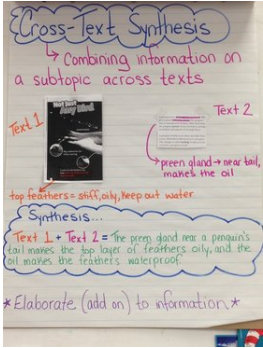
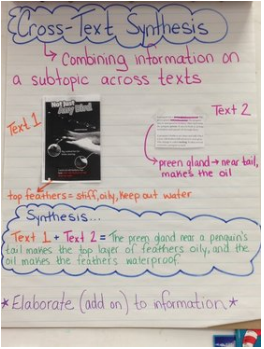


**INclude Blip from Bowles in weekly email about book fair and media times, weekly email , conference forms , grade math tests and enter in UNify ( bubble sheets?), UPDATE GC for week, enter Gallopade assignments for each day,**

Teacher: COLLINS Week:	Standards	Monday	Tuesday	Wednesday	Thursday <b>RESOURCE DAY</b>	Friday
BOOST/ Character Trait		Char Trait: Inquisitive <a href="https://www.youtube.com/watch?v=5tQcSKH37AY">https://www.youtube.com/watch?v=5tQcSKH37AY</a> Ada Twist	A beach Tail <a href="https://www.youtube.com/watch?v=cOMfka36hzQ">https://www.youtube.com/watch?v=cOMfka36hzQ</a>	How many Stars in the Sky <a href="https://www.youtube.com/watch?v=5Jg6K_tq8Hc">https://www.youtube.com/watch?v=5Jg6K_tq8Hc</a>	<a href="https://classroom.google.com/u/0/w/MTgxMDY1MDExNjAy/t/aII">https://classroom.google.com/u/0/w/MTgxMDY1MDExNjAy/t/aII</a>  <b>Inquisitive understanding sheet</b>	
INtro SS (5- 10 minutes MAX)						
Reader's Workshop  8:15- 9:45  Brain Break 9:55- 10:15	<a href="#">LT Chart</a>	<b>GC Lesson:</b> ACHIEVE 3000 and Reflection Day <b>LT Poster for Achieve</b> <b>Materials:</b> The beautiful Blobfish <b>Connect/ Teach: (I do)</b> Pull up the article on Achieve and and introduce and highlight vocab. <b>Active Engagement: (We do)</b> Use <a href="#">slide</a> to discuss Focus Skill: Which of these is TRUE? <b>Link: (We do)</b> Independently reads article and finish activity!  <a href="#">Video</a>  <b>Conferencing: (We check)</b> One on One check ins! <a href="#">Reflection on Achieve</a>  <b>Share/ Summarize: (We check)</b> Set a goal for next time and	<b>GC Lesson:</b> Main Idea practice and Google Form Check in <b>Learning Target:</b> I will learn to determine the main idea and supporting details. <b>Success Criteria:</b> I can determine what the passage is mostly about (main idea). I can identify details that support the main idea. I can use boxes and bullets to organize main ideas & details. <b>Materials:</b> Google form copy <a href="#">LT Chart</a> <a href="#">Slides</a> <a href="#">Khan Academy main Idea</a> <b>Connect/ Teach: (I do)</b> Review LT and Learning Progression on Main Idea How do we find the main idea in what we read? Where do we look? What are supporting details?	<b>I am using the Calkins passages about Frogs to help teach Cross-Text, but have modified the actual plans.</b> <a href="#">Frogs passage w/ chart video clip</a> <b>GC Lesson:</b> "Session 5" (Cross-Text Synthesis) <b>Learning Target:</b> I will learn to cross-text synthesis. <b>Success Criteria:</b> I can think about what I ALREADY know about a topic. I can read information about a topic from multiple sources. I can put all the information on the same topic together to form my own opinion and or thoughts. <b>Materials:</b> Cross-text graphic organizer <b>Connect/ Teach: (I do)</b> Today we are going to learn about cross-text synthesis. Cross-text synthesis is when you take what you already know about a topic, new information	<b>Lesson:</b> IXL focus Day ( Crafts/ Conventions)  <a href="#">Adverbs week 2 of 2 -</a>  <b>Learning Target:</b> We are learning to identify and use adverbs in our reading/writing.  <b>Success Criteria:</b> I can identify and use adverbs in my reading and writing  <b>Materials:</b> IXL and GC <b>Connect/ Teach: (I do)</b> <b>Active Engagement: (We do)</b> Students will spend time working on starred skills in IXL Diagnostic and meet at small group to work on specific skill ( use diag. Strand analysis for this) <b>Link: (We do)</b> <b>Conferencing: (We check)</b>	<b>GC Lesson:</b> "Session 6 & 8" (Cross-Text Synthesis) <b>Learning Target:</b> I will learn to cross-text synthesis. <b>Success Criteria:</b> I can think about what I ALREADY know about a topic. I can read information about a topic from multiple sources. I can put all the information on the same topic together to form my own opinion and or thoughts. <b>Materials:</b> Cross-text graphic organizer <b>Connect/ Teach: (I do)</b> Today we are going to continue talking about cross-text synthesis. Earlier in the week, we practiced this skill with 2 frog passages. Today, we will look at 2 sources about Octopus. <a href="#">TEACHER VIDEO CLIP pt1</a> <a href="#">TEACHER VIDEO CLIP pt2</a> <b>Active Engagement: (We do)</b> Complete the same

		share out any specific questions that were hard!	<p><b>Active Engagement: (We do)</b> Lets practice with the first one on our google form! Discuss</p> <p><b>Link: (We do)</b> Now you need to complete the rest of the passages and find the main idea!</p> <p><b>Conferencing: (We check)</b> Good time to pull some small groups to work on some of them together!</p> <p><b>Share/ Summarize: (We check)</b></p>	<p>you learn about that topic from passages, and put all that information together! Let's watch a short <a href="#">clip</a> about synthesizing!</p> <p><b>Active Engagement: (We do)</b> <a href="#">TEACHER VIDEO CLIP</a> On our graphic organizer (or in a journal), write down what you already know about FROGS. Then, we will read 2 frog passages and record new information. Finally, we can synthesis and put all this together to form new knowledge. <b>(This last step will most likely ROLL OVER to Friday).</b></p> <p><b>Link: (We do)</b> <b>Conferencing: (We check)</b> Small group/ one-on-one</p> <p><b>Share/ Summarize: (We check)</b> Let's look at the following poster:</p> 	<p><b>Share/ Summarize: (We check)</b></p>	<p>process as “session 5” but use the Octopus resources found on Calkins p. 59 <a href="#">Octopus Passage</a> Video Clips: <a href="https://www.youtube.com/watch?v=4Tcnq2iYJJo">https://www.youtube.com/watch?v=4Tcnq2iYJJo</a> <a href="https://www.youtube.com/watch?v=bU_J8TuBkwE">https://www.youtube.com/watch?v=bU_J8TuBkwE</a></p> <p><b>Link: (We do)</b> <b>Conferencing: (We check)</b> Small group/ one-on-one</p> <p><b>Share/ Summarize: (We check)</b> Let's look at this poster to review:</p> 
9:25- 9:45- and 10:10- 10:20 GRAMMAR/ OG	Grammar OG (this slot can move depending on teacher's ind. schedule)		<a href="#">Adverbs week 2 of 2 -</a>		<a href="#">Ck v k week 2 of 2</a>	
<a href="#">Operation Osprey</a>						
Writer's	*Make sure you	<a href="#">GC Lesson: Publishing</a>	<a href="#">GC Lesson: Post</a>	<a href="#">GC Lesson: Post</a>	<a href="#">GC Lesson: Share Post on</a>	<a href="#">GC Lesson:</a>

<p>Workshop 10:30- 11:10</p>	<p>request <b>teaching chex mix</b> items to be sent in by Friday: <b>Chex, M&amp;M'S, Pretzels, Marshmallows, Cheerios, Kix</b></p>	<p>Day for 2nd informational Piece <b><u>Learning Target &amp; Success Criteria</u></b> <b><u>Materials:</u></b> <a href="#">Mini lesson video</a>, <a href="#">checklist</a>, <a href="#">nonfiction book template</a> <b><u>Connect/ Teach: (I do)</u></b> Model how you will take your writing and go about making it all go onto the Google Doc. <b><u>Active Engagement: (We do)</u></b> Students will type their writing. <b><u>Link: (We do)</u></b> Make sure that you are pushing the red line when spelling mistakes occur <b><u>Conferencing: (We check)</u></b> Monitor typing issues throughout, and also how to insert pictures of text features they may have drawn, also remind students of revisions or edits they may have missed last week- never too late! <b><u>Share/ Summarize: (We check)</u></b> Let's hang these in the hallway so other students at OPE can become fossil experts too!</p>	<p>Assessment over 2 days- choose own topic <b>GC for 2 days</b> <b><u>Lesson:</u></b> Post-Assessment Informational <b><u>Learning Target &amp; Success Criteria</u></b> <b><u>Materials:</u></b> <a href="#">ON demand Prompt</a>, <a href="#">Student Informational Checklist</a>, <a href="#">paper to type on</a> <b><u>Connect/ Teach: (I do)</u></b> Students will use today to plan and draft- choose a good topic that they're an expert on from their expert list in their writer's journal <b><u>Active Engagement: (We do)</u></b> show box and bullets graphic organizer planner assigned to each student, and also the nonfiction booklet google doc they will type on assigned to them <b><u>Link: (We do)</u></b> <b><u>Conferencing: (We check)</u></b> Teacher checks to assure students are choosing appropriate topic- something they are an expert on <b><u>Share/ Summarize: (We check)</u></b></p>	<p>Assessment over 2 days- choose own topic <b>GC for 2 days</b> <b><u>Lesson:</u></b> Post-Assessment Informational <b><u>Learning Target &amp; Success Criteria</u></b> <b><u>Materials:</u></b> <a href="#">ON demand Prompt</a>, <a href="#">Student Informational Checklist</a>, <a href="#">paper to type on</a> <b><u>Connect/ Teach: (I do)</u></b> Students will use today to finish drafting, revise and edit ( adding text features as well!) <b><u>Active Engagement: (We do)</u></b> show box and bullets graphic organizer planner assigned to each student, and also the nonfiction booklet google doc they will type on assigned to them <b><u>Link: (We do)</u></b> <b><u>Conferencing: (We check)</u></b> Teacher checks to assure students are choosing appropriate topic- something they are an expert on <b><u>Share/ Summarize: (We check)</u></b></p>	<p>Flipgrid and give feedback <b><u>Learning Target &amp; Success Criteria</u></b> <b><u>Materials:</u></b> <a href="#">checklist</a>, Flipgrid assignment <b><u>Connect/ Teach: (I do)</u></b> Today we are going to share our post-assessments that we have written over the past two days on Flipgrid! During the second half of this lesson, we will begin watching our peer's videos and commenting constructive feedback. *Make sure your feedback is SPECIFIC! Use the checklist as a guide. <b><u>Active Engagement: (We do)</u></b> I will show you how to share your screen so that we can see your writing as you read it aloud. <b><u>Link: (We do)</u></b> <b><u>Conferencing: (We check)</u></b> Before tomorrow's celebration, make sure you go back into your writing and revise and edit any areas needed! <b><u>Share/ Summarize: (We check)</u></b> ***Teachers add your own Flipgrid links and make sure you have your trailmix supplies for tomorrow's celebration!***</p>	<p>Informational Writing Celebration (No ACHIEVE today) <b><u>Learning Target &amp; Success Criteria</u></b> <b><u>Materials:</u></b> Flip grids from yesterday, <a href="#">chex mix</a>, cut up checklists, glue, printed stories <b><u>Connect/ Teach: (I do)</u></b> Today we are going to <a href="#">celebrate</a> all of our hard work! First, I will pass out cut-up checklists. You will go through your writing that I have printed for you and glue on the part of the checklist that matches where you did the skill in your writing. <b><u>Active Engagement: (We do)</u></b> Once you have finished, you may bring up your writing and get each part of the chex mix that matches the parts you have in your writing. <a href="#">If you did each part of the checklist, you get all of the chex mix ingredients!!!</a> <b><u>Link: (We do)</u></b> <b><u>Conferencing: (We check)</u></b> Teacher monitors that students are understanding which part of their story matches the corresponding skill on the checklist <b><u>Share/ Summarize: (We check)</u></b> Finally, enjoy your special snack while we turn off the lights and become an EXPERT on 18 different topics!</p>
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						Sit back, relax, and enjoy the Flip grids!!!
		<b>Check HW WLS</b>	<b>Check HW WLS</b>	<b>Check HW WLS</b>	<b>Check HW WLS</b>	<b>Check HW WLS</b>
Math 12:45- 2:20	<p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these</p>	<p><b>GC Lesson:</b> Module 3 Lesson 2</p> <p><a href="https://www.youtube.com/watch?v=APWCe2KtpjQ">https://www.youtube.com/watch?v=APWCe2KtpjQ</a></p> <p><b>Distributive property</b></p> <p><a href="#">Mrs. Walker video lesson 2</a></p> <p><b>Learning Target:</b> I will learn properties of multiplication and division. (1-3)</p> <p><b>Success Criteria:</b> I can use distributive and commutative properties to solve multiplication facts. (2)</p> <p><b>Materials:</b> <a href="#">Slides Lesson 2</a></p> <p><b>Fluency Practice</b> Sprint Group Counting Make Ten</p> <p><b>Application Problem</b> Jocelyn says 7 fives has the same answer as 3 sevens + 2 sevens. Is he correct? Explain why or why not.</p>	<p><b>GC Lesson:</b> Module 3 Lesson 3</p> <p><b>Learning Target:</b> I will learn properties of multiplication and division. (1-3)</p> <p><b>Success Criteria:</b> I can multiply and divide with familiar facts using a letter to represent the unknown. (3)</p> <p><b>Materials:</b> <a href="#">Teacher Clip Slides</a> Personal white board</p> <p><b>Fluency Practice</b> Familiar Facts Multiply Using Distributive Property Make Ten</p> <p><b>Application Problem</b> Twenty four people line up to use the canoes at the park. Three people are assigned to each canoes. How many canoes are used?</p> <p><b>Connect/ Teach: (I do)</b> Use a letter to represent the unknown in multiplication</p>	<p><b>GC Lesson:</b> Module 3 Lesson 4</p> <p><b>Learning Target:</b> I will learn to multiply and divide using units of 6 and 7. (4-7)</p> <p><b>Success Criteria:</b> I can count by six to multiply and divide using number bonds to decompose. (4)</p> <p><b>Materials:</b> <a href="#">Ski count by 6 song</a> <a href="#">Skip counting song 2</a> <a href="#">Teacher clip Slides</a></p> <p><b>Fluency Practice</b> Group Counting Familiar Facts Multiply Using the Distributive Property Make Ten Game</p> <p><b>Application Problem</b> America puts 6 pictures on each of the 6 pages in his photo album. How many pictures does he put in the photo album in all?</p> <p><b>Connect/ Teach: (I do)</b> Use number bonds to decompose and skip-count using units of 6.</p> <p><b>Active Engagement: (We do)</b></p>	<p><b>GC Lesson:</b> Module 3 Lesson 5</p> <p><b>Learning Target:</b> I will learn to multiply and divide using units of 6 and 7. (4-7)</p> <p><b>Success Criteria:</b> I can count by seven to multiply and divide using number bonds to decompose. (5)</p> <p><b>Materials:</b> <a href="#">Teacher Clip</a></p> <p><b>Fluency Practice</b> <a href="#">Multiply by 6</a> Group Counting Make Seven Game</p> <p><b>Application Problem</b> Rielly draws 7 rows of stars. In each row, he draws 4 stars. How many stars does Gracie draw in all? Use a letter to represent the unknown and solve.</p> <p><b>Connect/ Teach: (I do)</b> Use number bonds to decompose and make ten as a strategy for skip counting units of 7.</p> <p><b>Active Engagement: (We do)</b></p>	<p><b>GC Lesson:</b> Module 3 Lesson 7</p> <p><b>Learning Target:</b> I will learn to multiply and divide using units of 6 and 7. (4-7)</p> <p><b>Success Criteria:</b> I can find the unknown in order to model and solve word problems. (7)</p> <p><a href="#">Fluency Practice Multiply by 7 song</a> Group Counting Decompose the multiplication sentence</p> <p><b>Materials:</b> <a href="#">Teacher Clip Slides</a></p> <p><b>Connect/ Teach: (I do)</b> Partners work to solve and model with picture</p> <p><b>Active Engagement: (We do)</b> <b>Link: (We do)</b> <b>After Part 1 of concept development - During this time students work together in groups to complete the second page of problem set</b></p> <p><b>Conferencing: (We check)</b> Class check of problem set, some students less problems based on ind, needs)</p>

	<p>problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. ‡ For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. <b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of</p>	<p><b><u>Connect/ Teach: (I do)</u></b></p> <p>Using pictures and moving to an abstract representation for multiplication</p> <p><b><u>Active Engagement: (We do)</u></b> Repeat based on class needs (consider this need being met in small groups)</p> <p><b><u>Link: (We do)</u></b></p> <p>Solve problems using the RDW approach used during application problems</p> <p><b><u>Conferencing: (We check)</u></b> Class check of problem set, some students less problems based in ind, needs</p> <p><b><u>Share/ Summarize: (We check)</u></b> Discuss Lesson as a whole</p>	<p><b><u>Active Engagement: (We do)</u></b></p> <p>Use a letter to represent the unknown in division.</p> <p><b><u>Link: (We do):</u></b> Problem set - use RDW approach from app problems for this set</p> <p><b><u>Conferencing: (We check)</u></b> Class check of problem set, some students less problems based in ind, needs</p> <p><b><u>Share/ Summarize: (We check)</u></b> Discuss Lesson as a whole</p>	<p>Use skip counting by sixes to solve multiplication and division problems.</p> <p><b><u>Link: (We do)</u></b> Problem set</p> <p><b><u>Conferencing: (We check)</u></b> Class check of problem set, some students less problems based on ind, needs</p> <p><b><u>Share/ Summarize: (We check)</u></b> Discuss Lesson as a whole</p>	<p>Skip count by seven to solve multiplication and division problems.</p> <p><b><u>Link: (We do)</u></b> Problem set</p> <p><b><u>Conferencing: (We check)</u></b> Class check of problem set, some students less problems based on ind, needs</p> <p><b><u>Share/ Summarize: (We check)</u></b> Discuss Lesson as a whole</p>	<p><b><u>Share/ Summarize: (We check)</u></b> Discuss Lesson as a whole</p>
<p>Social Studies &amp; Science 10:05- 10:30</p>	<p><b>SS3H2 Describe European exploration in North America.</b></p> <p>a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p>	<p><b><u>GC Lesson:</u></b> Gallopade Chp 6 Opener</p> <p><b><u>Learning Target:</u></b></p> <p><b><u>Slides</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Materials:</u></b> Chart/Teacher opener from Gallopade Chp 6</p> <p><b><u>Virtual classroom 1</u></b></p> <p><b><u>Virtual Classroom 2</u></b></p> <p><b><u>Extra slide for info if needed</u></b></p> <p><b><u>Connect/ Teach: (I do)</u></b> On my chart it says “US explores Mars: Good idea or not?” It is our job to decide yes or no? Allow students</p>	<p><b><u>GC Lesson:</u></b> Gallopade 6.2 (assign to students)</p> <p><b><u>Learning Target:</u></b></p> <p><b><u>Slides</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Materials:</u></b> Leveled reader text printed from Gallopade</p> <p>“Dangerous Exploration”</p> <p><b><u>Connect/ Teach: (I do)</u></b> Lets read aloud the passaged Dangerous Exploration and discuss question at the bottom!</p> <p><b><u>Active Engagement: (We do)</u></b> Work through</p>	<p><b><u>GC Lesson:</u></b> 6.3</p> <p><b><u>Learning Target:</u></b></p> <p><b><u>Slides</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Materials:</u></b></p> <p><b><u>Connect/ Teach: (I do)</u></b> Use weblink in Gallopade to get students thinking: Motivations for Explorations (Review of yesterday)</p> <p><b><u>Active Engagement: (We do)</u></b> Students work through lesson 6.3</p> <p>Obstacles to exploration!</p> <p><b><u>Link: (We do) Answer</u></b></p>	<p><b><u>GC Lesson:</u></b> <b>ACHIEVE 3000</b></p> <p><b><u>Learning Target:</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Materials: Slides</u></b></p> <p><b><u>Connect/ Teach: (I do)</u></b> Introduce articles using the slides. Discuss the cause and effect question and how we can better answer these questions.</p> <p><b><u>Active Engagement: (We do)</u></b> Students work through the article and response selection independently!</p>	<p><b><u>GC Lesson:</u></b> Risk v Reward</p> <p><b><u>Learning Target:</u></b></p> <p><b><u>Slides</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Materials:</u></b> PDF Risk v Reward from Gallopade</p> <p><b><u>Connect/ Teach: (I do)</u></b> This week we have talked about how risky exploration was but also how it had some benefits!</p> <p><b><u>Active Engagement: (We do)</u></b> Use the graphic organizer to discuss the risk v</p>

		<p>time to ask questions and discuss, <b><u>Active Engagement: (We do)</u></b> Now imagine what some gains or troubles might be? Why would someone 500 years ago want to do this? Use this discussion to introduce our new LT and SC!</p> <p><b><u>Link: (We do)</u></b> Spend some time discussing our new LT and SC and also exploring our new virtual classrooms!</p> <p><b><u>Conferencing: (We check)</u></b></p> <p><b><u>Share/ Summarize: (We check)</u></b> Watch Gallopade video “The Renaissance”</p>	<p>Lesson 6.2 Reasons for Exploration!</p> <p><b><u>Link: (We do)</u></b> Answer the questions in the flipbook!</p> <p><b><u>Conferencing: (We check)</u></b> Check in and answer questions on information</p> <p><b><u>Share/ Summarize: (We check)</u></b> Add to a chart “Reasons for Exploration”</p>	<p><b>questions within the flipbook</b></p> <p><b><u>Conferencing: (We check)</u></b></p> <p><b><u>Share/ Summarize: (We check)</u></b> Share out some obstacles to add to our chart!</p>		<p>reward of exploration using what we have discussed in class/in our gallopade lessons!</p> <p><b><u>Link: (We do)</u></b> Finish any Gallopade assignments!</p> <p><b><u>Conferencing: (We check)</u></b></p> <p><b><u>Share/ Summarize: (We check)</u></b> Share out some of your ideas on your graphic organizer!</p>
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Monday morning at beg. Of reading block- introduce character trait of the week ( 10 minutes max )

8:10- 8:20 - Go over schedule and introduce SS/S content for day ( will revisit at 1:50)

8:15- 9:20- Reading

8:20- 8:35 - Mini Lesson ( Lucy/ Achieve, Think Up, etc)

8:35- 9:10- Reading Small Groups

8:35- 8:50- Strategy group 1

8:50- 9:05- Strategy group 2

9:05- 9:15- Strategy Group 3 |

See lesson plans for strategy group info for week

9:15- Summary- Reading Lesson/ Wrap up

9:20- 9:40- Grammar/ OG and working snack ( Reading Resource kids pulled at this time)

9:45- 10:05 \_ Brain Break ( Restroom on way back )

10:10- 10:20- Finish Grammar/ Phonics

10:20- 11:10- Writing

10:20- 10:40- Mini Lesson

10:40- 11:05- Ind Writing ( Heidi with her kids at tables )

11:05- 11:10 - Writing Wrap up - wash hands for lunch

11:12- 11:42- Lunch - bathroom on way back from lunch

11:50- 12:30- Specials

12:35- 12:45 Quick agenda/ HW check/ Folders

12:45- 1:05 - Math Mini- Lesson / Large group Math

1:10- 2:00- Small Group Math ( 1:10- 1:30- Heidi with small groups for concept dev/ exit ticket, whiteboards)

( 1:30- 1:45- Pedraza Mountain Math with Ny'laisha and Greyson) Ca'morie and

Ja'kaylah on Sumdog/Zearn ) ( 1:45- 2:00 switch small groups)

Me: 1:10- 1:25 - Small group with A while B is on Zeam

1:25- 1:40- Small group with B while A is on IXL checksheet / Prodigy

1:40- 1:50- pull exit tickets as able/ needed/ help with SPED and problem set questions.

A - Kerrigan, Milly,  
Olivia , , Giancarlo,  
Charbite , Pipp. ,

B- Lewie, Celia,  
Andrew, Ben,  
Owen

C- ( 1:30- 1:45-  
Pedraza Mountain  
Math with Ny'laisha  
and Greyson)  
Ca'morie and  
Ja'kaylah on  
Sumdog/Zearn ) ( 1:45- 2:00 switch  
small groups)





# Planning Your Week

Week of Nov. 1 ->

	Monday	Tuesday	Wednesday	Thursday	Friday
Minilesson (every day - 10 minutes)					Conf Day
Strategy Lesson (10 minutes)	Fluency Passages Carmine, Ja'rayah	Fluency Passages Celia, Owen, Nylandia	Fluency Passages Carmine, Ja'rayah	Fluency Passages Celia, Nylandia	Fluency Passages Ja'rayah
Strategy Lesson (10 minutes)	Word Wall Context Clues Andreas, Louie	Prefix/Suffix G.C. milly, Owen	Prefix/Suffix Milly, Kamran, Ben, Papp	Inference IXL G.W. Celia, Charlotte	Conf Day Carmine, Ja'rayah, Celia, Owen, Nylandia, Andreas, Louie, Kamran, Ben, Papp
Strategy Conference (5-10 minutes) Lesson	Inference IXL Kamran, Ben, Papp	Cause/Effect Celia, Jashir	Cause/Effect Andreas, Louie	Inference IXL G.W. G.C. Owen	
Conferences General Reading (15 min each)					Papp, G.C., Grady, Owen, Celia, Jashir, Nylandia
Other (minutes)	Green Code		Thursday IXL Groups		

to time will finish about last

**IXL Read-Aloud (20 minutes) Groups**

- Monday:** Ja'rayah, Carmine, Nylandia, 8ZJ, Possessive Pronoun
- Tuesday:** Gregor, Celia, Louie, 55L, 1st/2nd Verbs on Indirect
- Wednesday:** Andreas, Ben, Grady, #6T, Homophones w/pix
- Thursday:** Olivia, Milly, HTZ, Pinaai, Verbs, Code
- Friday:** Charlotte, Owen, DIPA, Kamran, 57U, order adjectives