

**3rd Grade Math & Reading Instructional Calendar
2009-2010**

The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

Semester 1

Date	Math Concepts	Reading Concepts
Aug 31 – Sept. 4	Demonstrate the knowledge of place value through 999,999 <u>Assessment #1</u>	Locate, interpret and use information using table of contents, index and glossary <u>Assessment #1</u>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>		Identify the elements of a story – setting, characters, plot <u>Assessment #2</u>
September 14-18		
September 21-25	Read, order and compare whole numbers to 10,000 using symbols <, =, > to express relationships <u>Assessment #2</u>	Determine the sequence of events in a story <u>Assessment #3</u>
September 28 – 30 <i>(Oct. 1 – 2 In-service)</i>		
Oct. 5 - Oct. 9	Round four- and five-digit numbers to the nearest tens, hundreds, or thousands <u>Assessment #3</u>	Identify synonyms and antonyms <u>Assessment #4</u>
October 12 -16		Read and use contractions in context we'll, can't <u>Assessment #5</u>
October 19-23	Add whole numbers with and without regrouping to 99,999 <u>Assessment #4</u>	Locate, interpret and use information using dictionary (focus on guide words) and thesaurus <u>Assessment #6</u>
October 26 -30 <i>early release Oct. 30</i>		
November 2 - 4 <i>(Conferences Nov 5 - 6)</i>	Recognize, compute, and count coins and bills to \$20.00 <u>Assessment #5</u>	Identify root/base words and prefixes un, re, dis, pre, and determine meaning <u>Assessment #7</u>
November 9 -13		Identify root/base words and suffixes ful, ness, ly, er/or/ist, and determine meaning <u>Assessment #8</u>
November 16-20	Subtract whole numbers with and without regrouping to 99,999 <u>Assessment #6</u>	Correctly punctuate 5 parts of a friendly letter <u>Assessment #9</u>
November 23-25 <i>Early Release – 25</i>		
November 26 – 27 <i>Thanksgiving</i>		
Nov 30- Dec 4		
December 7-9	Interpret information found in tables, charts and graphs (bar, pictographs, pie, line, tally, etc.) <u>Assessment #7</u>	Review Fluency to prepare for IRIs
December 14-18 <i>Early Release Dec 18</i>		Identify homophones and use in context wood, would; eight, ate <u>Assessment #10</u>
December 19-21 <i>Christmas 12/21-1/1</i>		
January 4 - 8	Use concrete examples to model multiplication facts from 1 – 10 and demonstrate proficiency (Continue through Jan 23rd.)	
January 11- 15		
January 18-22		

Semester 2

Date	Math Concepts	Reading Concepts
January 26 - 29 (Inservice Jan. 25)	<p>Use concrete examples to model multiplication facts from 1 – 10 and demonstrate proficiency</p> <p><u>Assessment #8a, 8b, and 8c</u> (Use any combination of these assessments)</p>	<p>Determine main idea and supporting details</p> <p><u>Assessment #11</u></p>
February 1-5 February 8-12	<p>Tell time, including elapsed time, to the minute using both digital and analog clocks</p> <p><u>Assessment #9</u></p>	<p>Predicting, drawing inferences & conclusions from text</p> <p><u>Assessment #12</u></p>
February 16-19 <i>Presidents' Day 2/15</i> February 22-26	<p>In customary measurement, identify and convert units of measurement in length, volume, temperature and weight</p> <p><u>Assessment #10</u></p>	<p>Differentiate Fact and Opinion</p> <p><u>Assessment #13</u></p>
March 1-4 March 8-12	<p>Identify, compare, and analyze attributes of 2 and 3 dimensional shapes</p> <p><u>Assessment #11</u></p>	<p>Identify cause and effect</p> <p><u>Assessment #14</u></p>
March 15-19 March 22 -26 <i>Early Release Mar. 26</i> <i>Spring Break Mar 29- Apr 2</i>	<p>In metric measurement, identify and convert units of measurement in length, volume, temperature and weight (use of FOSS kit for metrics is recommended)</p> <p><u>Assessment #12</u></p>	<p>Compare/Contrast</p> <p><u>Assessment #15</u></p> <p>Author's purpose</p> <p><u>Assessment #16</u></p>
April 5-9 April 12-16	<p>Demonstrate proficiency by recognizing and computing fractions</p> <p><u>Assessment #13</u></p>	
April 19-23	<p>Review problem solving skills and clarify vocabulary for addition, subtraction, multiplication and division (focus on math properties – associative, commutative, identity, and zero)</p>	<p>Review for Spring IRI w/ emphasis on fluency (120 wpm minimum)</p> <p><u>No Formal Assessment</u></p>
April 26-30	<p>Review and prepare for ISAT, including at teacher discretion : calendar facts, problem solving, division, geometry, rounding and fractions</p> <p><u>No formal Assessment</u></p>	<p>Maintenance and review per teacher discretion; or focus on mood/tone, compare/contrast, author's purpose, genres</p> <p><u>No formal Assessment</u></p>
May 3-7 May 10-14 May 17-21 May 24-28 (<i>Memorial Day – 31</i>) May 31-June 4 (<i>Early Release – 6/4</i>)	<p>Maintenance and review per teacher discretion</p> <p>Add two suggested SFAs, algebraic language and data analysis</p> <p><u>No formal Assessment</u></p>	