

### 3rd Grade Weekly Lesson Plans

Date	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 Breakfast/ Bell Ringer	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things
8:20-8:50 Interventions	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
8:50-9:20 Word Study	<p><b>-y, -ly endings</b> RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> ease&gt;easy rust&gt;rusty deep&gt;deeply live&gt;lively</p> <p><b>We do:</b> slime&gt;slimy</p>	<p><b>-y, -ly endings</b> RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> Stinky Hardly</p> <p><b>We do:</b> Crunchy Loudly</p>	<p><b>-y, -ly endings</b> RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Decoding</b> (Students will read from PowerPoint)</p> <p><b>I do:</b> Frosty Openly</p> <p><b>We do:</b> Salty Terribly</p>	<p><b>-y, -ly endings</b> RF2.3d Decode words with common prefixes and suffixes</p> <p><b>Review</b></p> <p><b>Decoding</b> STOMP the Words: Teacher holds up flashcard, students read the word, clapping each syllable.</p>	<p><b>-y, -ly endings</b> RF2.3d Decode words with common prefixes and suffixes</p> <p style="text-align: center;"><b>Assessment</b></p>

	<p>even&gt;evenly  *(I do and We do will be shown by zoom video)</p> <p><b>You do:</b>  storm&gt;stormy  total&gt;totally</p> <p><u>Introduce Irregularly Spelled Words (heart words):</u>  Another  Answer  Different  Enough</p> <p><u>*review*</u>  Friend  Sure  Gone  Syllable</p> <p><u>Reading Sentences</u>  (see wk 4 phonics plan)</p> <p><b>Encoding</b>  (Students will use whiteboards and markers)</p> <p><b>I do:</b></p>	<p><b>You do:</b>  Mighty  Dusty  Quickly</p> <p><u>Review Irregularly Spelled Words (heart words):</u>  Another  Answer  Different  Enough</p> <p><u>Reading Sentences</u>  (see wk 4 phonics plan)</p> <p><b>Encoding</b>  (Students will use whiteboards and markers)</p> <p><b>I do:</b>  Jumpy  Cleverly  Finally</p> <p><b>We do:</b>  Thirsty  Stuffy  Likely</p>	<p><b>You do:</b>  Stringy  Lightly  Suddenly</p> <p><u>Review Irregularly Spelled Words (heart words):</u>  Another  Answer  Different  Enough</p> <p><u>Reading Sentences</u>  (see wk 4 phonics plan)</p> <p><b>Encoding</b>  (Students will use whiteboards and markers)</p> <p><b>I do:</b>  Twitchy  Sleepy  Carefully</p> <p><b>We do:</b>  Glassy  Plainly  Finely</p>	<p><b>Encoding</b>  Spelling City</p>	
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	<p>Leafy Chubby Recently</p> <p><b>We do:</b> Glassy Stocky Wisely</p> <p><b>You do:</b> Spidery Milky lightly</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 4 phonics plan)</p>	<p><b>You do:</b> Toasty Warmly Lonely</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 4 phonics plan)</p>	<p><b>You do:</b> Perky Nicely Warmly</p> <p>Irregularly Spelled Words: *see words for Decoding</p> <p><u>Writing Sentences:</u> (see wk 4 phonics plan)</p>		
<p>9:20-10:20 Reading Workshop</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> <u>Chapter 9</u> <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> <u>Chapter 10</u> <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text,</p>	<p><u>Shared Reading:</u> <u>Stone Fox</u> <u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the</p>	<p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the</p>	<p><u>Standard:</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the</p>

	<p>understanding of a text, referring explicitly to the text as the basis for the answers.          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.  <b>Third Grade Lesson 16</b>  <u>Goal:</u>          Students will learn what a figure of speech is and how to figure out what it means when reading a story.  <u>Mini-lesson:</u>          Tell the students "What would you think if I told you it cost me an arm and a leg to go to the dentist?" This is called a figure of speech. A figure of speech is a way of saying something but should not be taken literally. It sometimes is just used to make things sound more exciting or interesting. Here are a few other examples of a figure of speech... (pre-recorded uploaded</p>	<p>referring explicitly to the text as the basis for the answers.          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.  <b>Second Grade Lesson 12</b>  <u>Goal:</u>          Students will think carefully about the end of the book and decide "Why did the author end the book this way? Is there an important lesson for me to learn?"  <u>Mini-Lesson:</u>          Explain to students that authors have reasons for ending their books the way they do. There are several ways of ending a book. Share with students the website of story endings. <a href="https://writescape.ca/site/2018/07/10-ways-to-end-a-story/">https://writescape.ca/site/2018/07/10-ways-to-end-a-story/</a>          Explain that when we read a book readers ask themselves:          Why did the author end</p>	<p>text as the basis for the answers.          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.  <b>Third Grade Lesson 11</b>  <u>Goal:</u>          Understand that retelling what you have read can help you stay on track with what you read.  <u>Mini-Lesson</u>          Ask students if they have ever watched a TV show that started out with "previously on..." Then they tell a summary of what happened on the show last time. They do this so you will know what is going on and the show will make sense to you.          Referring back to the previously read book <i>Stone Fox</i> explain that we are going to start at the beginning of the story and retell the book. Explain that when summarizing we tell the</p>	<p>text as the basis for the answers.          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.  <u>Assessment Stone Fox Test Ch 1-10</u></p>	<p>text as the basis for the answers.          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.  <b>Stone Fox Friday Third Grade Lesson 12</b>  <u>Goal:</u>          The class will work together to come up with some ideas they can do with a partner to help them make the most of their partnerships.  <u>Mini-lesson</u>          After watching the movie <i>Stone Fox</i> and comparing it to the book, students will discuss their favorite parts of Stone Fox, especially the parts that made them think deeply and visualize.  <u>Guided Practice:</u>          Students will discuss short summaries of the story Stone Fox, discuss the characters, and share their ideas about the ending. Partners will come up with a plan for</p>
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	<p>in google classroom)  <b>Guided Practice:</b>  Read page 161 from <i>Stone Fox</i>  Students will listen for the figurative language. Ask the students what they feel the figurative language on this page means. Discuss with a partner.  <b>Independent Practice:</b>  Students will look through their library books or the book <i>Stone Fox</i> and see if they can find any figurative language.</p>	<p>the book this way? Is there an important lesson for me to learn?  <b>Guided Practice:</b>  After reading the final chapter of <i>Stone Fox</i> discuss the ending of the story.  <b>Independent Practice:</b>  Students will write their own ending to the book <i>Stone Fox</i>.</p>	<p>major events that happen but leave out the minor details.  <b>Guided Practice:</b>  Students retell the story <i>Stone Fox</i> telling the major events leaving out the minor details.  <b>Independent Practice:</b>  Students will retell their favorite part of <i>Stone Fox</i> to their partner.</p>		<p>their movie poster project.  <b>Independent Practice:</b>  Students will work with a partner to make a <i>Stone Fox</i> Movie poster. This poster will include a short retelling of the book, list of the main characters with a short description.</p>
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10:20-11:05

Writing  
Workshop/  
Grammar

Standard:  
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Goal:  
Students will make their storytelling voices stronger. When writing stories students tell what happened in such detail that the reader can almost see, hear and feel everything in the story.

Materials:  
Story: Come on Rain  
A Storyteller's Voice  
Shows not Tells Chart

Mini-lesson:  
The students will listen to the read aloud Come on Rain by Karen Hesse on Google Classroom.

TTW model telling a story like a reporter making sure to use lots of details so students can visualize what is happening in the story. Explain that a Storyteller's voice shows the readers what is

Standard:  
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Goal:  
Reflecting on growth: Students will understand that when they want to get better at something they should stop and think "How have I grown?, What do I need to do to get better?" Then work hard to reach their goals.

Materials:  
Narrative Writing Checklist  
Rebecca's Writing New Goals

Mini\_lesson:  
TTW discuss the strengths that the students feel they have as writers, then discuss the goals that students have for becoming better writers.. Review the 3rd grade Narrative Writing Checklist. (In google Classroom) Show students Rebecca's writing piece. Identify what Rebecca did well

Standard:  
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Goal:  
Students will understand that they don't have to wait until they are finished with their writing to make sure they are spelling their words correctly. Take the extra time and ask "Am I spelling the words I know by heart correctly?"

Materials:  
Spelling resources  
Phrases vs sentences

Mini\_lesson:  
Discuss strategies with students that can be used to spell words correctly when writing. (high frequency words, breaking words into syllables, onset/rime, Stress the importance of spelling words they already know by heart correctly. TTW also discuss the difference between a phrase and a complete sentence.

Standard:  
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Goal:  
Writers will understand that writers rehearse for writing just like actors rehearse for acting. One way writers rehearse for writing is for writers to tell their story many times in many ways.

Materials:  
Mentor Text- Come on Rain  
To Write a True Story Chart  
Leads Sometimes Include chart

Mini\_lesson:  
TTW model a drafting booklet and how to tell a story across the pages. Tell the story in small steps across the pages. Think about what you want the reader to feel, visualize. TTW model sketching the sequence of a story. Today we are going to focus on the lead of our story. Share with students the lead from the story Come on Rain. Discuss with students different types of leads.

Guided Practice:  
Students will talk with

Standard:  
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Assessments

Grammar:

Kahoot Test over plural nouns, singular possessive and plural possessive nouns on Google Classroom

	<p>happening, not tells them.</p> <p><b><u>Guided Practice:</u></b> Ask students to share a part of the story Come on Rain that made them visualize what was happening, it was more like a movie in their mind. TTW display the Storyteller's Voice page under the document camera. Discuss what makes a storyteller's voice different from a news report and record student responses. Then discuss ideas of what the author of Come on Rain does that they could try in their writing as well.</p> <p><b><u>Independent Practice:</u></b> Students will make a list of descriptive words that would help with visualization.</p> <p><b><u>Grammar:</u></b> <u>Regular/Irregular plural nouns</u></p>	<p>according to the checklist and where she may need improvement.</p> <p><b><u>Guided Practice:</u></b> Ask students to look back at their writing piece from last week. Using the writing checklist TSW ask themselves "What did I do well? What do I need to do to get better?"</p> <p><b><u>Independent Practice:</u></b> Students will set 2-3 new writing goals based on the writing checklist and looking at one of their writing pieces.</p> <p><b><u>Grammar:</u></b> Irregular Plural nouns</p>	<p><b><u>Guided Practice:</u></b> Students will make a list of words they can already spell by heart. TSW Work with a partner and share the list to see if they have any of the same words or if their partner has any words on their list they forgot about.</p> <p><b><u>Independent Practice:</u></b> Students will write a short story practicing using the words they already know how to spell correctly.</p> <p><b><u>Grammar:</u></b> Singular Possessive nouns</p>	<p>partners and share ideas for their leads for their writing piece.</p> <p><b><u>Independent Practice:</u></b> Students will begin their writing piece. They will focus on the lead.</p> <p><b><u>Grammar:</u></b> Plural Possessive nouns</p>	
<p>11:05-11:45 Special Class</p>		<p>PLC</p>		<p>Team Meeting</p>	

<p>11:50-12:30 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>
<p>12:30-1:45 Number Talks Math</p> <p><b>Vocabulary</b> Place Value Ones Tens Hundreds Thousands Ten-thousand</p>	<p>Number Talks: <i>Making Tens</i> p.186</p> <p>7 + 3 7 + 5 + 3 3 + 6 + 7</p> <p><u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.</p> <p><u>Student-Friendly Objective:</u> I can identify the pattern in place value charts. I can identify each place up to ten-thousand.</p> <p><b>Pre-CFA</b></p> <p><b>Lesson 1:</b> What is place value?</p> <p><u>Materials:</u> Base ten blocks Chart paper Place value chart</p>	<p>Number Talks: <i>Making Tens</i> p.186</p> <p>5 + 5 5 + 6 + 5 5 + 9 + 5</p> <p><u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.</p> <p><u>Student-Friendly Objective:</u> I can identify the pattern in place value charts. I can identify each place up to ten-thousand.</p> <p><b>Lesson 1:</b> What is place value?</p> <p><u>Materials:</u> Base ten blocks Chart paper Place value chart Place value practice sheet</p>	<p>Number Talks: <i>Making Tens</i> p.186</p> <p>9 + 5 + 1 8 + 9 + 1 1 + 4 + 9</p> <p><u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.</p> <p><u>Student-Friendly Objective:</u> I can explain the value of each place up to ten-thousand.</p> <p><b>Lesson 2:</b> What is the value of that place?</p> <p><u>Materials:</u> Chart paper, "Poppin Values" Sheet</p> <p><b>Teacher will meet with groups 1 and 2.</b></p>	<p>Number Talks: <i>Making Tens</i> p.186</p> <p>8 + 2 2 + 4 + 8 8 + 3 + 2</p> <p><u>Standard:</u> <b>3.NBT.A.1</b> Use place value understanding to round numbers to the nearest 10 or 100.</p> <p><u>Student-Friendly Objective:</u> I can explain the value of each place up to ten-thousand.</p> <p><b>Lesson 2:</b> What is the value of that place?</p> <p><u>Materials:</u> Chart paper, "Poppin Values" Sheet</p> <p><b>Teacher will meet with groups 3 and 4.</b></p>	<p><u>Assessments</u></p>



	<p>Place value practice sheet What comes next? sheet</p> <p><b>Teacher will meet with groups 1 and 2.</b></p> <p><u>Mini-Lesson:</u> Create an anchor chart while reviewing place value. Teacher will demonstrate using base ten blocks.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete "Place Value Practice" worksheet</p> <p><u>Independent Work</u> Students will complete "What comes next?" worksheet</p>	<p>What comes next? sheet</p> <p><b>Teacher will meet with groups 3 and 4.</b></p> <p><u>Mini-Lesson:</u> Create an anchor chart while reviewing place value. Introduce ten-thousands. Teacher will demonstrate using base ten blocks.</p> <p><u>Small Group Instruction:</u> Teacher and students will complete "Place Value Practice" worksheet</p> <p><u>Independent Work</u> Students will complete "What comes next?" worksheet</p>	<p><u>Mini-Lesson:</u> Using chart paper write and discuss definitions for vocabulary: <i>place value, ones, ten, hundreds, thousands, and ten-thousand.</i></p> <p><u>Small Group Instruction:</u> Using chart paper, the teacher will write numbers and underline a specific place. Students will determine the value of that place and write it on their whiteboards.</p> <p><u>Independent Work</u> Students will complete a "poppin values" sheet.</p>	<p><u>Mini-Lesson:</u> Using chart paper write and discuss definitions for vocabulary: <i>place value, ones, ten, hundreds, thousands, and ten-thousand.</i></p> <p><u>Small Group Instruction:</u> Using chart paper, the teacher will write numbers and underline a specific place. Students will determine the value of that place and write it on their whiteboards.</p> <p><u>Independent Work</u> Students will complete a "poppin values" sheet.</p>	
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<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting:  l, i</p>	<p><b>Social Studies: Constitution Week/ US Symbols</b></p> <p><u>Standard:</u> C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights) C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos</p> <p><u>Student-Friendly Objective:</u> Students will be introduced to the <b>Declaration of Independence</b>, and learn facts about the <b>American Flag</b>.</p> <p><u>Materials:</u> Passage: Thomas Jefferson and the Declaration of Independence/ Main Idea and Supporting Details</p>	<p><b>Social Studies: Constitution Week/ US Symbols</b></p> <p><u>Standard:</u> C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights) C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos</p> <p><u>Student-Friendly Objective:</u> Students will be introduced to the <b>US Constitution</b>, and learn facts about the <b>Liberty Bell</b>.</p> <p><u>Materials:</u> Constitution Booklet  Constitution worksheet  Video Read-Aloud: The Liberty Bell</p>	<p><b>Social Studies: Constitution Week/ US Symbols</b></p> <p><u>Standard:</u> C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights) C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos</p> <p><u>Student-Friendly Objective:</u> Students will be introduced to the <b>Bill of Rights</b>, and learn facts about the <b>bald eagle and Statue of Liberty</b>.</p> <p><u>Materials:</u> Bill of Rights passage  Youtube Video: The Bald Eagle</p>	<p><u>Running Records</u></p> <p><b>Social Studies: Constitution Week/ US Symbols</b> C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights) C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos</p> <p>Video: Statue of Liberty <a href="https://www.youtube.com/watch?v=qS6YMKlwpjs">https://www.youtube.com/watch?v=qS6YMKlwpjs</a></p> <p>Assessment (Google Classroom)</p>
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		<p>Video Read-Aloud: The American Flag <b>*(Google Classroom)</b></p> <p><a href="https://www.youtube.com/watch?v=E5Uk089Radg">https://www.youtube.com/watch?v=E5Uk089Radg</a></p> <p>American Flag color sheet</p> <p><b>Mini-Lesson:</b> Teacher will read aloud the passage, then explain how to find the main idea and supporting details.</p> <p><b>Guided Practice:</b> Class will work to find the main idea and supporting details, and fill in the worksheet.</p> <p><b>Independent Practice:</b> Students will watch the American Flag video and color the flag.</p>	<p><a href="https://www.youtube.com/watch?v=6ox28uQzljU">https://www.youtube.com/watch?v=6ox28uQzljU</a></p> <p>Liberty Bell color sheet</p> <p>Video: Schoolhouse Rock- The Constitution</p> <p><a href="https://www.schoolhouse.com/media/Schoolhouse+Rock+The+Constitution+%289/1_qvxgh0c4">https://www.schoolhouse.com/media/Schoolhouse+Rock+The+Constitution+%289/1_qvxgh0c4</a></p> <p><b>Mini-Lesson:</b> Teacher will read the Constitution booklet with students and show Schoolhouse Rock video</p> <p><b>Guided Practice:</b> Students will work together to complete Constitution worksheet</p> <p><b>Independent Practice:</b> Students will watch the Liberty Bell</p>	<p><a href="https://www.youtube.com/watch?v=oKficmlxzal">https://www.youtube.com/watch?v=oKficmlxzal</a></p> <p><b>Mini-Lesson:</b> Teacher will explain about the Bill of Rights, using the passage.</p> <p><b>Guided Practice:</b> Look at our classroom and school rules and discuss if there are any amendments (anything they would change or add) they would make if they could.</p> <p><b>Independent Practice:</b> Students will watch the video about bald eagles and color the eagle.</p>	
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			Read-Aloud and color the bell.		
2:15-2:35 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
2:35-2:45 Prepare for Dismissal					
2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders					