

Editable Weekly Plan: Grade 3 Module 10

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on the Weekly and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading* and/or the *Rigby Readers and Take & Teach Lessons*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio* and/or the *Blending Board*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.

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Grade 3 Module 10 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T22–T23	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary:* pp. T44–T45 Prefixes <i>re-</i> Root <i>graph</i> Suffix <i>-y</i>	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Shades of Meaning* p. T39	Spiral Review: Suffix <i>-ion</i> *Compound words	
Reading	Reading	Reading	Reading	Reading
Central Idea pp. T24–T25 <i>Why We Share Stories</i> myBook pp. 344–345	Make Inferences pp. T32–T33 <i>When the Giant Stirred</i> myBook pp. 346–367	Author's Craft* pp. T40–T41 <i>When the Giant Stirred</i> myBook pp. 346–367	Theme* pp. T46–T47 <i>When the Giant Stirred</i> myBook pp. 346–367	Figurative Language* pp. T50–T51 <i>When the Giant Stirred</i> myBook pp. 346–367
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Pig Latin Decoding: Final Stable Syllables <i>-tion</i> , <i>-sure</i> , <i>-ture</i> Spelling: VCCV Pattern High Frequency Words Fluency: Phrasing Handwriting Lesson Slides, Module 10, Lesson 1	Listening Comprehension pp. T34–T37	Phonological Awareness: Pig Latin Decoding: Final Stable Syllables <i>-tion</i> , <i>-sure</i> , <i>-ture</i> Spelling: VCCV Pattern Handwriting Lesson Slides, Module 10, Lesson 3	Project Checkpoint: Brainstorm and Research pp. T10, T19	Speaking and Listening p. T52 Make Connections p. T53

Grade 3 Module 10 Week 1, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story Introducing the Focal Text p. W150	Imaginative Story Reading the Focal Text p. W151	Imaginative Story Vocabulary p. W152	Imaginative Story* Prewriting I: Preparing to Write p. W153	Imaginative Story* Prewriting II: Planning an Imaginative Story p. W154
Grammar: Introduce Prepositions * p. W315	Grammar: Prepositional Phrases* p. W316	Grammar: Prepositions Phrases that Tell When and Where* W317	Grammar: Review Contractions with <i>Not</i> and Pronouns p.W338	Grammar: Combining Sentences Using Prepositional Phrases* p.W319

Grade 3 Module 10 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 17: Central Idea ○ 7: Make Inferences ○ 27: Author's Craft ○ 9: Theme ○ 25/26: Figurative Language ● Read and Respond Journal ○ <i>Sports, Exactly</i> (Make Inferences, Central Idea) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>When the Giant Stirred</i> ○ Generative Vocabulary: Prefix <i>re-</i> Root <i>graph</i> Suffix <i>-y</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Phonics: Common Final Syllables (Session 352) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 28.1–28.3: Describe Literacy Centers, pp. T18–T19

Grade 3 Module 10 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary:* Suffix: <i>-ment</i> pp. T84–T85
	Vocabulary Strategy: Shades of Meaning* p. T71		Vocabulary Strategy: Shades of Meaning * p. T81	Spiral Review: Prefix <i>re-</i> Suffix <i>-y</i> Root <i>graph</i>
Reading	Reading	Reading	Reading	Reading
Visualize pp. T64–T65 <i>Why the Sky Is Far Away</i> myBook pp. 370–377	Theme* pp. T72–T73 <i>Why the Sky Is Far Away</i> myBook pp. 370–377	Visualize pp. T76–T77 <i>Cinder Al and the Stinky Footwear</i> myBook pp. 380–389	Author's Craft* pp. T82–T83 <i>Cinder Al and the Stinky Footwear</i> myBook pp. 380–389	Figurative Language* pp. T86–T87 <i>Cinder Al and the Stinky Footwear</i> myBook pp. 380–389
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Pig Latin Decoding: VCCV Syllable Division Pattern Spelling: Words with Double Consonants High Frequency Words Fluency: Expression Handwriting Lesson Slides: Module 10, Lesson 6	Project Checkpoint: Write and Create pp. T11, T59	Phonological Awareness: Pig Latin Decoding: VCCV Syllable Division Pattern Spelling: Words with Double Consonants Handwriting Lesson Slides: Module 10, Lesson 8	Project Checkpoint: Write and Create pp. T11, T59	Research and Media Literacy p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Drafting I: Beginning the Draft p. W155	Imaginative Story Drafting II: Elements of a Narrative p. W156	Imaginative Story Drafting III: Concluding the Narrative p. W157	Imaginative Story* Revising I: Parts of Speech p. W158	Imaginative Story Revising II: Conferencing p. W159
Grammar: Using <i>I</i> and <i>Me</i>* p. W260	Grammar: Pronouns and Homophones* p. W261	Grammar: Using Pronouns <i>I, Me, Its, Their, Your</i>* p. W262	Grammar: Review Adjectives and Adverbs that Compare p. W313	Grammar: Connect to Writing: Proofreading p. W264

Grade 3 Module 10 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 6: Visualize ○ 9: Theme ○ 27: Author's Craft ○ 25: Figurative Language ● Read and Respond Journal ○ <i>The Jimjick King</i> (Author's Craft) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Why the Sky Is Far Away</i> ○ Critical Vocabulary: <i>Cinder Al and the Stinky Footwear</i> ○ Generative Vocabulary : Suffix: <i>-ment</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Phonics: Words with <i>VCCCV Pattern</i> (Session 341) Support English Language Development ● Tabletop Minilessons: English Language Development 29.1–29.3: Predict Literacy Centers, pp. T58–T58

Grade 3 Module 10 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T98–T99	Review Critical Vocabulary pp. T106 Vocabulary Strategy: Context Clues p. T107	Generative Vocabulary: * Prefixes <i>im-</i> , <i>in-</i> pp. T110–T111 Spiral Review: Suffix <i>-ment</i>	Vocabulary Spiral Review pp. T116–T117	Module Wrap-Up p. T122–T123
Reading	Reading	Reading	Reading	Reading
Retell pp. T100–T101 <i>Compay Mono and Comay Jicotea</i> myBook pp. 390–399	Author's Purpose* pp. T108–T109 <i>Compay Mono and Comay Jicotea</i> myBook pp. 390–401	Literary Elements* pp. T112–T113 <i>Compay Mono and Comay Jicotea</i> myBook pp. 390–398	Theme* pp. T118–T119 <i>Compay Mono and Comay Jicotea</i> myBook pp. 390–398	Performance Task: Write an Opinion Essay pp. T124–T127
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Pig Latin Decoding: Words Ending in <i>-le</i> , <i>-al</i> , <i>-el</i> , <i>-er</i> Spelling: Words ending in <i>-er</i> , <i>-le</i> High Frequency Words Fluency: Intonation Handwriting Lesson Slides: Module 10, Lesson 11	Project Checkpoint: Practice and Present pp. T11, T95	Phonological Awareness: Decoding: Words Ending in <i>-le</i> , <i>-al</i> , <i>-el</i> , <i>-er</i> Spelling: Words ending in <i>-er</i> , <i>-le</i> Handwriting Lesson Slides: Module 10, Lesson 13	Listening and Speaking p. T120 Make Connections p. T121	Project Presentation pp. T11, T128

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story Revising III: Improving Organization p. W160	Imaginative Story Editing I: Mechanics p. W161	Imaginative Story Editing II: Peer Proofreading p. W162	Imaginative Story Publishing p. W163	Imaginative Story Sharing p. 164
Grammar: Spelling: Irregular Plurals* p. W345	Grammar: Spelling Irregular Verbs* p. W346	Grammar: Spelling High Frequency Words* p. W347	Grammar: Review Prepositions and Prepositional Phrases p. W318	Grammar: Using Correct Spelling p. W349

Grade 3 Module 10 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 3: Retell ○ 28: Author's Purpose ○ 12: Literary Elements ○ 9: Theme ● Read and Respond Journal ○ <i>The Enchanted Flute</i> (Literary Elements, Theme) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Compay Mono and Comay Jicotea</i> ○ Generative Vocabulary: Prefixes <i>im-</i>, <i>in-</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: Common Final Syllables <i>-er</i>, <i>-ar</i>, <i>-or</i>, <i>-le</i>, <i>-al</i>, <i>-el</i> (Session 391) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 30.1–30.3: Justify Literacy Centers , pp. T94–T94