**3rd Grade Weekly Lesson Plans**

**January 20-24**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30  Good Things/ Cursive Writing Practice | **.** | **Form and use simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.** | Form and use simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs. | Form and use simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs. | Form and use simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs. |
| 8:30-9:35  Reader’s Workshop |  | Shared Reading:  Standard:  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.1)**  -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **(RL.3.2)**  -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **(RL.3.3)**  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(RL.3.4)**  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. **(RL.3.6)**  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (**RL.3.9)**  Student-Friendly Objective:  I understand that readers expect characters to face and react to trouble.  Materials:  Readers Notebook  Mini-Lesson:I Do  Unit 3: Character Studies Session 8  Teach students that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how to react to those problems. TT and SW generate a list of problems the main character in the read aloud faces and consider how she responds to them.  Guided Practice:We Do  Working in partnerships students will talk about how the main characters in their book responds to his or her problems.  Independent Practice: You Do Encourage students to continue their character work pay close attention to problem solving strategies.  Small Group Instruction: | Shared Reading:  Standard:  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.1)**  -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **(RL.3.2)**  -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **(RL.3.3)**  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(RL.3.4)**  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. **(RL.3.6)**  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (**RL.3.9)**  Student-  Friendly Objective:  I understand that readers notice the roles secondary characters play in the main characters’ journey.  Materials:  Readers Notebook  Mini-Lesson: I DoUnit 3: Character Studies Session 9  Teach students that readers pay close attention to how the secondary characters in a story help the main characters along their journey. Readers ask themselves “Why is this character in the story” “How does this character support the main character?”  Guided Practice: We Do  In partnerships students will study a secondary character in their club books record in Readers Notebook  Independent Practice:You Do Remind readers to pay attention to secondary character and the kinds of roles they play.  Small Group Instruction: | Read Aloud:  Because of Winn Dixie  ***Celebrating the 100th Day of School!!***  Standard:  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.1)**  -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **(RL.3.2)**  -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **(RL.3.3)**  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(RL.3.4)**  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. **(RL.3.6)**  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (**RL.3.9)**  Student-Friendly Objective:  I can notice the roles illustrations play in a story.  Materials:  Readers Notebook  Mini-Lesson: I DoUnit 3: Character Studies Session 10  Guiding Questions: Why might authors include illustrations? What do pictures contribute or add to a story?  Guided Practice:We Do  Working in small groups to examine the inquiry questions using Peter’s chair. Record in Readers Notebook  Independent Practice: You Do Remind students that if they come across an illustration in their books think what does it contribute.  Small Group Instruction: | Assessment: |
| 9:35-10:15  Intervention |  |  |  |  |  |
| **10:15-11:00**  Lunch/Recess | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **No School**  Martin Luther King’s Holiday | **Lesson 9**  **Objective:**  Model the associative property as a strategy to multiply.  **Number Talks:**  **I Do**: Concept Development P.108 (using arrays)  **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 1, how do the problems on the bottom simply the problems on the top?  \*\*Invite students to share how they knew where to draw parentheses for the equations in Problem 2.  In Problem 3, how did Charlotte simplify?  \*\*How are the commutative property and this new strategy helpful for finding the unknown, larger facts?  **You Do**: Exit Ticket | **Lesson 10**  **Objective:**  Use the distributive property as a strategy to multiply and divide.    **Number Talks:**    Application Problem  Use the 5 plus something break apart and distributive strategy to solve 6 x 8. Model with a tape diagram.  **I Do**: Concept Development P.119 (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\*\*** \*\*Describe the steps you took to solve for the unknown numbers in Problem 1(a).  \*\*How did you know what division fact to write for the unknown part in Problem 3?  \*\*What multiplication sentence is used to solve Problem 4? How do you know?  \*\*Invite students to share how to apply the break apart strategy to any of the expressions in Problem 5.  **You Do**: Exit Ticket | ***\*100th Day of School Activity\****  **Lesson 11**  **Objective:**  Interpret the unknown in multiplication and division to model and solve problems.  **Number Talks:**  **I Do**: Concept Development P.130 (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\*\*** \*\*In Problem 1, did you solve to find the number of groups or the number of items in each group?  \*\*What equations can be used to solve Problem 1?  \*\*In Problem 4, how many parts did each pack need to be split into in order for each boy to get 1 part? (Two equal parts.) Could we use that fact to solve the problem without first finding the total number of cards? Why or why not?  **You Do**: Exit Ticket | **Mid-Module Assessment** |
| **12:35-1:15**  Special Class | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** | **Decoding**  **Encoding** |
| **Decoding:**  **Encoding:** | **Decoding:**  **Encoding:** | **Decoding:**  **Encoding:** | **Decoding:**  **Encoding:** | **Decoding:**  **Encoding:** |
| **1:45-2:20**  **Writer’s Workshop** |  | **Bend II  Lucy Calkins-Unit 4 Session 7:** (pgs. 54-60) **Goals and Plans Are a Big Deal**  **Standards:** W.3.3, W.3.4, W.3.5, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3.a  **Student Friendly Objective:**  I can… plan and create a story in my imagination and then in reality  **Materials:** \*Writing Journal \*narrative checklist \*Fairy Tale draft for revising and publishing, reflecting \*Make anchor chart  (pg. 50)  **Mini-Lesson:** Planning your writing and the process in which you put the story together.  **Guided Practice:** TW write out a plan for the process and order that will be best for how the story will be told and what order the events will happen.  I**ndependent Practice:** SW work on the plan and process they will use to tell their story.  **Closing:** Have a couple of students to share how this strategy worked and if it was helpful.  **Small Group Instruction:** Monitor students and conference with those that are needing help. | **Lucy Calkins-Unit 4 Session 8:** (pgs. 71-79) **Telling Stories that Make Readers Shiver**  **Standards:** W.3.3, W.3.4, W.3.5, W.3.10, RL.3.3, RL.3.5, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3.a, L.3.6  **Student Friendly Objective:**  I can… plan a fairy tale that will be read out loud.  **Materials:** \*Writing Journal \*narrative checklist \*Fairy Tale draft for revising and publishing, reflecting \*Make anchor chart  (pg. 50)  **Mini-Lesson:** Making sure that the beginning of your story retell begins like a fairy tale that the reader sees and feels the way you want them to feel..  **Guided Practice:** TW read a couple of parts out of a fairy tale that gives students a visual as what their writing should look like.  I**ndependent Practice:** SW work on their fairy tale, rewriting so that it paints a good picture.  **Closing:** Have a couple of students to share how this strategy worked and what did they change.  **Small Group Instruction:** Monitor students and conference with those that are needing help. | **100th Day of School Activity**  **Lucy Calkins-Unit 4 Session 9:** (pgs. 80-88) **Revising Early and Often**  **Standards:** W.3.3, W.3.4, W.3.5, W.3.10, RL.3.2, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3  **Student Friendly Objective:**  I can… revise my writing as I read through it  **Materials:** \*Writing Journal \*narrative checklist \*Fairy Tale draft for revising and publishing, reflecting \*Make anchor chart  (pg. 65)  **Mini-Lesson:** Planning your writing and the process from the beginning allows revisions to be made often and soon. Clearing up any revisions that need to be made and working on it as you read.  **Guided Practice:** TW use a sample of writing to revise or change parts that would make clear up confusion or doesn’t pain a picture.  I**ndependent Practice:** SW work on their writing.  **Closing:** Ask any student that wants to read their fairy tale  **Small Group Instruction:** Monitor students and conference with those that are needing help. | **Lucy Calkins-Unit 4 Session 10:** (pgs. 89-95) **When Dialogue Swamps Your Draft, Add Actions**  **Standards:** W.3.3.b,d, W.3.4, W.3.5, W.3.10, RL.3.2, RL.3.4, RL.3.5, RL.3.6, SL.3.1, SL.3.6, L.3.1, L.3.2.c, L.3.3  **Student Friendly Objective:**  I can…create dialogue and actions to move the story along  **Materials:** \*Writing Journal \*narrative checklist \*Fairy Tale draft for revising and publishing, reflecting \*Make anchor chart  (pg. 65)  **Mini-Lesson:** Planning your writing with dialogue and action to move the story along.  **Guided Practice:** TW take a section of a story and show how to add dialogue and action to move the story along.  I**ndependent Practice:** SW work on their writing to add dialogue and action.  **Closing:** Have a couple of students share .  **Small Group Instruction:** Monitor students and conference with those that are needing help. |
| **2:20-2:55**  •I can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  •I can obtain and combine information to describe climates in different regions of the world.  •I can make a claim about the merits of a design solution that reduces the impacts of a weather-related hazards. | Running Records  Handwriting | Science/Social Studies  Guiding Questions:  What is weather?  How is Weather Measured?  Why is Weather Measured?  Have you had an interesting weather experience?  \*\*TSW read the power of wind quick read | Science Social Studies  TSW read the Power of Wind Quickread | Running Records  Handwriting | Science Lab/Experiments/Group Projects  Assessment |
| 2:40-3:00  Teacher Monitored Recess | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | |

**January 20 - 24 WORD STUDY SCRIPT**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | Review Morpheme:  2 minutes  Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being.  *Example: Edited Daily*  **ed= (on front)**  **ed=past tense verb**  The ice cream melted. (on back) \*Ask which sound does /ed/ make here.  Review more than one if time allows. | Introduce/Review Morpheme:  Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being used.    *This will be edited daily*  ***PRE*** *(on front)*  ***Pre= before***  *Be prepared for bad weather. (on back)*  Review more than one if time allows. | Introduce/Review Morpheme:  Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being used.    *This will be edited daily*  ***RE*** *(on front)*  ***Re=back, again***  *Redo your work. (on back)*  Review more than one if time allows. | [MultiSensory Activities](https://fcrr.org/resources/resources_sca_2-3.html)  Review with an activity from the link above, then students can take their assessment.  Assessment  Over suffix -ing |
|  | Introduce new suffix:  3 minutes  Teacher will display the suffix on the board.  **-ing:**  ***Let’s name the letters. i-n-g***  ***How is it read?***  ***/ing/***  ***/ing/ means present tense. “Let’s look at a couple of words to determine the meaning. I want us to remember if the suffix does not have a base word with it, it cannot stand alone.***  Write the word “harboring” on the board.  “***What does “harboring” mean if we know that /ing/ means it is present tense?”***  Model defining the word from right to left.    Write “bargaining” on the board. Model defining the word from right to left. ***Underline our base word. What does our base word mean? What does it mean when I add my suffix /ing/ at the end?***  (Record the definition and a sentence with one of the words on the back of that card.) | Introduce new suffix:  2 minutes:  Display the “suffix” on the board. Remind students of yesterday’s lesson.  Spell it: ING  Read it: /ING/  Define it:present tense | Introduce new suffix:  3 minutes  Display the “suffix” on the board. Remind students of yesterday’s lesson.  Spell it: ING  Read it: /ING/  Define it:present tense |
|  | Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new suffix.***  (each student has a list of words to read)  ***Box the suffix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. | Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new suffix.***  (each student has a list of words to read)  ***Box the suffix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. | Practice Reading (Decoding) Words with Morpheme:  7 minutes  ***Now let’s read more words containing our new suffix.***  (each student has a list of words to read)  ***Box the suffix in every word.***  ***Use syllable types and syllable division to decode the words.***  Charts referenced:  Syllable Types  Syllable Division  Decoding Strategy: Pronunciation  **I Do:** Teacher will model the above steps with the first word on the list.  **We Do**: Students will work with an elbow partner to decode the next 2 words from the list.  **You do:** Students will independently decode the last 3 words on the list. |
|  | Practice Building (Encoding) Words with the Morpheme:  7minutes  ***Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “furnishing” Let me say it. Let me clap my syllables. There are 3 syllables. My first syllable is* ***fur****. Let me think about all the ways the /ur/ sound is spelled, refer to sound wall. (Write it). The next syllable is* ***nish****. Let me think of all of the ways I can spell the sound “i”. Refer to sound wall. Show students how to try it until it looks right. Now add my suffix. Spell furnishing****.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (murmuring)  **I Do:** Call out a word for students to build independently. (**accepting)**  (Whiteboards or journals) | Practice Building (Encoding) Words with the Morpheme:  7 minutes  ***Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “****aggravating****” Let me say it. Let me clap my syllables. There is 1 syllable. My first syllable is* ***agg****. Let me think of all the ways the vowel can be spelled here. (Write it). The next syllable is* ***ra.*** *What could my vowel be here? Write it. My next syllable is* ***vate.*** *How can I spell that? Refer to sound wall. What do we call the syllable at the end? (“ing”) \*use rule for dropping the e and adding ing.*  *Show students how to try it until it looks right. Spell* ***aggravating.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (**daydreaming**)  **I Do:** Call out a word for students to build independently.  **(weathering)**  (nails (Whiteboards or journals)  Repeat with another word.  **(displaying)** | Practice Building (Encoding) Words with the Morpheme:  7 minutes  ***Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.***  **I Do:** *I am going to build the word “decorating” Let me say it. Let me clap my syllables. There are 4 syllables. What is the first syllable? I need to think about all the ways the /****e****/ sound is spelled, refer to sound wall. What is my next syllable? “Or”. Tell me all the ways to spell the “or” sound. What is the next syllable? “ate” Think of all the ways we can spell the “a” sound. \*remember to drop the e and ing\* Spell* ***decorating.***  **We Do:**  Call out a word and tell students to work with a partner to build it. (**submitting**)  **I Do:** Call out a word for students to build independently.  (**describing**)  (Whiteboards or journals)  Repeat with another word. |
|  | Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display/Write the word attack boxes on the board. Write the word **“mourning**” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Look up definition together. Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journals, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). | Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word **“preferring”** on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Look up definition if needed. Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define from list. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). | Practice defining words with Morpheme:  5 minutes  **Chart Referenced:**  **Word Attack: Meaning**  **I Do:**  Display the word defining graphic organizer. Write the word “**transcribing**” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Model creating a sentence with the word.  **We Do:**  Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. **(decomposing)** Have a pair of students share their definitions and sentences.  **You Do:**  Have students define a word from the word list independently using the graphic organizer.  Allow a pair each day to create a large chart of their word and sentence (student evidence). |
|  | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix.  (they were awarding them)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  (reserving the seat)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (reviewing the work)  Encoding:  Dictate a sentence using one of the phrases. **(The principals were awarding the class.)**  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix.  (were torturing animals)  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  ( mourning the loss of grandmother)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (cherishing their loved ones)  Encoding:  Dictate a sentence using one of the phrases. **(The family was mourning the loss of their kindhearted grandmother.)**  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:  6 minutes  **I Do:**  Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix.  **We Do:**  Display the following phrase and have students work with their partner to decode the phrase.  (lifting the chair from the ground)  **You Do:**  Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (baby was whining)  Encoding:  Dictate a sentence using one of the phrases.  **I Do:** You say the sentence.  **We Do:** Say the sentence as a class and determine the number of words in the sentence.  **I Do**: Students build the sentence on their board or in their journals.  **( They were catching fish in the nearby pond.)** |
| Materials Needed:   * Day 1 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/ journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 2 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/ journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 3 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning | Materials Needed:   * Day 4 word list * Defining words graphic organizer * Flashcards of previously taught prefixes * Blank flash card to build today’s prefix * White boards * Word study notebooks/journals * Anchor charts for decoding for pronunciation and meaning |