

Grade 3 Number Corner Planner

MONTH: October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes: * Number of days varies from year to year based on school calendar. Leave plenty of room beside the calendar grid for charts and observations & predictions bubbles *Draw 4 game markers for DC</p> <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>CG Post Cal Markers 1-3; see Advance Preparation, TG p. 66</p> <p>Discuss CCB Introduce An Hour or Bust using Student Book; first use questions on TG p. 86 NCSB p. 9</p>	<p>Day 2</p> <p>Discuss CG Update for weekend; record observations & predictions</p> <p>NG Circle tens; computation using overhead NC 2.1 (TG p. 73)</p>	<p>Day 3</p> <p>Update CG, DC*</p> <p>Discuss CF Introduce 0 or Bust, name strategies, write equations (TG p. 76)</p> <p>DC Introduce What's in the Bag; create chart (TG p. 80)</p>	<p>Day 4</p> <p>Update CG, DC*</p> <p>CCB Suggest using 5 minute spinner & NCSB</p> <p>(Don't forget to draw from DC bag Wednesdays and Thursdays) NCSB p. 10</p>	<p>Day 5</p> <p>Update CG</p> <p>Discuss NG Review/ finish computation with 10's</p> <p>CF Play 0 or Bust; name strategies, write equations</p>
<p>Day 6</p> <p>CG Noticed patterns emerging? Height? Length? (TG pp. 70-71)</p> <p>MB Form 3 X 5 array, discuss how to find area; label dimensions; vocabulary: factors (TG p. 88)</p>	<p>Day 7</p> <p>Discuss CG Start class chart illustrated on TG p. 68 (Answers on p. 70 – don't share!)</p> <p>NG Circle 5's; use questions 2 & 3 on TG p. 74; do computation with 5's on overhead</p>	<p>Day 8</p> <p>Update CG, DC*</p> <p>Discuss CF Play 0 or Bust; name strategies, write equations</p> <p>DC See <i>Continuing</i> Don't forget to draw from bag (TG p. 82)</p>	<p>Day 9</p> <p>Update CG, DC*</p> <p>Discuss CCB Use 5 minute spinner or switch to minute spinner as appropriate NCSB p. 11 or 12</p> <p>(Don't forget to draw from DC bag)</p>	<p>Day 10</p> <p>Update CG, DC*</p> <p>Discuss NG Circle 2's; use questions on TG p. 74</p> <p>CF Play 0 or Bust, stressing related addition facts</p>
<p>Day 11</p> <p>CG Encourage use of small number charts; use questions TG p. 70</p> <p>MB Form 2 X 6 array & create table with last week's and this (TG p. 90)</p>	<p>Day 12</p> <p>Discuss CG Lay markers out on floor in 4's (TG p. 71)</p> <p>NG Do computation with 2's on overhead</p>	<p>Day 13</p> <p>Update CG, DC*</p> <p>Discuss CF Play 0 or Bust, stressing related addition facts</p> <p>DC See <i>Continuing . . .</i> (TG p. 82) Don't forget to draw from bag</p>	<p>Day 14</p> <p>Update CG, DC*</p> <p>Discuss CCB Use minute spinner, can play with partner NCSB p. 12 or 13</p> <p>(Draw from DC bag) MB Form 3 X 8 array & add to table (from 15th)</p>	<p>Day 15</p> <p>Discuss CG Set out square arrays side-by-side (TG p. 72)</p> <p>NG Continue with 2's computation Complete Student Book page this week NCSB p. 14</p>

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<p><u>Day 16</u></p> <p>Update CG</p> <p>Discuss CF 0 or Bust</p> <p>DC Reveal contents of bag! See TG p. 83</p>	<p><u>Day 17</u></p> <p>Update CG, DC*</p> <p>Discuss CCB Play with partner</p> <p>NCSB p. 13 - copy if necessary</p> <p>MB Form 2 X 9 array, add to table and examine info</p> <p>(Draw from DC)</p>	<p><u>Day 18</u></p> <p>Update CG, DC*</p> <p>Discuss DC, NG Complete Student Book pages independently</p> <p>NCSB pp. 15 & 16</p> <p>(Draw from DC)</p>	<p><u>Day 19</u></p> <p>CG Update</p> <p>Checkup 1 - Complete; record on class list; plan</p> <p>Support Activities 1-6 (TG p. 92)</p> <p>Blacklines NC A 2.1-2.3; S 1.1-6.6MB 2 X 7 array</p>	
<p>Notes:</p>				