

Grade 3 Number Corner Planner

MONTH: September/August

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes: *Before school starts, assemble your calendar wall as illustrated on Teachers Guide p. 19 and read Introduction on pp. 21-27. **All elements of Number Corner can begin in August except for the Calendar Grid which you will want to wait until September to begin. IMPORTANT Read and complete Advance Preparations, TG p. 28, as Money Kits are needed within the first few days. NOTE You and/or class can collect some measurement devices for discussion of calendar markers (TG p. 28). This could be homework! 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>**Aug Day 1</p> <p>NG Introduce hundreds grid & number line; discuss similarities and differences. Count by 5's from 46-81. (TG p. 36, bullets p. 38)</p>	<p>**Aug Day 2</p> <p>CF Introduce <i>20 or Bust</i> - use ten-strips, modeling equations & strategies (TG p. 40 & 23)</p>	<p>**Aug Day 3</p> <p>MB 8 tile & 9 tile, odd & even, plus & minus (TG p. 45-48)</p>		
<p>Day 1</p> <p>CG Introduce Calendar Grid and Post Measuring Tools markers, recording observations & predictions (TG p. 29)</p> <p>NG Count by 5's from 2 up to 37; from 98 back to 53; (TG p. 38 bottom) can use Student Book NCSB p. 1</p>	<p>Day 2</p> <p>CG Update</p> <p>CCB Introduce <i>Three Turns to Win</i> NOTE You need money kits assembled for this activity (TG p. 52-53)</p>	<p>Day 3</p> <p>CG Update</p> <p>MB Investigate Even+Even (TG p. 48 see chart) Make generalizations (TG p. 48-50)</p> <p>CF <i>20 or Bust</i> Focus on strategies - see Continuing . . . (TG p. 43)</p>	<p>Day 4</p> <p>CG Continue recording predictions and observations</p> <p>NG Count by 2's from 3 up to 35; from 87 back to 55; (TG p. 38 bottom) can use Student Book NCSB p. 1</p>	<p>Day 5</p> <p>CG Continue observations & predictions</p>
<p>Day 6</p> <p>CG Update</p> <p>CF <i>20 or Bust</i> Focus on strategies - see Continuing . . . (TG p. 43)</p> <p>MB Investigate Odd+Odd (TG p. 48 see chart) Make generalizations (TG p. 48-50)</p>	<p>Day 7</p> <p>CG Conduct discussion outlined on TG p. 32 for cup marker on 12th</p> <p>Today and tomorrow administer Number Corner Baseline Assessment, TG p. 6. Included in the copyset.</p> <p>Note location of Support Activities TG p. 7. Blacklines NC A 0.1-A 0.5 from hard copy or disc</p>	<p>Day 8</p> <p>Day 9</p> <p>CG Start class chart (bottom TG p. 33)</p> <p>NG Count by 2's from 64 up to 98; by 4's from 5 up to 41; can use NCSB pp. 1 or 2</p>		<p>Day 10</p> <p>CG Study all length cards so far (TG p. 33)</p> <p>NG By 10's from 6 up to 76; by 3's from 4 up to 40 (TG p. 38 bottom)</p>

Grade 3 Number Corner Planner (cont.)

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Day 11</p> <p>CG Update</p> <p>CF <i>20 or Bust</i> Ready to play to 25 or 30 instead of 20? See bottom TG p. 43</p> <p>MB Investigate Odd+Even / Even+Odd (TG p. 48 see chart) Make generalizations (TG p. 48-50)</p>	<p>Day 12</p> <p>CG Conduct discussion of how time devices changed (bottom TG p. 34)</p> <p>CCB <i>Three Turns to Win</i>; if need more challenge, find difference between two totals at end of game (TG p. 54)</p>	<p>Day 13</p> <p>CG Work on class chart from last Friday</p> <p>CF <i>20 or Bust</i> Play to 30 or do subtraction if class is ready (bottom TG p. 43)</p> <p>NG 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 (TG p. 38 bottom)</p>	<p>Day 14</p> <p>CG Complete NCSB p. 5 (can save as an assessment)</p>	<p>Day 15</p> <p>CG Conduct discussion of fl. oz vs. weight in oz. (TG p. 34); update chart</p> <p>NG Count by 5's from 54 back to 14; by 10's from 97 back to 37 (TG p. 38 bottom)</p>
<p>Day 16</p> <p>CG Update</p> <p>CF <i>20 or Bust</i> Play to 30 or do subtraction or use NCSB p. 7 (bottom TG p. 43)</p> <p>MB Present Odd+Odd / Even+Even / Odd+Even can students use generalizations to predict odd or even sums Do NCSB p. 8 today (TG p. 50)</p>	<p>Day 17</p> <p>CG Update</p> <p>CCB <i>Three Turns to Win</i>; Students can play in pairs using Student Book page; challenge to find exact difference between totals (TG p. 54) NCSB p. 3 or 4</p>	<p>Day 18</p> <p>CG Update</p> <p>NG Complete NCSB p. 6 (TG p. 39)</p>	<p>Day 19</p> <p>CG Update</p> <p>Finish any activities or NCSB pp. 1-8 missed earlier in month</p>	<p>Day 20</p> <p>CG Place final marker(s), wrap up discussion of all patterns, linear, diagonal, up, down, and appropriate uses of tools</p> <p>Finish any activities or NCSB pp. 1-8 missed earlier in month</p>
<p>Notes:</p>				