

Parent email, Small group Chart, look at plans for after break , print publishing paper for Thankful Writing ( send a few to paper?) , last few conferences ( forms and complete) - load into IC contact log also, print and copy HW for week, Grade math mid module ( new rubric?), writing feedback on informational,

Teacher: COLLINS Week:	Standards	Monday	Tuesday	Wednesday	Thursday <b>RESOURCE DAY</b>	Friday
BOOST/ Character Trait	<b>GRATEFUL</b>	<b>MW: MATH IXL Arena</b>	<b>MW: Finish Math IXL Arena</b>  Lunch in Classroom	Lunch In Classroom	FEAST DAY / Lunch with Addie	<b>Spirit Rally and Bday celebration</b>
SS Minute		<u>GC Link for GRATEFUL activities</u>	<b>SOWELL/ GUIDANCE at WRITING Time today</b>			
Reader's Workshop  8:15- 9:45  Brain Break 9:50 - 10:10	Suggestion: If time allows, you may want to listen to <a href="#">Balloons Over Broadway</a> during your read aloud time before Wednesday's reading lesson to speed things up- up to you!  <small>Key Ideas and Details LARGER: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LARGER: Determine the main idea of a text; recount the key details and explain how they support the main idea. LARGER: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</small>	<b>(GC) Lesson:</b> ACHIEVE 3000 <b>LT Poster for Achieve</b> <b>Materials:</b> The Ballooning of a Parade <b>Connect/ Teach: (I do)</b> Pull up the article on Achieve and introduce and highlight vocab. <b>Active Engagement: (We do)</b> Use <a href="#">slide</a> to discuss Focus Skill: Main Idea and Supporting Details <a href="#">How to Find a Main Idea Brain Pop Clip</a> (4 mins.) <b>Link: (We do)</b> Independently read the article and finish activity! <b>Conferencing: (We check)</b> One on One check ins! <b>Share/ Summarize: (We check)</b> <a href="#">Finding Main Idea Clip</a> (2 mins)	<b>(GC) Lesson:</b> Nonfiction Main Idea & Details <b>Learning Target:</b> I will learn to summarize a nonfiction summary. <b>Success Criteria:</b> I can state the main idea. I can state 3 or more relevant supporting details. I can restate the main idea in an interesting way as a conclusion. <b>Materials:</b> <a href="#">The Respectable Turkey passage</a> Nonfiction summary graphic organizer <b>Connect/ Teach: (I do)</b> Quickly review MI/KD with this <a href="#">poster</a> . To teach someone about a topic you need to know how to give a nonfiction summary (tell the main ideas and supporting details). <b>TEACHER VIDEO CLIP</b> <b>Active Engagement: (We do)</b> Let's read <a href="#">The Respectable Turkey</a> And together let's write a nonfiction summary (use <b>graphic organizer</b> ).	<b>GC Lesson:</b> Context Clues <b>Learning Target:</b> I will learn to determine the meaning of words. <b>Success Criteria:</b> I can use context clues to help me understand new vocabulary words. <b>Materials:</b> <a href="#">Balloons Over Broadway</a> ; Cause & Effect and Context Clue pages <b>Connect/ Teach: (I do)</b> Let's listen to <a href="#">Balloons Over Broadway</a> <b>Active Engagement: (We do)</b> What does the phrase "context clues" mean? Let's use our context clues and discuss new vocabulary terms. <b>TEACHER VIDEO CLIP</b> <b>Link: (We do)</b> How can we use the context clues strategies and skills in our own reading? Send students off to work on the <a href="#">context clues activity</a> - examples hung around the room <b>Conferencing: (We check)</b> Small group/ one-on-one conferencing	Thursdays are IXL reading/ grammar skills day for now- tying in crafts and conventions and specific skills students need to work on <b>GC Lesson:</b> IXL Skill Day <b>Learning Target:</b> We are learning to identify and use plural nouns- both regular and irregular- in our reading & writing. <b>Success Criteria:</b> I can identify a plural noun as more than one. I can determine the difference between a regular plural noun and an irregular plural noun. <b>Materials:</b> GC link <b>Connect/ Teach: (I do)</b> Today we will revisit our grammar assignment for the week on plural nouns. We will look at Crafts & Conventions lesson to review plural nouns. (Teachers- pg 37) Review regular plural	<b>Lesson:</b> Balloons Over Broadway STEM <b>Learning Target:</b> students need to work on <b>Success Criteria:</b> <b>Materials:</b> <b>Connect/ Teach: (I do)</b> <b>Active Engagement: (We do)</b> <b>Link: (We do)</b> <b>Conferencing: (We check)</b> <b>Share/ Summarize: (We check)</b>

			<p><b>Link: (We do)</b> As you read, take notes and identify the main idea and supporting details.  *Optional small group activity- put students in small groups to complete the <a href="#">Thanksgiving themed MI/KD cut and paste sort</a>  <b>Conferencing: (We check)</b>  Small group/ one-on-one conferencing-  *Conference with small groups as they do their <a href="#">Thanksgiving themed MI/KD cut and paste sort</a>  <b>Share/ Summarize: (We check)</b> Comprehension questions that match the passage.</p>	<p><b>Share/ Summarize: (We check)</b>  IF time- feel free to bring in the cause and effect activities as well. <b>Cause and effect is a strong component of Achieve 3000.</b></p>	<p>nouns- simply add on -s or -es, then teach what makes an irregular plural noun. Review <a href="#">chart attached</a>. Look at writing "Moving Day!" in your C&amp;Cs set.  <b>Active Engagement: (We do)</b>Have students work with a partner to find the plural nouns. If spelled incorrectly, edit.  <b>Link: (We do)</b> Don't forget to correctly spell both regular and irregular nouns in your writing! 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>Conferencing: (We check)</b> teachers pulls small groups based off of the grammar and mechanics strang analysis report  <b>Share/ Summarize: (We check)</b> have students share out one irregular noun they saw in their reading today.</p>	
RAL - 9:30- 9:40		<a href="#">Who is JK Rowling</a>	<a href="#">Who is JK Rowling</a>	<a href="#">Who is JK Rowling</a>	<a href="#">Who is JK Rowling</a>	<a href="#">Who is JK Rowling</a>
OO ( 9:40- 9:47)		<a href="#">Operation Osprey</a>	<a href="#">Operation Osprey</a>	<a href="#">Operation Osprey</a>	<a href="#">Operation Osprey</a>	<a href="#">Operation Osprey</a>
Grammar OG ( this slot can move depending on teacher's ind. schedule) 10:15- 10:30	HW check and check WLS during this time also ( as soon as back from BB)	<a href="#">Plural Nouns Links for Week</a>		<a href="#">Sounds of ED worwall games and Quizizz links</a>		

<p>Writer's Workshop 10:30- 11:10</p>	<p>ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p><b>GC: Lesson:</b> Thankful Writing <b>Learning Target:</b> <b>Success Criteria:</b> <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Show students the organizer that shows the paragraph and what goes in each. Have the students do paragraphs 2 and 3 today. <b>Active Engagement: (We do)</b> Skip paragraph 1 for today so the students will know what their first paragraph will need in it. Students will fill in the people in their life and a reason they are thankful for that person. <b>Link: (We do)</b> Make sure to give a couple of examples to get them going.</p> <p><b>Share/ Summarize: (We check)</b> Tell the students a story of what you are most thankful for this year.</p>	<p><b>GUIDANCE VISIT at 10:30 today</b></p> <p><b>Lesson:</b> Thankful Writing <b>Learning Target:</b> <b>Success Criteria:</b> <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Have students do paragraphs 4, 5, and 1. <b>Active Engagement: (We do)</b> Students will do paragraph last so they know what their introduction should have in it. <b>Link: (We do)</b> Teacher will show an example of how to write the introduction. <b>Conferencing: (We check)</b> Check to make sure students have completed graphic organize</p>	<p><b>Lesson:</b> Thankful writing <b>Learning Target:</b> <b>Success Criteria:</b> <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Take the organizer and write the paragraphs just like you created. This will make for a well planned out writing. <b>Active Engagement: (We do)</b> Students will use the thankful paper to create their writing.</p> <p><b>Conferencing: (We check)</b> Check to make sure students have completed graphic organizer <b>Share/ Summarize: (We check)</b></p>	<p><b>Lesson:</b> Flipgrid Thankful Writing <b>Learning Target:</b> <b>Success Criteria:</b> <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Today we will talk about what makes a good public speaker before we present our writings. Speaking clearly, eye contact, etc. <b>Active Engagement: (We do)</b> Record Flipgrid writings about all the reasons we have to be THANKFUL <b>Link: (We do)</b> <b>Conferencing: (We check)</b> <b>Share/ Summarize: (We check)</b></p> <p><b>Share the flipgrids with parents via QR code attached to writing!</b></p>	<p><b>GC: Lesson:</b> ACHIEVE 3000 <b>LT Poster for Achieve</b> <b>Materials:</b> The Kindness Playbook</p> <p><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: Why did the author include this passage? ( Inference)</p> <p><b>Link: (We do)</b> Independently reads article and finish activity! <b>Conferencing: (We check)</b> One on One check ins! <b>Share/ Summarize: (We check)</b> Set a goal for next time and share out any specific questions that were hard!</p>
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<p>Social Studies &amp; Science</p> <p>12:35- 1:00</p> <p>PROJECTS DUE FRIDAY!</p>	<table border="1"> <tr> <td data-bbox="327 107 520 147"> <p><b>Let's Go Exploring!</b> Describe reasons for and obstacles to European exploration in North America</p> </td> <td data-bbox="520 107 562 147"> <p>SS3H2a</p> </td> </tr> <tr> <td data-bbox="327 147 520 188"> <p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p> </td> <td data-bbox="520 147 562 188"> <p>SS3H2b</p> </td> </tr> <tr> <td data-bbox="327 188 520 228"> <p>Describe examples of conflict and cooperation of European explorers with American Indians</p> </td> <td data-bbox="520 188 562 228"> <p>SS3H2c</p> </td> </tr> <tr> <td data-bbox="327 228 520 269"> <p>Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled</p> </td> <td data-bbox="520 228 562 269"> <p>SS3G3b</p> </td> </tr> </table>	<p><b>Let's Go Exploring!</b> Describe reasons for and obstacles to European exploration in North America</p>	<p>SS3H2a</p>	<p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p>	<p>SS3H2b</p>	<p>Describe examples of conflict and cooperation of European explorers with American Indians</p>	<p>SS3H2c</p>	<p>Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled</p>	<p>SS3G3b</p>	<p><b>Lesson:</b> 7.4 Explorers of France, Netherlands and England  <b>Learning Target:</b>  <b>sSlides</b>  <b>Success Criteria:</b>  <b>Materials:</b> <a href="#">Gallopade log in</a></p> <p><b>Connect/ Teach: (I do)</b>  Today we will work through the next Gallopade lesson that will show us accomplishments of several of our explorers!  Use <a href="#">virtual room</a> to review ones we have done, or preview ones from today! Also these <a href="#">slides</a> as a good review of the explorers  <b>Active Engagement: (We do)</b> Log into Gallopade and work through the lesson!  <b>Link: (We do)</b>  <b>Conferencing: (We check)</b>  <b>Share/ Summarize: (We check)</b> <b>Let's add to our chart about the explorers!</b></p>	<p><b>Lesson:</b> Main Idea review with Explorer passages  <b>Learning Target:</b>  <b>sSlides</b>  <b>Main Idea slides</b>  <b>Success Criteria:</b>  <b>Materials:</b>  <b>Passages</b></p> <p><b>Connect/ Teach: (I do)</b>  Today we will review main idea as we read around the room about the explorers! Use slides above to review finding main idea in informational text  <b>Active Engagement: (We do)</b> Lets practice together using the attached passages!  Lets look at title, first and last sentence and look for words repeated!  <b>Link: (We do)</b> <b>Now you will read around the room on the scoot passages and find the main idea! Use your strategies!</b>  <b>Conferencing: (We check)</b> Small group or one on one check ins, feedback on scoot when done  <b>Share/ Summarize: (We check)</b> Share our some strategies that worked for you!</p> <p>Extra IXL Main IdeaNHQ and RD9</p>	<p><b>Lesson:</b> 8.1 Cooperation and Conflict  <b>Learning Target:</b>  <b>sSlides</b>  <b>Success Criteria:</b>  <b>Materials:</b> <a href="#">Gallopade log in</a></p> <p><b>Connect/ Teach: (I do)</b>  Use video on this <a href="#">virtual classroom</a> titled "cooperation and conflict" Discuss your opinion and views!  <b>Active Engagement: (We do)</b> Fill out the cooperation/conflict graphic organizer! (found in gallopade)  <b>Link: (We do)</b>  <b>Conferencing: (We check)</b>  <b>Share/ Summarize: (We check)</b> Share out some of our thoughts and opinions on their relationship. How did it affect future colonization? Right or wrong?</p>	<p><b>Lesson:</b> <b>ACHIEVE 3000</b>  <b>Learning Target:</b>  <b>Slides</b>  <b>Success Criteria:</b>  <b>Materials:</b> <a href="#">Slides</a>  <b>Connect/ Teach: (I do)</b> Use the slides attached to focus on skill: author's purpose!  <b>Active Engagement: (We do)</b> Students log in and complete the article and questions GOAL 75% or higher  <b>Conferences:</b> Take not on common problems and give redirection/strategies to help!</p>	<p><b>Lesson:</b> Assess Explorers  <b>Learning Target:</b>  <b>sSlides</b>  <b>Success Criteria:</b>  <b>Materials:</b> <a href="#">Gallopade log in</a></p> <p><b>Connect/ Teach: (I do)</b>  Review the LT and SC then take the following <a href="#">quizizz!</a>  <b>Active Engagement: (We do)</b> Use the following to help review explorers unit!  <b>Powerpoint Slides</b>  <b>Link: (We do)</b>  <b>Conferencing: (We check)</b>  <b>Share/ Summarize: (We check)</b></p> <p><b>Share projects!</b></p>
<p><b>Let's Go Exploring!</b> Describe reasons for and obstacles to European exploration in North America</p>	<p>SS3H2a</p>													
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<p>Math</p> <p>1:00- 2:20</p>	<p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal</p>	<p><b>GC Lesson:</b> MModule 3 Lesson 12  <b>Learning Target:</b>  I will learn to</p>	<p><b>GC Lesson:</b> Module 3 Lesson 14  <b>Learning Target:</b>  I will learn to multiply and divide using units of 9. (12-15)</p>	<p><b>GC Lesson:</b> Module 3 Lesson 15  <b>Learning Target:</b>  I will learn to multiply and divide using units of 9.  <b>Success Criteria:</b></p>	<p><b>GC Lesson:</b> Module 3 Lesson 16  <b>Learning Target:</b>  I will learn to analyze patterns to solve problems. (16-18)</p>	<p><b>GC Lesson:</b> Module 3 Lesson 17  <b>Learning Target:</b>  I will learn to analyze patterns to solve problems. (16-18)</p>								

	<p>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 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</p>	<p>multiply and divide using units of 9. (12-15)</p> <p><b>Success Criteria:</b> I can use the distributive property and 10's facts as a strategy to multiply. (12)</p> <p><b>Materials:</b> <a href="#">Teacher Clip</a> <a href="#">Another video clip</a> <b>Fluency Practice</b> <a href="#">Multiply by 8</a> video Pattern Sheet Take from ten</p> <p><b>Application Problem</b> A scientist fills 5 test tubes with millimeters of fresh water in each. How many milliliters of water does she use in all? Use the break apart strategy to solve.</p> <p><b>Connect/ Teach: (I do)</b> Tape diagram template in workbook</p> <p>Use the <math>9=10-1</math> strategy to solve <math>9 \times n</math> facts. <b>Active Engagement: (We do)</b> Use 10 facts to help with solve nine facts. <b>Link: (We do)</b> <b>Problem set</b> <b>Conferencing: (We check)</b> Class check of problem set, some students less problems based on ind, needs</p>	<p><b>Success Criteria:</b> I can identify and use arithmetic patterns to multiply. (13-14) <b>Materials:</b> Sprint, exit ticket, personal white board <b>Fluency Practice</b> Sprint <b>Connect/ Teach: (I do)</b> Identify patterns in multiples of nine. (may use part of lesson 13) <b>Teacher Clip</b> <b>Active Engagement: (We do)</b> Apply strategies for solving nine facts and reasons about their effectiveness. <b>Link: (We do)</b> Problem set <b>Conferencing: (We check)</b> Class check of problem set, some students less problems based on ind, needs <b>Share/ Summarize: (We check)</b></p> <p>Exit ticket</p>	<p>I can find the unknown in order to model and solve word problems. (15) <b>Materials:</b> Personal whiteboard, sprint, exit ticket <b>Fluency Practice</b> Multiply By 9 <b>Connect/ Teach: (I do)</b> Interpret the unknown in multiplication. <a href="#">Ms. Walker Teacher Clip</a> <b>Active Engagement: (We do)</b> Interpret the unknown in division. <b>Link: (We do)</b> Problem set <b>Conferencing: (We check)</b> Class check of problem set, some students less problems based on ind, needs <b>Share/ Summarize: (We check)</b> Exit ticket</p>	<p><b>Success Criteria:</b> I can explain patterns using units of 0 and 1 as they relate to multiplication and division. (16) <b>Materials:</b> Sprint ( 9's facts) Counting by 9's song/video clip <a href="https://www.youtube.com/watch?v=hOp1lFwPlh0">https://www.youtube.com/watch?v=hOp1lFwPlh0</a> NINES TRICK for X <a href="https://www.youtube.com/watch?v=WDtcNgow4Vc">https://www.youtube.com/watch?v=WDtcNgow4Vc</a> <b>Fluency Practice:</b> Sprint <b>Connect/ Teach: (I do)</b> Multiply and divide using units of 1. <a href="#">TEACHER'S CLIP SLIDES</a> <b>Active Engagement: (We do)</b> <b>Multiply and divide using units of 0.</b> <b>Link: (We do):</b> Problem set solving for unknown ( varied depending on student grouping) <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b></p> <p>Exit ticket</p>	<p><b>Success Criteria:</b> I can use a multiplication table to identify patterns in multiplication division facts. (17) <b>Fluency Practice</b> Group Counting Multiply by 10 Multiply or Divide Complete the Number Sentence <b>Application Problem:</b> Henry's garden has 9 rows of squash plants. Each row has 8 squash plants. There is also 1 row with 8 watermelon plants. How many squash and watermelon plants does Henry have in all? <b>Connect/ Teach: (I do)</b> <a href="#">Zearn Clip</a> <b>Complete Table 1 wb p. 79</b> Color in all even number orange <b>Active Engagement: (We do)</b> Complete Table 2 – draw arrays to match <b>Link: (We do)</b> Problem set X chart and even/odd factors ( varied depending on student grouping) <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b></p> <p>Exit ticket</p>
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	<p><i>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</i></p>	<p><b><u>Share/ Summarize:</u></b> <b><u>(We check)</u></b> Discuss Lesson as a whole Exit ticket</p>				
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# Planning Your Week

Nov 15-19

	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-lesson (every day - 10 minutes)					
Strategy Lesson (10 minutes)	Phony Phony Catherine Jo Taylor	Phony Phony Celia Mylarza	Phony Phony Cameron Sofia	Phony Phony Celia Mylarza	Phony Phony Celia Mylarza
Strategy Lesson (10 minutes)	Section de la section Phony Phony	Phony Phony GC, Millie Oliver	Phony Phony Mylarza Cameron Phony	Phony Phony Oliver Charlotte	Phony Phony Celia Mylarza Cameron Phony Andrew Leah Kameron Ben Pipp GC Oliver Charlotte Phony
Writer Conferences (every other lesson)	Phony Phony Kameron Ben Pipp	Phony Phony Oliver Charlotte	Phony Phony Andrew Leah	Phony Phony GC Oliver	
Conferences (every other lesson) (5 min each)				Thursday's IDL skill day!!	
IDL (every other lesson)					
Read-Aloud (every day - 20 minutes)	DNN - present tense	AFR Conjunctions	HTZ pronouns verbs Conjunctions	UXW Coord. Conjunctions	SZ6 Coord. Conjunctions

if time permit from school list

