write an example of each syllable type and model labeling and dividing.**    **Multi-Sensory:**  **S will be provided with a syllable type chart. S will work with team to brainstorm words with that syllable type. \*Make on Chart Paper\***  **Practice Word Building:**  **T will provide students a word to build on desktop. S will label vowels and syllable type.**  **Context Reading: S will work with partner to identify syllable types in passage. They will highlight them together.** | **Introduction:**  **T will write an example of each syllable type and model labeling and dividing.**  **Multi-Sensory: S will race to label and divide words by syllable type on the smartboard.**  **Practice Word Building: T will provide students a word to build on desktop. S will label vowels and syllable type.**  **Context Reading: T will model sorting syllable types found in passage into a t-chart on board.** | **Introduction:**  **T will write an example of each syllable type and model labeling and dividing.**  **Multi-Sensory: S will construct a giant syllable type t-chart using words containing that syllable type.**  **Practice Word Building: T will provide students a word to build on desktop. S will label vowels and syllable type.**  **Context Reading: S will work with a partner to locate syllable types in a passage and sort into the correct syllable type on t-chart on their marker board. They will need passage and one marker board per partnered group.** | **CFA Assessment Continued and Word Study Assessment** |
| **1:45-2:20**  **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:**  \*Writing prompt \*Organizer with the who, what, when, where, why, how  **Mini-Lesson:** Narrative writing sometimes is issued with a prompt. They have to be thought through to determine  \*Purpose \*audience \*What is the prompt asking me to do?  **Guided Practice:**  T will use a prompt to discuss what the prompt is asking the writer to do. What thoughts need to be addressed? Use an organizer to help plan out the writing.  **Independent Practice:** TS will use the strategies to write their own story to the prompt.  **Small Group Instruction:**  \*Work with students who are struggling to get their thoughts on paper. | **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 a partner to share what I have learned.  **Materials:**  \*Student’s writing from the prompt \*Narrative Prompt Rubric  **Mini-Lesson:**  Using a partner to read your writing to, is the best way to make sure it will be understood clearly.  **Guided Practice:**  T will explain that it is better to ask questions for clarification then it is to start telling them everything that is wrong. Think of the 5 w’s.  **Independent Practice:** Students will read their writing to each other. Make suggestions and edit what may need to be fixed.  **Small Group Instruction:**  \*Work with students who are struggling to get their thoughts on paper. | **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:**  \*Writing prompt \*Organizer with the who, what, when, where, why, how  **Mini-Lesson:** Narrative writing sometimes is issued with a prompt. They have to be thought through to determine  \*Purpose \*audience \*What is the prompt asking me to do?  **Guided Practice:**  T will use a prompt to discuss what the prompt is asking the writer to do. What thoughts need to be addressed? Use an organizer to help plan out the writing.  **Independent Practice:** TS will use the strategies to write their own story to the prompt.  **Small Group Instruction:**  \*Work with students who are struggling to get their thoughts on paper. | **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:**  \*Student’s writing from the prompt \*Narrative Prompt Rubric  **Mini-Lesson:**  Using a partner to read your writing to, is the best way to make sure it will be understood clearly.  **Guided Practice:**  T will explain that it is better to ask questions for clarification then it is to start telling them everything that is wrong. Think of the 5 w’s. **Independent Practice:** Students will read their writing to each other. Make suggestions and edit what may need to be fixed.  **Small Group Instruction:**  \*Help students to pick out their best writing to present. \*Work with students who are struggling to get their thoughts on paper. | **Standard:** SL.3.1, SL3.3, SL.3.6, L.3.1, L.3.2,  **Student-Friendly Objective:**  I can present my writing to an audience.  **Materials:**  The piece of writing they have decided to share with their audience.  **Students will share their best writing, with the class.**  **\*Celebrations for Writing will be moved to next week. Some students are still working.** |
| **2:20-2:40** | 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* | Running Records  Handwriting | Science Lab/Experiments/Group Projects  Assessment |
| 2:40-3:00  Teacher Monitored Recess | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | |