Monday 08/08/2016	Tuesday 08/09/2016	Wednesday 08/10/2016	Thursday 08/11/2016	Friday 08/12/2016
Bellwork and Morning Routine 8:05am - 8:15am	**Bellwork and Morning Routine 8:05am - 8:15am**	**Bellwork and Morning Routine 8:05am - 8:15am**	**Bellwork and Morning Routine 8:05am - 8:15am**	**Bellwork and Morning Routine 8:05am - 8:15am**
S. will enter the class and complete the DSR Math from Unit 1, topic 1 in Math journals.	S. will enter the class and complete the DSR Math from Unit 1, topic 1 in Math journals.	S. will enter the class and complete the DSR Math from Unit 1, topic 1 in Math journals.	S. will enter the class and complete the DSR Math from Unit 1, topic 1 in Math journals.	**Math 8:15am - 10:00am**
S. will listen to the morning announcements and recite the pledge and Craycroft creed.	S. will listen to the morning announcements and recite the pledge and Craycroft creed.	S. will listen to the morning announcements and recite the pledge and Craycroft creed.	S. will listen to the morning announcements and recite the pledge and Craycroft creed.	**Reading 10:40am - 11:15am** **E.L.A. 11:50am - 1:50pm** **AVID and Community Culture 1:50pm - 2:25pm** **Grammar 2:25pm - 2:40pm**

Monday	Tuesday	Wednesday	Thursday	
Math 8:15am - 10:00am	Math 8:15am - 10:00am	Math 8:15am - 9:15am	Math 8:15am - 10:00am	

Monday — Math 8:15am - 10:00am

Meeting: We will identify and explain the four addition property operations. Exceeding: We will evaluate and solve addition problems using one of the operations. Language: We will share and discuss our strategies and answers with a partner.

Anticipatory set: S. will complete a subtraction worksheet and be given 10 minutes.

Guided lesson: T. will have S. turn in subtraction sheets into the Math basket and have S. bring out their Math journals. T. will introduce the '4 properties of operations' anchor chart with the commutative, distributive, identity and associative property for addition and multiplication. S. will take

Tuesday — Math 8:15am - 10:00am

Anticipatory set: T. will have S. share with a partner at least one of the addition/ subtraction properties we learned on the previous day. T. and S. will discuss and briefly define the four properties.

Guided lesson: T. will model and explain lesson plan from lesson 4 topic 1. T. will provide S. with eight addition problems. S. will need to use at least two of the properties to solve the problems (associative and commutative).

Practice Problems:
Associative Property:
1. $44 + 30 + 87 =$
2. $90 + 19 + 62 =$
3. $220 + 400 + 450 =$

Wednesday — Math 8:15am - 9:15am

Anticipatory set: T. will ask S. what the inverse operation is. S. will share with a partner.

Guided lesson: T. will introduce and model the lesson 5 lesson plan. S. will need to solve eight addition problems using subtraction and the inverse operation.

Practice Problems:

1. $120 + \underline{\hphantom{XXXX}} = 435$
2. $\underline{\hphantom{XXXX}} + 390 = 567$
3. $257 + \underline{\hphantom{XXXX}} = 705$
4. $\underline{\hphantom{XXXX}} + 429 = 600$
5. $745 - \underline{\hphantom{XXXX}} = 356$
6. $\underline{\hphantom{XXXX}} - 408 = 210$
7. $450 - \underline{\hphantom{XXXX}} = 115$

Thursday — Math 8:15am - 10:00am

Anticipatory set: S. will complete the questions from the lesson 5 homework in their Math journals. S. will be given 3-5 minutes to work on the problem. T. and S. will review answer.

Guided lesson: T. will model and introduce the lesson plans from lesson 6. S. will need to complete the practice problems in their Math journals.

Practice Problems:

1. $689 - \underline{\hphantom{XXXX}} = 235$
2. $180 + \underline{\hphantom{XXXX}} = 840$
3. $245 + \underline{\hphantom{XXXX}} = 721$
4. $\underline{\hphantom{XXXX}} - 250 = 465$

Independent activity: S. will complete the

notes in their Math journals. S. that finish early may write down any questions that they have about the four operations.

Independent activity: S. will complete the lesson 3 homework from the Math unit.

Closer: S. will share their answers with a partner and trade papers to grade them. Once papers are graded, one S. from each table group will turn in the papers.

Standards

`3.NBT.1` Use place value understanding to round whole numbers to the nearest 10 or 100.

`3.NBT.2` Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Reading 10:40am - 11:15am

Anticipatory set: T. will introduce read aloud book for the week. Houghton Mifflin: Dogzilla.
S. will write down vocabulary words for Dogzilla: colossal, creature, heroic, horrifying,

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4. $400 + 312 + 529 =$

Commutative Property:

1. $48 + 91 =$
2. $45 + 50 =$
3. $360 + 169 =$
4. $406 + 352 =$

Independent activity: S. will solve the problems in their Math journals using the associative and commutative properties.

closer: S. will share answers with a partner. T. will go over two of the practice problems.

Standards

`3.NBT.1` Use place value understanding to round whole numbers to the nearest 10 or 100.

`3.NBT.2` Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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8. _____ - 350 = 109

Independent activity: S. will solve the eight addition problems in their Math journals.
S. that finish early will work on a coloring addition/subtraction worksheet.

Closer: S. will share their answers with a partner. T. will review 2-3 problems on the board.

Standards

`3.NBT.1` Use place value understanding to round whole numbers to the nearest 10 or 100.

`3.NBT.2` Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

E.L.A. 9:10am - 10:00am

Anticipatory set: T. will briefly explain how the Wednesday E.L.A. schedule will be shorter, thereby S. will be working on silent reading for

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problems in their Math journals. S. that finish early will work on the lesson 6 Math problem.

Closer: T. will go over the lesson 6 homework question with S.

Standards

`3.NBT.1` Use place value understanding to round whole numbers to the nearest 10 or 100.

`3.NBT.2` Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Reading 10:40am - 11:15am

Anticipatory set: T. will have S. share with a partner a brief summary on Dogzilla.

Guided lesson: T. will introduce and model the Dogzilla movie ad activity. S. will each be given a white sheet of construction paper and will be able to create their own movie poster for the book! S. will need to include at least three complete sentences or quotations on the poster that describe the book! S. will also need to use

monstrous, terrifying, and tremendous.
(vocabulary ppt. dogzilla)

Guided lesson: S. will read aloud with T. pages 308-315.

Independent activity: S. will write three complete sentences in their reading journal summarizing what has happened so far.

Closer: S. will share what they wrote with a partner.

Standards

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

3.RF.4a Read on-level text with purpose and understanding.

E.L.A. 11:50am - 1:50pm

Anticipatory set: T. will ask S. what a power book is. S. will share the definition with a partner. T. will also ask S. what should be in a reading summary (characters of the story, explaining what happened, and complete sentences).

Guided lesson: T. will model and introduce the read aloud book Thank you Mr. Falker. S. will need to create an 'I notice' and 'I wonder' page in

Reading 10:40am - 11:15am

Anticipatory set: T. will have S. bring out their Reading/ E.L.A. journals. T. will ask S. what genre of book this is? S. will share answers with a partner. T. will ask S. what does colossal mean? What does tremendous mean? S. will share with a partner.

Guided lesson: S. will resume reading aloud Dogzilla. S. will read pgs. 315-321.

Independent activity: T. will have S. answer these questions in their E.L.A. reading journals. Who are the main characters in the story? Is there a problem in the story, if so what is it?

Closer: S. will share their answers with a partner.

Standards

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

3.RF.4a Read on-level text with purpose and understanding.

E.L.A. 11:50am - 1:50pm

Anticipatory set: T. will ask S. what makes a story interesting? S. will share their opinions with a partner. T. will create anchor chart on this.

half of the time and a writing prompt for the other half.

Guided lesson: T. will model new writing prompt (if S. are still working on monkey business writing prompt that is ok). Ready for landing writing prompt, which will be on the back side of the monkey business sheet.

Independent activity: Half of the S. will be working on the writing prompt (groups 1,3, and 5) and groups 2, and 4 will be working on silent reading and then there will be a switch.

Closer: S. will share their writing prompts with a partner and what they have written so far. Several S. will share whole class.

Reading 11:55am - 12:25pm

Anticipatory set: T. will ask S. to name one of the main characters in Dogzilla.

Guided lesson: S. will continue reading and will finish Dogzilla.

Independent activity: S. will answer the six questions on pg. 330 in their Reading journals.

at least three adjectives on their posters as well. (T. will have adjectives anchor chart).

Independent activity: S. will begin working on their Dogzilla movie ads.

Closer: S. will share their progress with the teacher.

Standards

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

3.RF.4a Read on-level text with purpose and understanding.

E.L.A. 11:50am - 1:50pm

Anticipatory set: T. will have S. enter the classroom and begin sitting in their E.L.A. all block groups.

Guided lesson: T. will review stations and station expectations.

Independent activity: S. will fill out their 'I notice' and 'I wonder' charts. Afterwards S. will need to write a one paragraph summary on the story. Then S. will switch into their stations (all block?)

their E.L.A. journals. S. will need to write down at least four things they notice in the story and four questions they have from the story.

Independent activity: S. will fill out their 'I notice' and 'I wonder' charts. Afterwards S. will need to write a one paragraph summary on the story. Then S. will switch into their stations (all block?)
* Silent Reading (power books)
* Writing prompt (Monkey business)
* u-table level reading with T.

Closer: S. will share with their partners what their favorite station was and why.

Standards

`3.RI.1` Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

`3.RI.2` Determine the main idea of a text; recount the key details and explain how they support the main idea.

`3.W.2` Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

`3.W.4`

Guided lesson: T. will briefly explain the stations for the week and reiterate the stations that S. may or may not have gone to.

Independent activity: S. will fill out their 'I notice' and 'I wonder' charts. Afterwards S. will need to write a one paragraph summary on the story. Then S. will switch into their stations (all block?)
* Silent Reading (power books)
* Writing prompt (Monkey business)
* u-table level reading with T.

Closer: T. will review writing prompt station and have S. share what they have written so far.

Standards

`3.W.2` Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

`3.W.4` With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

`3.RI.2` Determine the main idea of a text; recount the key details and explain how they support the main idea.

Closer: S. will share their answers for #s 1 and 2 with a partner.

Standards

`3.RF.4` Read with sufficient accuracy and fluency to support comprehension.

`3.RF.4a` Read on-level text with purpose and understanding.

AVID and Community Culture

Grammar

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* Silent Reading (power books)
* Writing prompt (Monkey business and Ready for Landing)
* u-table level reading with T.

After one hour rotations, T. will model and introduce lesson 5 and have S. write down the vocabulary for the lesson.

Closer: S. will share with a partner the meaning of said vocabulary terms.

AVID and Community Culture 1:50pm - 2:25pm

Meeting: We will identify and explain what we want to be when we grow up.
Exceeding: We will evaluate and create an essay on our future job.
language: We will discuss and write a list on what we want to be when we grow up.

Anticipatory set: T. will ask S. to think about what they want to be when they grow up. S. will share their response with a partner.

Guided lesson: T. will model on the projector how to set up essay on 'what they want to be when they grow up.'

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

AVID and Community Culture 1:50pm - 2:25pm

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Exceeding: We will evaluate and create an essay on our future job.
language: We will discuss and write a list on what we want to be when we grow up.

Anticipatory set: T. will ask S. to think about what they want to be when they grow up. S. will share their response with a partner.

Guided lesson: T. will model on the projector how to set up essay on 'what they want to be when they grow up.'

Independent activity: S. will begin brainstorming and then writing down their rough drafts of their essays.

Closer: S. will share with a partner what they have written so far.

Standards

3.W.2

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

AVID and Community Culture 1:50pm - 2:25pm

Meeting: We will identify and explain what we want to be when we grow up.
Exceeding: We will evaluate and create an essay on our future job.
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Anticipatory set: T. will ask S. to think about what they want to be when they grow up. S. will share their response with a partner.

Guided lesson: T. will model on the projector how to set up essay on 'what they want to be when they grow up.'

Independent activity: S. will begin brainstorming and then writing down their rough drafts of their essays.

Closer: S. will share with a partner what they have written so far.

Standards

3.W.2

Independent activity: S. should be finalizing their drafts and revising them, some students might even be finished and finalizing their essays.

Closer: S. will share with a partner what they have written so far.

Standards

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grammar 2:25pm - 2:40pm

Anticipatory set: T. will ask S. if they have ever written or received a letter in the mail. S. will share their answers with a partner. Several S. will volunteer their answers whole-class.

Guided lesson: T. will model and explain the 'L is for letter' worksheet. T. will model example of letter with made-up address, heading, etc.

Independent activity: S. will complete their 'L is for letter' worksheets. S. can write a letter to a friend or family member, or even a celebrity!

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grammar 2:25pm - 2:40pm

Anticipatory set: T. will ask S. 'what is a homophone?' S. will share their answers with a neighbor.

Guided lesson: T. will hand out homophone worksheet and read aloud the directions. S. will re-read the directions after the T. T. will model the first problem on the board.

Independent activity: S. will complete the rest of the homophone worksheet on the own.

Closer: S. will turn in their homophone worksheets.

Standards

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grammar 2:25pm - 2:40pm

Anticipatory set: T. will ask S. what is an adjective? S. will share with their partner.

Guided lesson: T. will model and introduce the adjective worksheet. S. will need to underline or highlight the adjectives in each sentence. S. will also color in each of the images portraying the adjective.
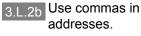
Independent activity: S. will work on the adjective worksheet. The last question S. will need to create their own sentence using at least one adjective and a drawing to accompany it. S. that finish early will create an additional adjective sentence and drawing on the back of the page.

Closer: S. will share their sentences and drawings with a partner and then turn them in.

Standards

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their

Closer: S. will share their letters with a partner. S. will turn in their letters.

Standards

3.L.2b Use commas in addresses.

3.L.1i Produce simple, compound, and complex sentences.

functions in particular
sentences.