

Finish small groups from last week and then make new chart , print and post plans , print explorer cards , copy HW Weekly email, math review sheet and HW, Enter math scores for end of module in unify, SS project letter home,

Teacher: COLLINS Week: 11.8-11.12	Standards	Monday	Tuesday	Wednesday Veteran's Day morning work- article with drag and drop activity	Thursday RESOURCE DAY	Friday
BOOST/ Character Trait	Char Trait: Imaginative	GC Where the Wild Things Are: https://www.youtube.com/watch?v=ALmNPxNehYE	GC Abuela https://www.youtube.com/watch?v=5nD8FO46kA4	Carnival of Animals GC https://www.youtube.com/watch?v=pP-wN-LbPOA		GC Cloudy With A Chance Of Meatballs https://www.youtube.com/watch?v=q5uXp4694sE Complete the Imaginative sheet
Intro SS concept		risk/ reward from Friday				
Reader's Workshop 8:15- 9:45 Brain Break 9:45- 10:05	ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	GC Lesson: ACHIEVE 3000 So Good, They've Bottled It Learning Target & Success Criteria Materials: slides attached to GC assignment, ACHIEVE article So Good, They've Bottled It Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Active Engagement (We do): Use slide to discuss Focus Skill: Main Idea and Fact/Opinion Link: (We do) Independently read the article and finish activity! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Set a goal for next	WriteScore Assessment	Thursdays (Today bc no school tomorrow) are IXL reading/ grammar skills day for now- tying in crafts and conventions and specific skills students need to work on GC Lesson: IXL Skill Day Learning Target: We are learning to identify and use plural nouns- both regular and irregular- in our reading & writing. Success Criteria: 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. Materials: GC link Connect/ Teach: (I		GC Lesson: Veteran's Day themed Main Idea/Key Details Learning Target & Success Criteria Materials: hard copy of passage, hard copy of comprehension Qs , GC assignment Connect/ Teach: (I do) Review what we learned about Veterans Day from Wednesday's morning work, review Main Idea and Key Details LT and SC , read aloud the Veteran's Day passage as students follow along Active Engagement: (We do) Together, make a box and bullets Link: (We do) Send students off to work on the comprehension questions with their

		<p>time and share out any specific questions that were hard!</p>		<p>do) 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- page 35/36) Review regular plural nouns- simply add on -s or -es, then teach what makes an irregular plural noun. Review chart attached. Look through text "Buried by a Volcano" in your C&Cs set and read section titled "Major Disaster" and find plural nouns.</p> <p>Active Engagement: (We do) Then, show the writing on page 36. Have students work with a partner to find the plural nouns.</p> <p>Link: (We do) 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)</p> <p>Conferencing: (We</p>		<p>reading partner</p> <p>Conferencing: (We check) check in with small groups for comprehension Qs you may think they need/are more difficult- possibly text structure type Qs- this skills doesn't come until a later unit</p> <p>Share/ Summarize: (We check) Check whole group hardest Qs</p>
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				<p>check) teachers pulls small groups based off of the grammar and mechanics strang analysis report</p> <p>Share/ Summarize: (We check) have students share out one irregular noun</p>		
<p>Grammar</p> <p>OG (this slot can move depending on teacher's ind. schedule)</p>		<p>Parts of speech quiz</p> <p>GC Lesson: Plural Nouns Learning Target: I will Learn to plural words.</p> <p>Success Criteria: I can add an es when words in s, sh, ch, x, or z. <i>I can add an ies when words end in y.</i></p> <p>https://docs.google.com/presentation/d/1ih0MnlBPfVZXYml3x-N2MTaytd-xuuHSJpPctI4AF8/edit?usp=sharing</p> <p>https://classroom.google.com/u/0/w/MTgxMDY1MDExNjAy/t/all Complete the practice</p> <p>GC OG is the -ed sounds</p>	<p>GC Lesson: Plural Nouns Learning Target: I will Learn to plural words.</p> <p>Success Criteria: I can add an es when words in s, sh, ch, x, or z. <i>I can add an ies when words end in y.</i></p> <p>https://classroom.google.com/u/0/w/MTgxMDY1MDExNjAy/t/all</p> <p>The Plural Scoot will be in the hall for students to use as a small group.</p> <p>GC OG is the -ed sounds</p>	<p>GC Lesson: Plural Nouns Learning Target: I will Learn to plural words.</p> <p>Success Criteria: I can add an es when words in s, sh, ch, x, or z. <i>I can add an ies when words end in y.</i></p> <p>https://docs.google.com/presentation/d/1kc33quiboqGHJy-zkqWaZMP0zF0igP_64AnPw0oyWQ/edit?usp=sharing</p> <p>GC OG is the -ed sounds</p>	<p>NO SCHOOL VETERANS DAY</p>	<p>GC Lesson: Irregular Plural Nouns Learning Target: I will Learn to plural words.</p> <p>Success Criteria: I can add an es when words in s, sh, ch, x, or z. <i>I can add an ies when words end in y.</i></p> <p>https://classroom.google.com/u/0/w/MTgxMDY1MDExNjAy/t/all</p> <p>GC OG is the -ed sounds</p>
		<u>OPERATION OSPREY</u>	<u>OPERATION OSPREY</u>	<u>OPERATION OSPREY</u>	<u>OPERATION OSPREY</u>	
<p>Writer's Workshop 10:30- 11:10</p>	<p>ELAGSE3RI1: Ask and answer questions to demonstrate</p>	<p>GC Lesson: Model Achieve TQ - The Not so Sweet Side of Chocolate</p>	<p>WriteScore Assessment</p>	<p>GC Lesson: Thought Question- One Smart Octopus</p> <p>Learning Target:</p>		<p>GC Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: One Smart Octopus</p>

	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><u>Learning Target:</u> <u>Success Criteria:</u> RACE LT and SC</p> <p><u>Materials:</u> Achieve, Google doc for practice, slide</p> <p><u>Connect/ Teach: (I do)</u> Today I am going to show you where to answer a THOUGHT question in Achieve. We will use an article we have already read- The Not So sweet side of chocolate</p> <p>Model how to answer thought question using the RACE strategy and where it is located in Achieve</p> <p><u>Active Engagement: (We do)</u> PRactice with Google SSlide activity ind.</p> <p><u>Link: (We do)</u> <u>Conferencing: (We check)</u> <u>Share/ Summarize: (We check)</u> View student responses and give feedback as they are reading ind.</p>		<p><u>Success Criteria:</u> RACE LT and SC <u>Materials:</u> <u>Connect/ Teach: (I do)</u>: Monday I modeled a TQ in Achieve- today you are going to try one on your own! <u>Active Engagement: (We do)</u> Preview article together and revisit the RACE strategy with slide</p> <p><u>Link: (We do):</u> Students will login to Achieve and answer the TQ on own</p> <p><u>Conferencing: (We check)</u></p> <p>During Ind. reading time, teacher will give feedback via Achieve on TQ</p> <p><u>Share/ Summarize: (We check)</u></p>		<p><u>Connect/ Teach: (I do)</u> Pull up the article on Achieve and introduce and highlight vocab. <u>Active Engagement: (We do)</u> Use slide to discuss Focus Skill: What happened NEXT (order of events in article) <u>Link: (We do)</u> Independently reads article and finish activity! <u>Conferencing: (We check)</u> One on One check ins! <u>Share/ Summarize: (We check)</u> Set a goal for next time and share out any specific questions that were hard!</p>
Math 12:45- 2:20	<p>Omit 6, 10, 11, 13) 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 12</p>	<p><u>CCLesson:</u> Module 3 Lesson 8</p> <p><u>Learning Target:</u> I will learn to multiply and divide using units of 8. (8-11)</p>	<p><u>CCLesson:</u> Module 3 Lesson 9</p> <p><u>Learning Target:</u> I will learn to multiply and divide using units of 8. (8-11)</p> <p><u>Success Criteria:</u></p>	<p><u>CCMid Module Review</u> <u>Review Options</u> #1 powerpoint and student copy #2</p>	NO SCHOOL	<p><u>CCMid Module Assessment</u></p>

	<p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes the equation true in each of the equations, $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.OA.8 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>3.OA.9 Identify arithmetic</p>	<p>Success Criteria: I can understand the function of parentheses and apply it to problem solving. (8)</p> <p>Materials: Teacher Clip Slides Sprint Exit ticket</p> <p>Fluency Practice Multiply by 7 Group Counting Add 6 and 7 mentally</p> <p>Application Problem Richard has 2 cartoons with 6 eggs in each. As she opens the cartons, she drops 2 eggs. How many unbroken eggs does he have left?</p> <p>Connect/ Teach: (I do) Solve equations containing parentheses</p> <p>Active Engagement: (We do) Link: (We do) Explore how moving the parentheses can change the answer in an equation.</p> <p>Conferencing: (We check)Class check of problem set, some students less problems based on ind. needs) Share/ Summarize: (We check)Discuss Lesson as a whole</p> <p>**MUST DOs: PS: #1, 3</p>	<p>I can model the associative property as a strategy to multiply. (9)</p> <p>Materials: Exit Ticket Khan Video Teacher Clip Another clip Slides</p> <p>Fluency Practice Divide by 6 and 7 3.OA.7 (3 minutes) Group Counting 3.OA.1 (4 minutes) Write In the Parentheses 3.OA.7 (4 minutes)</p> <p>Application Problem Application Problems Sheet in workbook</p> <p>Connect/ Teach: (I do) Use 16 counters per student to help with 16×3.</p> <p>Active Engagement: (We do) Link: (We do) Use 15×3 to model associative property. Conferencing: (We check)Class check of problem set, some students less problems based on ind. needs Share/ Summarize: (We check)Discuss Lesson as a whole</p> <p>**MUST DOs: PS: #1a,b #2a</p>			
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	<p>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. 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.</p>													
<p>Social Studies & Science Send Home project this week!</p>	<table border="1"> <tr> <td data-bbox="315 511 514 552"> <p>Let's Go Exploring! Describe reasons for and obstacles to European exploration in North America</p> </td> <td data-bbox="514 511 571 552"> <p>5S3H2a</p> </td> </tr> <tr> <td data-bbox="315 552 514 592"> <p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p> </td> <td data-bbox="514 552 571 592"> <p>5S3H2b</p> </td> </tr> <tr> <td data-bbox="315 592 514 617"> <p>Describe examples of conflict and cooperation of European explorers with American Indians</p> </td> <td data-bbox="514 592 571 617"> <p>5S3H2c</p> </td> </tr> <tr> <td data-bbox="315 617 514 657"> <p>Describe how these explorers adapted or failed to adapt to the physical environments in which they travelled</p> </td> <td data-bbox="514 617 571 657"> <p>5S3G3b</p> </td> </tr> </table>	<p>Let's Go Exploring! Describe reasons for and obstacles to European exploration in North America</p>	<p>5S3H2a</p>	<p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p>	<p>5S3H2b</p>	<p>Describe examples of conflict and cooperation of European explorers with American Indians</p>	<p>5S3H2c</p>	<p>Describe how these explorers adapted or failed to adapt to the physical environments in which they travelled</p>	<p>5S3G3b</p>	<p>Lesson: Chapter 7 Gallopade opener! Learning Target: Slides Success Criteria: Gallopade log in Materials: Gallopade log in Character trait list Explorer cards Connect/ Teach: (I do) We have already discussed reasons and obstacles for exploration! Today I want you to list character traits that you think explorers might have had Active Engagement: (We do) Students list several character traits and maybe some evidence, teacher list the traits on a chart Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) Share out some of the traits Discuss positive vs negative traits example “loyalty to country vs harming people of new</p>	<p>Lesson: 7.2 Columbus Learning Target: Slides Success Criteria: Gallopade log in Connect/ Teach: (I do) Internet link on Gallopade to show Columbus biography! Active Engagement: (We do) Today we will learn about our first explorer! Let’s think about our LT and SC and also our character traits of these explorers! Link: (We do) Log in and complete your click book on Columbus! Conferencing: (We check) Share/ Summarize: (We check) Share out and add to a chart for this explorer! Where was he from? What were his accomplishments? Obstacles?</p>		<p>Lesson: ACHIEVE 3000 Learning Target: Poster Success Criteria: SLIDE Materials: Gallopade log in Connect/ Teach: (I do) Active Introduce article “A Ships Story” Use slides to introduce question types focus today! Summary: What strategies do we use to look for summary? Engagement: (We do) Students log in and work indep on questions Goal is 75% Conference with students on areas of growth!</p>	<p>Lesson: 7.3 Spanish Conquistadores! Learning Target: Slides Success Criteria: Gallopade log in Connect/ Teach: (I do) Today we are going to learn about the Spanish explorers! We have lots of new vocab to look at as well! (Use gallopade with class) Active Engagement: (We do) Let’s read aloud the first 2 sections together and work on the vocab together! (vocab adapt, environment, obstacle, motivation) Link: (We do) You need to finish the rest of the click book! Check out the biographies of De Soto and Balboa! Conferencing: (We check) Check in on students Share/ Summarize: (We check) Add to our chart!</p>
<p>Let's Go Exploring! Describe reasons for and obstacles to European exploration in North America</p>	<p>5S3H2a</p>													
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		civilizations			
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Strategy Lesson (30 minutes)	Fluency Passages Cameron Jo Kahlah	all week Fluency Passages Celia Nylanta Cayson	Fluency Passages Cameron Jo Kahlah	Fluency Passages Celia Nylanta	Fluency Passages Cameron
Strategy Lesson (30 minutes)	word wall Context Clues Andrew Louie	prefix/suffix GC, miley owen	prefix/suffix milled Lemman Ben Ripp	Inferencing DK GW Celia Claudia	cont day Cameron Jo Kahlah Celia Cayson Nylanta
Jobby Conferences (5-10 minutes) Lesson	Inferencing DK GW Lemman Ben Ripp	Cause/Effect Celia Claudia	Cause/Effect Andrew Louie	Inferencing DK GW GC, Owen	Andrew Louie Lemman Ben
Conferences Gender Reading (10-15 minutes) (3 min each)					Ripp GC Celia Cayson Owen Claudia
	Mean		Thursday DK Cayson		met at last week

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)