

Email and HW for week , get caught up on recording schedule, small group chart, Feedback on informational, mid module grades posted? Unify?, print non -fiction text features pages for team

Teacher: Collins Week: Nov 29-Dec 3rd	Standards	Monday  MW: MATH IXL Arena	Tuesday <b>Marsh Lab</b> MW: Finish Math IXL Arena	Wednesday	Thursday <b>RESOURCE DAY</b> <b>Training 3-4</b>	Friday
BOOST/ Character Trait		<a href="#">Adventurous</a>				
SS/S preview ( quick)						
Reader's Workshop  8:15- 9:45  Brain Break 9:50- 10:10	<a href="#">Unit 2 Pacing</a>  <a href="#">Unit 2 LT and SC</a>	<b>GC Lesson:</b> ACHIEVE 3000 <a href="#">LT Poster for Achieve</a> <b>Materials:</b> The Kindness Playbook  <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)  <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!	<b>GC Lesson:</b> Summarize Nonfiction <b>Learning Target &amp; Success Criteria</b> <b>Materials:</b> GC assignment with links attached <b>Connect/ Teach: (I do)</b> Today we will review how to write a nonfiction summary. Later in the week, we will learn how to summarize narrative nonfiction- biographies- using a different strategy! Class discussion: What is a summary? How many sentences make up a summary? Review the <a href="#">LT SC</a> linked below. <b>Active Engagement: (We do)</b> Then, read the short passage linked below- <a href="#">Mount Everest</a> . With your help I will model reading aloud and summarizing this passage. <b>Link: (We do)</b> Now you will read the <a href="#">Boogers passage</a> independently and use hamburger/box	<b>GC Lesson:</b> Sessions 11 & 12- Nonfiction Narrative (biographies) <b>Learning Target:</b> I will learn to identify and read a nonfiction narrative. <b>Success Criteria:</b> I can determine if a text is written in narrative form or in expository form. I can summary the nonfiction narrative using the SWBST strategy. <b>Materials:</b> Biographies; Calkins book p. 94, <a href="#">slides</a> <b>Connect/ Teach: (I do)</b> Today I want to teach you that readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Explain what a NONFICTION NARRATIVE is...think biographies, <a href="#">Balloons Over Broadway</a> <b>Read aloud the narrative nonfiction</b>	<i>Thursdays are IXL reading/ grammar skills day for now- tying in crafts and conventions and specific skills students need to work on</i> <b>GC Lesson:</b> IXL Skill Day <b>Learning Target:</b> We are learning to identify multiple meaning words- in our reading & writing. <b>Success Criteria:</b> I can identify a multiple meaning word. <b>Materials:</b> GC link <b>Connect/ Teach: (I do)</b> Today we will revisit our grammar assignment for the week on homophones (multiple meaning words). We will look at Crafts & Conventions lessons to review homophones and homonyms. (Teachers- pg 119) Review multiple meaning words and some examples. Look at the text "Saving a Baby Elephant" and word through Day 1 of C&C book.	<b>GC Lesson:</b> Sessions 14 & 16 Nonfiction Narrative <b>Learning Target:</b> <b>Success Criteria:</b> <b>Materials:</b> calkins book w/ Bridges passage, poster link in share section <b>Connect/ Teach: (I do)</b> <a href="#">What is Narrative Nonfiction Text Video</a> <b>Active Engagement: (We do)</b> <a href="#">P. 113 of Calkins- Use The Story of Ruby Bridges</a> to model reading like a narrative and reading to learn. Together as a class, create a few boxes and bullets to structure what we have learned. <b>Link: (We do)</b> Send students off with a reminder that readers read narrative nonfiction through different lenses. (Calkins Sticky notes provided to create a poster if you want.) <b>Conferencing: (We check)</b> Students can

			<p>and bullets to plan your summary, then type your completed 3-5 sentence summary on the <a href="#">google slides</a> linked for you!</p> <p>Once you complete the summary, make sure to turn this assignment in so I know you're done and can check it and give you feedback! You may independently read nonfiction or biographies once you finish.</p> <p><b>Conferencing: (We check)</b> Teacher circulates the room to assure students are using their box and bullets plan to write 3-5 complete sentences!</p> <p><b>Share/ Summarize: (We check)</b> Choose one student to read aloud their summary who did a good job</p> <p><i>*Teachers- <a href="#">the 3rd link</a> has ALL fiction and nonfiction choices for short passages and summarizing- I linked the Mount Everest passage below- page 18 and Boogers page 22 You will model using Everest and students independently do Boogers summary OR pick ones of your choice!</i></p>	<p>excerpt on page 94.- <a href="#">Teacher mini lesson clip</a></p> <p><b>Active Engagement: (We do)</b> After reading the sample from Calkins (p.94) have students discuss the <b>character's traits and struggles.</b></p> <p><b>Link: (We do)</b> Remind readers to notice text structure and to vary their reading stance accordingly. Specifically, remind them to bring their knowledge of story to narrative nonfiction.</p> <p><b>Conferencing: (We check)</b> Students can view <a href="#">each of these famous Americans</a> throughout this biography unit!</p> <p><b>Share/ Summarize: (We check)</b> Ask students to summarize their biographies, following a <a href="#">story structure template.</a></p> <p><b>** Optional: Graphic Organizer to collect for a grade/ report card. **</b></p> <p><a href="http://www.teacherpintables.net/downloads/graphic_organizers/Story_Map.pdf">http://www.teacherpintables.net/downloads/graphic_organizers/Story_Map.pdf</a></p>	<p><b>Active Engagement: (We do)</b> Have students work with a partner to find the multiple meaning words. Discuss the multiple meanings of the words and how you would use the different meanings in a different context.</p> <p><b>Link: (We do)</b> Send students off to analyze the writing sample on p. 120 and look at the highlighted words in the writing- discuss the multiple meanings that the highlighted words have- is there enough context to figure out which word it is meant to be?! Then, 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)</p> <p><b>Conferencing: (We check)</b> Teachers pulls small groups based off of the grammar and mechanics strang analysis report</p> <p><b>Share/ Summarize: (We check)</b> have students share out one homophone or homonym they saw in their reading today- were they able to figure out the meaning?</p>	<p>view <a href="#">each of these famous Americans</a> throughout this biography unit!</p> <p><b>Share/ Summarize: (We check)</b> Autobiographies and Biographies are types of narrative nonfiction. Review the difference using this <a href="#">poster</a></p>
<p>9:25- 9:45- GRAMMAR/ OG</p>	<p>Grammar OG</p>		<p><a href="#">Homophone Links for week</a></p>	<p><a href="#">OG- There. Their. They're - week 1</a></p>		<p><a href="#">Step into IXL Arena for ELA</a></p>

RAL	(this slot can move depending on teacher's ind. schedule)					
Finish RAL/ OPERation Osprey 10:10- 10: 30		<u>WHO Is J.K. Rowling?</u>	<u>WHO Is J.K. Rowling?</u>	<u>WHO Is J.K. Rowling?</u>	<u>WHO Is J.K. Rowling?</u>	<u>WHO Is J.K. Rowling?</u>
Writer's Workshop 10:30- 11:10	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><b>GC: Lesson:</b> Wrap Up Non- Fiction with Text Features Sort</p> <p><b>Learning Target:</b> <a href="#">Writing Unit 2 LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> <a href="#">NF Text Features</a> sorting</p> <p><b>Connect/ Teach: (I do)</b> Review Text Features with <a href="#">NF Sheet</a> and online game: <a href="https://www.education.com/game/text-features/">https://www.education.com/game/text-features/</a></p> <p><b>Active Engagement: (We do)</b> Have students cut and sort/ find text features in a NF book</p> <p><b>Link: (We do)</b> Complete Sort ind.</p> <p><b>Conferencing: (We check)</b> <a href="#">NF Text Features Quizzizz</a></p> <p><b>Share/ Summarize: (We check)</b></p>	<p><b>START AUTOBIOGRAPHY</b></p> <p><b>Same GC link over 3 days</b></p> <p><b>Lesson:</b> text feature biography</p> <p><b>Writing Unit 2 LT and SC</b></p> <p><b>Materials:</b> *Text feature biography pages</p> <p><b>Connect/ Teach: (I do)</b> Review text features</p> <p><b>Active Engagement: (We do)</b> Model the pages students will complete today. Brainstorm words/ spelling they made need.</p> <p><b>Link: (We do)</b> Show completed example on the board</p> <p><b>Conferencing: (We check)</b> Work on assigned pages</p> <p><b>Share/ Summarize: (We check)</b> Highlight the pages we will do tomorrow</p> <p>Intro to Autobiography and do GLOSSARY pages</p>	<p><b>CONTINUE AUTOBIOGRAPHY</b></p> <p><b>Lesson:</b> ext feature biography</p> <p><b>Writing Unit 2 LT and SC</b></p> <p><b>Materials:</b> *Text feature biography pages</p> <p><b>Connect/ Teach: (I do)</b> Review text features</p> <p><b>Active Engagement: (We do)</b> Model the pages students will complete today. Brainstorm words/ spelling they made need.</p> <p><b>Link: (We do)</b> Show completed example on the board</p> <p><b>Conferencing: (We check)</b> Work on assigned pages</p> <p><b>Share/ Summarize: (We check)</b> Highlight the pages we will do tomorrow</p> <p>Subtopic pages today!</p>	<p><b>CONTINUE AUTOBIOGRAPHY</b></p> <p><b>Lesson:</b> ext feature biography</p> <p><b>Writing Unit 2 LT and SC</b></p> <p><b>Materials:</b> *Text feature biography pages</p> <p><b>Connect/ Teach: (I do)</b> Review text features</p> <p><b>Active Engagement: (We do)</b> Model the pages students will complete today. Brainstorm words/ spelling they made need.</p> <p><b>Link: (We do)</b> Show completed example on the board</p> <p><b>Conferencing: (We check)</b> Work on assigned pages</p> <p><b>Share/ Summarize: (We check)</b> Highlight the pages we will do tomorrow</p> <p>Timeline pages today!</p>	<p><b>Lesson:</b> ACHIEVE 3000</p> <p><b>LT Poster for Achieve</b></p> <p>Selena's Return</p> <p><b>Materials:</b> slide and Achieve 3000 and goal sheet</p> <p><b>Connect/ Teach: (I do)</b> Pull up the article on Achieve and introduce and highlight vocab.</p> <p><b>Active Engagement: (We do)</b> Use <a href="#">slide</a> to discuss Focus Skill: The author uses this passage to help the reader determine _____</p> <p><b>Link: (We do)</b> Independently reads article and finish activity!</p> <p><b>Conferencing: (We check)</b> One on One check ins!</p> <p><b>Share/ Summarize: (We check)</b> Set a goal for next time and share out any specific questions that were hard!</p>

<p>Social Studies &amp; Science 12:35- 12:55</p> <p><a href="#">Slides for LT and SC</a></p>	<p>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.</p>	<p><b>Lesson:</b> Intro to unit <b>Learning Target:</b> I am learning information about the similarities and differences between plants, animals and habitats found within geographic regions of Georgia. <b>Success Criteria:</b> I can locate the geographic regions of Georgia on a map. I can ask questions to differentiate between plants, animals and habitats found within Georgia's Geographic regions. <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Explain to students that we discussed major topographical features of the US now we are going to focus on regions of Our state GEORGIA!! <b>Active Engagement: (We do)</b> Use the <a href="#">slideshow</a> to describe and locate the geographic regions of GA! Students will label their <a href="#">map</a> as you go! <b>Link: (We do)</b> All of these regions have a different environment for the animals and plants. <b>Conferencing: (We check)</b> Read <a href="#">Environment passage</a> and answer questions in google classroom! <b>Share/ Summarize: (We check)</b> Discuss the environment passage.</p>	<p><b>Lesson:</b> Explore Regions <b>Learning Target:</b> I am learning information about the similarities and differences between plants, animals and habitats found within geographic regions of Georgia. <b>Success Criteria:</b> I can locate the geographic regions of Georgia on a map. I can ask questions to differentiate between plants, animals and habitats found within Georgia's Geographic regions. <b>Materials: Virtual Classroom Exploring Packet</b> <b>Connect/ Teach: (I do)</b> Today, you will explore and learn about the different regions. <b>Active Engagement: (We do)</b> Open up the <a href="#">Virtual Classroom</a>. Today, I want you to click on the triangle next to PBS Learning. <b>Link: (We do)</b> You are going to learn about the different regions using the clips on the PBS Learning link. <b>Conferencing: (We check)</b> Explore time. <b>Share/ Summarize: (We check)</b> Share what you learned about a region.</p>	<p><b>Lesson:</b> Regions of Georgia <b>Learning Target:</b> <b>Success Criteria:</b> <b>Slides</b> <b>Materials: slides 1 Slides 2 packet</b> <b>Connect/ Teach: (I do)</b> Use the slides to review the regions of GA and their habitats or climate. <b>Active Engagement: (We do)</b> As we review students can take notes in their flip books! (see packet attached, need page 1 and 6-8! Pre printed and stapled! <b>Link: (We do)</b> Students can label their map on the front cover when done taking notes! <b>Conferencing: (We check)</b> <b>Share/ Summarize: (We check)</b> Share out about each region to add to your class chart! Why would it be helpful to study the climates of each region of GA?</p>	<p><b>Lesson:</b> <b>ACHIEVE 3000</b> <b>LT Poster for Achieve</b> <b>Connect/ Teach: (I do)</b> Article: Blazing the Trail <a href="#">Slides to teach focus skills</a> Introduce the article and discuss how we can be successful! UNREAL strategies <b>Active Engagement: (We do)</b> Let's practice using these strategies together (pull article on board) Highlight the map and synonym questions <b>Link: (We do)</b> Students independently finish the article and activity <b>Conferencing: (We check)</b> Teacher on on one conferencing <b>Share/ Summarize: (We check)</b> Students reflect and set a goal on next time What was hard? What can I do better next time?</p>	<p>Adaptation Lesson #1 <b>Learning Target:</b> I am learning information about the similarities and differences between plants, animals and habitats found within geographic regions of Georgia. <b>Success Criteria:</b> I can construct an explanation of how external features and adaptations of animals allow them to survive. <b>Materials:</b> <b>Connect/ Teach: (I do)</b> Today we will discuss adaptations. Animals have to adapt to their environment/ habitat. <b>Active Engagement: (We do)</b> What adaptations do you already know? <b>Link: (We do)</b> <b>Conferencing: (We check)</b> Watch this 14 minute adaptation <a href="#">video clip</a> (owl link on the GA Habitat VC). <b>Share/ Summarize: (We check)</b> An extra short <a href="#">powerpoint</a> about types of adaptations.</p>
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<p>Math 12:55- 2:20</p>	<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 problems using equations with a letter standing for the unknown quantity. Assess the</p>	<p><b>GC Lesson:</b> Module 3 Lesson 18 <b>Learning Target:</b> I will learn to analyze patterns to solve problems. (16-18) <b>Success Criteria:</b> I can solve two-step word problems involving all four operations. (18) <b>Fluency Practice</b> Sprint <b>Application Problem</b> Mia has 152 beads. She uses some to make bracelets. Now there are 80 beads. If she uses 8 beads for each bracelet, how many bracelets does she make? <b>Connect/ Teach: (I do)</b> Multiply by multiples of 10 using counters as place value disks. <a href="#">TEACHER'S CLIP SLIDES</a> <b>Active Engagement: (We do)</b> Multiply by multiples of 10 using a place value chart. <b>Link: (We do)</b> Problem set ( RDW word problems) (varied depending on student grouping) <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b> <a href="#">Exit ticket</a></p>	<p><b>GC Lesson:</b> Module 3 , Lesson 19 <b>Learning Target:</b> I will learn to multiply single-digit factors by multiples of 10. (19-21) <b>Success Criteria:</b> I can use a place value chart to multiply multiples of 10. (19) <b>Fluency Practice</b> Group Counting <a href="#">Multiply with 10</a> <b>Application Problem</b> Mia has 152 beads. She uses some to make bracelets. Now there are 80 beads. If she uses 8 beads for each bracelet, how many bracelets does she make? <b>Connect/ Teach: (I do)</b> Multiply by multiples of 10 using counters as place value disks. <a href="#">Ms. Walker Teacher Clip</a> <b>Active Engagement: (We do)</b> Multiply by multiples of 10 using a place value chart. <b>Link: (We do):</b> Problem set- flexible grouping <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b> <a href="#">Exit ticket</a></p>	<p><b>GC Teacher Clip Lesson:</b> Module 3 , Lesson 20 <b>Learning Target:</b> I will learn to multiply single-digit factors by multiples of 10. (19-21) <b>Success Criteria:</b> I can use place value strategies and the associative property to multiply multiples of 10. (20) <b>Fluency Practice</b> Warm-Up (<a href="#">multiplying by 8s</a>) <b>Application Problem</b> Model <math>3 \times 4</math> on a place value chart. Then explain how the array can help you solve <math>30 \times 4</math>. <b>Connect/ Teach: (I do)</b> Discuss terms and work through problems together <a href="#">Zearn Clip</a> <b>Active Engagement: (We do)</b> Associative problems - try one together first ( potentially do this problem set with a partner?) <b>Link: (We do)</b>Problem set- flexible grouping <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b> <a href="#">Exit ticket</a></p>	<p><b>GC Teacher Clip Lesson:</b> Module 3, Lesson 21 <b>Learning Target:</b> I will learn to multiply single-digit factors by multiples of 10. (19-21) <b>Success Criteria:</b> I can solve two-step word problems involving single-digit factors and multiples of 10. (21) <b>Fluency Practice</b> Sprint <b>Application Problem</b> Each day Caitlin does 25 squats to warm up for gymnastics practice and 15 squats to cool down after practice. How many squats does she do in all when she practices Monday through Friday. <b>Connect/ Teach: (I do)</b> Place one flash card on each student's desk face down – students solve and then order them <b>Active Engagement: (We do)</b> Continue with 2 other 2 –step word problems <b>Link: (We do)</b>Problem set- flexible grouping <b>Conferencing: (We check)</b> Check problem set for accuracy <b>Share/ Summarize: (We check)</b><a href="#">Exit ticket</a></p>	<p><b>GC Teacher Clip Lesson:</b> Module 3 Review Day <b>Learning Target</b> all from Module 3  <a href="#">Review Doc #1</a> (in class)</p>
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	<p><i>reasonableness of answers using mental computation and estimation strategies including rounding.</i></p> <p><b>3.OA.9</b> <i>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.</i></p> <p><b>3.NBT.3</b> <i>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>					
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