

Grade 3 Number Corner Planner

September 2010 Beginning Tuesday, Sep. 7th

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes:</p> <ul style="list-style-type: none"> If you start in August, hold off on Measuring Tools calendar markers until Sept. and consult Oct. Planner for last week of Sept. Before school starts, assemble your calendar wall as illustrated on TG p. 19; read Introduction in Teachers Guide pp. 21-27. IMPORTANT Complete advance preparations, TG p. 28 e.g. Money Kits needed for the 8th. You can either have children enter first day seeing entire Measuring Tools calendar markers 1-6, or put 1-7 in the pocket chart in front of them (recommended) 				
<p>6 Labor Day No School</p>	<p>7 CG Post Measuring Tools markers (note above), recording observations & predictions (TG p. 29) NG Introduce hundreds grid & number line; count by 5's from 46-81 (TG p. 36, bullets 38)</p>	<p>8 CG Update CCB Introduce Three Turns to Win NOTE You need money kits assembled for this activity</p>	<p>9 CG Update CF Introduce 20 or Bust - use ten-strips, modeling equations & strategies (TG p. 40 & 23) MB 8 tile & 9 tile, odd & even, plus & minus (TG p. 45)</p>	<p>10 CG Continue recording predictions & observations NG Count by 5's from 2 up to 37; from 98 back to 53; can use NCSB p. 1</p>
<p>13 CG Conduct discussion outlined on TG p. 32 for Saturday's cup marker; continue observations & predictions NG Count by 2's from 3 up to 35; from 87 back to 55; can use NCSB p. 1</p>	<p>14 CG Update CF Focus on strategies - see Continuing . . . (TG p. 43) MB $2 + 4 = 6$, $5 + 7 = 12$, $5 + 8 = 13$, $8 + 8 = 16$ & $5 + 3 = 8$</p>	<p>15 Today and tomorrow administer Baseline assessment, TG p. 6. Included is a class checklist. Note location of Support Activities TG p. 7. Blacklines A 0.1-A 0.5</p>	<p>16 Today and tomorrow administer Baseline assessment, TG p. 6. Included is a class checklist. Note location of Support Activities TG p. 7. Blacklines A 0.1-A 0.5</p>	<p>17 CG Study length cards (TG p. 33) NG Count by 2's from 64 up to 98; by 4's from 5 up to 41; can use NCSB p. 1 or 2</p>
<p>22 CG Start class chart (bottom TG p. 33) NG By 10's from 6 up to 76; by 3's from 4 up to 40 NCSB p. 1 or 2</p>	<p>21 CG Update CF Ready to play to 25 or 30? See bottom TG p. 43 MB $7 + 4 = 11$, $4 + 10 = 14$, $9 + 5 = 14$, $6 + 9 = 15$ & $8 + 6 = 14$; make generalizations (TG p. 49, par. 4)</p>	<p>22 CG Conduct discussion of how time devices changed (bottom TG p. 34) CCB Three Turns to Win; if need more challenge, find difference between two totals at end of game (TG p. 54)</p>	<p>23 CG Work on class chart from Monday CF Play to 30 or do subtraction? (bottom TG p. 43) NG Count by 10's from 83 back to 13; by 3's from 39 back to 3; by 4's from 75 back to 51</p>	<p>24 CG Complete Student Book NG Count by 5's from 54 back to 14; by 10's from 97 back to 37 NCSB p. 5 - Save as assessment</p>
<p>27 CG Conduct discussion of fl. oz vs. weight in oz. (TG p. 34); update chart NG Complete Student Book page NCSB p. 6</p>	<p>28 CG Update CF Play to 30 or do subtraction or do NCSB page (bottom TG p. 43) MB $8 + 4 = 12$, $7 + 9 = 16$, $8 + 7 = 15$, $7 + 7 = 14$ & $6 + 7 = 13$; make generalizations NCSB p. 7 & 8</p>	<p>29 CG Update CCB Students can play in pairs using NCSB page; challenge to find exact difference between totals (TG p. 54) NCSB p. 3 or 4</p>	<p>30 CG Wrap up discussion of all patterns, linear, diagonal, up, down, and appropriate uses of tools Finish any activities missed earlier in month</p>	

CG=Calendar Grid, **MB**=Magnetic Board, **NG**=Numbers Grid, **CCB**=Clocks, Coins & Bills, **CF**=Computational Fluency, **NCSB**=Number Corner Student Book