

Grade 3 Number Corner Planner

MONTH: March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes:</p> <ul style="list-style-type: none"> Use May Calendar Grid Pieces this month and follow teacher's guide as noted below. Continue building your fraction number line. (Supplement PPS 1) Lesson is posted on 3rd grade math resource page. http://www.pps.net/site/Default.aspx?PageID=760 <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</p>				
<p>Day 1</p> <p>Workout CG (May) Post first calendar marker (TG p. 306)</p> <p>NG Introduce Ten Thousands Grid, completing Student Book page (TG p. 248) NCSB p. 50</p>	<p>Day 2</p> <p>Update CG (May)</p> <p>Workout DC Predict perimeters of 2 similar rectangles; measure dimensions and find perimeters; begin class chart (TG p. 252)</p>	<p>Day 3</p> <p>Workout CG (May) Any relationship so far? Record observations/predictions (TG p. 306)</p> <p>Workout CF Play bingo in Student Book pages using only multiplication equations; write family of multiplication facts at end of game (TG p. 257) NCSB pp. 51-52</p>	<p>Day 4</p> <p>Update CG (May)</p> <p>NG Use Ten Thousand Grid & cover numbers from clues Set A (TG p. 250) Blackline NC 7.1, run back to-back (save thru April)</p>	<p>Day 5</p> <p>Workout CG (May) Every other day is . . . Ready to start chart yet? (TG p. 308)</p> <p>MB Play Numbers & Actions with magnetic base ten pieces (TG p. 264)</p>
<p>Day 6</p> <p>Update CG (May)</p> <p>NG Sets B & C (TG p. 251)</p>	<p>Day 7</p> <p>Workout CG (May) Started chart yet? (TG p. 308)</p> <p>Workout DC Add to class chart - see Continuing . . . (TG p. 254)</p>	<p>Day 8</p> <p>Update CG (May)</p> <p>Workout CF Play bingo in Student Books using multiplication & division equations; write family of division facts at end of game (TG p. 257) NCSB pp. 51-52</p>	<p>Day 9</p> <p>Workout CG (May) Is there a pattern? After posting today's piece have students analyze chart to look for patterns; use bulleted points on TG p. 309 as guide to questioning</p>	<p>Day 10</p> <p>Update CG (May)</p> <p>MB Play Numbers & Actions; consider modeling standard algorithm (TG p. 265)</p>
<p>Day 11</p> <p>Update CG (May)</p> <p>NG Sets D & E (TG p. 251)</p>	<p>Day 12</p> <p>Workout CG (May) Use bulleted points on TG p. 309 as guide to questioning</p> <p>Workout DC Complete Student Book page independently NCSB p. 53 - SAVE</p>	<p>Day 13</p> <p>Update CG (May)</p> <p>Workout CF As time allows, play another game of bingo, then complete Student Book page independently NCSB p. 54</p>	<p>Day 14</p> <p>Workout CG (May) you should have seen/or be close to seeing the pattern repeat for the 3rd time (TG p. 308)</p>	<p>Day 15</p> <p>Update CG (May)</p> <p>Complete Number Corner Checkup 3 independently, recording results on class checklist</p> <p>Plan Support Activities 11-13 as needed (TG p. 266) Blacklines NC A 7.1-7.4</p>

Grade 3 Number Corner Planner (cont.)

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<p><u>Day 16</u></p> <p>Update CG (May)</p> <p>NG Complete any sets they have been missed or create your own (TG p. 251)</p>	<p><u>Day 17</u></p> <p>Workout CG (May) Place remaining markers in chart for rest of the month; Complete discussion of all calendar patterns Use questions on TG p. 309 and update chart</p> <p>Finish any NG sets</p> <p>MB modeling algorithm or any other activities missed this month.</p>			
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