**3rd Grade Weekly Lesson Plans**

**September 16-20**

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| **Date** | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| 8:00-8:30  Good Things/ Cursive Writing Practice | **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  **Objective**  I can explain the function of pronouns.  \*Cursive Writing\* | | **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  **Objective**  I can explain the function of pronouns. | | **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  **Objective**  I can explain the function of pronouns. | | **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  **Objective**  I can explain the function of pronouns. | | **\*Quiz\***  **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  **Objective**  I can explain the function of pronouns. | |
| 8:30-9:35  Reader’s Workshop | Read Aloud: Ch5  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 a higher level prediction.  Materials: excerpt from mentor text, learning progression examples, narrative reading learning progression  Mini-Lesson: Unit 1: Building a Reading Life Session 10  **I Do**  **Teaching:** Teach students that “expert readers” draw on important specifics so that predictions not only tell the main things that are likely to happen, but also include details about ***how*** some of those things might happen. “Those small details carry “big meanings”  Guided Practice:  **We Do**  Using a passage from the mentor text. Return to the part in the book where we left off. Give students an opportunity to try to make a “how”prediction. (students examine sample student predictions and score it based on the learning progression.)    Independent Practice: **You Do**  Remind students that during their reading they are doing the “mind work of reading”..envisioning, paying attention to details and predicting.  **Small Group Instruction:**  Support struggling predictors by asking them to predict important moments and support predictions across the text. | | Shared Reading:  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 a higher level prediction.  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Independent Practice: **You Do**  Remind students that during their reading they are doing the “mind work of reading”..envisioning, paying attention to details and predicting.  **Small Group Instruction:**  Support struggling predictors by asking them to predict important moments and support predictions across the text. | | Shared Reading:  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 retell stories.  Materials:  Post-Its,Stone Fox excerpt  Mini-Lesson:  Unit 1: Building a Reading Life Session 11  **I Do**  **Teaching: “**Teach students that readers often retell books as a way to layout the story for themselves “pace out a timeline of Stone Fox taking big steps through the timeline of events.”  ***Thought Prompts for retelling..this makes me think...this lets me know...this makes me wonder***  Guided Practice:  **We Do**  Set readers up to practice retelling the story that they are reading with the partner. \*\*encourage students to take actual steps in their retelling...listening partners are encouraged to make sure that their partner is retelling with big steps not small steps (minor details)  Independent Practice:  **You Do**  Send readers off reminding them that retelling the story to themselves is a way to warm themselves up for reading  **Small Group Instruction**  Support students who struggle with retelling by encouraging them to sequentially retell across their fingers. | | Read Aloud:  Start Ch 6 \*but it doesn’t have to be read entirely until before session 15-will pace accordingly\*  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 retell stories.  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| 9:35-10:15  Intervention |  | |  | |  | |  | |  | |
| **10:15-11:00**  Lunch/Recess | | | | | | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **Lesson 11**  **Objective:** Model division as the unknown factor in multiplication using arrays and tape diagrams.  **Number Talks:** Breaking Each Number into Its Place Value P.199  **Application Problem**  Rosie puts two lemon slices in each cup of iced tea. She uses a total of 8 slices. How many cups of iced tea does Rosie make?  **I Do**: Concept Development P.148 (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.  \*\*Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers in class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.  \*\*Any combination of the questions below may be used to lead the discussion.  -Compare problems 1 and 2. What does the unknown represent in each problem?  -Compare how **units** are represented in tape diagrams and in arrays.  -How can each model represent both types of unknowns?  -Compare the way you solved the Application Problem with the tape diagram model we learned today.  **You Do**: Exit Ticket | | **Lesson 12**  Objective: Interpret the quotient as the number of groups or the number of objects in each group using units of 2.  **Number Talks:** Breaking Each Number into Its Place Value P.199  **Application Problem**  A chef arranges 4 rows of 3 red peppers on a tray. He adds 2 more rows of 3 yellow peppers. How many peppers are there altogether?  **I Do**: Concept Development p.160 (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 how you labeled the tape diagram in Problem 4. The number 2 appears in the problem; where do you see in the diagram?  \*\*Analyze Problems 1 and 2 on the Problem Set to compare different unknowns. (There are 2 birds in each cage in Problem 1, and 2 fish in each bowl in Problem 2.)  \*\*How does what the quotient represents affect the way a tape diagram is drawn?  **You Do**: Exit Ticket | | **Lesson 13**  Objective: Interpret the quotient as the number of groups or the number of objects in each group using units of 3.  **Number Talks:** Breaking Each Number into Its Place Value P.199  **Application Problem**  Mark spends $16 on 2 video games. Each game costs the same amount. Find the cost of each game.  **I Do**: Concept Development P. 171  (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.  \*\*Describe how the model in Problem 2(a) helped for drawing a tape diagram in Problem 2(b).  \*\*How does the Application Problem connect the work we did yesterday to what we did today?  \*\*Share work for Problem 5. The language some friends rather than a number may have presented a challenge.  \*\*Compare Problems 4 and 5. How did your approach to drawing the tape diagram change? Why?  \*\*Share word problems from the abstract activity in the Concept Development. The class may solve, or simply discuss, which is the unknown factor.  **You Do**: Exit Ticket | | **Continue and Review Lessons 12-13**  **Number Talks:** Breaking Each Number into Its Place Value P.199 | | **Topic D Assessment**  **Do the Math** | |
| **12:35-1:15**  Special Class | | | | | | | | | | |
| 1:15-1:45  Word Study  **Objective: Students will learn about words containing two adjacent vowels where we divide the words between the vowels** | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | |
| Introduction: Unstable Digraphs introduce words on board  Multi-sensory: Start by having students say words with unstable digraphs. How many sounds do we hear? How many letters in the word?  Ex: mosaic, create, being, museum, science, oasis, poem, going, zoology, duet, fluid  Practice: practice dividing into syllables on board with students at carpet  Word Building: with abc chart have students build the words with a partner.  Context Reading: Read passage with unstable digraphs together | | Review: C-le words  Introduction:Unstable Digraphs introduce words on board  Multi-sensory: Start by having students say words with unstable digraphs. How many sounds do we here? How many letters in the word?  Ex: archaic, theater, reinforce, nucleus, client, Joanne, coerce, egoist,cooperate, fuel, fluidity  Practice: practice dividing into syllables on board with students at carpet  Word Building: with abc chart have students build the words with a partner.  Context Reading: Read passage with unstable digraphs  With partners | | Review: C-le words  Introduction:  Unstable Digraphs introduce new words on board  Multi-sensory: Trace words from unstable digraphs word sheet and spell them aloud together  Ex: permeate, reinstate, quiet, boa, coexist,egoist, coordinate, fluent, bruin  Practice/Word Building: with abc chart have students build words on their own as you read them aloud  Context Reading:  Read passage with unstable digraphs  with partners | | Introduction:  Unstable Digraphs introduce new words on board  Multi-sensory: Trace words from unstable digraphs word sheet and spell them aloud together  Ex: Review words from the week-mosaic, create, theater, reinforce, permeate, quiet, fluent,duet, coerce, bruin  Practice: practice dividing into syllables on board with students at carpet  Word Building:with abc chart have students build words on their own as you read them aloud  Context Reading:Read passage with unstable digraphs  Independently as teacher listens around the room | | Assessment over unstable digraphs | |
| **1:45-2:20**  **Writer’s Workshop** | **Lesson 8**  Writing Discovery Drafts Pgs. 74-81  Standard: **W3.3a,b,c**; W3.4, W3.5, W3.8, **W3.10,** RL3.1, RL3.2, RL3.5, SL3.1, L3.3a,b; L3.6  Student-Friendly Objective:  I CAN develop and strengthen my writing during planning.  Materials:  \*Lucy Calkins L. 8  \*Narrative checklist \*Writer’s Notebook \*Graphic Organizer \*Personal Word Wall \*Sample writing  Mini-Lesson:  Writing discovery drafts. Getting every thought on the paper. Making sure this part gets the main idea of the story.  Guided Practice:  TW use the graphic organizer to plan out the best way to put the chunks of writing into a complete story.  TSW Use the narrative graphic organizer to put their thoughts in an order.  Independent Practice:  Continue with their writing that can be written into a complete story.  Small Group Instruction:  \*Work with students who are struggling to get their thoughts on paper.  \*Writing complete sentences | | **Lesson 9**  Revising by Studying What Other Authors Have Done Pgs. 82-90  Standard:  **W3.3a,b,c**; W3.4, W3.5, W3.8, **W3.10,** RL3.1, RL3.2, RL3.5, SL3.1, L3.3a,b; L3.6  Student-Friendly Objective:  I CAN develop and strengthen my writing during planning.  Materials:  \*Lucy Calkins L. 9  \*Narrative Checklist \*Writer’s Notebook \*Graphic Organizer \*Come on, Rain!  Mini-Lesson:  Writer’s use the words of other authors they like to read that they can use in their writing. Read Come On, Rain  Guided Practice:  TW use writing to model revising to make our writing more interesting. Write a paragraph together that shows topic, details.  TSW work on their writing using some of the strategies discussed while reading Come On’ Rain  Independent Practice:  Continue with their writing that can be written into a complete story.  Small Group Instruction:  \*Work with students who are struggling to get their thoughts on paper.  \*Writing complete sentences | | **Lesson 10** Revising by Studying What Other Authors Have Done Pgs. 91-101  Standard:  **W3.3a,b,c**; W3.4, W3.5, W3.8, **W3.10,** RL3.1, RL3.2, RL3.5, SL3.1, L3.3a,b; L3.6  Student-Friendly Objective:  I CAN develop and strengthen my writing during revising.  Materials:  \*Lucy Calkins L. 10  \*Narrative Checklist \*Writer’s Notebook \*Graphic Organizer  Mini-Lesson: Revision is not about fixing errors, it’s about adding details that develop the heart of the story.  Guided Practice:  TW remind students of how important it is to revise, reread, share and continue looking for ways to make their writing better.  TSW work on their writing using some of the strategies we have worked on.  Independent Practice:  Continue with their writing that can be written into a complete story.  Small Group Instruction:  \*Work with students who are struggling to get their thoughts on paper.  \*Writing complete sentences | | **Lesson 11** Paragraphing to Support Sequencing, Dialogue, and Elaboration  Pgs. 102-110  Standard:  **W3.3a,b,c**; W3.4, W3.5, W3.8, **W3.10,** RL3.1, RL3.2, RL3.5, SL3.1, L3.3a,b; L3.6  Student-Friendly Objective:  I CAN develop and strengthen my writing during revising and editing.  Materials:  \*Lucy Calkins L. 11  \*Narrative Checklist \*Writer’s Notebook \*Graphic Organizer  Mini-Lesson: Revision is not about fixing errors, it’s about adding details that develop the heart of the story. (Paragraphs)  Guided Practice:  TW remind students of how important it is to revise, reread, share and continue looking for ways to make their writing better.  TSW work on their writing using strategies we have worked on.  Independent Practice:  Continue with their writing that can be written into a complete story.  Small Group Instruction:  \*Work with students who are struggling to get their thoughts on paper.  \*Writing complete sentences | | **Review lessons as needed to move students to a finished and polished piece of writing.**  Continue working on student’s writing of their 1st narrative story.  \*Topic sentence \*show don’t tell \*transitions that move the story along  \*revising for details  \*editing for spelling, sentence structure, grammar  \*Use the rubric to monitor what they did well and what needs work.  \*Reflect on what needs to be worked on with the next narrative writing. | |
| **2:20-2:40** | Running Records  Handwriting | | Science/Social Studies  Constitution Day  C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights)  **TSW watch Constitution brainpop video**. | | Science Social Studies  C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights)  TTW and TSW breakdown the meaning of the Preamble line by line | | Running Records  Handwriting | | Science Lab/Experiments/Group Projects | |
| 2:40-2:55  Teacher Monitored Recess | | | | | | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | | | | | | |