Monday 09/05/2016	Tuesday 09/06/2016	Wednesday 09/07/2016	Thursday 09/08/2016	Friday 09/09/2016
Labor Day	**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 morning announcements and recite the Craycroft Creed and Pledge of Allegiance.	S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.	S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.	S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.
	S. will complete a Math bellwork worksheet (addition/ subtraction coloring sheet).	S. will complete a Math bellwork worksheet (addition/ subtraction coloring sheet).	S. will complete a Math bellwork worksheet (addition/ subtraction coloring sheet).	S. will complete a Math bellwork worksheet (addition/ subtraction coloring sheet).
	Math 8:15am - 10:00am	**Math 8:15am - 9:15am**	**Math 8:15am - 10:00am**	**Math 8:15am - 10:00am**
	EQ:What is area and perimeter and what do they measure? Learning target: I can identify and explain the steps for area and perimeter.	EQ: What are shapes and how can we use area and perimeter to identify them? Learning target: I can identify and explain the differences between shapes, area and perimeter.	EQ: What is multiplication and how do we apply it? Learning target: I can identify and explain multiplication and its properties.	EQ: What is multiplication and how do we apply it? Learning target: I can identify and explain multiplication and its properties.
	Anticipatory set: T. will ask S. to share with a partner what the difference is between area and perimeter.	Anticipatory set: T. will model and explain the unit 2 assessment and test expectations.	Anticipatory set: T. will model and explain the basic multiplication properties by displaying an anchor chart that shows multiplying with groups of 5 and 10, and skip counting. S. will take notes in their Math journals.	Anticipatory set: T. will model with an anchor chart on multiplying using arrays. S. will take notes in their Math journals.
	Guided lesson: T. will model and explain how today will be a review day for the upcoming unit 2 test (on Wednesday). S. will have five stations (each group a different station).	Guided lesson: S. will bring out their test folders and get ready for the unit 2 test.	Guided lesson: T. will model and demonstrate the Conceptua opener for 3.1-1-1. S. will share responses with a partner.	Guided lesson: T. will model the Conceptua opener for 3.1-1-2. S. will share their responses with a partner.
	Group 1: Whiteboard with T. (drawing polygons and quadrilaterals). Group 2: Math games on Learn site Group 3: Area/Perimeter worksheet on learn site.	Independent activity: S. will complete the unit 2 test. S. that finish early will complete a Math worksheet.	Independent activity: S. will complete the Conceptua lesson 3.1-1-1 on their computers. S. that finish early will play the multiplication	Independent activity: S. will complete the Conceptua lesson. S. that finish early will play a multiplication Math game on the Learn site.
		Closer: S. will turn in their Math tests into the basket.		Closer: S. will complete the Conceptua journal prompt closer.
		Standards		**Standards**
		3.G.1		

Group 4: Polygon/ quadrilateral worksheet on learn site
Group 5: Math games on Learn site

Independent activity: S. will work on their group stations and rotate through each station.

Closer: S. will share with a partner any remaining questions they have on area, perimeter, or shapes.

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

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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.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

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Math game on the Learn site.

Closer: S. will answer the Conceptua journal prompt.

Standards

3.OA.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.

3.OA.2 Interpret whole- number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?.

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3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?.

3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative

area, and can be used to measure area.

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

EQ: What is sequence and how is it important to a story.
Learning target: I can identify and explain a story using sequence and events.

Anticipatory set: T. will model and introduce the lesson 3 test on historical events and sequencing.

Guided lesson: S. will bring out their testing folders and T. will model test expectations.

Independent activity: S. will complete the lesson 3 test. S. that finish early will turn in their test and silent read.

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rectangles with the same perimeter and different areas or with the same area and different perimeters.

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

EQ: What is the main idea of a text and how do key details support it?
Learning target: I can explain and summarize a reading using main idea and key details.

Anticipatory set: T. will display an anchor chart with the following statement.
"Getting books to _____ in_____ can be challenging, but librarians have_____.

Guided lesson: S. will need to write down this statement in their E.L.A. journals. S. will need to fill in the blanks with the facts about their country (Finland, Thailand, and Zimbabwe).

Independent activity: S. will complete their statements in their E.L.A. journals.

Closer: S. will silent read for the remainder of E.L.A. S. will silent read for 10-15 minutes. S. will then write a summary of their reading in their E.L.A. journals.

Standards

3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)

3.OA.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Reading 10:40am - 11:15am
EQ:
Learning target:

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property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)

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3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Reading 10:40am - 11:15am
EQ:
Learning target:

Anticipatory set: S. will bring out their lesson 4 reading packets.

Guided lesson: T. will model and explain how S. are to complete the pages in the

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Closer: S. will turn in their tests.

Standards

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

EQ: What is the main idea of a text and how do key details support it?
Learning target: I can explain and summarize a reading using main idea and key details.

Anticipatory set: T. will model and explain that S. are to be taking the mid-unit assessment.

Guided lesson: T. will read aloud an excerpt from 'My Librarian is a Camel.' S. will need to take notes during the read aloud. S. will need to fill out an 'I notice' and 'I wonder' chart on the excerpt. T. will then explain how S. are to use their two-column notes to write a summary on the reading including the main

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.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

Reading 11:55am - 12:25pm

EQ:
Learning target:

Anticipatory set: T. will model and introduce the Teacher toolbox lesson 4 packet.

Guided lesson: T. and S. will work together on the first page of the lesson 4 packet.

Anticipatory set: S. will bring out their lesson 4 packets.

Guided lesson: T. will model and explain how the pages labeled 'Tuesday' will be the pages S. will be working on in their table groups.

Independent activity: S. will complete the 'Tuesday' pages of the packet.

Closer: S. will share their answers with the T. T. will go over 1-2 of the problems from the 'Tuesday' pages.

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.6 Distinguish their own point of view from that of the author of a text.

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

EQ: What is the main idea of a text and how do key details support it?
Learning Target: I can explain and summarize a reading

packet titled 'Thursday' S. will work with one partner on these pages.

Independent activity: S. will complete the 'Thursday' pages of the packet.

Closer: S. will turn in their completed packets.

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.6 Distinguish their own point of view from that of the author of a text.

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

EQ: What is the main idea of a text and how do key details support it?
Learning Target: I can explain and summarize a reading using main idea and key details.

Anticipatory set: T. will refer to the unit 2, lesson 9 module.

idea and key details to support the main idea.

Independent activity: S. independently work on their summaries. S. that finish early will turn in their summaries into the E.L.A. basket and silent read. (Title of page needs to include mid-assessment/My Librarian is a Camel.).

ALL Block
G.U.M. Group- Group with T. T. will read aloud 'The Incredible Book Eating Boy' to this group. S. will take notes in their E.L.A. journals. S. will then need to write a summary on the story using key details.
Writing practice Group- S. in this group will work on a Writing prompt worksheet.
Independent Reading Group-

Standards

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.

3.RI.7 Use information gained from

Independent activity: S. will fill out the table on the first page of the lesson 4 packet.

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

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.6 Distinguish their own point of view from that of the author of a text.

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

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using main idea and key details.

Anticipatory set: T. will refer to the unit 2, lesson 8 module.

Guided lesson: T. and S. will refer to the unit 2, lesson 8 module.

Independent activity: T. and S. will refer to the unit 2, lesson 8 module.

ALL Block
G.U.M. Group-
Writing Practice Group-
Independent Reading Group

Closer: S. will finish up their stations and journal entries.

Standards

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.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text

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Guided lesson: T. and S. will refer to the unit 2, lesson 9 module.

Independent activity: T. and S. will refer to the unit 2, lesson 9 module.

ALL Block
G.U.M. Group-
Writing Practice Group-
Independent Reading Group

Closer: S. will finish up their stations and journal entries.

Standards

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.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

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.

(e.g., where, when, why, and how key events occur).

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

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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 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.

the text as the basis for the answers.

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.

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

Grammar 2:25pm - 2:40pm

EQ: What are vowels and how do they affect the words we are spelling?

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

Grammar 2:25pm - 2:40pm

EQ: What are vowels and how do they affect the words we are spelling?
Learning target: I can identify and write words using the different vowel sounds.

Anticipatory set: T. will model and introduce the vowels worksheet that S. are to be working on.

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

Independent activity: S. will complete the vowels worksheet.

Closer: S. will turn in the grammar worksheet into the basket.

Standards

ELL.III.L.1.PE-1 The student will demonstrate knowledge of parts of speech by classifying singular common nouns as a person, place or thing. (math, science, social studies)

ELL.III.L.1 The student will identify and apply conventions of standard

Grammar 2:25pm - 2:40pm

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

Independent activity: S. will complete the vowels worksheet.

Closer: S. will turn in the grammar worksheet into the basket.

Standards

ELL.III.L.1.PE-1 The student will demonstrate knowledge of parts of speech by classifying singular common nouns as a person, place or thing. (math, science, social studies)

ELL.III.L.1 The student will identify and apply conventions of standard English in his or her communications.

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

Learning target: I can identify and write words using the different vowel sounds.

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

Independent activity: S. will complete the vowels worksheet.

Closer: S. will turn in the grammar worksheet into the basket.

Standards

ELL.III.L.1.PE-1 The student will demonstrate knowledge of parts of speech by classifying singular common nouns as a person, place or thing. (math, science, social studies)

ELL.III.L.1 The student will identify and apply conventions of standard English in his or her communications.

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

English in his or her communications.

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

3.L.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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