**Example of a Third Grade Week 1 Self-Contained Lesson Plan**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Model and GUIDE</strong></td>
<td><strong>GUIDE and go farther</strong></td>
<td><strong>ASSESS and Clarify</strong></td>
<td><strong>Go Deeper</strong></td>
</tr>
</tbody>
</table>
| T: Read passage aloud.  
S: draw person, give picture to another student.  
S: infer who is pictured and tell a trait the picture shows. | T: Tells how traits relate to actions—with examples.  
S: Read passage, choose person, list traits and evidence—what action shows trait. | T: Explain that motive is a reason—relates to traits—with example from real life.  
S: Read more, make chart: persons Traits Actions Motives. | S: read new part of passage or another passage.  
S: make chart: Person Traits action motive. | S: Write a story. Include character and actions. **Students needing assistance: revisit the passage, use graphic organizer to show what person did traits.** |
| **Writing** | **Model how to organize a paragraph** | **Review criteria for focus and support in a paragraph.** | **Edit another student’s paragraph.** | **Contribute to class guide—how to write a good paragraph.** |
| Set up word display to expand and use each day. Character Trait words. | **Model how to write a paragraph**  
S: list what to put in a paragraph about a person with good character traits.  
S: Write a paragraph about the person. | **Review criteria for focus and support in a paragraph.**  
S: add adjectives and examples—revise paragraph | **Edit another student’s paragraph.**  
Then students revise their paragraphs. | **Contribute to class guide—how to write a good paragraph.** |
| **Social Studies** | **Make diagram:** Leader-traits-actions  
S: Make diagrams of leaders and traits based on reading | **Make diagram:** Leader-traits-actions  
S: Make diagrams of leaders and traits based on reading | **Make diagram:** Leader-traits-actions  
S: write about a leader—tell important traits and actions and why the leader is important. | **Make math guides with examples. Teacher coaches students needing support.** |
| **Math** | **Re-model the math Guide problem solving** | **Assess and clarify as students use the week’s math independently.** | **Solve Problem** | **Make math guides with examples. Teacher coaches students needing support.** |
| Introduce Terms and demonstrate  
• Patterns  
• Strategies | ☑ Students work in pairs/groups  
Guide Students work in pairs/groups. | **Explain how** | **Make math guides with examples. Teacher coaches students needing support.** | **Make math guides with examples. Teacher coaches students needing support.** |

Polk Bros. Foundation Center for Urban Education   http://teacher.depaul.edu   Strategic Thinkers © 2010