**3rd Grade Weekly Lesson Plans**

**September 9 - 13**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 nouns.  I can determine if a noun is common or proper.  \*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 nouns.  I can determine if a noun is common or proper.  \*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 nouns.  I can determine if a noun is common or proper.  \*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 nouns.  I can determine if a noun is common or proper.  \*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 nouns.  I can determine if a noun is common or proper.  \*Cursive Writing | |
| 8:30-9:35  Reader’s Workshop | Read Aloud: Ch3 Stone Fox  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 follow textual cues as I read  Materials:  Post-Its,Stone Fox excerpt  Mini-Lesson:  Unit 1: Building a Reading Life Session 8  **I Do**  **Teaching:** Teach students that “expert readers always ask what mindwork does this text want me to do”Anytime the text reads like a movie. The reader is expected to **Envision** what his happening  Guided Practice:  **We Do**  Using a passage from the mentor text. TTW and TSW take notice of any signals that the text provides for us to make a mental movie.    Independent Practice: **You Do**  Remind students that to truly comprehend a story they must turn their minds on and notice book cues knowing when to envision and when to collect facts. In their own reading students are encouraged to notice what they envision and any information they collected.  \*\*Encourage students who are envisioning a lot to use a post it to sketch or jot what they are picturing.\*\*  Small Group Instruction: | | Shared Reading:  **How to Make Apple Cider Passage**  \*\* Ch.4 of Stone Fox must be read before session 9\*\*  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 follow textual cues as I read  Materials:  Post-Its,Stone Fox excerpt  Mini-Lesson:  Unit 1: Building a Reading Life Session 8  **Teaching: I Do**  Teach students that “expert readers always ask what mindwork does this text want me to do”Anytime the text reads like a movie. The reader is expected to **Envision** what his happening  Guided Practice:  **We Do**  Using a passage from the mentor text. TTW and TSW take notice of any signals that the text provides for us to make a mental movie.  Independent Practice: **You Do**  Remind students that to truly comprehend a story they must turn their minds on and notice book cues knowing when to envision and when to collect facts. In their own reading students are encouraged to notice what they envision and any information they collected.  \*\*Encourage students who are envisioning a lot to use a post it to sketch or jot what they are picturing.\*\*  Small Group Instruction: | | Shared Reading:  **How to Make Apple Cider Passage**  \*\* Ch.4 of Stone Fox must be read before session 9\*\*  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 I can make predictions about my reading.  Materials:  Chart paper, post its  Mini-Lesson:  Unit 1: Building a Reading Life  Lucy Mini Lesson 9  **Teaching:** **I Do** Explain to students that when readers understand a story well they often think “what will happen next”  Guided Practice:  **We do:** **Active Engagement**  Create a chart that shows the big things that have happened in Stone Fox up until this point.**(through Ch4)** Encourage students to write a prediction for what will happen next. **Coaching Tips:Did you think about what you know about the characters? Did you think about what little Willy tends to do in difficult situations?**  Independent Practice: **You Do** Remind readers to practice recent strategies to help build their understanding. (Envisioning and Predicting)  \*\*Reassure students that incorrect predictions are part of the process\*\*  Small Group Instruction:  Coach students with evidence based predictions. | | Read Aloud:  Stone Fox Ch 5 pp 40-45  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 I can make predictions about my reading.  Materials:  Chart paper, post its  Mini-Lesson:  Unit 1: Building a Reading Life  Lucy Mini Lesson 9  **Teaching: I Do** Explain to students that when readers understand a story well they often think “what will happen next”  Guided Practice:  **We do:** **Active Engagement**  Create a chart that shows the big things that have happened in Stone Fox up until this point.**(through Ch4)** Encourage students to write a prediction for what will happen next. **Coaching Tips:Did you think about what you know about the characters? Did you think about what little Willy tends to do in difficult situations?**  Independent Practice: **You Do** Remind readers to practice recent strategies to help build their understanding. (Envisioning and Predicting)  \*\*Reassure students that incorrect predictions are part of the process\*\*  Small Group Instruction:  Coach students with evidence based predictions. | | Assessment: | |
| 9:35-10:15  Intervention |  | |  | |  | |  | |  | |
| **10:15-11:00**  Lunch/Recess | | | | | | | | | | |
| 11:05-12:30  Number Talks  Eureka Math | **Lesson 9**  **Objective:** Find related multiplication facts by adding and subtracting equal groups in array models.  **Number Talks:** Breaking Each Number into Its Place Value P.198  **I Do**: Concept Development p.117  Teacher will introduce decomposing 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.**  \*\*Review the strategy of adding and subtracting the totals of known “easy” facts for solving unknown factors.  \*\*Differentiate between when to apply addition or subtraction through analysis of example 8X3 from the Concept Development. (Students solved 8X3 using both addition and subtraction.) ask students to apply the strategy to solve 8X4.  **You Do**: Exit Ticket | | **Lesson 10**  **Objective**: Model the distributive property with arrays to decompose units as a strategy to multiply.  **Number Talks:** Breaking Each Number into Its Place Value P.198  **Application Problem**  A guitar has 6 strings. How many strings are there on 3 guitars? Write a multiplication equation to solve.  **I Do**: Concept Development P.128  Teacher will introduce the vocabulary: ***distributive*** ***property,*** ***break apart*** and ***distribute.***  **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 problems 1 and 2, why might breaking an array into two parts to multiply, add, and then solve be easier than just multiplying the total number of groups times their size?  \*\*Check problem 3(a) by drawing and writing on the board as students give you verbal directions for how to create the page in Ruby’s photo album.  \*\*Review the vocabulary term **parentheses.**  **You Do:** Exit Ticket | | **Continue Lesson 10**  **Number Talks:** Breaking Each Number into Its Place Value P.198 | | **Mid-Module Assessment**  **Do the 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.198  **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 | |
| **12:35-1:15**  Special Class | | | | | | | | | | |
| 1:15-1:45  Word Study | **Decoding**  **h** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | | **Decoding**  **Encoding** | |
| Decoding:  2.7  Review  Optional VCV-  \*Phonemic Awareness warm up with VCV-segment words with pictures from powerpoint  New Skill- Consonant-le  \*listen for sound/words with consonant-le (say them)  Practice-  \*Read words containing syllable pattern from board  \*analyze words by sound  \*Guided oral reading of passage  Encoding:  2.7  Review- VCV  \*Instant spelling practice- spell vcv words from PA warm up power point  New Skills- Consonant -le \*sounds in the word  Practice Writing Words-spell words containing C-le on marker board as teacher says them \*dictation  Practice Writing Sentences- dictation phrases | | Decoding:  2.7  Review  Optional VCV  \*speed drill with VCV words  New Skill- Consonant-le  \*pronunciation/Articulation  Practice- \*sort words at table  Practice- \*Choral Read Sentences and phrases containing syllable pattern from passage How to Make Apple Cider  Review-  Encoding:  2.7  Review- VCV-\*phoneme/grapheme mapping  New Skills- Consonant -le \*structure of the word  Practice Writing Words-\*pound syllables  Practice Writing Sentences- \*dictation sentences | | Decoding:  2.7  Review  Optional VCV  \*card deck review of vcv words  New Skill- Consonant-le  \*Grapheme Correspondence  Practice- \*speed drill  Practice- \*partner reading with passage How to Make Apple Cider  Encoding:  2.7  Review- VCV-\*Instant spelling practice- spell vcv words  New Skills- Consonant -le  \*use words in meaningful context  Practice Writing Words-\* word chains  Practice Writing Sentences- \*frequent, distributed practice | | Decoding:  2.7  Review  Optional VCV- \*blending practice with card deck  New Skill- Consonant-le \*chunk or syllable pattern  Practice- \*Immediate corrective feedback  Practice-guided silent reading How to Make Apple Cider  Encoding:  2.7  Review- VCV- \*phoneme/grapheme mapping  New Skills- Consonant -le  \*When you hear\_\_\_ it is spelled \_\_\_\_\_\_.  Practice Writing Words-\*Immediate corrective feedback  Practice Writing Sentences-  \*dictate sentences | | Decoding:  Assessment over c-le pattern | |
| **1:45-2:20**  **Writer’s Workshop** | **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. | | **Assessment**  will be students finishing their first narrative writing .  Students will begin to plan out what they will write about with their second narrative writing. | |
| **2:20-2:55** | Running Records  Handwriting | | Science/Social Studies  Standard:  **3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.**  **TTW read Mammoth Hot Springs Investigative File**  **Guiding Question: Can animals survive in a hot spring environment.** | | Science Social  Standard: **3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.**  **TTW read Mammoth Hot Springs Investigative File**  **Guiding Question: Can animals survive in a hot spring environment.** | | Running Records  Handwriting | | Science Lab/Experiments/Group Projects  Standard:  **3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.**  **TSW complete a response sheet from the Mammoth Spring passage.** | |
| 2:40-3:00  Teacher Monitored Recess | | | | | | | | | | |
| 2:55-3:00  Prepare for Dismissal | | | | | | | | | | |