

3rd Grade Common Core Lesson Plan Template

3rd

Math &
Reading
Standards

Drop down
menus

>Clean
>Organized
>Editable

Learning with
MRS. SANTILLANA

Time/Subject	Monday August 19	Tuesday August 20	Wednesday August 21	Thursday August 22	Friday August 23
<div> <div> <div>8:00-8:15</div> <div>8:15-8:30</div> <div>8:30-8:45</div> </div> <div> <div>8:45-9:00</div> <div>9:00-9:15</div> <div>9:15-9:30</div> </div> </div>	Students arrive, take out binder, turn in homework, lunch money, notes, etc. Teacher picks two students to take lunch money & attendance. Morning Rote				
SCIENCE, STUDIES, & Writing Block 9:45-10:30	SCIENCE Objective		Students will... RI.3.1 - Delineate the meaning of general academic and domain-specific words and phrases as a text relevant to a grade 3 topic or subject area.		
	STUDIES Objective		Students will... RI.3.2 - Delineate the main idea of a text; recount the key details and explain how they support the main idea.		
	Writing/Language Arts Objective		Students will... RI.3.2 - 5 - Develop the topic with facts, definitions, and details. L.3.1 - 1 - Ensure subject-verb and pronoun-antecedent agreement.		
<div> <div>10:30-10:45</div> <div>10:45-11:00</div> <div>11:00-11:15</div> </div>	Science	Science	Reading	Studies	Writing
Science, Studies, Writing 11:45-12:30			Grammar, Sentences and Paragraphs		Grammar, Sentences and Paragraphs
LUNCH TIME					
Breakfast	8:30-10:30		WEDNESDAY 9:45-10:15		
Snack	Snack & Bathroom Break, All Testing: 10:20-10:40				
READING Block 10:20-10:30	Weekly Objective		Students will... RI.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		

Journeys 3rd Grade Lesson Plan Template

Pérsida Himmele, William Himmele



Journeys 3rd Grade Lesson Plan Template:

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In The Mathematics Lesson Planning Handbook Grades 3 5 Your Blueprint for Building Cohesive Lessons you ll learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3 5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you ll feel confident structuring lessons that lead to high student achievement Cuerpo de Maestros. Programación Didáctica. Inglés.e-book. ,2006-09-26

Engaging in Culturally Relevant Math Tasks, 6-12 Lou Edward Matthews, Shelly M. Jones, Yolanda A. Parker, 2022-12-01 Empower your students as they reimagine the world around them through mathematics Culturally relevant mathematics teaching engages students by helping them learn and understand math more deeply and make connections to themselves their communities and the world around them The mathematics task provides opportunities for a direct pathway to this goal But many teachers ask how can you find adapt and implement math tasks that build powerful learners Engaging in Culturally Relevant Math Tasks helps teachers to design and refine inspiring mathematics learning experiences driven by the kind of high quality and culturally relevant mathematics tasks that connect students to their world With the goal of inspiring all students to see themselves as doers of mathematics this book provides intensive in the moment guidance and practical classroom tools that empower educators to shape culturally relevant experiences while systematically building tasks that are

standards based It includes A pathway for moving through the process of asking imagining planning creating and improving culturally relevant math tasks Tools and strategies for designing culturally relevant math tasks that preservice novice and veteran teachers can use to grow their practice day by day Research based teaching practices seen through the lens of culturally relevant instruction that help students develop deep conceptual understanding procedural knowledge fluency and application in 6 12 mathematical content Examples milestones opportunities for reflection and discussion questions guide educators to strengthen their classroom practices and to reimagine math instruction in response This book is for any educator who wants to teach mathematics in a more authentic inclusive and meaningful way and it is especially beneficial for teachers whose students are culturally different from them **Getting to the Core of English Language Arts, Grades**

6-12 Vicky Giouroukakis, Maureen Connolly, 2012-04-19 Design effective CCSS aligned lessons for secondary students If you want to revamp your secondary English Language Arts curriculum to reflect the Common Core State Standards this book is the perfect resource The authors move the implementation of the CCSS for ELA from the abstract to the concrete by providing adaptable exemplar lesson plans in each of the CCSS strands reading writing speaking and listening and language Each lesson template includes Intended grade level band timeline and the type of student writing involved Connections to supporting theory including the Backward Design model Variations to differentiate lessons for diverse student populations Ways to link the lesson to technology and service learning Reproducible handouts **Lesson Planning for High School**

Physical Education MacDonald, Lynn Couturier, Doan, Robert, Chepko, Stevie, 2018 Lesson Planning for High School Physical Education offers more than 240 lesson plans that are standards based and ready to use These innovative plans are great for fostering physical literacy in your students The book also provides guidance on how to plan effective lessons that align with SHAPE America's National Standards and Grade Level Outcomes for K 12 Physical Education **The Everything**

Guide to Informational Texts, K-2 Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you'll love most The how to's on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts *K-12 School Wellness Education*

Hannah Holl, Randy Nichols, 2025-08-22 The text provides strategies to promote wellness in schools with the focus on why physical activity matters Unit and lesson plans demonstrate how to combine physical activities with the Living Well components nutrition social and emotional wellness the body's responses to activity health related fitness and safety

Resources in Education, 2001-04 **Lesson Plans in Fourth Grade History** M. Annie Grace, Emma C. Monroe, 1917

NAGC Pre-K-Grade 12 Gifted Education Programming Standards National Assoc For Gifted Children,2021-09-03

The new Pre K Grade 12 Gifted Education Programming Standards should be part of every school district's repertoire of standards to ensure that the learning needs of advanced students are being met. NAGC Pre K Grade 12 Gifted Education Programming Standards: A Guide to Planning and Implementing High Quality Services details six standards that address the areas critical to effective teaching and learning along with suggestions for implementing each one. The Gifted Education Programming Standards are focused on student outcomes that address both cognitive and affective areas. Aligned to each of the outcomes are research and practice based strategies known to be effective for this special population of students. The book includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks. This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students. *Literacy Is Still Not Enough* Nicky Mohan, Ian

Jukes, Ryan L. Schaaf, 2021-01-26 Modern fluencies provide a platform for authentic teaching, learning, and assessment. While reading, writing, and arithmetic remain important, they are no longer enough. For learners to thrive, they must move beyond traditional literacies to modern fluencies: the unconscious mental processes that are learned, adapted, and applied in the context of real-world problems and challenges. In this book, the authors unpack the fluencies: solution, information, creativity, communication, collaboration, and global citizenship, to reflect the relentless social, cultural, and economic shifts of modern times. Practical resources are presented alongside Authentic Unit Plan Exemplars for each fluency, Assessment rubric examples, Discussion questions. Learners today must master an entirely different set of essential skills and knowledge needed to succeed than previous generations. This book provides a practical framework for integrating new fluencies into traditional curriculum. *Resources in Education*, 1997 **Atlantic Educational Journal**, 1907 *Concept-Based Literacy Lessons*

Lois A. Lanning, Tiffanee Brown, 2019-01-10 Literacy is not a decontextualized drill of skills or learning just about a book. You will highlight, ponder, and tab as you read about the design of Concept-Based literacy lessons. All students deserve the best literacy instruction, and this is the BEST! H. Lynn Erickson. The guide for designing and implementing Concept-Based literacy lessons. A Concept-Based Curriculum is designed to help students uncover important transferable understandings about what it means to be a capable reader, writer, speaker, viewer, listener, and thinker. But too often, a well-designed conceptual curriculum does not translate into conceptual teaching. *Concept-Based Literacy Lessons* helps bridge that divide and provides practical support for teachers implementing Concept-Based literacy lessons. This essential guide picks up where the book *Designing Concept-Based Curriculum for English Language Arts* left off. Authors Lois Lanning and Tiffanee Brown explain how to move from design to actionable practice by providing tools and examples straight from the classroom. They'll also show teachers how to use common literacy instructional practices such as Socratic Seminar, close reading, think aloud, explicit instruction, and so forth to support students' transfer of conceptual understanding. Written especially for literacy teachers.

readers will find Step by step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept Based classrooms Strategies to promote critical reflective and conceptual thinking Model elementary and secondary Concept Based lesson and unit plans A chapter devoted to answering frequently asked questions For educators looking for practical ways to implement a Curriculum and Instruction Model that s more inquiry driven and idea centered look no further than this book

Classroom Authoring Grd 2 Jima Dunigan,2008-04-11 **Preparing STEM Teachers** Joanne E. Goodell,Selma Koç,2020-09-01 STEM project based instruction is a pedagogical approach that is gaining popularity across the USA However there are very few teacher education programs that focus specifically on preparing graduates to teach in project based environments This book is focused on the UTeach program a STEM teacher education model that is being implemented across the USA in 46 universities Originally focused only on mathematics and science many UTeach programs are now offering engineering and computer science licensure programs as well This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context Topics discussed will include sustainability features of the model and how program assessment innovative instructional programming classroom research and effectiveness research have contributed to its success The objectives of the book are To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed To present the theoretical underpinnings of a STEM education model i e deep learning conceptual understanding To present innovative instructional programming in teacher education i e projectbased instruction functions and modeling research methods To present research and practice in classroom and field implementation and future research recommendations To disseminate program assessments and improvement efforts *Teaching the Content Areas to English Language Learners in Secondary Schools* Luciana C. de Oliveira,Kathryn M. Obenchain,Rachael H. Kenney,Alandeom W. Oliveira,2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today s schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following contentareas English language arts mathematics science and social studies This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described

Educators Guide to Free Internet Resources Educators Progress Service,2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire

Guided Inquiry Design® in Action Leslie K. Maniotes,LaDawna Harrington,Patrice Lambusta,2015-12-07 Supplying classroom tested lessons and unit plans that can serve as templates this book demonstrates exactly how to integrate and implement Guided Inquiry Design GID theory into practice Guided Inquiry is an approach that many educators thought leaders and practitioners alike are finding to be well suited to information age learning and a way to meet Common Core Standards For many teachers librarians middle school leaders and curriculum specialists the biggest challenge is finding examples of guided inquiry in practice applicable to their own context This guide offers an easy solution offering ready to use templates and models for implementing Guided Inquiry Design GID in the middle school learning environment With each supplied lesson laid out according to the session plan templates from GID and a thorough description of the ideal inquiry process from beginning to end integration and implementation of GID is attainable Besides showing how to put GID to best use to achieve five kinds of learning through inquiry the book provides an explicit structure for developing instructional partnerships and collaborative teams within the school and with the larger community It enables teachers school librarians and other educational partners to consider and plan for achieving outcomes that bring about deep understanding while also addressing curricular goals Readers will be better equipped to provide an authentic learning environment using collaboration discussion and reflection embedded in the sessions thereby helping their students to be able to think creatively to solve problems

The Language-Rich Classroom Pérsida Himmele,William Himmele,2009-07-13 Today s multilingual classrooms challenge even the best teachers skills As teachers strive to help all students reach their full potential the needs of English language learners ELLs can seem overwhelming In The Language Rich Classroom educators and consultants P rsida and William Himmele present a five part research based framework CHATS that teachers can use to help ELLs as well as other students attain greater language skills and deeper content comprehension This field tested framework includes diagnostic tools comprehensive overviews on second language acquisition and teaching techniques to boost language learning in any classroom The CHATS framework provides teachers with C content reading strategies H higher order thinking skills A assessment tools T total participation techniques and S scaffolding strategies The book also contains helpful planning worksheets assessment logs and scaffolding tools Teachers will also find more than 25 classroom and team building activities and specific tips about how these activities benefit ELLs The Language Rich Classroom is an invaluable resource that will help teachers foster greater gains in students language development increase their comprehension across all subject areas and build classrooms that are engaging and welcoming to students of all cultures

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