Monday 08/22/2016	Tuesday 08/23/2016	Wednesday 08/24/2016	Thursday 08/25/2016	Friday 08/26/2016
Bellwork and Morning Routine 8:05am - 8:15am S. will complete the rounding to the nearest tens bellwork worksheet. S. will listen to morning announcements and recite the Craycroft creed and pledge. S. that have not turned in homework packets on Friday, need to have their HW packets in the homework basket today.	**Bellwork and Morning Routine 8:05am - 8:15am** S. will complete the Math DSW in their bellwork journals. S. will listen to the morning announcements and recite the Craycroft creed and pledge. T. will check HW packets of S.	**Bellwork and Morning Routine 8:05am - 8:15am** S. will complete the Math DSW for bellwork in their bellwork journals. S. will listen to morning announcements and recite the Craycroft creed and pledge. T. will check HW packets.	**Bellwork and Morning Routine 8:05am - 8:15am** S. will complete a rounding worksheet for bellwork. S. will listen to the morning announcements and recite the Craycroft creed and pledge. S. will turn in their HW packets.	**Bellwork and Morning Routine 8:05am - 8:15am**
Math 8:15am - 10:00am **Meeting: We will identify and explain the different types of polygons and quadrilaterals.** **Exceeding: We will evaluate and compare and contrast polygons and quadrilaterals.** **Language: We will discuss the similarities and differences between polygons and quadrilaterals.** Anticipatory set: T. will go over the unit 1 test that S. took on Friday. S. will review their test answers. T. will put up several addition and subtraction problems on the board. S. will need to solve the given addition or	Math 8:15am - 10:00am **Meeting: We will identify and explain the different types of polygons and quadrilaterals.** **Exceeding: We will evaluate and compare and contrast polygons and quadrilaterals.** **Language: We will discuss the similarities and differences between polygons and quadrilaterals.** Anticipatory set: T. will ask S. to share with a partner the definition for polygon. Then the definition for quadrilateral. T. and S. will share whole-class. Guided lesson: T. will model and explain the polygon questions worksheet. T. will	Math 8:15am - 9:15am **Meeting: We will identify and put shapes into multiple categories.** **Exceeding: We will compare and contrast shapes and categorize them.** **Language: We will share and discuss how we sorted our shapes.** Anticipatory set: T. will ask S. to share with a partner at least one type of quadrilateral or polygon. Guided lesson: T. will model and explain the lesson 3 activity, 'quadrilateral sort.' T. will project it on the projector. Independent activity: S. will complete the quadrilateral sort. S. can work within their	Math 8:15am - 10:00am **Meeting: We will identify and measure area by counting squares.** **Exceeding: We will evaluate and solve the area of a shape by counting squares.** **Language: We will write down our steps for solving area.** Anticipatory set: T. will model and explain that S. are going to learn about area today. T. will model and explain the area anchor chart to S. Guided lesson: T. will write down notes on area in their Math journals. T. will then model the additional resource on the projector, " finding the area of polygons." T. will model one polygon, S. will work on the rest on their own.	Math 8:15am - 10:00am **Reading 10:40am - 11:15am** **Meeting: We will identify and explain the main idea of a story.** **Exceeding: We will evaluate and support the main idea with key details.** **Language: We will write a summary and answer questions on a story using key details.** Anticipatory set: T. will model and explain testing expectations prior to handing out the lesson 2 test. Guided lesson: S. will have their folders up and T. will model testing procedures. Independent activity: S. will complete the lesson 2 test. S. that finish early will silent read. Closer: S. will turn in their tests into the E.L.A./Reading basket. **Standards** 3.RI.2 Determine the main idea of a text; recount the key details and explain

subtraction problem on the board and then write 'sum' or 'difference' underneath their answer. T. will then have S. write down the definition for sum and difference in their Math journals five times each.
sum: The answer to an addition problem.
difference: The answer to a subtraction problem.

Guided lesson: T. will model and explain the polygons and quadrilaterals anchor charts. S. will take notes on the different types of polygons and quadrilaterals, and their qualities.

Independent activity: S. will complete the topic 2, lesson 1 homework. T. will project assignment on the projector. S. will write down their answers and show their work in their Math journals.

Closer: S. will share their answers with a partner. T. and S. will discuss whole-class.

Standards

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.6 Measure areas by counting unit

model the first two problems with class. S. will follow along.

Independent activity: S. will work within their table groups on the worksheet at a level one volume. S. that finish early will work on the polygon or not? game that is on the learn site (My page, Math folder).

closer: S. will share one fun fact about a polygon that they learned today with a partner.

Standards

3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having

table groups at a level 1 volume.

Closer: S. will share their quadrilateral sorts with a partner. S. that finished early will work on the pirate rounding game on the learn site (my page, Math folder).

Standards

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.5b A plane figure which can be covered without gaps or

Independent activity: S. will solve the following area examples in their Math journals. S. can work within their table groups. S. that finish early will play one of the rounding or area Math games on the Learn site.

Closer: S. will share with a partner the steps for finding area.

Standards

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

how they support the main idea.

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

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

Grammar 2:25pm - 2:40pm

squares (square cm, square m, square in, square ft, and improvised units).

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

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four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Reading 10:40am - 11:15am

Meeting: We will identify and explain the main idea of a story.
Exceeding: We will evaluate and support the main idea with key details.
Language: We will write a summary and answer questions on a story using key details.

overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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

Meeting: We will identify and read grade-level books.
Exceeding: We will evaluate and write summaries on our grade-level books.
Language: We will share and discuss with a partner the books we are reading.

Anticipatory set: T. will ask S. to share with their partner the premise of 'Nasreen's Secret School.'

Guided lesson: T. will introduce and model the all block stations. T. will review expectations and guidelines

3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Reading 10:40am - 11:15am

Meeting: We will identify and explain the main idea of a story.
Exceeding: We will evaluate and support the main idea with key details.
Language: We will write a summary and answer questions on a story using key details.

Anticipatory set: T. will briefly review the lesson 2 packets on main idea and key details.

overlaps by n unit squares is said to have an area of n square units.

Reading 10:40am - 11:15am

Meeting: We will identify and explain the main idea of a story.
Exceeding: We will evaluate and support the main idea with key details.
Language: We will write a summary and answer questions on a story using key details.
Anticipatory set: T. will model and introduce the lesson 2 Ready toolbox packet. T. will have S. write down the following vocabulary terms in their E.L.A./Reading journals.
main idea: What a text/story is mostly about.
key details: The most important facts of a passage.

Guided lesson: T. will model and have the S. work with the T. on the first page of the packet (front and back). T. will walk around and check S. work and to monitor if S. have filled in their charts (on the back page).

Independent activity: S. will begin the read aloud on the learn site titled 'The Runaway Rice Cake.' S. will listen to the story and complete an 'I notice' and 'I wonder' chart in

Anticipatory set: T. will ask S. what the main idea is and what key details are. S. will share their definitions with a partner. T. and S. will review whole class.

Guided lesson: T. will model and explain the lesson 2 packet pages that S. are to work on. The pages labeled 'Tuesday': 'What is a Community?' story, etc. S. will work within their table group on these three pages.

Independent activity: S. will continue working on the 'Tuesday' pages in their lesson 2 packets. S. or groups that finish early will work on the 'Runaway Rice Cake' read aloud and questions on the Learn site (Reading folder).

Closer: S. will share with a partner what the main idea was from 'What is a Community?'

Standards

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

Meeting: We will identify and read grade-level books.

during that time. S. will model and practice rotations during the all block.

Independent activity: S. will complete the given E.L.A. district curriculum.

Closer: S. will share one new thing that they learned.

Standards

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading 11:55am - 12:25pm

Meeting: We will identify and explain the main idea of a story.
Exceeding: We will evaluate and support the main idea with key details.
Language: We will write a summary and answer

Guided lesson: S. will work on the pages in their packets labeled 'Thursday' with a partner. T. will model how to work with a partner on the assignment.

Independent activity: S. will complete the Thursday pages and turn in the packet to the E.L.A./Reading basket. S. that finish early can finish their 'Runaway Rice Cake' questions if they were unable to on Wednesday. Otherwise S. may silent read.

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

Standards

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

Meeting: We will identify and read grade-level books.
Exceeding: We will evaluate and write summaries on our grade-level books.
Language: We will share and discuss with a partner the books we are reading.

Anticipatory set: T. will ask S. to share with their partner the

their Reading journals. S. will need to have at least 3 'I notice' and 3 'I wonders.'

Closer: S.will share some of their 'I notices' and 'I wonders' with a partner.

Standards

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

Meeting: We will identify and read grade-level books.
Exceeding: We will evaluate and write summaries on our grade-level books.
Language: We will share and discuss with a partner the books we are reading.

Anticipatory set: T. will ask S. to share with their partner the premise of 'Nasreen's Secret School.'

Guided lesson: T. will introduce and model the all block stations. T. will review expectations and guidelines during that time. S. will model and practice rotations during the all block.

Exceeding: We will evaluate and write summaries on our grade-level books.
Language: We will share and discuss with a partner the books we are reading.

Anticipatory set: T. will ask S. to share with their partner the premise of 'Nasreen's Secret School.'

Guided lesson: T. will introduce and model the all block stations. T. will review expectations and guidelines during that time. S. will model and practice rotations during the all block.

Independent activity: S. will complete the given E.L.A. district curriculum.

Closer: S. will share one new thing that they learned.

Standards

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social

questions on a story using key details.

Anticipatory set: T. will briefly review the read aloud book on the Learn site, 'The Runaway Rice Cake.' S. will share with a partner the setting of the story.

Guided lesson: T. will model and display the questions for 'The Runaway Rice Cake,' on the projector. T. will model first question.

Independent activity: S. will work on the 'Runaway Rice Cake' questions. S. that finish the five problems early will silent read.

Closer: S. will share with a partner their answers to the questions.

Standards

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

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

premise of 'Nasreen's Secret School.'

Guided lesson: T. will introduce and model the all block stations. T. will review expectations and guidelines during that time. S. will model and practice rotations during the all block.

Independent activity: S. will complete the given E.L.A. district curriculum.

Closer: S. will share one new thing that they learned.

Standards

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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

Independent activity: S. will complete the given E.L.A. district curriculum.

Closer: S. will share one new thing that they learned.

Standards

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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.

studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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 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

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. 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. 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. 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.

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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

Meeting: We will identify and explain the suffixes -er and -est.
Exceeding: We will create new words using the suffixes -er and -est.
Language: We will write down our new words using the suffixes -er and -est.

Anticipatory set: T. will ask S. to explain what a suffix is to their partner. S. will share their answer with a partner.

college with a partner. Several S. will share whole class

Grammar 2:25pm - 2:40pm

Meeting: We will identify the correct suffix ending for a given set of words.
Exceeding: We will create sentences using suffixes, -s, -es,-ed, and -ing.
Language: We will write sentences using suffixes.

Anticipatory set: T. will introduce endings worksheet, -s, -es,-ed, and -ing worksheet. T. will explain the meaning of the suffixes:
-s: plural form
-es: plural form
-es: present tense
-ed: past tense
-ing: present tense, currently happening.

Guided lesson: T. will model the first two problems on the worksheet.

Independent activity: S. will complete the worksheet on their own. S. that finish early will create a sentence on the back of their paper using one of the following suffix words.

Closer: S. will turn in the worksheet.

Standards

Meeting: We will identify and arrange spelling words in alphabetical order.
Exceeding: We will create alphabetical lists.
Language: We will write down the spelling sets in alphabetical order.

Anticipatory set: T. will ask S. to share with a partner their tips for alphabetizing their spelling words.

Guided lesson: T. will hand out the alphabetical order worksheet. T. will model the first two problems.

Independent activity: S. will complete the worksheet independently.

Closer: S. will turn in the worksheet.

Standards

3.L.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

Guided lesson: T. will introduce and model the 'suffixes -er and -est' worksheet. T. will model the first two problems with the class.

Independent activity: S. will work by themselves on the suffix worksheet. S. that finish early may create a sentence on the back of their papers using one of the -er and -est words.

Closer: S. will turn in their suffix worksheets.

Standards

3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat).

3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat).