Monday 08/15/2016	Tuesday 08/16/2016	Wednesday 08/17/2016	Thursday 08/18/2016	Friday 08/19/2016
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 listen to the morning announcements and recite the Craycroft creed and pledge. S. will complete the Math DSW in their bellwork journals. T. and S. will review the four problems on the board.	S. will listen to the morning announcements and recite the Craycroft creed and pledge. S. will complete the Math DSW in their bellwork journals. T. and S. will review four problems on the board. T. will also go over last night's homework.	S. will listen to morning announcements and recite the Craycroft Creed and pledge. S. will complete a addition/subtraction coloring sheet for bellwork. T. will check homework packets.	S. will listen to morning announcements and recite the Craycroft creed and pledge. S. will complete a Math DSW in their bellwork journals. T. and S. will review four problems on the board. T. will check homework packets.	S. will listen to morning announcements and recite the Craycroft creed and pledge. S. will complete an addition/subtraction coloring sheet for bellwork. T. will check homework packets.
Math 8:15am - 10:00am	**Math 8:15am - 10:00am**	**Math 8:15am - 9:15am**	**Math 8:15am - 10:00am**	**Math 8:15am - 10:00am**
Anticipatory set: T. will model and introduce the vocabulary for the lesson: rounding, place value, estimating, ones, tens, and hundreds. T. will introduce the lesson #1 (not Conceptua part) from lesson 1, topic 2. S. would work on the ten problems in their Math journals. S. that finish will put a 'thumbs up' and if answers are correct, will get to move onto Conceptua lesson with T. Guided lesson: T. will model the Conceptua opener for 3.6-2-1. S. will answer questions from opener with a partner. Independent activity: S. will complete the Conceptua lesson 3.6.-2-1 activity.	Anticipatory set: T. will introduce the 'rounding to the nearest ten on a number line' activity from lesson 2. T. will model the first two problems with the S. S. will complete problems in their Math journals. Guided lesson: T. will model Conceptua lesson 3.6.-2-2 on the projector. S. will answer questions and share answers with a partner. Independent activity: S. will complete the Conceptua lesson 3.6.-2-2.	Anticipatory set: T. will introduce the lesson 3 vocabulary: multiples and hundreds and rounding. T. will also introduce lesson 3 activity (not Conceptua). S. will need to complete the lesson 3 problems in their Math journals. Guided lesson: T. will model and introduce Conceptua lesson 3.6-2-3. S. will answer questions from opener and discuss them with a partner. Independent activity: S. will complete the Conceptua lesson 3.6.-2-3. Closer: S. will answer the Conceptua journal prompt in their Math journals. **Standards**	Anticipatory set: S. will work on the lesson 4 activity (not Conceptua) in their Math journals. T. will also mention how there will be a small Math group at the u-table/pentagon table on rounding, as there will be a rounding test on Friday... Guided lesson: T. will model and explain the Conceptua lesson 3.6-2-4. S. will answer questions from the opener and discuss them with a partner. Independent activity: S. will complete the Conceptua lesson 3.6-2-4.	Anticipatory set: T. will briefly review rounding vocabulary from the week: rounding, place value, ones, tens, hundreds, estimating. Guided lesson: T. will hand out the Math Unit 1 assessment and go over testing expectations. No talking during test, only using hand signals if necessary, the Teacher cannot help you out because it is a test, no noises, etc. Independent activity: S. will quietly work on their Unit 1 assessments. S. that finish early may silent read. Closer: S. will turn in their Unit 1 assessments to the Math basket.

Closer: S. will complete the Conceptua journal prompt in their Math journals.

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 model and introduce the Teacher toolbox lesson 1 packet. S. will work on the first page or two with the T. whole class.

Guided lesson: S. will work on the first few pages of the activity within their table groups. They will only work on the pages labeled as Monday at the top.

Independent activity: S. will write down one new thing they learned about main idea/ How to figure out main idea in their Reading journals.

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

Closer: S. will answer the Conceptua journal prompt in Math journals.

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 model and introduce the Teacher toolbox lesson 1 packet. S. will work on the first page or two with the T. whole class.

Guided lesson: S. will work on the first few pages of the activity with a partner. They will only work on the pages labeled as Tuesday at the top.

Independent activity: S. will write down one new thing they learned about main idea/ How to figure out main idea in their Reading journals.

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

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 review rules and procedures of E.L.A. stations and allblock.

Guided lesson: S. will continue working on stations.
 - Silent Reading and one paragraph journal entry summaries.
- u-table houghton mifflin reading with T.
- Animal adaptations (pink cards activity). - S. will use dictionaries and look up the following words: adaptation, vegetarian, herbivore, omnivore, carnivore, prey, and predator. S. will write down definition and part of speech (noun, verb, etc.) in their E.L.A. journals. S. will make two-column notes.

Independent activity: S. will work on allblock stations (it will be a flex day).

Closer: S. will answer the Conceptua journal prompt in their Math journals. S. will also write down any remaining questions that they have in their journals as well.

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 review lesson 1 packet guidelines.

Guided lesson: S. will be working on the pages labeled 'Thursday' in their packets. S. will work with a partner on these pages.

Independent activity: S. will continue working on their packets. S. that were absent will need to catch up to the 'Thursday' pages in the packet.

Closer: S. will share with a partner one tip for finding the main idea in a text.

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 hand out and explain the rules for the lesson 1 Ready toolbox test.

Guided lesson: T. will read aloud instructions for test with S.

Independent activity: S. will complete the lesson 1 test. S. that finish early will silent read.

Closer: S. will turn in their lesson 1 tests into the Reading basket.

Standards

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

3.RF.4

Standards

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

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

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

Anticipatory set: T. will introduce the read aloud book from Module 1, 'Searching for the Biblioburro.'

Guided lesson: T. will read aloud the book, S. will fill out an 'I notice' and 'I wonder' chart in their E.L.A. journals. Afterwards, S. will write a one paragraph summary on the reading. T. will then introduce E.L.A. stations (the allblock) with S. Black squares, diamonds, circles, and open squares.
Stations will include
- Silent Reading and one paragraph journal entry summaries.
- u-table houghton mifflin reading with T.
- Animal adaptations (pink cards activity). - S. will use dictionaries and look up the following words: adaptation, vegetarian, herbivore, omnivore, carnivore, prey, and predator. S. will write

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

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

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

Anticipatory set: T. will have S. complete a writing bellwork. T. and S. will review several of the answers on the board.

Guided lesson: T. will refer to E.L.A. district module lessons.

Independent activity: S. will continue working on their allblock stations. S. will try to make one rotation.

Closer: S. will finish up their journal entries, and other activities within the allblock.

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.

Closer: S. will finish up their stations.

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

Reading 11:55am - 12:25pm

Anticipatory set: T. will model and introduce the Teacher toolbox lesson 1 packet. S. will work on the first page or two with the T. whole class.

Guided lesson: S. will work on the first few pages of the activity with a partner. They will only work on the pages labeled as Tuesday at the top.

Standards

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

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

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

Anticipatory set: S. will complete a writing bellwork activity.

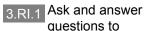Guided lesson: T. will refer to module 1 E.L.A. district lessons.

Independent activity: - Silent Reading and one paragraph journal entry summaries.
- u-table houghton mifflin reading with T.
- Animal adaptations (pink cards activity). - S. will use dictionaries and look up the following words: adaptation, vegetarian, herbivore, omnivore, carnivore, prey, and predator. S. will write down definition and part of speech (noun, verb, etc.) in their E.L.A. journals. S. will make two-column notes.

Closer: By this point, S. should have completed 1-2 stations. S. will finish up their work from those stations.

Read with sufficient accuracy and fluency to support comprehension.

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

Anticipatory set: T. will introduce and refer to the unit 1, module 1 E.L.A. lessons.

Guided lesson: S. will work on module 1 lesson with T.

Independent activity: - Silent Reading and one paragraph journal entry summaries.
- u-table houghton mifflin reading with T.
- Animal adaptations (pink cards activity). - S. will use dictionaries and look up the following words: adaptation, vegetarian, herbivore, omnivore, carnivore, prey, and predator. S. will write down definition and part of speech (noun, verb, etc.) in their E.L.A. journals. S. will make two-column notes.

Closer: S. will finish up their stations, ensuring that they have hit all stations for the week.

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.

down definition and part of speech (noun, verb, etc.) in their E.L.A. journals. S. will make two-column notes.

Independent activity: S. will try out their stations and practice the allblock rules and procedures (use hand signals, do not interrupt T. and u-table group, etc.).

Closer: S. will share one thing that they liked about the allblock rotations.

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` 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

`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.

Attachments

eled-g3m1-unit-1-0516.zip

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

Anticipatory set: T. will ask S. if they have finished their 'What I want to be when I grow up' essays (there was a sub on Thursday...). Based on majority vote, S. will either be finishing their essays or working on the following activity.

Guided lesson: T. will model and explain S. next research project. S. will be researching the college/university they would like to go to. By this point S. should have established at least one thing that they are interested in/ want to grow up as, and now need to find the college they wish to go to and research its location, history, how much tuition is, how much textbooks are, etc.

Independent activity: S. will write down one new thing they learned about main idea/ How to figure out main idea in their Reading journals.

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

Standards

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

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

AVID and Community Culture

Grammar

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.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.

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

Anticipatory set: T. will ask S. if they have finished their 'What I want to be when I grow up' essays (there was a sub on Thursday...). Based on majority vote, S. will either be finishing their essays or working on the following activity.

Guided lesson: T. will model and explain S. next research project. S. will be researching the college/university they would like to go to. By this

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`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` 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

Anticipatory set: T. will ask S. if they have finished their 'What I want to be when I grow up' essays (there was a sub on Thursday...). Based on majority vote, S. will either be finishing their essays or working on the following activity.

Guided lesson: T. will model and explain S. next research project. S. will be researching the college/university they would like to go to. By this point S. should have established at least one thing that they are interested in/ want to grow up as, and now need to find the college they wish to go to and research its location, history, how much

Anticipatory set: T. will ask S. if they have finished their 'What I want to be when I grow up' essays (there was a sub on Thursday...). Based on majority vote, S. will either be finishing their essays or working on the following activity.

Guided lesson: T. will model and explain S. next research project. S. will be researching the college/university they would like to go to. By this point S. should have established at least one thing that they are interested in/want to grow up as, and now need to find the college they wish to go to and research its location, history, how much tuition is, how much textbooks are, etc.

Independent activity: S. will brainstorm and research on their laptops the college they wish to go to.

Closer: S. will share what they found out about their college with a partner. Several S. will share whole class.

Grammar 2:25pm - 2:40pm

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

Independent activity: S. will brainstorm and research on their laptops the college they wish to go to.

Closer: S. will share what they found out about their college with a partner. Several S. will share whole class.

Grammar 2:25pm - 2:40pm

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

Guided lesson: T. will hand out an adjective worksheet. T. will model the first problem.

Independent activity: S. will complete the adjective worksheet. S. that finish early will create another sentence with an adjective in it.

Closer: S. will turn in their worksheets.

Standards

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and

point S. should have established at least one thing that they are interested in/want to grow up as, and now need to find the college they wish to go to and research its location, history, how much tuition is, how much textbooks are, etc.

Independent activity: S. will brainstorm and research on their laptops the college they wish to go to. By this day, S. should be beginning if not have already started their college essays (3 paragraphs).

Closer: S. will share what they found out about their college with a partner. Several S. will share whole class.

Grammar 2:25pm - 2:40pm

Anticipatory set: T. will ask S. what is a preposition? S. will share their answer with a partner. S. will share whole class.

Guided lesson: T. will model and introduce the 'Where's Fuzzy' preposition Grammar book.

Independent activity: S. will begin working on preposition worksheets.

tuition is, how much textbooks are, etc.

Independent activity: S. will continue working on college essays, unless absent for most of week, S. should be on second paragraph by now or further. Rubric will be posted.
Closer: S. will share what they found out about their college with a partner. Several S. will share whole class.

Grammar 2:25pm - 2:40pm

Anticipatory set: T. will ask S. what is a preposition? S. will share their answer with a partner. S. will share whole class.

Guided lesson: T. will model and introduce the 'Where's Fuzzy' preposition Grammar book.

Independent activity: S. will begin working on preposition worksheets.

Closer: S. will share one example of a preposition with a partner.

Standards

3.L.1 Demonstrate command of the conventions of standard

Guided lesson: T. will hand out an adjective worksheet. T. will model the first problem.

Independent activity: S. will complete the adjective worksheet. S. that finish early will create another sentence with an adjective in it.

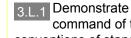Closer: S. will turn in their worksheets.

Standards

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

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
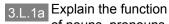
adverbs in general and their functions in particular sentences.

Closer: S. will share one example of a preposition with a partner.

Standards

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

English grammar and usage when writing or speaking.

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