

Grade 3 Number Corner Planner

YEAR: 2011-2012

MONTH: May-June

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes: Extend Number Corner into June by having class finish any activities you didn't have time for in May. Then, based on your analysis of Checkup 4 (see 24th & TG p. 322-323), you can spend some of your June Number Corner time with Support Activities, outlined on TG p. 324. Many of these games could be played as a whole class, or students could be grouped according to need, playing them with each other. (Introductions to the activities would be needed of course, perhaps as whole-group lessons).</p> <p>Some teachers also like to have their students develop and make their own set of calendar markers for the month of June.</p>				
	<p>1 Workout CG Post first calendar marker (TG p. 306)</p> <p>CF Introduce Make Zero, recording all attempts, including ones that didn't work (TG p. 318)</p>	<p>2 Update CG</p> <p>Workout CCB Draw two Shopping Cards, estimate total, add, compute change from \$10 (TG p. 320)</p>	<p>3 Workout CG Any relationship so far? Record observations/predictions (TG p. 306)</p>	<p>4 Workout CG Every other day is . . . Ready to start chart yet? (TG p. 308)</p> <p>DC As last month, circle now divided into thirds; demo how tallies make fractions; make chart before next week (TG pp. 310-313) Blackline NC 9.1 - one for every 3 students</p>
<p>7 Update CG</p> <p>Workout MB Multiplying 13 by 4 with base ten pieces; make array, offer scratch paper (TG p. 314)</p>	<p>8 Update CG</p> <p>Workout CF Play Make Zero as a class; remember, optional fifth spin if cannot make zero</p>	<p>9 Workout CG Started chart yet?</p> <p>CCB Depending on class, can draw more than two cards or buy more than one of same item</p>	<p>10 Update CG</p> <p>Workout DC Analyze class results from first spinner (TG p. 313)</p>	<p>11 Workout CG Post today's and Saturday's cal pieces. Using chart, guide children to realize Saturday ends 2nd repetition of model pattern; use bulleted points on TG p. 309 as guide to questioning</p>
<p>14 Update CG</p> <p>Workout MB Continue as last week; choose combination(s) from bottom of TG p. 315; stress partial products</p>	<p>15 Update CG</p> <p>Workout CF Play Make Zero as a class - next week students will play in pairs</p>	<p>16 Workout CG Use bulleted points on TG p. 309 as guide to questioning</p>	<p>17 Update CG</p> <p>Workout CCB Can draw more than two cards or buy more than one of same item (TG p. 320)</p>	<p>18 Workout CG Today ends 3rd repetition of model pattern (TG p. 308)</p> <p>DC Use second spinner; discuss first, then spin in pairs, tallying results</p>

***TG**=Teachers Guide, **OPT**=optional, **CG**=Calendar Grid, **NG**=Numbers Grid, **MB**=Magnetic Board, **DC**=Data Collector, **CCB**=Clocks, Coins & Bills, **CF**=Computational Fluency, **NCSB**=Number Corner Student Book

Grade 3 Number Corner Planner (cont.)

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<p>21 Update CG</p> <p>Workout MB Use combination(s) from bottom of p. 315; stress partial products</p>	<p>22 Update CG</p> <p>Workout CF Have students play in pairs using Student Book page NCSB p. 59</p>	<p>23 Workout CG Use questions on TG p. 309 and update chart</p> <p>CCB Complete Student Book page OR continue practice into June NCSB page 62</p>	<p>24 Workout CG Today ends 4 repetitions of model</p> <p>Give Checkup 4 sometime this month or in June before final report cards - administer whenever it fits your schedule; plan Support Activities. See note above about extending into June. (TG p. 324) Blacklines NC A 9.1-9.4</p>	<p>25 Update CG</p> <p>Workout MB Use Student Book page 61 to assess understanding of multiplication, arrays, & partial products - collect & review NCSB p. 61</p>
<p>28 Memorial Day No School</p>	<p>29 Workout CG Review weekend cal pieces. What will tomorrow be? (end of 5th repetition)</p> <p>CF Have students play in pairs using NCSB NCSB page 60</p>	<p>30 Finish any activities missed earlier or repeat a favorite</p> <p>Is Checkup 4 done?</p>	<p>31 CG Complete discussion of all calendar patterns</p> <p>Finish any activities missed earlier or repeat a favorite</p> <p>Checkup 4 done?</p>	<p>June 1</p> <p>See Notes above for ideas if your school year continues into June</p>
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