

# Grade 3 Number Corner Planner

September 2009 Beginning Tuesday, Sep. 8th

| MONDAY  | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY   |
|---|---|---|---|--|
| <b>Notes</b> <ul style="list-style-type: none"> <li>• There is another planner on website with Sept. 2nd start date. If you are starting on a date other than the 2nd or the 8th, make adjustments as needed. If you start in August, hold off on Measuring Tools calendar markers until Sept. and consult Oct. Planner for last week of Sept.</li> <li>• Before school starts, assemble your calendar wall as illustrated on TG p. 19; read Introduction in Teachers Guide pp. 21-27.</li> <li>• <b>IMPORTANT</b> Complete advance preparations, TG p. 28 e.g. Money Kits needed for the 9th.</li> <li>• You can either have children enter first day seeing entire Measuring Tools calendar markers 1-7, or put 1-8 in the pocket chart in front of them (recommended)</li> </ul> |   |   |   |  |
| 7<br><b>Labor Day</b><br><b>No School</b>   | 8<br><b>CG</b> Post Measuring Tools markers (note above), recording observations & predictions (TG p. 29)<br><b>NG</b> Introduce hundreds grid & number line; count by 5's from 46-81 (TG p. 36, bullets 38)                                    | 9<br><b>CG</b> Update<br><b>CCB</b> Introduce Three Turns to Win<br><b>Note</b> You need money kits assembled for this activity   | 10<br><b>CG</b> Update<br><b>CF</b> Introduce 20 or Bust - use ten-strips, modeling equations & strategies (TG p. 40 & 23)<br><b>MB</b> 8 tile & 9 tile, odd & even, plus & minus (TG p. 45)                    | 11<br><b>CG</b> Continue recording predictions and observations<br><b>NG</b> Count by 5's from 2 up to 37; from 98 back to 53; can use Student Book page<br><b>NCSB</b> p. 1 |
| 14<br><b>CG</b> Conduct discussion outlined on TG p. 32 for Saturday's cup marker; continue observations & predictions<br><b>NG</b> Count by 2's from 3 up to 35; from 87 back to 55; can use Student Book page<br><b>NCSB</b> p. 1   | 15<br><b>CG</b> Update<br><b>CF</b> Focus on strategies - see Continuing... (TG p. 43)<br><b>MB</b> $2 + 4 = 6$ , $5 + 7 = 12$ , $5 + 8 = 13$ , $8 + 8 = 16$ & $5 + 3 = 8$  | 16<br>Today and tomorrow administer <b>Baseline Assessment</b> , TG p. 6. Included is a class checklist.<br><br><b>Note</b> location of Support Activities TG p. 7.<br><br>Blacklines A 0.1-A 0.5       | 17<br>(This cell is merged with the 16th in the original image)   | 18<br><b>CG</b> Study length cards (TG p. 33)<br><b>NG</b> Count by 2's from 64 up to 98; by 4's from 5 up to 41; can use Student Book page<br><b>NCSB</b> p. 1 or 2         |
| 21<br><b>CG</b> Start class chart (bottom TG p. 33)<br><b>NG</b> By 10's from 6 up to 76; by 3's from 4 up to 40<br><b>NCSB</b> p. 1 or 2   | 22<br><b>CG</b> Update<br><b>CF</b> Ready to play to 25 or 30? See bottom TG p. 43<br><b>MB</b> $7 + 4 = 11$ , $4 + 10 = 14$ , $9 + 5 = 14$ , $6 + 9 = 15$ & $8 + 6 = 14$ ; make generalizations (TG p. 49, par. 4)                             | 23<br><b>CG</b> Conduct discussion of how time devices changed (bottom TG p. 34)<br><b>CCB</b> Three Turns to Win; if need more challenge, find difference between two totals at end of game (TG p. 54) | 24<br><b>CG</b> Work on class chart from Monday<br><b>CF</b> Play to 30 or do subtraction? (bottom TG p. 43)<br><b>NG</b> 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 | 25<br><b>CG</b> Complete Student Book<br><b>NG</b> Count by 5's from 54 back to 14; by 10's from 97 back to 37<br><b>NCSB</b> p. 5 - Save as assessment                      |
| 28<br><b>CG</b> Conduct discussion of fl. oz vs. weight in oz. (TG p. 34); update chart<br><b>NG</b> Complete Student Book page<br><b>NCSB</b> p. 6   | 29<br><b>CG</b> Update<br><b>CF</b> Play to 30 or do subtraction or do Student Book page (bottom TG p. 43)<br><b>MB</b> $8 + 4 = 12$ , $7 + 9 = 16$ , $8 + 7 = 15$ , $7 + 7 = 14$ & $6 + 7 = 13$ ; make generalizations<br><b>NCSB</b> p. 7 & 8 | 30<br><b>CG</b> Update<br><b>CCB</b> Students can play in pairs using Student Book page; challenge to find exact difference between totals (TG p. 54)<br><b>NCSB</b> p. 3 or 4                          |   |  |

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