

Monday 09/19/2016	Tuesday 09/20/2016	Wednesday 09/21/2016	Thursday 09/22/2016	Friday 09/23/2016
<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will complete the daily skills review for Math bellwork or a multiplication worksheet.</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will complete the daily skills review for Math bellwork or a multiplication worksheet.</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will complete the daily skills review for Math bellwork or a multiplication worksheet.</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will complete the daily skills review for Math bellwork or a multiplication worksheet.</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will complete the daily skills review for Math bellwork or a multiplication worksheet.</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and the Pledge.</p>
<p>Math 8:15am - 10:00am</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 division Math games on the Learn site.</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is division and how does it help us split up numbers? Learning target: I can create division problems with divisors of 5 and 10. Anticipatory set: T. will introduce and model the division strategies anchor chart. S. will take notes in their Math journals.</p> <p>Guided lesson: T. will model and introduce the Conceptua opener for 3-1-2-2. S. will answer questions from opener and share responses with a partner.</p> <p>Independent activity: S. will work on the Conceptua lesson 3-1-2-2. S. that finish the lesson early will play the division derby Math game on the Learn site.</p>	<p>Math 8:15am - 9:15am</p> <p>EQ: What is division and how does it help us split up numbers? Learning target: We will evaluate and model inverse relationships with division and multiplication.</p> <p>Anticipatory set: T. will ask S. what a divisor and what a dividend is. S. will share their responses with a partner. S. and T. will discuss full class.</p> <p>Guided lesson: T. will model and introduce the Conceptua opener for 3-1-2-3. S. will share responses and answer questions from the opener.</p> <p>Independent activity: S. will complete the Conceptua lesson. S. that finish early will play the division derby game on the Learn site.</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is division and how does it help us split up numbers? Learning target: I can divide with divisors of 5 and 10.</p> <p>Anticipatory set: T. will give S. a division drill to complete. S. will be given 5 minutes (initially).</p> <p>Guided lesson: T. will introduce and model the Conceptua opener for 3-1-2-4. S. will answer questions from the opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-2-4. S. that finish the lesson early will work on one of the multiplication or division games on the Learn site.</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is multiplication and what strategies can we use to solve our problems? Learning target: I can multiply by 0s, 1s, 2s, and 4s using models.</p> <p>Anticipatory set: T. will ask S. what the meaning is for product and to name at least one strategy for solving a multiplication problem.</p> <p>Guided lesson: T. will introduce and model the Conceptua opener for 3-1-3-1. S. will answer questions from opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-3-1. S. that finish early will play one of the multiplication games on the Learn site.</p>

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 5×7 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.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

Closer: S. will complete a division worksheet (1's, 2's, and 3's). S. will also answer the Conceptua journal prompt in their Math journals.

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

Closer: S. will complete a division worksheet (exit ticket). S. will answer the Conceptua journal prompt in their Math journals too.

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Closer: S. will complete a division worksheet (exit ticket) and/or the Conceptua journal prompt in their Math journals.

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Closer: S. will complete their hundreds chart table for 4s. S. will then complete a multiplication worksheet (exit ticket).

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

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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Reading 10:40am - 11:15am

EQ: What is the sequence of events in a story and how are they important?
Learning target: I can create a timeline and place the events of the story in the correct order.

Anticipatory set: T. will ask S. to share with a partner one thing that happened in the last chapter of their book (Magic Tree House).

Guided lesson: T. will model and explain how S. are to create a timeline on a sheet of white construction paper. S. will need to create a timeline for the first 6-7

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Learning target: I can create a timeline and place the events of the story in the correct order.

Anticipatory set: T. will ask S. to share with a partner one thing that happened in the last chapter of their book (Magic Tree House).

Guided lesson: T. will model and explain how S. are to create a timeline on a sheet of white construction paper. S. will need to create a timeline for the first 6-7 chapters of their Magic Tree House books. When S. are

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

EQ: What is the central message or moral of a story?
Learning target: I can find the meaning of unfamiliar words and phrases, including figurative language in an excerpt from 'More than Anything Else.'

Anticipatory set: T. will model and introduce pgs. 20-21 in 'More than Anything Else.' T. will introduce figurative language to the students. T. will model the example 'I have butterflies in my stomach.' T. will ask S. what they think this phrase means. S. will share their responses with a partner.

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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Reading 10:40am - 11:15am

EQ: What is the sequence of events in a story and how are they important?
Learning target: I can create a summary of my chapter by using key events from the story.

Anticipatory set: T. will ask S. which chapter they are on in their reading group books. T. will take a poll with a show of hands.

Guided lesson: S. will continue reading one chapter in their reading group books (ch. 7 or 8?). T. will work with 'blizzard' reading group' and 'polar bears group.'

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Reading 10:40am - 11:15am

EQ: What is the sequence of events in a story and how are they important?
Learning target: I can create a summary of my chapter by using key events from the story.

Anticipatory set: T. will ask S. which chapter they are on in their reading group books. T. will take a poll with a show of hands.

Guided lesson: S. will continue reading one chapter in their reading group books (ch. 7 or 8?). T. will work with 'blizzard' reading group' and 'polar bears group.'

chapters of their Magic Tree House books. When S. are finished they may create a drawing for each entry in their timeline.

Independent activity: S. will begin working on their timelines and drawings to accompany each sequence.

Closer: S. will share with a partner one thing that they added to their timeline.

Standards

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.3d Read grade-appropriate irregularly spelled words.

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.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to

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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

Guided lesson: T. will model and explain how S. are to take notes on the following pages as the T. reads it aloud. S. will then need to go over their notes and summarize and retell the passage to a partner.

Independent activity: S. will review their note catchers and retell the story based on their notes, to a partner.

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

ALL block stations
Independent Reading Group
Writing Prompt Group
G.U.M. group - Dibels?

Standards

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

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.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or

Independent activity: S. will read one chapter from their Magic Tree House books and answer the journal prompt in their Reading journals.

Closer: S. will share their journal responses with a partner.

Standards

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.3d Read grade-appropriate irregularly spelled words.

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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

EQ: What is the central message or moral of a story?
Learning target: I can analyze someone reading aloud

Independent activity: S. will read one chapter from their Magic Tree House books and answer the journal prompt in their Reading journals.

Closer: S. will share their journal responses with a partner.

Standards

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.3d Read grade-appropriate irregularly spelled words.

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.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: What is the central message or moral of a story?

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

EQ: What is the central message or moral of a story?
Learning target: I can identify the central message, lesson, or moral of More Than Anything Else.

Anticipatory set: T. will model and introduce the new reading book for the unit 'More than Anything Else.' T. will introduce the vocabulary for the lesson. S. will write down the vocabulary in their E.L.A. journals: contract, abolished, and enslaved.

Guided lesson: T. will model and introduce the writing prompt for the end of unit 3 test. T. will emphasize the vocabulary term 'contract' which is in it. T. will ask S. 'what is the purpose of a contract?' S. will need to form an opinion/educated guess on what a contract is. S. will share their responses with a partner. Several S. will share whole class. T. will then model and introduce the book 'More than Anything Else.' T. will state how this book is about a boy (true story) that struggled with reading but overcame his struggle in a difficult situation.

EQ: What is the central message or moral of a story?
Learning target: I can identify the central message, lesson, or moral of More Than Anything Else.

Anticipatory set: T. will model and introduce the new reading book for the unit 'More than Anything Else.' T. will introduce the vocabulary for the lesson. S. will write down the vocabulary in their E.L.A. journals: contract, abolished, and enslaved.

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Independent activity: After T. has read aloud 'More than Anything Else,' T. will ask S. if

feelings) and explain how their actions contribute to the sequence of events.

Reading 11:55am - 12:25pm

EQ: What is the sequence of events in a story and how are they important?
Learning target: I can create a summary of my chapter by using key events from the story.

Anticipatory set: T. will ask S. which chapter they are on in their reading group books. T. will take a poll with a show of hands.

Guided lesson: S. will continue reading one chapter in their reading group books (ch. 7 or 8?). T. will work with 'blizzard' reading group' and 'polar bears group.'

Independent activity: S. will read one chapter from their Magic Tree House books and answer the journal prompt in their Reading journals.

Closer: S. will share their journal responses with a partner.

Standards

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

effectively to generate criteria for reading fluency.

Anticipatory set: T. will refer to the unit 3, lesson 4 module.
Guided lesson: T. will have S. take notes on the vocabulary from the lesson 3 module.

Independent activity: S. will complete the lesson 4 module lesson.

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

ALL block stations
Independent Reading Group
Writing prompt group
G.U.M. group- Dibels.

Standards

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

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.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or

Learning target: I can analyze someone reading aloud effectively to generate criteria for reading fluency.

Anticipatory set: T. will refer to the unit 3, lesson 5 module.
Guided lesson: T. will have S. take notes on the vocabulary from the lesson 5 module.

Independent activity: S. will complete the lesson 5 module lesson.

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

ALL block stations
Independent Reading Group
Writing prompt group
G.U.M. group- Dibels.

Standards

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

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.

Independent activity: After T. has read aloud 'More than Anything Else,' T. will ask S. if they have any remaining questions on the book (I notice, I wonder notes). T. will record any questions that they have on the board/ anchor chart. T. will then re-read the story and S. will see if they can answer any of the remaining questions.

Closer: S. will write down what they believe the message or lesson of the story is.

ALL Block stations

Independent Reading station-Silent Read and create a drawing of favorite scene in chapter/reading.
Writing prompt station-Fluently write a response to a writing prompt for at least 5 or more minutes.
G.U.M. Station- Phonics Grammar worksheet.

Standards

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

3.RL.2 Recount stories, including fables,

they have any remaining questions on the book (I notice, I wonder notes). T. will record any questions that they have on the board/ anchor chart. T. will then re-read the story and S. will see if they can answer any of the remaining questions.

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ALL Block stations

Independent Reading station-Silent Read and create a drawing of favorite scene in chapter/reading.
Writing prompt station-Fluently write a response to a writing prompt for at least 5 or more minutes.
G.U.M. Station- Phonics Grammar worksheet.

Standards

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

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

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

3.RF.3d Read grade-appropriate irregularly spelled words.

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.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

feelings) and explain how their actions contribute to the sequence of events.

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.

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.

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Grammar 2:25pm - 2:40pm

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

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).

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.

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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.

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).

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 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).

uncomfortable, care/
careless, heat/preheat).