

3rd Grade Weekly Lesson Plans
August 12-16

Date	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Good Things/ Cursive Writing Practice					
8:30-9:35 Reader's Workshop	<p><u>Read Aloud:</u></p> <p><u>Standard:</u></p> <p><u>Student-Friendly Objective:</u></p> <p><u>Materials:</u></p> <p><u>Mini-Lesson:</u></p> <p><u>Guided Practice:</u></p> <p><u>Independent Practice:</u></p>	<p><u>Shared Reading:</u> Unit 1-Spiral Up Passage-My Pet Hens</p> <p><u>Read Aloud:</u> First Day Jitters</p> <p><u>Standard:</u></p> <p><u>Student-Friendly Objective:</u> Students maintain the organized classroom book collection. The routine of silent individual reading are established.</p> <p><u>Materials:</u> book bins, Reading is Thinking chart.</p>	<p><u>Shared Reading:</u> Unit 1-Spiral Up Passage- My Pet Hens</p> <p><u>Standard:</u></p> <p><u>Student-Friendly Objective:</u> I can read books and build a reading life.</p> <p><u>Materials:</u> Goal Sheet, My Reading Life Folder</p> <p><u>Mini-Lesson:</u> Session 1-(I do) Teaching pg. 7-Share plans to set up my reading life well</p> <p>*Reading CFA*</p>	<p><u>Shared Reading:</u> Unit 1-Spiral Up Passage-The Rotten Goblin</p> <p><u>Read Aloud:</u> Freckle Juice Ch.1</p> <p><u>Standard:</u></p> <p><u>Student-Friendly Objective:</u> I can read books and build a reading life.</p> <p><u>Materials:</u>Goal Sheet, My Reading Life Folder</p> <p><u>Mini-Lesson:</u> Session 1-(I do)</p>	<p><u>Assessment:</u> Assess individual fluency</p>

	<p><u>Small Group Instruction:</u></p>	<p><u>Mini-Lesson:</u> Routines and procedures</p> <p><u>Guided Practice:</u> Routines and procedures</p> <p><u>Independent Practice:</u> Routines and procedures</p> <p><u>Small Group Instruction:</u> Routines and procedures</p>	<p>*20 Days: Day 10- Teacher will introduce guidelines for reading workshop and create anchor chart.</p> <p><u>Guided Practice:</u> (We do)-Active engagement pg.8: Teacher will invite students to make plans for their own reading lives (partner share)</p> <p>Students practice using guidelines for reading workshop</p> <p><u>Independent Practice:</u> (You do) Link pg. 9-Send students to read, resolving to make reading better this year than ever</p> <p>Students use guidelines for reading workshop independently while reading</p>	<p>Teaching pg. 7-Share plans to set up my reading life well</p> <p>*20 Days: Day 16- Teacher will model creating reading interest list</p> <p><u>Guided Practice:</u> (We do)-Active Engagement pg. 8-Restate or ask students to restate, some of the plans you overheard. Propose a public holding place for all the plans (Anchor chart)</p> <p>Assist students in creating their own reading interest list (genres, authors, titles, topics)</p> <p><u>Independent Practice:</u> (You do) Share pg. 12-Ask readers to discuss the work they did today and share</p>	
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			<u>Small Group Instruction:</u> Set goals with students to provide volume and stamina.	implications for future reading. Students will finish creating interest list <u>Small Group Instruction:</u> Set goals with students to provide volume and stamina.	
9:35-10:15 Intervention					
10:15-11:00 Lunch/Recess					
11:05-12:30 Number Talks Eureka Math		<u>Number Talks</u> Pg. 186 -Making 10;s <u>Objective:</u> Procedures for Math Journal and Number talks Subject to change*	<u>Number Talks</u> Pg. 187-Making 10's **CFA** Subject to change*	<u>Number Talks</u> Pg. 188-Making 10's Module 1 <u>Objective:</u> "I can understand equal groups of as multiplication" Procedures for Math Journal and Number talks	<u>Number Talks</u> Exit Ticket on 10's Do the Math Fluency Assessment Subject to change*

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12:35-1:15
Special Class

1:15-1:45 Word Study	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding
	<p>Decoding:</p> <p>Encoding:</p>	<p>Decoding:</p> <p>Encoding:</p>	<p>Decoding:</p> <p>2.1 Phonetic Wall</p> <p>Review- Students will clap out syllables of student names in classroom.</p> <p><i>Define syllable-</i> a unit of sequential speech sounds containing a vowel and consonants (if any) preceding or following that vowel. *please explain that every syllable contains at least one vowel.</p> <p>Practice- Display words on board to find vowels.</p> <p>New Skill- Sometimes it is useful to pick out which syllable in a word gets the accent or stress.</p> <p>*Listen for pronunciation/articulation of words. (Refer to 2.1 resource)</p>	<p>Decoding:</p> <p>2.2 Create anchor chart for reading a multi-syllable word</p> <p>Review- Six Syllable - closed, open, VCe, Vowel Digraph Syllable, Consonant- le, R-controlled</p> <p>Discuss and create anchor chart for open, closed and VCe syllable types.</p> <p>Refer to resource for words</p> <p>Practice- Word Sort (refer to resource)</p> <p>Practice Reading- Have students read words from each syllable type (refer to resource)</p> <p>Encoding:</p>	<p>Decoding:</p> <p>2.2 Review- open, closed, VCe syllable type</p> <p>New Skill- Create anchor chart for vowel digraphs, consonant-le, r-controlled</p> <p>Practice reading words- speed drill (refer to resource)</p> <p>Practice Reading Sentences and Phrases- (refer to resource) Choral Read</p> <p>Encoding:</p> <p>2.2</p> <p>Review-open, closed, VCe syllable types</p> <p>New Skill-</p>

			<p>Practice reading sentences - (Refer to resources)</p> <p>Encoding:</p> <p>2.1 Phonetic Wall</p> <p>Have students practice dividing words using white board. (refer to resource)</p> <p>*Introduce lines for each syllable segmentation. (refer to rules)</p> <p>*Create anchor chart for spelling</p> <p>Students will repeat teacher and write sentences on white board.</p>	<p>2.2 Review- practice finding and writing open, closed, VCe words from previous day.</p> <p>New Skill- Teacher will call out words from open, closed, VCe syllable pattern and students will practice writing and segmenting words using strategies learned from the previous day.</p>	<p>Auditory-sounds in words</p> <p>Practice Writing Words-taps sounds</p> <p>Practice Writing Sentences-Dictation Sentences</p>
<p>1:45-2:20 Writer's Workshop</p>	<p><u>Standard:</u></p> <p><u>Student-Friendly Objective:</u></p> <p><u>Materials:</u></p> <p><u>Mini-Lesson:</u></p> <p><u>Guided Practice:</u></p>	<p><u>Standard:</u> <u>Procedures and Organizing- All about me activity</u></p> <p><u>Student-Friendly Objective:</u></p> <p><u>Materials:</u></p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard: W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.3.8</u> Recall information from experiences or gather information from print and digital sources.</p> <ul style="list-style-type: none"> • Take brief notes on sources. 	<p><u>Standard: W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.3.8</u> Recall information from experiences or gather information from</p>	<p><u>Assessments</u> DSA</p>

	<p><u>Independent Practice:</u></p> <p><u>Small Group Instruction:</u></p>	<p><u>Guided Practice:</u></p> <p><u>Independent Practice:</u></p> <p><u>Small Group Instruction:</u></p>	<ul style="list-style-type: none"> Sort evidence into provided categories <p><u>Student-Friendly Objective:</u> I can recall information from experiences to develop a writing piece- on demand</p> <p><u>Materials:</u></p> <p><u>Mini-Lesson:</u> On demand writing assessment</p> <p><u>Guided Practice:</u></p> <p><u>Independent Practice:</u></p> <p><u>Small Group Instruction:</u></p>	<p>print and digital sources.</p> <ul style="list-style-type: none"> Take brief notes on sources. Sort evidence into provided categories <p><u>W.3.10</u> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> research reflection revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p><u>Student-Friendly Objective:</u> I can imagine the kind of writing I want to make and set goals for my writing.</p> <p><u>Materials:</u> Goal sheet, My Writers Life Folder, Writers</p>	
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2:20-2:40	<u>Running Records</u> <u>Handwriting</u>	<u>Science/Social</u> <u>Studies</u> Classroom Citizenship Roles/Procedures	<u>Science Social</u> <u>Studies</u> Classroom Citizenship Roles/Procedures	<u>Running Records</u> <u>Handwriting</u>	<u>Science</u> <u>Lab/Experiment</u> <u>s/Group</u> <u>Projects</u> Classroom Citizenship Roles/Procedures
<p>2:40-3:00 Teacher Monitored Recess</p>					
<p>2:55-3:00 Prepare for Dismissal</p>					