

Monday 08/29/2016	Tuesday 08/30/2016	Wednesday 08/31/2016	Thursday 09/01/2016	Friday 09/02/2016
<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge.</p> <p>S. will complete the Math DSW for bellwork.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge.</p> <p>S. will complete the Math DSW for bellwork.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge.</p> <p>S. will complete the Math DSW for bellwork.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge.</p> <p>S. will complete the Math DSW for bellwork.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge.</p> <p>S. will complete the Math DSW for bellwork.</p>
<p>Math 8:15am - 10:00am</p> <p>EQ: What is area and how does it help us design things? Learning target: I can create a dog pen using area and reasoning.</p> <p>Anticipatory set: T. will ask S. to share with a partner what area is and what jobs use area? S. will share with a partner, several S. will share whole class.</p> <p>Guided lesson: T. will model and introduce the lesson 2 assignment with an anchor chart. S. will need to create area models and/or shapes based on the units of measurement that are on the anchor chart. S. will need to create an area model for a shape that has an area of : 4cm^2, 8cm^2, 12cm^2, 20cm^2, and 24cm^2. T. will introduce the area word problem to accompany the activity. " You</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is area and how does it help us design things? Learning target: I can create area models by counting tiles.</p> <p>Anticipatory set: T. will give S. a practice area problem on the board. S. will work with a partner to solve it. S. will share their answers with the T.</p> <p>Guided lesson: T. will model and explain the lesson 3 questions in which S. will need to work on them in their Math journals. S. are encouraged to work on their own and then, use the rule, 'ask three before me.'</p> <p>Independent activity: S. will work on the lesson 3 problems. If S. finish early S. will work on the party planner game (area) on the Learn site (Math folder).</p>	<p>Math 8:15am - 9:15am</p> <p>EQ: What is area and how does it help us design things? Learning target: I can create an area model using squares and rectangles.</p> <p>Anticipatory set: T. will have S. share with a partner one way that you can use area outside of the classroom.</p> <p>Guided lesson: T. will model and explain the first problem on the lesson 4 practice page.</p> <p>Independent activity: S. will complete the lesson 4 practice problems in their Math journal. S. that finish early will work on a practice Math worksheet/activity.</p> <p>Closer: S. will share their answers with a partner.</p> <p>Standards</p> <p>3.G.1</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is area and how does it help us design things? Learning target: I can evaluate and create area models for my answers.</p> <p>Anticipatory set: T. will hand out Unit 2 test on polygons, area, etc.</p> <p>Guided lesson: T. will have S. take out their folders and go over testing rules and procedures.</p> <p>Independent activity: S. will work on the unit 2 test. S. that finish early will silent read.</p> <p>Closer: S. will share with T. one thing they struggled with on the test.</p> <p>Standards</p> <p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is area and how does it help us design things? Learning target: I can evaluate and identify the area of a rectangle or square.</p> <p>Anticipatory set: T. will go over S. results of test from previous day. S. will look over their work.</p> <p>Guided lesson: T. will model how S. are to fix their problems from their test that they struggled on. S. are to re-do their problems on a separate sheet of paper and turn them in.</p> <p>Independent activity: S. will work on their test problems that they are re-doing and when finished will work on a polygons and quadrilateral activity.</p>

need to create a dog pen for your new puppy. These are the following areas that your dog pen can be. Draw an example of each, and then decide which dog pen design is the best!

Independent activity: S. will complete the dog pen word problem activity. S. that finish early will work on the lesson resources activity that will be on the projector. S. will need to complete at least four of the problems in their Math journals.

Closer: S. will share with a partner their dog pens and which design/area they liked best.

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

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

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.

Reading 10:40am - 11:15am

EQ:

Learning target:

Anticipatory set: T. will model and introduce the Ready Toolbox lesson 3 packet for the week.

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.

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

EQ: How does our vocabulary knowledge help us summarize a reading?
Learning target: I can summarize a reading and find the meaning of unfamiliar vocabulary words.

Anticipatory set: T. will model and introduce the module 1, unit 2, lesson 3 activities.

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.

Reading 10:40am - 11:15am

EQ:

Learning target:

Anticipatory set: T. will model and introduce the Ready Toolbox lesson 3 packet for the week.

Guided lesson: S. will work with a partner together on the pages in the packet titled 'Thursday.'

Independent activity: S. will work on the table/graph portion of the packet.

Closer: S. will share with a partner one new thing that they learned today.

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.

Reading 10:40am - 11:15am

EQ:

Learning target:

Anticipatory set: T. will model and introduce the Ready Toolbox lesson 3 packet for the week.

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.

Reading 10:40am - 11:15am

EQ:
Learning target:

Anticipatory set: T. will model and introduce the Ready Toolbox lesson 3 packet for the week.

Guided lesson: T. and S. will work together on the pages in the packet titled 'Monday.'

Independent activity: S. will work on the table/graph portion of the packet.

Closer: T. and S. will review answers.

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

Guided lesson: T. and S. will work together on the pages in the packet titled 'Tuesday.'

Independent activity: S. will work on the table/graph portion of the packet.

Closer: T. and S. will review answers.

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.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

EQ: How does our vocabulary knowledge help us summarize a reading?

Learning target: I can summarize a reading and find the meaning of unfamiliar vocabulary words.

Guided lesson: T. will refer to unit 2 lesson 3 activities and all block.

Independent activity: S. will refer to the unit 2, lesson 3 all block task cards.

Closer: S. will share one new thing they learned from the all block stations.

Standards

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

Closer: T. and S. will review answers.

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.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

EQ: How does our vocabulary knowledge help us summarize a reading?

Learning target: I can summarize a reading and find the meaning of unfamiliar vocabulary words.

Anticipatory set: T. will introduce the vocabulary for the lesson: collaboration and effective. T. will then mention how we will continue reading "My Librarian is a Camel." S. will share with a partner what happened in the story when we read about Kenya.

Guided lesson: S. will work independently on the lesson 3 Ready test.

Independent activity: S. will work and complete the lesson 3 test..

Closer: S. will turn in their tests.

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.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

EQ: How does our vocabulary knowledge help us summarize a reading?

Learning target: I can summarize a reading and find the meaning of unfamiliar vocabulary words.

how they support the main idea.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

EQ: How does our vocabulary knowledge help us summarize a reading?
Learning target: I can summarize a reading and find the meaning of unfamiliar vocabulary words.

Anticipatory set: T. will ask S. to share with a partner what they remember from the Kenya story in "My Librarian is a Camel." S. will share responses with a partner. T. will then ask S. what the vocabulary term, "temperate" means. S. will share with a partner. T. and S. will discuss whole class.

Guided lesson: T. will model and explain the anchor chart including the following questions: "Why are education, books, and reading important?" and "How can I overcome learning challenges?" S. will read the questions with the T. and then will discuss within their table groups.

Anticipatory set: T. will model and introduce the vocabulary for the module: coast, impassable, inland, nomad, and northern. S. will write down the vocabulary in their E.L.A. journals.

Guided lesson: T. will refer to the Module 1, Unit 2, lesson 2

Independent activity: S. will work on the lesson 2 and all block stations independently and with the T.

Closer: S. will share one thing that they learned from the all block stations.

Standards

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics

listening to others with care, speaking one at a time about the topics and texts under discussion).

Reading 11:55am - 12:25pm

EQ:
Learning target:

Anticipatory set: T. will model and introduce the Ready Toolbox lesson 3 packet for the week.

Guided lesson: T. and S. will work together on the pages in the packet and today will be a 'catch up' day.

Independent activity: S. will work on the table/graph portion of the packet.

Closer: T. and S. will review answers.

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.RI.4 Determine the meaning of general academic and domain-

Guided lesson: T. will model and introduce the three anchor charts on the three different countries: Finland, Thailand, and Zimbabwe. S. will need to be put into three groups preferably 9 per group, and begin researching their country. Prior to research. T. will project read aloud of 'My Librarian is a Camel,' and S. will take 'I notice' and 'I wonder' notes on Finland, Thailand, and Zimbabwe.

Independent activity: S. will select the country that is of interest to them. S. will work within their groups and research the country, filling out the anchor chart. Questions that S. will need to address are: 'How does your country get library books?' 'Write down at least four new vocabulary words from your text.' "What is the transportation for the library books?" "What are some questions that you have about your country and/or reading section?"

Closer: S. will share their anchor charts with the class.

All block component

Standards

Anticipatory set: T. will model and explain the Module 1, unit 2, lesson 5 E.L.A. lesson.

Guided lesson: T. will refer to the district module and all block curriculum.

Independent activity: S. will complete the unit 2, lesson 5 all block stations.

Closer: S. will share one new thing that they learned in their all block stations.

Standards

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Independent activity: S. will write down their responses in their E.L.A. journals. S. need to write a paragraph for each question.

Closer: S. will share their responses with a partner and several S. will share whole class.

ALL block component

Anticipatory set: T. will model and briefly explain the all block stations and where S. will begin in their stations.

stations include:
1. Reading and speaking fluency/ GUM- S. will take turns reading aloud passages in the story(level reader books?) T. will address questions with S.

2. Independent reading: S. will read a book of their choice for 7 minutes, and spend the remaining 8 minutes writing a summary in their E.L.A. journals.

3. Writing prompt group with T. : S. will have to work on a writing prompt and continuously write for at least 5 minutes. S. will share within their group what they wrote. (house writing prompt?)

and texts, building on others' ideas and expressing their own clearly.

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

EQ: What are two-column notes and why are they important?
Learning target: We will create two-column notes and a summary by using our notes.

Anticipatory set: T. will model and introduce one of the AVID weekly lessons from the website.

Guided lesson: S. will read aloud the article with the T. Then S. will take turns reading the article with a partner.

Independent activity: S. will read aloud the article with a partner and then take two column notes on the article. S. will then create a summary from their two column notes.

specific words and phrases in a text relevant to a grade 3 topic or subject area.

AVID and Community Culture

EQ: What are two-column notes and why are they important?
Learning target: We will create two-column notes and a summary by using our notes.

Anticipatory set: T. will model and introduce one of the AVID weekly lessons from the website.

Guided lesson: S. will read aloud the article with the T. Then S. will take turns reading the article with a partner.

Independent activity: S. will read aloud the article with a partner and then take two column notes on the article. S. will then create a summary from their two column notes.

Closer: S. will share their notes or summary with a partner.

Grammar

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

EQ: What are two-column notes and why are they important?
Learning target: We will create two-column notes and

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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Learning target: We will create two-column notes and a summary by using our notes.

Anticipatory set: T. will model and introduce one of the AVID weekly lessons from the website.

Guided lesson: S. will read aloud the article with the T. Then S. will take turns reading the article with a partner.

Independent activity: S. will read aloud the article with a partner and then take two column notes on the article. S. will then create a summary from their two column notes.

Closer: S. will share their notes or summary with a partner.

Guided lesson: T. will model note card chart with S. so that S. know which station they are to go to first.

1. Reading and speaking fluency/GUM: Diamonds and circles
2. Independent reading: open squares
3. Writing prompt with T.: closed squares

Independent activity: S. will work within stations at 20 minute intervals. A powerpoint will be projected and will switch every 19 minutes to let S. know that they need to move to another station.

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

Standards

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing

Closer: S. will share their notes or summary with a partner.

Grammar 2:25pm - 2:40pm

EQ: What are short vowels and how do they sound in words?

Learning target: I can identify and explain the different short vowels, long vowels, and vowel pairs.

Anticipatory set: T. will model and introduce the 'short vowels review' worksheet.

Guided lesson: T. will model and explain two of the problems on the worksheet.

Independent activity: S. will complete the short vowels worksheet.

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 adverbs in general and their functions in particular sentences.

a summary by using our notes.

Anticipatory set: T. will model and introduce one of the AVID weekly lessons from the website.

Guided lesson: S. will read aloud the article with the T. Then S. will take turns reading the article with a partner.

Independent activity: S. will read aloud the article with a partner and then take two column notes on the article. S. will then create a summary from their two column notes.

Closer: S. will share their notes or summary with a partner.

Grammar 2:25pm - 2:40pm

EQ: What are short vowels and how do they sound in words?

Learning target: I can identify and explain the different short vowels, long vowels, and vowel pairs.

Anticipatory set: T. will model and introduce the 'long e' worksheet.

Guided lesson: T. will model 1-2 problems on the worksheet.

Grammar 2:25pm - 2:40pm

EQ: What are short vowels and how do they sound in words?

Learning target: I can identify and explain the different short vowels, long vowels, and vowel pairs.

Anticipatory set: T. will model and introduce the 'long e' worksheet.

Guided lesson: T. will model 1-2 problems on the worksheet.

Independent activity: S. will work on the 'long e' worksheet.

Closer: S. will turn in their worksheets.

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

flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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Guided lesson: S. will read aloud the article with the T. Then S. will take turns reading the article with a partner.

Independent activity: S. will work on the 'long e' worksheet.

Closer: S. will turn in their worksheets.

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

Independent activity: S. will read aloud the article with a partner and then take two column notes on the article. S. will then create a summary from their two column notes.

Closer: S. will share their notes or summary with a partner.

Grammar 2:25pm - 2:40pm

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