Monday, August 31, 2015	Tuesday, September 1, 2015	Wednesday September 2, 2015	Thursday, September 3, 2015	Friday, September 4, 2015
8:05-8:15 Morning work	8:05-8:15 Morning work	8:05-8:15 Morning work	8:05-8:15 Morning work	8:05-8:15 Morning work
8:15-8:40 Problem Solving- "The largest giant jellyfish ever found was 7 ft. wide and had tentacles that were more than 120 ft long. Draw place-value blocks to show 120 using only tens.	8:15-8:40 Problem Solving- "Draw the place value blocks needed to finish making the number 532."	8:15-8:40 Problem Solving- "Frederick wants to build 1,412 with place value blocks. He does not have any thousands blocks. How many hundreds blocks will he use?"	8:15-8:40 Problem Solving- "Explain how you know that 6,775 is the correct answer to the clues below." -My ones digit is 5 -My thousands digit is one more than my ones digit -My hundreds digit is 7 -My tens digit is the same as my hundreds digit	8:15-8:40 Problem Solving- "Explain how the digit 4 can have different values."
8:40-8:50 Write this number in standard form: seventy-five thousand, three hundred twelve	8:40-8:50 Write this number in standard form: one hundred fourteen thousand, seven	8:40-8:50 Write this number in standard form: 20,000 + 7,000 + 600 + 90 + 3	8:40-8:50 Write this number in standard form: 100,000 + 40,000 + 2,000 + 500 + 30 + 2	8:40-8:50 Write a six digit number which the digit 4 has the value of 40,000.
8:50-9:00 How do we compare numbers? -using place value -using a number line (explain a number line goes from left to right)	8:50-9:00 Practice lining up numbers to compare using place value	8:50-9:00 Practice lining up numbers to compare using place value	8:50-9:00 Practice lining up numbers to compare using place value	8:50-9:00 Review for quiz on rounding
9:00-9:35 Introduce rounding using a number line. (Use number 29) Rounding to the nearest ten: 37, 92, 133, 2,219	9:00-9:35 Rounding to the nearest hundred: 172, 929, 8,438, 5,555 "Tyrell says $750 is about $800. Sara says $750 is about $700. Who is	9:00-9:35 Rounding- Nearest ten: 58, 71, 927, 3,121 Nearest hundred: 577, 820, 2,345, 8,750 "If you live about 71 mi from a river,	9:00-9:35 Rounding- If 1,569 rounds to 1,570, what is the rounding place? "When this 3-digit number is rounded to the nearest ten,	9:00-9:35 Rounding quiz

	correct? Explain.	does it make sense to say you live about 80 mi from the river? Explain.	the sum of its digits is 16. The hundreds digit of this number is 8 and the ones digit is 5. What is the number?"	
9:35 Switch	9:35 Switch	9:35 Switch	9:35 Switch	9:35 Switch
9:35-9:50 Morning work	9:35-9:50 Morning work	9:35-9:50 Morning work	9:35-9:50 Morning work	9:35-9:50 Morning work
9:50-10:20 Problem Solving- "The largest giant jellyfish ever found was 7 ft. wide and had tentacles that were more than 120 ft long. Draw place-value blocks to show 120 using only tens.	9:50-10:20 Problem Solving- "Draw the place value blocks needed to finish making the number 532."	9:50-10:20 Problem Solving- "Frederick wants to build 1,412 with place value blocks. He does not have any thousands blocks. How many hundreds blocks will he use?"	9:50-10:20 Problem Solving- "Explain how you know that 6,775 is the correct answer to the clues below." -My ones digit is 5 -My thousands digit is one more than my ones digit -My hundreds digit is 7 -My tens digit is the same as my hundreds digit	9:50-10:20 Problem Solving- "Explain how the digit 4 can have different values."
10:20-10:30 Write this number in standard form: seventy-five thousand, three hundred twelve	10:20-10:30 Write this number in standard form: one hundred fourteen thousand, seven	10:20-10:30 Write this number in standard form: 20,000 + 7,000 + 600 + 90 + 3	10:20-10:30 Write this number in standard form: 100,000 + 40,000 + 2,000 + 500 + 30 + 2	10:20-10:30 Write a six digit number which the digit 4 has the value of 40,000.
10:30-10:40 How do we compare numbers? -using place value -using a number line (explain a number line goes from left to right)	10:30-10:40 Practice lining up numbers to compare using place value	10:30-10:40 Practice lining up numbers to compare using place value	10:30-10:40 Practice lining up numbers to compare using place value	10:30-10:40 Review for quiz on rounding
10:45-11:05 Lunch	10:45-11:05 Lunch	10:45-11:05 Lunch	10:45-11:05 Lunch	10:45-11:05 Lunch
11:05-11:20 Recess	11:05-11:20 Recess	11:05-11:20 Recess	11:05-11:20 Recess	11:05-11:20 Recess

11:20-11:50 Introduce rounding using a number line. (Use number 29) Rounding to the nearest ten: 37, 92, 133, 2,219	11:20-11:50 Rounding to the nearest hundred: 172, 929, 8,438, 5,555 "Tyrell says $750 is about $800. Sara says $750 is about $700. Who is correct? Explain.	11:20-11:50 Rounding- Nearest ten: 58, 71, 927, 3,121 Nearest hundred: 577, 820, 2,345, 8,750 "If you live about 71 mi from a river, does it make sense to say you live about 80 mi from the river? Explain.	11:20-11:50 "When this 3-digit number is rounded to the nearest ten, the sum of its digits is 16. The hundreds digit of this number is 8 and the ones digit is 5. What is the number?"	11:20-11:50 Rounding quiz
11:50-12:10 Ecosystems- How food chains help members survive Reading- Food Chains	11:50-12:10 What is energy? How do you think the sun's energy gets into the foods we eat? Can you guess whether spiders and snails eat only plants or only other animals? Discuss producers and consumers – Producers make food for energy- consumers eat the producers to get energy	11:50-12:10 Discuss how food chains go from producers to consumers. Reading- How Animals Survive	11:50-12:10 In a community, a chipmunk and a bird compete for a certain type of seed. Suppose a mouse that also eats that seed enters their community. How might the community of plants, chipmunks, and birds change?	11:50-12:10 Review for quiz on food chains
12:10-12:30 Introduce vocabulary: aquatic habitat carnivore cell consumer food chain herbivore omnivore producer solar energy terrestrial habitat	12:10-12:30 Chart- Plants, Eats Plants, Eats Animals, Eats Plants and Animals	12:10-12:30 Think about this food chain- grass- mouse-owl. If the mouse population suddenly disappeared, what could happen to the population of grass and the population of owls?	12:10-12:30 Could animals survive on Earth without plants? What is a food chain? (Sequencing)	12:10-12:30 Quiz on food chains
12:35 Switch	12:35 Switch	12:35 Switch	12:35 Switch	12:35 Switch

12:40-1:20 Library	12:40-1:20 P.E.	12:40-1:20 P.E.	12:36-1:16 Art	12:36-1:16 Music
1:20-1:50 Ecosystems- How food chains help members survive Reading- Food Chains	1:20-1:50 What is energy? How do you think the sun's energy gets into the foods we eat? Can you guess whether spiders and snails eat only plants or only other animals? Discuss producers and consumers – Producers make food for energy- consumers eat the producers to get energy	1:20-1:50 Discuss how food chains go from producers to consumers. Reading- How Animals Survive	1:20-1:50 In a community, a chipmunk and a bird compete for a certain type of seed. Suppose a mouse that also eats that seed enters their community. How might the community of plants, chipmunks, and birds change?	1:20-1:50 Review for quiz on food chains
1:55-2:10 Recess	1:55-2:10 Recess	1:55-2:10 Recess	1:55-2:10 Recess	1:55-2:10 Recess
2:10-2:30 <u>Introduce vocabulary:</u> aquatic habitat carnivore cell consumer food chain herbivore omnivore producer solar energy terrestrial habitat	2:10-2:30 Chart- Plants, Eats Plants, Eats Animals, Eats Plants and Animals	2:10-2:30 Think about this food chain- grass-mouse-owl. If the mouse population suddenly disappeared, what could happen to the population of grass and the population of owls?	2:10-2:30 Could animals survive on Earth without plants? What is a food chain? (Sequencing)	2:10-2:30 Quiz on food chains
2:35-3:10 Study skills- Rounding	2:35-3:10 Study skills- Hartman	2:35-3:10 Study skills- Food Chains/Ecosystems	2:35-3:10 Study Skills- Hartman	2:35-3:10 Study skills- Ecosystems

Common Core-
Science: 3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics.
Construct an argument that some animals form groups that help members survive

Math: 3.NBT.A.1 Number and Operations in Base Ten. Use place value understanding to round whole numbers to the nearest 10 or 100.

Vocabulary-

Aquatic habitat- a place where organisms live in or on water
Carnivore- animals that eat other animals
Cell- the basic unit that makes up all living things
Consumer- an animal
Food chain- the path that energy takes through a community as one living thing eats another
Herbivore- an animals that eats only plants (zebra, horse, deer)
Omnivore- an animals that eats both plants and animals
Producer- a plant
Solar energy- energy that comes from the sun
Terrestrial habitat- a place where organisms live on land