

3rd Grade Weekly Lesson Plans

Date 8/23 - 8/27	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10 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
8:10-8:15 Number Talks	Identify place value in numbers	Identify place value in numbers	Identify place value in numbers	Identify place value in numbers	Identify place value in numbers
8:15-8:30 Read Aloud	<u>Freckle Juice</u> , chapter 3	<u>Freckle Juice</u> , chapter 4	<u>Freckle Juice</u> , chapter 5	<u>Freckle Juice</u> , chapter 6	<u>Freckle Juice</u> , chapter 7
8:30-9:00 95% Core Phonics	Consonant Blends, Digraphs, Silent letters, and Complex <u>Objective:</u> Consonants Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern words in	Consonant Blends, Digraphs, Silent letters, and Complex <u>Objective:</u> Consonants Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern words in	Consonant Blends, Digraphs, Silent letters, and Complex <u>Objective:</u> Consonants Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading and writing pattern	Consonant Blends, Digraphs, Silent letters, and Complex <u>Objective:</u> Consonants Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading	Consonant Blends, Digraphs, Silent letters, and Complex <u>Objective:</u> Consonants Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying,

	isolation and in passages.	isolation and in passages.	words in isolation and in passages.	and writing pattern words in isolation and in passages.	reading and writing pattern words in isolation and in passages.
9:00-9:40 Literacy Intervention	PSI Testing	PSI Testing	PSI Testing	PSI Testing	PSI Testing
9:40-10:55 Wit & Wisdom Core Reading	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 1 Essential Question: How does reading build knowledge? Content Framing Question: What do I notice and Wonder about <u><i>Thank You Mr. Falker</i></u> Learning Goal: Students will be able to make observations and ask questions about <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 1 Essential Question: How does reading build knowledge? Content Framing Question: What do I notice and Wonder about <u><i>Thank You Mr. Falker</i></u> Learning Goal: Students will be able to make observations and ask questions about <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 2 Essential Question: How does reading build knowledge? Content Framing Question: What is Happening in <u><i>Thank You Mr. Falker</i></u> Learning Goal: Students will be able to summarize the setting, characters and events in <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 2 Essential Question: How does reading build knowledge? Content Framing Question: What is Happening in <u><i>Thank You Mr. Falker</i></u> Learning Goal: Students will be able to summarize the setting, characters and events in <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 3 Essential Question: How does reading build knowledge? Content Framing Question: What does a deeper exploration of Trisha's feelings toward reading reveal in <u><i>Thank You Mr. Falker</i></u> Learning Goal: Explain how Tricia's feelings toward reading change throughout the book.</p>
10:55-11:10 W&W Deep Dive					
11:10-11:50 Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
Activity	Library	Art	Music	PE	MicroTime

11:55-12:35					
12:35-1:10 Small Group Reading	<p>Group 1 95% Core Phonics Group</p> <p>Skill 1: Letter Names and Sounds</p> <p>*Sight Words</p> <p>Centers</p> <ul style="list-style-type: none"> Epic Independent Reading 	<p>Group 2 95% Core Phonics Group</p> <p>Skill 2: VC and CVC</p> <p>*Sight Words</p> <p>Centers</p> <ul style="list-style-type: none"> Epic Independent Reading 	<p>Group 3 95% Core Phonics Group</p> <p>Skill 3: Consonant Blends</p> <p>Centers</p> <ul style="list-style-type: none"> Epic Independent Reading 	<p>Group 4 95% Core Phonics Group</p> <p>Skill 4: Consonant Digraphs</p> <p>Centers</p> <ul style="list-style-type: none"> Epic Independent Reading 	<p>Group 5 Comprehension</p> <p>Centers</p> <ul style="list-style-type: none"> Epic Independent Reading
1:10-2:10 Math	<p>Objective LT 1: I can read numbers to 10,000 (standard, word, expanded form)</p> <p>*Skills check</p>	<p>Objective LT 2: I can write numbers to 10,000 (standard, word, expanded form)</p>	<p>Objective LT 2: I can write numbers to 10,000 (standard, word, expanded form)</p> <p>*Skills check</p>	Flex Day/ RTI	<p>Objective LT 3: I can understand that a 4 digit number represents groups of ones. LT 4: I can understand that a 4 digit number represents groups of tens.</p>
2:10-2:40 Math Intervention	Remediation over prerequisites Place value, base ten, expanded form, word form, standard numbers	Remediation over prerequisites Place value, base ten, expanded form, word form, standard numbers	Remediation over prerequisites Place value, base ten, expanded form, word form, standard numbers	Remediation over prerequisites Place value, base ten, expanded form, word form, standard numbers	Remediation over prerequisites Place value, base ten, expanded form, word form, standard numbers

2:40-3:00 Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess	Teacher Monitored Recess
2:55- Dismiss Walkers 3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders					