

Monday 10/31/2016	Tuesday 11/01/2016	Wednesday 11/02/2016	Thursday 11/03/2016	Friday 11/04/2016
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Bellwork and Morning Routine 8:05am - 8:15am

S. will complete a Math bellwork to complete (7s, 8s or 9s drill).

S. will be given 7-8 minutes to work on their drill.

S. will listen to the morning announcements and recite the Craycroft Creed and the Pledge.

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Math 8:15am - 10:00am

EQ: What is the distributive property?
Learning target: I can use the distributive property to solve multiplication problems in groups of 7,8, and 9.

Anticipatory set: S. will fill out a 7s or 8s multiplication bookmark.

Guided lesson: T. will model and introduce the Conceptua opener for 3.2-3-1. S. will answer questions from the opener and share responses with a partner.

Independent activity: S. will complete the Conceptua lesson. S. that finish early will work on the four fact family triangle problems on the

Math 8:15am - 10:00am

EQ: What is the distributive property?
Learning target: I can use smaller group sizes to solve 7s,8s, and 9s multiplication problems.

Anticipatory set: S. will complete a 7s or 8s multiplication drill. S. will be given 7-10 minutes to work on the multiplication drill.

Guided lesson: T. will model and introduce the Conceptua opener for 3.2-3-2. S. will answer questions from the opener and share responses with a partner.

Independent activity: S. will complete the Conceptua lesson 3.2.-3-2. S. that finish

Math 8:15am - 9:15am

EQ: What is the distributive property?
Learning target: I can create equations using the distributive property.

Anticipatory set: S. will complete a multiplication drill (7s, or 9s). S. will be given 7-10 minutes to work on their drills.

Guided lesson: T. will model the Conceptua opener for 3.2.-3-3. S. will answer questions from the opener and share responses with the T.

Independent activity: S. will complete the Conceptua lesson 3.2-3-3. S. that finish

Math 8:15am - 10:00am

EQ: What is the distributive property?
Learning target: I can create and solve multiplication problems in groups of 7,8, and 9.

Anticipatory set: S. will complete another multiplication bookmark (8s or 9s facts?). S. and T. will go over products.

Guided lesson: T. will model and introduce the Conceptua opener for 3.2.-3-4. S. will answer questions and share responses with the T.

Independent activity: S. will complete the Conceptua lesson 3.2.-3-4. S. that finish early will complete a

Math 8:15am - 10:00am

EQ: What is the distributive property?
Learning target: I can create and solve multiplication problems in groups of 7,8, and 9.

Anticipatory set: T. will introduce Math stations on the board and will explain how today is a catch up day in Conceptua ,etc.

Guided lesson: Stations include: Conceptua catch-up finish all four lessons.

Multiplication worksheets

Division practice worksheets

Math games on Learn site.

board and identify the missing number in each of the triangles.

Closer: S. will answer the Conceptua journal prompt in their Math journals. S. will play Math games on the Learn site if they finish early.

Standards

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 $56 \div 8$.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For

early will work on a multiplication worksheet.

Closer: S. will complete the Conceptua journal prompt in their Math journals. S. that finish early may play Math games on their laptops (Math games on Learn site).

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early can play Math games on the Learn site.

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

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multiplication review worksheet.

Closer: S. will answer the Conceptua journal prompt in their Math journals. S. will complete an 8s or 9s multiplication drill.

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Independent activity: S. will work at their own pace going through all four stations. However, S. will need to complete at least 2 of the stations (for example, S. would need to complete all of their Conceptua lessons for the week and the multiplication worksheet station).

Closer: S. will answer a multiplication word problem T. puts on the board.

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3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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

example, describe a context in which a total number of objects can be expressed as 5×7 .

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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Reading 10:40am - 11:15am

EQ: What makes up a good summary?
Learning target: I can create a one paragraph summary on a chapter in Nightmares!

Anticipatory set: T. will ask S. to share with a partner what happened the last time we read 'Nightmares!' S. will share responses with a partner. Several S. will share whole class.

Guided lesson: T. will review summary template (somebody, wants, but, so...) with S. S. will need to fill out the template and create a summary in their Reading journals on the chapter in Nightmares.

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

EQ: What is editing?
Learning target: I can edit a partner's pourquoi tale.

Anticipatory set: T. will introduce and model editing on the board. S. will take notes in their E.L.A. journals.

Guided lesson: T. will explain how when editing a partner's story, S. will need to underline or highlight in a different color in their google doc the words that are spelled incorrectly, or the words that are not capitalized, etc.

Independent activity: S. will edit each other's essays. S. that finish editing will fix their mistakes in their stories and create their finalized stories.

in which a total number of objects can be expressed as 5×7 .

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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Reading 10:40am - 11:15am

EQ: What makes up a good summary?
Learning target: I can create a one paragraph summary on a chapter in Nightmares!

Anticipatory set: T. will ask S. to share with a partner what happened the last time we read 'Nightmares!' S. will share responses with a partner. Several S. will share whole class.

Guided lesson: T. will review summary template (somebody, wants, but, so...) with S. S. will need to fill out the template and create a summary in their Reading journals on the chapter in Nightmares.

or a number of groups can be expressed as $56 \div 8$.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 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 5×7 .

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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Reading 10:40am - 11:15am

EQ: What makes up a good summary?
Learning target: I can create a one paragraph summary on a chapter in Nightmares!

Anticipatory set: T. will ask S. to share with a partner what happened the last time we read 'Nightmares!' S. will share responses with a partner. Several S. will share whole class.

Guided lesson: T. will review summary template (somebody, wants, but, so...)

Independent activity: T. will resume reading aloud a chapter from 'Nightmares!' S. will take notes in their Reading journals and write a summary on the chapter.

Closer: S. will share their summary with a partner. Several S. will share whole class.

Standards

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

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

Independent activity: T. will resume reading aloud a chapter from 'Nightmares!' S. will take notes in their Reading journals and write a summary on the chapter.

Closer: S. will share their summary with a partner. Several S. will share whole class.

Standards

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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

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

Closer: S. will silent read for the remaining ten minutes and write a summary on their reading.

Standards

3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.1d Provide a concluding statement or section.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Reading 11:55am - 12:25pm

EQ: What makes up a good summary?

Learning target: I can create a one paragraph summary on a chapter in Nightmares!

Anticipatory set: T. will ask S. to share with a partner what happened the last time we

Independent activity: T. will resume reading aloud a chapter from 'Nightmares!' S. will take notes in their Reading journals and write a summary on the chapter.

Closer: S. will share their summary with a partner. Several S. will share whole class.

Standards

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

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

with S. S. will need to fill out the template and create a summary in their Reading journals on the chapter in Nightmares.

Independent activity: T. will resume reading aloud a chapter from 'Nightmares!' S. will take notes in their Reading journals and write a summary on the chapter.

Closer: S. will share their summary with a partner. Several S. will share whole class.

Standards

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

T. will review note-taking with S.

S. will practice taking two column notes and K-W-L note-taking.

T. will also mention the University that the class has adopted (Ohio State University).

Grammar 2:25pm - 2:40pm

EQ: What are adverbs?
Learning target: I can create a sentence using adverbs.

Anticipatory set: T. will ask S. to tell their partner the definition for adverb.

Guided lesson: T. will review adverbs with S. T. will provide several adverb examples on the board and sentences that include adverbs.

Independent activity: S. will need to write three sentences that each include at least one adverb (and one verb of course!). S. will do this in their E.L.A. journals.

Closer: S. will show their completed sentences to their Teacher. S. that finish early

EQ: What is revising?
Learning target: I can revise a partner's pourquoi tale.

Anticipatory set: T. will have S. complete a Writing warm up bellwork. T. and S. will review answers for writing warm up.

Guided lesson: T. will model and explain what revising is. S. will take notes in their E.L.A. journals. S. will need to trade papers and/or look at each other's laptops and revise a partner's essay.

Independent activity: S. will either revise a partner's paper, S. that are behind will continue working on three paragraph rough drafts. S. that have revised partner's paper will look at revisions, review them with the T. and begin typing up finalized essay.

Closer: S. will work on typing games on Learn site.

ALL Block stations
Work with complex text- S. will review ELA vocabulary for module 2, unit 1.
Independent Reading- S. will silent read for at least 10 minutes and then write a summary on their reading.

read 'Nightmares!' S. will share responses with a partner. Several S. will share whole class.

Guided lesson: T. will review summary template (somebody, wants, but, so...) with S. S. will need to fill out the template and create a summary in their Reading journals on the chapter in Nightmares.

Independent activity: T. will resume reading aloud a chapter from 'Nightmares!' S. will take notes in their Reading journals and write a summary on the chapter.

Closer: S. will share their summary with a partner. Several S. will share whole class.

Standards

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

EQ: What is an inference?
Learning target: I can use inferences and context clues to identify the meaning of unknown words.

Anticipatory set: T. will introduce the mid-unit assessment for unit 1. T. will reiterate testing expectations and that S. need to have up their testing folders on their desk.

Guided lessons: S. will quietly work on their mid-unit 1 assessments. S. that finish early will silent read.

Independent activity: S. will resume working on either editing or finalizing their frog pourquoi tales.

Closer: S. will share their finished essays with a partner.

ALL Block stations
Using complex text: S. will review this week's spelling words.
Writing prompt station: S. will work on a writing prompt and independently write for at least ten minutes.
Independent Reading station: S. will silent read for at least ten minutes and write down any unknown vocabulary in their E.L.A. journals.

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

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

EQ:
Learning target:

Standards

3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.1d Provide a concluding statement or section.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

T. will review note-taking with S.

will write their spelling words five times each.

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.

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

Writing station- S. will work on a writing prompt and need to independently write for at least 10 minutes.

Standards

3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.1d Provide a concluding statement or section.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

T. will review note-taking with S.

S. will practice taking two column notes and K-W-L note-taking.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.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

Grammar

Standards

3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.1d Provide a concluding statement or section.

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

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T. will also mention the University that the class has adopted (Ohio State University).

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Grammar 2:25pm - 2:40pm

EQ: What are adverbs?
Learning target: I can create a sentence using adverbs.

Anticipatory set: T. will ask S. to tell their partner the definition for adverb.

Guided lesson: T. will review adverbs with S. T. will provide several adverb examples on the board and sentences that include adverbs.

Independent activity: S. will need to write three sentences that each include at least one adverb (and one verb of course!). S. will do this in their E.L.A. journals.

Closer: S. will show their completed sentences to their Teacher. T. will then have S. complete their spelling test for this week's spelling words. (spelling test #4).

Standards

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Grammar 2:25pm - 2:40pm

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Independent activity: S. will need to write three sentences that each include at least one adverb (and one verb of course!). S. will do this in their E.L.A. journals.

Closer: S. will show their completed sentences to their Teacher. S. that finish early will write their spelling words five times each.

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,

Grammar 2:25pm - 2:40pm

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Independent activity: S. will need to write three sentences that each include at least one adverb (and one verb of course!). S. will do this in their E.L.A. journals.

Closer: S. will show their completed sentences to their Teacher. S. that finish early will write sentences using their spelling words.

Standards

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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.

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

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