

Monday 09/26/2016	Tuesday 09/27/2016	Wednesday 09/28/2016	Thursday 09/29/2016	Friday 09/30/2016
<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.</p> <p>S. will work on the morning bellwork (Math worksheet, multiplication or division).</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.</p> <p>S. will work on the morning bellwork (Math worksheet, multiplication or division).</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.</p> <p>S. will work on the morning bellwork (Math worksheet, multiplication or division).</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.</p> <p>S. will work on the morning bellwork (Math worksheet, multiplication or division).</p>	<p>Bellwork and Morning Routine 8:05am - 8:15am</p> <p>S. will listen to morning announcements and recite the Craycroft Creed and Pledge of Allegiance.</p> <p>S. will work on the morning bellwork (Math worksheet, multiplication or division).</p>
<p>Math 8:15am - 10:00am</p> <p>EQ: What is multiplication and what are the different strategies to solve it? Learning target: I can solve multiplication problems in groups of 0,2, and 4 using models.</p> <p>Anticipatory set: T. will have S. complete a multiplication worksheet on the 2s or 4s.</p> <p>Guided lesson: T. will model and explain the Conceptua opener for 3-1-3-1. S. will answer opener questions and share their responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-3-1. S. that finish early will complete one of the multiplication games on the Learn site.</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is multiplication and what are the different strategies to solve it? Learning target: I can solve multiplication problems in groups of 0,2, and 4 by writing equations.</p> <p>Anticipatory set: T. will model and introduce vocabulary for the lesson: equation, product, quotient, 'parts of' and 'groups of'. S. will write down vocabulary in their Math journals.</p> <p>Guided lesson: T. will model and introduce the Conceptua lesson for 3-1-3-2. S. will answer the questions correlating to the lesson and share their responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-3-2. S. that finish</p>	<p>Math 8:15am - 9:15am</p> <p>EQ: What is the commutative property and how is it used in multiplication? Learning target: I can solve multiplication problems using the commutative property.</p> <p>Anticipatory set: T. will ask S. to share with a partner what the commutative property is. T. and S. will discuss whole group.</p> <p>Guided lesson: T. will model and explain the Conceptua opener for 3-1-3-3. S. will answer questions from the opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-3-3. S. that finish early may play one of the multiplication games on the Learn site.</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What is multiplication and what are the different strategies to solve it? Learning standard: I can create products from my multiplication problems using various strategies.</p> <p>Anticipatory set: T. will ask S. to share with a partner at least two different strategies they can use to solve a multiplication problem. T. and S. will discuss different strategies whole class.</p> <p>Guided lesson: T. will model and explain how S. are to complete the Conceptua lesson via the opener for 3-1-3-4. S. will answer questions from the opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua</p>	<p>Math 8:15am - 10:00am</p> <p>EQ: What are divisors and how do I model with groups? Learning target: I can solve a division problem by modeling the divisors with groups.</p> <p>Anticipatory set: T. will ask S. what a divisor is? S. will share responses with a partner. T. will mention how a divisor is the number that splits up the larger number in a division problem.</p> <p>Guided lesson: T. will model and explain the Conceptua opener for 3-1-4-1. S. will answer questions from the opener and share responses with a partner.</p> <p>Independent activity: S. will complete the Conceptua lesson 3-1-4-1. S. will then refer to the multiplication/division triangles on the board and solve them in their</p>

Closer: S. will complete a 2s or 4s 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.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.

Reading 10:40am - 11:15am

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

Closer: S. will complete a multiplication drill or worksheet.

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 .

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

Standards

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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.

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

lesson 3-1-3-4. S. that finish early may work on one of the multiplication games on the Learn site.

Closer: S. will complete a 4s or 5s 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.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

Math journals (S. will need to solve and identify the missing number in one of the corners of the triangle).

Closer: S. will answer the Conceptua journal prompt in their Math journals. S. will also complete a multiplication or division 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.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and

EQ: What is the main idea of a story and how do I use key details in a summary?
Learning target: I can create a summary of a chapter in my book using key details.

Anticipatory set: T. will have S. complete a Reading or Grammar worksheet.

Guided lesson: T. will briefly explain and model what S. are to complete in their Reading journals based on their 'Magic Tree House books.' Depending on the chapter S. are on in their groups. S. will read one chapter in their book and write a journal prompt entry based on the 'Magic Tree House ppt' on the Learn site; which lists and explains each journal entry per chapter.

Independent activity: S. will silently read a chapter from their books by themselves or with a partner that has the same book. T. will pull aside lower S. to the u-table to read aloud their chapters.

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

Standards

3.RL.1 Ask and answer questions to

the unknown number to represent the problem.

Reading 10:40am - 11:15am

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Learning target: I can create a summary of a chapter in my book using key details.

Anticipatory set: T. will have S. complete a Reading or Grammar worksheet.

Guided lesson: T. will briefly explain and model what S. are to complete in their Reading journals based on their 'Magic Tree House books.' Depending on the chapter S. are on in their groups. S. will read one chapter in their book and write a journal prompt entry based on the 'Magic Tree House ppt' on the Learn site; which lists and explains each journal entry per chapter.

Independent activity: S. will silently read a chapter from their books by themselves or with a partner that has the same book. T. will pull aside lower S. to the u-table to read aloud their chapters.

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

EQ: What is a reading contract?
Learning target: I can create an introductory paragraph for my reading contract.

Anticipatory set: T. will introduce vocabulary term for lesson, introductory paragraph. T. will write down definition in their E.L.A. journals.

Guided lesson: T. will model and introduce module 1, unit 3, lesson 6 lesson on writing an intro paragraph. T. will model first few sentences of intro paragraph on the board (projector).

Independent activity: S. will work independently and type their intro paragraphs on their laptops in google docs.

Closer: S. will share their intro paragraphs with a partner.

Standards

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

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

3.W.5 With guidance and support from peers

the unknown number to represent the problem.

Reading 10:40am - 11:15am

EQ: What is the main idea of a story and how do I use key details in a summary?
Learning target: I can create a summary of a chapter in my book using key details.

Anticipatory set: T. will have S. complete a Reading or Grammar worksheet.

Guided lesson: T. will briefly explain and model what S. are to complete in their Reading journals based on their 'Magic Tree House books.' Depending on the chapter S. are on in their groups. S. will read one chapter in their book and write a journal prompt entry based on the 'Magic Tree House ppt' on the Learn site; which lists and explains each journal entry per chapter.

Independent activity: S. will silently read a chapter from their books by themselves or with a partner that has the same book. T. will pull aside lower S. to the u-table to read aloud their chapters.

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

measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Reading 10:40am - 11:15am

EQ: What is the main idea of a story and how do I use key details in a summary?
Learning target: I can create a summary of a chapter in my book using key details.

Anticipatory set: T. will have S. complete a Reading or Grammar worksheet.

Guided lesson: T. will briefly explain and model what S. are to complete in their Reading journals based on their 'Magic Tree House books.' Depending on the chapter S. are on in their groups. S. will read one chapter in their book and write a journal prompt entry based on the 'Magic Tree House ppt' on the Learn site; which lists and explains each journal entry per chapter.

Independent activity: S. will silently read a chapter from their books by themselves or with a partner that has the same book. T. will pull aside lower S. to the u-table to read aloud their chapters.

demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

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 reading fluency?
Learning target: I can identify strategies to become an independent and proficient reader.

Anticipatory set: T. will introduce vocabulary for E.L.A. module 1, unit 3 lesson 4. : fluency, strategies, and effectively.

Guided lesson: T. will model and introduce lesson 4 and that S. will be making reading fluency goals on how they will increase their reading fluency throughout the year.

Independent activity: T. will first model and then S. will work independently or collaboratively in their table

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

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 a reading contract?
Learning target: I can identify and create parts of a reading contract.

Anticipatory set: T. will ask S. what is reading fluency (S. and T. talked about this in previous lesson).

Guided lesson: T. will model and explain module 1, unit 3, lesson 5 E.L.A. lesson.

Independent activity: S. will work on their reading contracts independently and collaboratively in their table groups.

and adults, develop and strengthen writing as needed by planning, revising, and editing.

Reading 11:55am - 12:25pm

EQ: What is the main idea of a story and how do I use key details in a summary?
Learning target: I can create a summary of a chapter in my book using key details.

Anticipatory set: T. will have S. complete a Reading or Grammar worksheet.

Guided lesson: T. will briefly explain and model what S. are to complete in their Reading journals based on their 'Magic Tree House books.' Depending on the chapter S. are on in their groups. S. will read one chapter in their book and write a journal prompt entry based on the 'Magic Tree House ppt' on the Learn site; which lists and explains each journal entry per chapter.

Independent activity: S. will silently read a chapter from their books by themselves or with a partner that has the same book. T. will pull aside lower S. to the u-table to read aloud their chapters.

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

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 a reading contract?
Learning target: I can create a supporting paragraph to my reading contract.

Anticipatory set: T. will introduce vocabulary for the lesson, which is proof. S. will write down the vocabulary term and definition in their E.L.A. journals.

Guided lesson: T. will model and introduce module 1, unit 1, lesson 7 on proofing a paragraph for their reading contract.

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

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

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 a reading contract?
Learning target: I can create a second supporting paragraph for my reading contract.

Anticipatory set: T. will briefly go over expectations for Reading contract. T. will review reading fluency and ask S. what reading fluency is. S. will share response with a partner.

Guided lesson: T. will model second supporting paragraph

groups to complete their own reading fluency challenges and strategies note-catcher.

Closer: S. will share their reading challenges and strategies that they will implement with a partner. Several S. will share whole class.

ALL Block stations
Reading/Sentence Fluency:
GUM groups: S. will take turns reading a passage in different voice tones.
Complex Text station:
Independent Reading station:

Standards

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

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

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

T. will model and explain how S. are to organize their desk

Closer: S. will share their reading contracts with a partner.

ALL block stations
Reading sentence fluency/
GUM group
Complex Text group
Independent Reading group

Standards

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

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

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

T. will model and explain how S. are to take notes in their journals. S. should already be aware of two-column notes, but T. will review penmanship, and writing in a journal and how much space to take up on a page, etc.

Grammar 2:25pm - 2:40pm

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

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

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

Independent activity: S. will begin working on their (second) supporting paragraph for their reading contract. S. will continue typing up their reading contract on their laptops.

Closer: S. will share their supporting paragraph with a partner.

ALL block stations
Independent Reading station
Word Study station (spelling words and vocabulary from E.L.A. units?)
Writing practice station (Writing prompt?)

Standards

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

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

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

T. will model and explain how S. are to take notes in their journals. S. should already be

on the board. This paragraph will include a struggle and strategy from their note-catcher from Monday.

Independent activity: S. will independently work on typing up their (third) second supporting paragraph.

Closer: S. will share with a partner their second supporting paragraph.

ALL block stations
Independent Reading station
Word Study station
Writing practice station

Standards

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

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

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

T. will model and explain how S. are to take notes in their journals. S. should already be aware of two-column notes,

and to make sure that they have no unfinished work in any of their folders (Math, E.L.A/Reading, and Homework folders). S. whose desks are organized may begin working on their Conceptua completion chart (on u-table).

Grammar 2:25pm - 2:40pm

EQ: What are prepositions and how do they compliment nouns?
Learning Target: I can create a story using prepositions correctly in a sentence.

Anticipatory set: T. will ask S. what a preposition is? S. will share their definition with a partner.

Guided lesson: T. will model and explain how S. are to complete their 'Where's Foofy?' preposition stories. S. should be finishing up coloring and the last few pages of their stories. Some S. that are ahead will begin cutting out and folding their books.

Independent activity: S. will continue working on their preposition books.

Closer: S. will share the preposition sentences that they have written (the last few

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Guided lesson: T. will model and explain how S. are to complete their 'Where's Foofy?' preposition stories. S. should be finishing up coloring and the last few pages of their stories. Some S. that are ahead will begin cutting out and folding their books.

Independent activity: S. will continue working on their preposition books.

Closer: S. will share the preposition sentences that they have written (the last few pages of their book) with a partner.

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,

aware of two-column notes, but T. will review penmanship, and writing in a journal and how much space to take up on a page, etc.

Grammar 2:25pm - 2:40pm

EQ: What are prepositions and how do they compliment nouns?
Learning Target: I can create a story using prepositions correctly in a sentence.

Anticipatory set: T. will ask S. what a preposition is? S. will share their definition with a partner.

Guided lesson: T. will model and explain how S. are to complete their 'Where's Foofy?' preposition stories. S. should be finishing up coloring and the last few pages of their stories. Some S. that are ahead will begin cutting out and folding their books.

Independent activity: S. will continue working on their preposition books.

Closer: S. will share the preposition sentences that they have written (the last few pages of their book) with a partner.

Standards

but T. will review penmanship, and writing in a journal and how much space to take up on a page, etc.

Grammar 2:25pm - 2:40pm

EQ: What are prepositions and how do they compliment nouns?
Learning Target: I can create a story using prepositions correctly in a sentence.

Anticipatory set: T. will ask S. what a preposition is? S. will share their definition with a partner.

Guided lesson: T. will model and explain how S. are to complete their 'Where's Foofy?' preposition stories. S. should be finishing up coloring and the last few pages of their stories. Some S. that are ahead will begin cutting out and folding their books.

Independent activity: S. will continue working on their preposition books.

Closer: S. will share the preposition sentences that they have written (the last few pages of their book) with a partner.

Standards

3.L.1

pages of their book) with a partner.

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.

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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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