

Monday 09/12/2016	Tuesday 09/13/2016	Wednesday 09/14/2016	Thursday 09/15/2016	Friday 09/16/2016
<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p> <p>S. will complete a Math bellwork sheet (multiplication workheet, multiplication drill) or a Math DSW in their Math journal.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p> <p>S. will complete a Math bellwork sheet (multiplication workheet, multiplication drill) or a Math DSW in their Math journal.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p> <p>S. will complete a Math bellwork sheet (multiplication workheet, multiplication drill) or a Math DSW in their Math journal.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p> <p>S. will complete a Math bellwork sheet (multiplication workheet, multiplication drill) or a Math DSW in their Math journal.</p>	<p><b>Bellwork and Morning Routine 8:05am - 8:15am</b></p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p> <p>S. will complete a Math bellwork sheet (multiplication workheet, multiplication drill) or a Math DSW in their Math journal.</p>
<p><b>Math 8:15am - 10:00am</b></p> <p>EQ: What is multiplication and how does it help us simplify our Math?                      Learning target: I can skip count by 5's and 10's and create a product.                      Anticipatory set: T. will review multiplication with S. by introducing the array anchor chart. S. will take notes in their Math journals. T. will also introduce vocabulary, multiplication, array, repeated addition, and product.</p> <p>Guided lesson: T. will model the Conceptua opener for 3.1-1-2. S. will answer questions from the opener and share them with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-1-2. S. that finish</p>	<p><b>Math 8:15am - 10:00am</b></p> <p>EQ: What is multiplication and how does it help us simplify our Math?                      Learning target: I can skip count by 5's and 10's and create a product.                      Anticipatory set: T. will model the lesson 3 anchor chart on multiplication/repeated addition. S. will take notes in their Math journals.</p> <p>Guided lesson: T. will model and explain the Conceptua opener 3-1-1-3. S. will answer questions from opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-1-3. S. that finish early will complete the</p>	<p><b>Math 8:15am - 9:15am</b></p> <p>EQ: What is multiplication and how does it help us simplify our Math?                      Learning target: I can explain and use the commutative property in multiplication.                      Anticipatory set: T. will model the 'commutative property of multiplication' anchor chart. S. will take notes in their Math journals. T. will ask S. what the definition is for 'product.' S. will share their response with a partner (the product is the answer to a multiplication problem).</p> <p>Guided lesson: T. will model the Conceptua opener for 3-1-1-4. S. will answer questions from opener and share responses with a partner.</p>	<p><b>Math 8:15am - 10:00am</b></p> <p>EQ: What are the different multiplication strategies?                      Learning target: I can evaluate and use one of the multiplication strategies.                      Anticipatory set: T. will introduce and model the different multiplication strategies on the projector (day 5). S. will take notes in their Math journals.</p> <p>Guided lesson: T. will model the Conceptua opener for 3-1-1-5. S. will answer questions and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-1-5. S. that finish early will play the pumpkin multiples game on the Learn site (Math folder).</p>	<p><b>Math 8:15am - 10:00am</b></p> <p>EQ: What is division and how does it help us split up numbers?                      Learning target: I can identify and explain the steps for division.                      Anticipatory set: T. will introduce division to S. T. will introduce and model division vocabulary with an anchor chart: divisor, dividend, quotient, contains, and starting value. S. will take notes in their Math journals.</p> <p>Guided lesson: T. will model the Conceptua opener 3-1-2-1. S. will answer the questions and share their responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-2-1. S. that finish early will play one of the</p>

early will play one of the multiplication Math games on the Learn site.

Closer: S. will answer the Conceptua journal prompt in their Math journals. S. will also complete a 1's multiplication drill and turn it in.

#### Standards

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For

multiplication Math games on the Learn site.

Closer: S. will complete the Math journal prompt from Conceptua. S. will then complete a 2's multiplication drill.

#### Standards

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes

Independent activity: S. will complete the Conceptua lesson 3-1-1-4. S. that finish early will play Math games on the Learn site (multiplication).

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

#### Standards

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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  $56 \div 8$ .

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Closer: S. will complete the Conceptua journal prompt in their Math journals. S. will complete a 2's multiplication drill.

#### Standards

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

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

division Math games on the Learn site.

Closer: S. will answer the Conceptua journal prompt in their Math journal. S. will then complete a 2's or 3's multiplication drill.

#### Standards

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**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  $56 \div 8$ .

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example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .

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

**Reading 10:40am - 11:15am**

EQ: What are the main idea and key details of a story?  
Learning target: I can create a summary of a chapter that I have read.

Anticipatory set: T. will briefly review Reading groups and station goals (Reading ch.3 in book and answering journal prompt in Reading journals).

Guided lesson: T. will model and explain how T. will be Reading aloud Ch. 3 with the Polar Bears past Midnight group. S. in that group will meet with T. at the u-table.

the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .

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

**Reading 10:40am - 11:15am**

EQ: What are the main idea and key details of a story?  
Learning target: I can create a summary of a chapter that I have read.

Anticipatory set: T. will briefly review Reading groups and station goals (Reading ch.4 in book and answering journal prompt in Reading journals).

Guided lesson: T. will model and explain how T. will be Reading aloud Ch. 4 with the Season of the Sandstorms group. S. in that group will meet with T. at the u-table.

unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .

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

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

EQ: How does summarizing my notes help me better understand a text?  
Learning target: I can create a summary using key details from my notes.

Anticipatory set: T. will model and introduce the first lesson of unit 3. T. will introduce vocabulary for the lesson: contract, abolished, and enslave. S. will write down definitions in their E.L.A. journals.

Guided lesson: T. will refer to the unit 3, lesson 1 activity.

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

**Reading 10:40am - 11:15am**

EQ: What are the main idea and key details of a story?  
Learning target: I can create a summary of a chapter that I have read.

Anticipatory set: T. will briefly review Reading groups and station goals (Reading ch.6 in book and answering journal prompt in Reading journals).

Guided lesson: T. will model and explain how T. will be Reading aloud Ch. 6 with the Night of the New Magicians group. S. in that group will meet with T. at the u-table.

Independent activity: S. will read Ch.6 in their books (unless they are behind) and

the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .

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

**Reading 10:40am - 11:15am**

EQ: What are the main idea and key details of a story?  
Learning target: I can create a summary of a chapter that I have read.

Anticipatory set: T. will briefly review Reading groups and station goals (Reading ch.7 in book and answering journal prompt in Reading journals).

Guided lesson: T. will model and explain how T. will be Reading aloud Ch. 7 with the Blue Moon Blizzard group. S. in that group will meet with T. at the u-table.

Independent activity: S. will read Ch.3 in their books (unless they are behind) and complete the Ch.3 journal prompt in their Math journals.

Closer: S. will share their journal prompts 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.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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

**3.RF.4a** Read on-level text with purpose and understanding.

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

EQ: How does summarizing my notes help me better understand a text?

Learning target: I can create create a summary using key details from my notes.

Anticipatory set: T. will model and introduce the module 1, unit 2, lesson 10 activity.

Independent activity: S. will read Ch.4 in their books (unless they are behind) and complete the Ch.4 journal prompt in their Math journals.

Closer: S. will share their journal prompts 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.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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

**3.RF.4a** Read on-level text with purpose and understanding.

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

EQ: How does summarizing my notes help me better understand a text?

Learning target: I can create create a summary using key details from my notes.

Anticipatory set: T. will introduce module 1, unit 2, lesson 11 activity.

Independent activity: S. will complete the unit 3, lesson 1 activity.

All block stations  
Writing prompt station  
G.U.M. station (Dibels)  
Independent Reading stations

Closer: S. will share with a partner the definition for abolished.

**Standards**

**3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.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.

**Reading 11:55am - 12:25pm**

EQ: What are the main idea and key details of a story?

complete the Ch.6 journal prompt in their Math journals.

Closer: S. will share their journal prompts 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.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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

**3.RF.4a** Read on-level text with purpose and understanding.

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

EQ: How does summarizing my notes help me better understand a text?

Learning target: I can create create a summary using key details from my notes.

Anticipatory set: T. will model and introduce the vocabulary for the lesson, unit 3, lesson 2: effective, figurative language, perseverance, stain.

Independent activity: S. will read Ch.7 in their books (unless they are behind) and complete the Ch.7 journal prompt in their Math journals.

Closer: S. will share their journal prompts 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.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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

**3.RF.4a** Read on-level text with purpose and understanding.

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

EQ: How does summarizing my notes help me better understand a text?

Learning target: I can write an informative paragraph that describes the lesson.

Anticipatory set: T. will model and introduce the mid-unit assessment.

Guided lesson: T. will model and explain how S. are to write a summary (one paragraph) on a passage from 'My Librarian is a Camel.' T. will read aloud the 'Canada' passage. S. will take notes during the read aloud, (I notice, and I wonder). Prior to, T. will model what it means to revise on an anchor chart.

Independent activity: S. will be given 10 minutes to write a paragraph summarizing their notes. S. will then trade their paragraphs with a partner and their partner will revise their summary.

ALL Block stations

Writing prompt- S. will work on Writing prompt #2 in their 'strange days' packet.

G.U.M.- Dibels and Reading worksheet (T. station).

Independent Reading station- Writing a summary in journal.

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

**Standards**

**3.W.2** Write informative/ explanatory texts to

Guided lesson: T. will explain test expectations for the end of unit 2 assessment.

Independent activity: S. will complete the unit 2 test. S. that finish early will silent read.

All Block stations  
Writing prompt- S. will work on Writing prompt #2 in their 'strange days' packet.

G.U.M.- Dibels and Reading worksheet (T. station).

Independent Reading station- Writing a summary in journal.

Closer: S. will share one new thing they learned about summarizing.

**Standards**

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.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

Learning target: I can create a summary of a chapter that I have read.

Anticipatory set: T. will briefly review Reading groups and station goals (Reading ch.5 in book and answering journal prompt in Reading journals).

Guided lesson: T. will model and explain how T. will be Reading aloud Ch. 5 with the Stage Fright on a Midsummers Night group. S. in that group will meet with T. at the u-table.

Independent activity: S. will read Ch.5 in their books (unless they are behind) and complete the Ch.5 journal prompt in their Math journals.

Closer: S. will share their journal prompts 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.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**3.RF.4** Read with sufficient accuracy and

Guided lesson: T. will model guidelines for unit 3, lesson 2.

Independent activity: S. will complete the lesson activity.

All Block stations  
Writing prompt station  
G.U.M. group (Dibels)  
Independent Reading Group

Closer: S. will share with a partner what figurative language is.

**Standards**

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.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.

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

Anticipatory set: T. will model and introduce the AVID

Guided lesson: S. will prepare themselves for the mid-unit assessment, getting their testing folders out.

Independent activity: S. will complete the mid-unit assessment and turn in their tests. S. that finish early will silent read.

All block stations  
Writing prompt station  
G.U.M. group (Dibels)  
Independent Reading

Closer: S. will share one tip on how to write an informative paragraph with a partner.

**Standards**

**3.W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.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.

examine a topic and convey ideas and information clearly.

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.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.

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

Anticipatory set: T. will model and introduce the AVID University activity for the week.

Guided lesson: T. will model and explain how S. are to use the internet and research a college that they might be interested in attending. (Try to encourage S. to choose other options aside from Arizona Universities).

Independent activity: S. will begin researching their colleges on their laptops. S. will need to identify what colleges are within the university (college of

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

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

Anticipatory set: T. will model and introduce the AVID University activity for the week.

Guided lesson: T. will model and explain how S. are to use the internet and research a college that they might be interested in attending. (Try to encourage S. to choose other options aside from Arizona Universities).

Independent activity: S. will begin researching their colleges on their laptops. S. will need to identify what colleges are within the university (college of education, nursing, etc.). S. will by the end of the week write an essay about the university, it's mascot, tuition ,etc. S. will also create a replica of their school flag.

Closer: S. will share with a partner the college that they chose and why.

**Grammar 2:25pm - 2:40pm**

Anticipatory set: T. will model and explain the compound words worksheet.

fluency to support comprehension.

**3.RF.4a** Read on-level text with purpose and understanding.

**AVID and Community Culture**

**Grammar**

University activity for the week.

Guided lesson: T. will model and explain how S. are to use the internet and research a college that they might be interested in attending. (Try to encourage S. to choose other options aside from Arizona Universities).

Independent activity: S. will begin researching their colleges on their laptops. S. will need to identify what colleges are within the university (college of education, nursing, etc.). S. will by the end of the week write an essay about the university, it's mascot, tuition ,etc. S. will also create a replica of their school flag.

Closer: S. will share with a partner the college that they chose and why.

**Grammar 2:25pm - 2:40pm**

Anticipatory set: T. will hand out a contractions worksheet. T. will ask S. to share with a partner what a contraction is? T. will then say definition of a contraction ( a shortened version of a word).

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

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

Anticipatory set: T. will model and introduce the AVID University activity for the week.

Guided lesson: T. will model and explain how S. are to use the internet and research a college that they might be interested in attending. (Try to encourage S. to choose other options aside from Arizona Universities).

Independent activity: S. will begin researching their colleges on their laptops. S. will need to identify what colleges are within the university (college of education, nursing, etc.). S. will by the end of the week write an essay about the university, it's mascot, tuition ,etc. S. will also create a replica of their school flag.

Closer: S. will share with a partner the college that they chose and why.

**Grammar 2:25pm - 2:40pm**

Anticipatory set: T. will model and explain the conjunctions worksheet.

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

education, nursing, etc.). S. will by the end of the week write an essay about the university, it's mascot, tuition ,etc. S. will also create a replica of their school flag.

Closer: S. will share with a partner the college that they chose and why.

#### Grammar 2:25pm - 2:40pm

Anticipatory set: T. will model and explain the compound words worksheet.

Guided lesson: T. will model 1-2 problems on the worksheet. S. will ask any questions prior to working independently on the worksheet.

Independent activity: S. will complete the compound words worksheet.

Closer: S. will turn in their worksheets into the basket.

#### Standards

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

**3.L.1h** Use coordinating and subordinating conjunctions.

**3.L.4b**

Guided lesson: T. will model 1-2 problems on the worksheet. S. will ask any questions prior to working independently on the worksheet.

Independent activity: S. will complete the compound words worksheet.

Closer: S. will turn in their worksheets into the basket.

#### Standards

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

**3.L.1h** Use coordinating and subordinating conjunctions.

**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).

Independent activity: S. will complete the conjunction worksheet.

Closer: S. will turn in the conjunction worksheet.

#### Standards

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

**3.L.1h** Use coordinating and subordinating conjunctions.

**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).

questions prior to working independently on the worksheet.

Independent activity: S. will complete the conjunctions worksheet.

Closer: S. will turn in their worksheets into the basket.

#### Standards

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

**3.L.1h** Use coordinating and subordinating conjunctions.

**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).

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).