

3rd Grade Weekly Lesson Plans

Date 8/30 - 9/3	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	Making Tens- Number Talks book	Making Tens- Number Talks book	Making Tens- Number Talks book	Making Tens- Number Talks book	Making Tens- Number Talks book
8:15-8:30 Read Aloud	<u>Fantastic Mr. Fox</u> Roald Dahl chapter 5,6	<u>Fantastic Mr. Fox</u> Roald Dahl chapter 7,8	<u>Fantastic Mr. Fox</u> Roald Dahl chapter 9,10	<u>Fantastic Mr. Fox</u> Roald Dahl chapter 11,12	<u>Fantastic Mr. Fox</u> Roald Dahl chapter 13,14
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	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	Long Vowel Silent e, Open Syllables, Hard and Soft c/g <u>Objective:</u> Students demonstrate understanding of the long vowel silent e, open syllable, and hard and soft c/g patterns by correctly identifying, reading	Long Vowel Silent e, Open Syllables, Hard and Soft c/g <u>Objective:</u> Students demonstrate understanding of the long vowel silent e, open syllable, and hard and soft c/g patterns by correctly	Long Vowel Silent e, Open Syllables, Hard and Soft c/g <u>Objective:</u> Students demonstrate understanding of the long vowel silent e, open syllable, and hard and soft c/g patterns by correctly

	correctly identifying, reading and writing pattern words in isolation and in passages.	correctly identifying, reading and writing pattern words in isolation and in passages.	and writing pattern words in isolation and in passages.	identifying, reading and writing pattern words in isolation and in passages.	identifying, reading and writing pattern words in isolation and in passages.
9:00-9:40 Literacy Intervention					
9:40-10:55 Wit & Wisdom Core Reading	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 3 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u><i>Thank You Mr. Falker?</i></u> Content Framing Question: What does a deeper exploration of Trisha's feelings toward reading reveal in <u><i>Thank You Mr. Falker</i></u> Craft Question: How does writing about what I read work? Learning Goal: Explain how Tricia's feelings toward reading change throughout the book.</p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 4 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u><i>Thank You Mr. Falker?</i></u> Content Framing Question: What is the essential meaning <u><i>Thank You Mr. Falker?</i></u> Craft Question: How do I write about <u><i>Thank You Mr. Falker?</i></u> Learning Goal: Explain an essential meaning of <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 4 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u><i>Thank You Mr. Falker?</i></u> Content Framing Question: What is the essential meaning <u><i>Thank You Mr. Falker?</i></u> Craft Question: How do I write about <u><i>Thank You Mr. Falker?</i></u> Learning Goal: Explain an essential meaning of <u><i>Thank You Mr. Falker</i></u></p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 5 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u><i>Thank You Mr. Falker?</i></u> Content Framing Question: How does <u><i>Thank You Mr. Falker</i></u> build my knowledge? Craft Question: How do I improve my writing? Learning Goal: Analyze how <u><i>Thank You Mr. Falker</i></u> builds knowledge. Improve writing by offering and using peer feedback.</p>	<p>Read Aloud: <u><i>Thank You Mr. Falker</i></u> Module 0 Lesson 5 Essential Question: How does reading build knowledge? Focus Question: What does reading mean to Tricia in <u><i>Thank You Mr. Falker?</i></u> Content Framing Question: How does <u><i>Thank You Mr. Falker</i></u> build my knowledge? Craft Question: How do I improve my writing? Learning Goal: Analyze how <u><i>Thank You Mr. Falker</i></u> builds knowledge. Improve writing by offering and using peer feedback.</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 11:55-12:35	Library	Art	Music	PE	MicroTime
12:35-1:10 Small Group Reading					
1:10-2:10 Math	<u>Objective</u> LT 5: I can understand that a 4-digit number represents a group of hundreds. *Skills check	<u>Objective</u> LT 6: I can understand that a 4-digit number represents a group of thousands. *Skills check	Flex Day/ RTI	<u>Objective</u> LT 7: I can round numbers to 10.	<u>Objective</u> LT 7: I can round numbers to 10. *Skills check
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					