

Grade 3 Number Corner Planner

September 2009 Beginning Wednesday, Sep. 2nd

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Note *We are unable to write planners for all the variations of school start dates, so adjust as needed. A second planner is available for a start date of Sep. 8th. If starting in Aug., hold off on Measuring Tools calendar markers until Sept., then consult Oct. Planner for last week of Sept.</p>				
<p>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</p>	1	<p>2* CG Post 2 Measuring Tools markers, 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>3 CG Update CCB Introduce Three Turns to Win NOTE You need money kits assembled for this activity</p>	<p>4 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>7 Labor Day No School</p>	<p>8 CG Continue as yesterday NG Count by 5's from 2 up to 37; from 46 up to 81; from 98 back to 53; NCSB p. 1</p>	<p>9 CG Update CF Focus on strategies - see Continuing... (TG p. 43) MB $2 + 4 = 6$, $5 + 7 = 12$ & $5 + 8 = 13$</p>	<p>10 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>14 CG Conduct discussion outlined on TG p. 32 NG By 10's from 6 up to 76 & from 15 up to 95; by 3's from 4 up to 40 NCSB p. 1 or 2</p>	<p>15 CG Study length cards (TG p. 33) NG Count by 2's from 3 up to 35; from 87 back to 55; from 64 up to 98; by 4's from 5 up to 41; NCSB p. 1 or 2</p>	<p>16 CG Update CF Focus on strategies (TG p. 43) MB $8 + 8 = 16$, $5 + 3 = 8$ & $7 + 4 = 11$</p>	<p>17 CG Update CCB Three Turns to Win; if need more challenge, find difference between two totals at end of game (TG p. 54)</p>	<p>18 CG Update CF Ready to play to 25 or 30? See bottom TG p. 43 MB $4 + 10 = 14$, $9 + 5 = 14$ & $6 + 9 = 15$; make generalizations (TG p. 49, par. 4)</p>
<p>21 CG Start class chart (bottom TG p. 33) NG Count by 5's from 46 up to 81; by 10's from 15 up to 95; by 4's from 5 up to 41 & from 75 back to 51 NCSB p. 1 or 2</p>	<p>22 CG Conduct discussion of how time devices changed (bottom TG p. 34) NG Count by 3's from 65 up to 98 & from 88 back to 64; by 4's from 44 up to 92</p>	<p>23 CG Update CF Ready to play to 25 or 30? Or subtraction? (bottom TG p. 43) MB $8 + 6 = 14$, $7 + 7 = 14$ & $6 + 7 = 13$; make generalizations</p>	<p>24 CG Update CCB Students can play in pairs using Student Book page; challenge to find exact difference between totals (TG p. 54) NCSB p. 4</p>	<p>25 CG Update CF Play to 25 or 30 or do subtraction or do Student Book page (bottom TG p. 43) MB $8 + 4 = 12$, $7 + 9 = 16$, $8 + 7 = 15$; make generalizations NCSB p. 7</p>
<p>28 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>29 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>30 CG Update CF & MB Complete two student book pages if 7 not done last Fri. NCSB pp. 7-8</p>		

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