

# Grade 3 Number Corner Planner

MONTH: May-June

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Use <b>March</b> Calendar Grid Pieces and follow teacher's guide as noted below.</li> <li><b>Clocks, Coins, &amp; Bills:</b> Students will complete Clocks, Coins, &amp; Bills from both March and May this month.</li> <li><b>Supplement D3:</b> Telling Time (activity 1) can be incorporated during Coins, Clocks, and Bills if students need more practice with telling time. There are also two independent practice worksheets.</li> <li>Number of days varies from year to year based on school calendar.               <ul style="list-style-type: none"> <li>Extend Number Corner into June by having class finish any activities you didn't have time for in May.</li> <li>Based on your analysis of <b>Checkup 4 (TG p. 322-323)</b>, you can spend some of your June Number Corner time with <b>Support Activities</b>, outlined on <b>TG p. 324</b>. 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).</li> <li>Some teachers also like to have their students develop and make their own set of calendar markers for the month of June.</li> </ul> </li> </ul> <p>*<b>TG</b>=Teachers Guide, <b>OPT</b>=optional, <b>CG</b>=Calendar Grid, <b>NG</b>=Numbers Grid, <b>MB</b>=Magnetic Board, <b>DC</b>=Data Collector, <b>CCB</b>=Clocks, Coins &amp; Bills, <b>CF</b>=Computational Fluency, <b>NCSB</b>=Number Corner Student Book</p>				
<p><b>Day 1</b></p> <p>Workout <b>CG (March)</b> Introduce first calendar marker; record observations &amp; predictions (<b>TG p. 244</b>)</p> <p><b>CF</b> Introduce Make Zero, recording all attempts, including ones that didn't work (<b>TG p. 318</b>)</p>	<p><b>Day 2</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CCB (March)</b> <i>Play Time</i> <i>Now, Time Would Be using left-hand minutes spinner if appropriate for class - otherwise use right-hand minutes spinner (TG p. 261)</i></p>	<p><b>Day 3</b></p> <p>Update <b>CG (March)</b></p> <p><b>DC</b> As last month, circle now divided into thirds; demo how tallies make fractions; make chart before next week (<b>TG pp. 310-313</b>) Blackline NC 9.1 - one for every 3 students</p>	<p><b>Day 4</b></p> <p>Workout <b>CG (March)</b> Create Chart of Information for 7 markers (<b>TG p. 246</b>)</p>	<p><b>Day 5</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>MB</b> Multiplying 13 by 4 with base ten pieces; make array, offer scratch paper (<b>TG p. 314</b>)</p>
<p><b>Day 6</b></p> <p>Workout <b>CG (March)</b> Starting repetition. See Continuing. . . and update chart (<b>TG p. 245</b>)</p> <p>Workout <b>CF</b> Play Make Zero as a class; remember, optional fifth spin if cannot make zero</p>	<p><b>Day 7</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CCB (March)</b> <i>Play Time</i> <i>Now, Time Would Be using right-hand minutes spinner (TG p. 261)</i></p>	<p><b>Day 8</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>DC</b> Analyze class results from first spinner (<b>TG p. 313</b>)</p>	<p><b>Day 9</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CCB (March)</b> <i>Play Time</i> <i>Now, Time Would Be using right-hand minutes spinner (TG p. 261)</i></p>	<p><b>Day 10</b></p> <p>Workout <b>CG (March)</b> Discuss cubes &amp; rectangular prisms (3rd, 7th, 10th, 14th) (<b>TG p. 247</b>)</p> <p>Workout <b>MB</b> Continue as last week; choose combination(s) from bottom of <b>TG p. 315</b>; stress partial products</p>
<p><b>Day 11</b></p> <p>Workout <b>CG (March)</b> Consider how different shapes are used and why (<b>TG p. 247</b>)</p> <p>Workout <b>CF</b> Play Make Zero as a class - next week students will play in pairs</p>	<p><b>Day 12</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CCB (May)</b> Draw two Shopping Cards, estimate total, add, compute change from \$10 (<b>TG p. 320</b>)</p>	<p><b>Day 13</b></p> <p>Update <b>CG (March)</b></p> <p><b>DC</b> Use second spinner; discuss first, then spin in pairs, tallying results</p>	<p><b>Day 14</b></p> <p>Update <b>CG (March)</b></p> <p><b>CCB (May)</b> Depending on class, can draw more than two cards or buy more than one of same item</p>	<p><b>Day 15</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>MB</b> Use combination(s) from bottom of p. 315; stress partial products</p>

# Grade 3 Number Corner Planner (cont.)

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<p><b>Day 16</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CF</b> Have students play in pairs using Student Book page NCSB p. 59</p>	<p><b>Day 17</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>CCB (May)</b> Can draw more than two cards or buy more than one of same item (TG p. 320)</p>	<p><b>Day 18</b></p> <p>Update <b>CG (March)</b></p> <p>Give <b>Checkup 4</b> sometime this month or in June before final report cards - administer whenever it fits your schedule; plan <b>Support Activities</b>. See note above about extending into June. (TG p. 324) Blacklines NC A 9.1-9.4</p>	<p><b>Day 19</b></p> <p>Update <b>CG (March)</b></p> <p>Workout <b>MB</b> Use Student Book page 61 to assess understanding of multiplication, arrays, &amp; partial products - collect &amp; review NCSB p. 61</p>	<p><b>Day 20</b></p> <p>Update <b>CG (March)</b></p> <p><b>CF</b> Have students play in pairs using NCSB NCSB page 60</p>
<p><b>Day 21</b></p> <p>Update <b>CG (March)</b></p> <p>Finish any activities missed earlier or repeat a favorite</p> <p>Is <b>Checkup 4</b> done?</p>	<p><b>Day 22</b></p> <p>Update <b>CG (March)</b> conclude discussion of 3-D shapes, updating chart. (TG p. 246)</p> <p><b>CCB (May)</b> Complete Student Book page OR continue practice into June NCSB page 62</p> <p><b>Checkup 4</b> done?</p>	<p><b>June</b></p> <p>See Notes above for ideas if your school year continues into June</p>		
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