


AR Cafe and AR Store are this week. Need students to step into the Arena for IXL in both ELA and Math this week. , parent email- upload plans from recording schedule for next week, print main idea slides/pages for small groups for this week.

Teacher: Collins Week:	Standards	Monday	Tuesday	Wednesday	Thursday	Friday
		MW: MATH IXL Arena	MW: Finish Math IXL Arena		RESOURCE DAY	
BOOST/ Character Trait		Industrious	AR STORE: 10:45-11:10			
Quick look at SS/ S						
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>	<p><b>MAP Math</b></p> <p><b>GC After MAP-Lesson: ACHIEVE 3000</b> <i>Just One of the Gang</i></p> <p><b>Learning Target &amp; Success Criteria</b></p> <p><b>Materials:</b> GC assignment and chromebook for ACHIEVE</p> <p><b>Connect/ Teach: (I do)</b> students will complete their MAP Math assignment and then independently go into working on their ACHIEVE 3000 article</p> <p><b>Active Engagement: (We do)</b></p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b> Once all map math testing is over, if time allows, teach/review the <a href="#">UNREAL strategy</a> to answer multiple choice Qs- pass out <a href="#">bookmarks</a> if haven't yet</p> <p><b>Share/ Summarize:</b></p>	<p><b>*Moved from last week to today to accommodate for MAP testing last week</b></p> <p><b>GC Lesson:</b> Sessions 11 &amp; 12- Nonfiction Narrative (biographies)</p> <p><b>Learning Target:</b> I will learn to identify and read a nonfiction narrative.</p> <p><b>Success Criteria:</b> I can determine if a text is written in narrative form or in expository form.</p> <p>I can summary the nonfiction narrative using the SWBST strategy.</p> <p><b>Materials:</b> Biographies; Calkins book p. 94, <a href="#">slides</a></p> <p><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.</p> <p>Explain what a NONFICTION NARRATIVE is...think biographies, <i>Balloons Over Broadway</i></p>	<p><b>*Moved from last week to today to accommodate for MAP testing last week</b></p> <p><b>GC Lesson:</b> Sessions 14 &amp; 16 Nonfiction Narrative</p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> calkins book w/ Bridges passage, poster link in share section</p> <p><b>Connect/ Teach: (I do)</b></p> <p><a href="#">What is Narrative Nonfiction Text Video</a></p> <p><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.</p> <p>Together as a class, create a few boxes and bullets to structure what we have learned.</p> <p><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</p>	<p>Thursdays are IXL reading/ grammar skills day for now- trying in crafts and conventions and specific skills students need to work on</p> <p><b>GC Lesson:</b> IXL Skill Day- grammar focus on multiple meaning words, then individual Diagnostic strang analysis report</p> <p><b>Learning Target:</b> We are learning to identify multiple meaning words- in our reading &amp; writing.</p> <p><b>Success Criteria:</b> I can identify a multiple meaning word.</p> <p><b>Materials:</b> GC link</p> <p><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 &amp; Conventions lessons to review homophones and homonyms. (Teachers- pg 121)</p> <p>Review multiple meaning words and some examples. Use Day 3- Analyze student writing- <a href="#">Riddles</a></p>	<p><b>GC Lesson:</b> Biography lesson</p> <p><b>Learning Target &amp; Success Criteria</b></p> <p><b>Materials:</b> Walt Disney biography printed, also linked with everything else on the GC assignment</p> <p><b>Connect/ Teach: (I do)</b> Biography <a href="#">Brainpop Jr.</a> Or <a href="#">this one- don't need login</a></p> <p><b>Active Engagement: (We do)</b> Model one of the passages - <a href="#">teacher clip</a>-w/ questions from <a href="#">this link</a>- Clara Barton passage can be modeled</p> <p><b>Link: (We do)</b> Review difference between <a href="#">autobiography and biography</a></p> <p><b>Conferencing: (We check)</b> Students can complete one of these independently for practice- Walt Disney one</p> <p><b>Share/ Summarize: (We check)</b> Check a few answers from their Disney independent practice comprehension Qs</p>

		<p><b>(We check)</b> give out raffle tickets and stars to those who earned 75% or higher on the first try</p>	<p><b>Read aloud the narrative nonfiction excerpt on page 94.-</b>  <a href="#">Teacher mini lesson clip</a>  <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>  <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.  <b>Conferencing: (We check)</b> Students can view <a href="#">each of these famous Americans</a> throughout this biography unit!  <b>Share/ Summarize: (We check)</b> Ask students to summarize their biographies, following a <a href="#">story structure template</a>.  <i>** Optional: Graphic Organizer to collect for a grade/ report card.</i>  <i>**</i>  <a href="http://www.teachertables.net/downloads/graphic_organizers/Story_Map.pdf">http://www.teachertables.net/downloads/graphic_organizers/Story_Map.pdf</a></p>	<p>poster if you want.)  <b>Conferencing: (We check)</b> Students can view <a href="#">each of these famous Americans</a> throughout this biography unit!  <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><b>Active Engagement:</b> Students work together to solve the riddles then can think of one on their own.  <b>Link: (We do)</b> Then, students will complete IXL skill code <b>LSF-</b> on multiple meaning words-and then spend time working on individual starred skills in IXL Diagnostic. Teacher will meet with small groups to work on specific skills (teachers use diag. Strand analysis for this)  <b>Conferencing: (We check)</b> Teachers pulls small groups based off of the strand analysis report  <b>Share/ Summarize: (We check)</b> have students share out one riddle from the active engagement- was there enough context to solve the riddle?</p>	
<p>Grammar  OG (this slot can move depending on teacher's ind. schedule)</p>		<p><a href="#">Grammar- Finish Homophones</a></p>		<p><a href="#">OG- finish There. They're, Their</a></p>		

<p>Writer's Workshop 10:30- 11:10</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>Operation Osprey</p> <p><b>Lesson:</b> Finish Autobiography</p> <p><b>Learning Target:</b> I can identify and use Non- Fiction Text Features in my writing</p> <p><b>Success Criteria:</b> <a href="#">Writing Unit 2 LT and SC</a></p> <p><b>Materials:</b></p> <p><b>Connect/ Teach: (I do)</b> Today we will finish any unfinished pages of NF text Features book and put it together!</p> <p><b>Active Engagement: (We do)</b> Make sure all pages are complete and cut glue for taking home on holiday!</p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p>	<p>Operation Osprey</p> <p><b>Lesson:</b> Autobiography PLANNER</p> <p><b>Learning Target:</b> All from unit <a href="#">Writing Unit 2 LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> <a href="#">organizer</a></p> <p><b>Connect/ Teach: (I do)</b> Show example of organizer for autobiography - also look at exemplars as a guide</p> <p><b>Active Engagement: (We do)</b> start filling out planner for Autobiography - move to draft if time allows. Use writer's checklist for informational to guide.</p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p>	<p>Operation Osprey</p> <p><a href="#">Same GC as yesterday.</a></p> <p><b>Lesson:</b> Type Autobiography / Edit and Revise</p> <p><b>Learning Target:</b> All from unit <a href="#">Writing Unit 2 LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b></p> <p><b>Connect/ Teach: (I do):</b> model moving plan to draft_ - use writer's checklist as a guide</p> <p><b>Active Engagement: (We do)</b> : using the planner from yesterday, start typing your autobiography - 5 paragraphs. Then use ARMS and CUPS to edit and revise.</p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p>	<p>Operation Osprey</p> <p><b>Lesson:</b> Publish Autobiography ( possibly Flipgrid if time allows)</p> <p><b>Learning Target:</b> All from unit <a href="#">Writing Unit 2 LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b></p> <p><b>Connect/ Teach: (I do)</b></p> <p>Students will finish editing/ revising Autobiography- some may have time to flipgrid this piece.</p> <p><b>Active Engagement: (We do)</b></p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p>	<p>Operation Osprey</p> <p><b>GC Lesson:</b> ACHIEVE 3000</p> <p><b>LT Poster for Achieve Materials:</b> Welcome to Weird Sports</p> <p><b>Connect/ Teach: (I do)</b> Pull up the article on Achieve and and introduce and highlight vocab.</p> <p><b>Active Engagement: (We do)</b> Use <a href="#">slide</a> to discuss Focus Skill: MAINLY about -</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 12:30- 1:00</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</p>	<p><b>Lesson from Friday instead ( didn't have time due to testing)</b></p> <p><a href="#">Slides for LT and SC</a></p> <p><b>Lesson:</b> Adaptation Lesson #2 Polar Bear in Desert</p> <p><b>Learning Target:</b> I am learning information about the similarities and differences between plants, animals and habitats found within geographic regions of</p>	<p><b>GC Lesson:</b> Adaptations Camouflage</p> <p><b>Learning Target:</b> <a href="#">Slides for LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b></p> <p><b>Connect/ Teach: (I do)</b> <a href="#">Slides</a> Use the slides to discuss and share about the common adaptations of animals!</p> <p><b>Active Engagement: (We do)</b> Observe <a href="#">Video</a> And discuss what they noticed!</p>	<p><b>GC Lesson:</b> Hands on Science Ducks don't get wet!</p> <p><b>Learning Target:</b> <a href="#">Slides for LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> duck video Duck journal pages Schedule book in epic</p> <p><b>Connect/ Teach: (I do)</b> Have students read aloud EPic book "My favorite animal; Ducks" IN their duck journal write down any questions they have</p>	<p><b>GC Lesson:</b> <b>ACHIEVE 3000</b></p> <p><b>Learning Target:</b> <a href="#">SLides</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> <a href="#">Slides</a></p> <p><b>Connect/ Teach: (I do)</b></p> <p><b>Active Engagement: (We do)</b></p> <p><b>Conferencing: (We check)</b> CCheck in with students on skills they are missing and strategies to help Encourage peer conferencing as well</p>	<p><b>GC Lesson:</b> Hands on Science Ducks dont get wet, day 2</p> <p><b>Learning Target:</b> <a href="#">Slides for LT and SC</a></p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> water and oil in a jar Duck journal pages</p> <p><b>Connect/ Teach: (I do)</b> Today we wil continue our observation of Ducks and their adaptations! Lets think, why dont ducks get wet? Who</p>

	<p>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>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> <a href="#">Student recording sheet with photo</a> <b>Connect/ Teach: (I do)</b> Remind students what we have been learning about with adaptations. Read part of "Can a polar bear survive in the desert?" <b>Active Engagement: (We do)</b> Ask students to share a few adaptations they know/ have learned from the video last week. <b>Link: (We do)</b> Today, you will use what you know about adaptations and habitats, to answer the question on the attached sheet. <b>Conferencing: (We check)</b> Students complete the student recording sheet w/ photo/ <b>Share/ Summarize: (We check)</b> Have a few students share their response.</p>	<p><b>Link: (We do)</b> Students will color their own butterfly to camouflage itself in the classroom!</p>  <p><b>Observe each others camouflage butterflies in the room!</b></p>	<p>about ducks! <b>Active Engagement: (We do)</b> Students will then <a href="#">observe duck</a> (only a few minutes of video) behavior and note any observations they have of the ducks in their journal! <b>Link: (We do)</b> Discuss what we observed! <b>Conferencing: (We check)</b> <b>Share/ Summarize: (We check)</b> What are some structures and functions that we noticed of the ducks? How are these adaptations helpful to a duck in their environment?</p>	<p><b>Share/ Summarize: (We check) Students reflect on their score and what they need to work on</b></p>	<p>remembers what Native Americans from the North West region did to waterproof their clothing? <b>Active Engagement: (We do)</b> Lets observe what happens when we put oil with water? <a href="#">Video</a> <b>Link: (We do)</b> As we observe the video and experiment students record their observations in their duck journal! <b>Conferencing: (We check)</b> As we go check in with discussion <b>Share/ Summarize: (We check) Discuss with your partner what you observed!</b></p>
<p>Math 1:00 - 2:20</p>	<p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of</p>	<p><b>GC Lesson:</b> End of Module Assessment <b>Learning Target:</b> all from Module 3</p>	<p><b>GC Teacher Clip Slides Lesson:</b> Module 4 , Lesson 1 Intro area video clip <a href="https://www.youtube.com/watch?v=sOrZBKdJAYU">https://www.youtube.com/watch?v=sOrZBKdJAYU</a></p>	<p><b>GC Lesson:</b> Module 4 Lesson 2 /3 combo Area by tiling video clip <a href="https://www.youtube.com/watch?v=IGiInfgKaew">https://www.youtube.com/watch?v=IGiInfgKaew</a> <b>Learning Target:</b> I will learn the foundations for understanding areas. (1-4)</p>	<p><b>GC Teacher Clip Lesson:</b> Module 4 , Lesson 4 <b>Learning Target:</b> I will learn the foundations for understanding areas. (1-4) <b>Success Criteria:</b> I can relate side lengths</p>	<p><b>GC Lesson:</b> Module 4 , Lesson 5 <b>Learning Target:</b> I will learn concepts of area measurement. (5-8) <b>Success Criteria:</b> I can form rectangles by tiling with unit squares to</p>

	<p>area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units. <b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). <b>3.MD.7</b> Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts,</p>		<p><b>Learning Target:</b> I will learn the foundations for understanding the area. (1-4) <b>Materials:</b> Pattern blocks, exit ticket, square tiles <b>Fluency Practice</b> Group Counting Identify the Shape Find the common Products <b>Application Problem</b> Eric makes a shape with 8 trapezoid pattern blocks. Brock makes the same shape using triangle pattern blocks. It takes 3 triangles to make 1 trapezoid. How many triangle pattern blocks does Brock use? <b>Connect/ Teach: (I do)</b> Use pattern blocks to understand the area. <b>Active Engagement: (We do)</b> Measure area using square units. <b>Link: (We do)</b> Problem set - flexible grouping <b>Conferencing: (We check)</b> Check for accuracy <b>Share/ Summarize:</b> Exit Ticket</p>	<p><b>Success Criteria:</b> I can decompose and recompose shapes to compare areas. (2) I can model tiling with centimeters and inch square squares as a strategy to measure area. (3) <b>Materials:</b> Pattern Sheet (4) A- Paper strips 1 in by 12in B -Paper strips 1 cm by 12 cm Rulers Exit ticket <b>Fluency Practice</b> Group Counting Multiply by 4 <b>Application Problem</b> Wilma and Freddie use pattern blocks to make shapes as shown. Freddie says his shape has a bigger area than Wilma's because it is longer than hers. Is he right? <b>Connect/ Teach: (I do)</b> <a href="#">Zearn Clip</a>- Lesson 2 <a href="#">Ms. Walker Teacher Clip</a>- Lesson 3 <b>Active Engagement: (We do)</b> Lesson 3 Use tiles students created to from rectangles on template 1 and 2 <b>Link: (We do)</b> Problem set- flexible grouping <b>Conferencing: (We check)</b> Check for accuracy <b>Share/ Summarize: (We check)</b> Exit Ticket</p>	<p>with the number of tiles on a side. (4) <b>Materials:</b> Square tiles 15 each Cm tiles 20 each Exit Ticket <b>Fluency Practice</b> Group Counting Products of an array Count the square units <b>Application Problem</b> Mara uses 15 square – centimeter tiles to make a rectangle. Ashton uses 9 square-centimeter tiles to make a rectangle. A-Draw what each of their rectangles look like. B-Whose rectangle has a bigger area? How do you know? <b>Connect/ Teach: (I do)</b> Tiling to understand side lengths and make a connection to area – along with no gaps or overlaps in tiling <b>Active Engagement: (We do)</b> Tiling to understand side lengths and make a connection to area – along with no gaps or overlaps in tiling <b>Link: (We do)</b> Problem set flexible grouping <b>Conferencing: (We check)</b> Check for accuracy <b>Share/ Summarize: (We check)</b> Exit Ticket</p>	<p>make arrays. (5) <b>Fluency Practice</b> Group Counting Products in an array Find the common Products <b>Application Problem</b> Candice uses square centimeter tiles to find the side length of a rectangle as shown at the right. She says the side lengths are 5 centimeters and 7 centimeters. Her partner Luis uses a ruler to check Candice's work and says that the side lengths are 5 centimeter and 6 centimeter. Who is right? How do you know? <b>Materials:</b> Personal white board, ruler, blank paper, 15 square in tiles each Exit ticket <b>Connect/ Teach: (I do)</b> <a href="#">Zearn Clip</a> <b>Active Engagement:</b> Understand the relationship between side lengths and area. <b>Link: (We do)</b> Form rectangles and determine area or side lengths by drawing to make arrays. <b>Conferencing: (We check)</b> Flexible grouping- check for accuracy <b>Share/ Summarize: (We check)</b> Exit ticket</p>
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	<i>applying this technique to solve real world problems.</i>					
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Week of Dec 6-10

Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Minilesson (prev. day - 10 minutes)	MAP with <i>during reading</i>	NF Narahat Progressives	NF Narahat	EXL Steel Jaur	Wall Jemay Biography
Strategy Lesson (10 minutes)	CVC OG Comore Jo Raylah	Silent e OG Celia Oeyen Nglusa	Sentence declation Flomut bssags Comore Jo Raylah	Parent Day Sentence declation Flomut bssags Celia Oeyen	Conf Day Flomut bssags
Strategy Lesson (10 minutes)	Main Edos Imp/UA Andrew Louie	main idea slide #5 SC. mullig Owen	main idea slide #5 Kamagan Ber Pepp	Main Idea slide 6 Owen Charlotte	Conf day O Comore Jo Raylah Celia Oeyen Andrew Louie
Strategy Conferences (5 minutes each) lesson	main idea slide #4 Walden Kamagan Ber Pepp	main idea slide #5 Owen Charlotte	main Edos slide #3 Andrew Louie	main idea slide 7 G. Owen Mullig	O Owen O Andrew O Louie O Kamagan O Ben
Conferences Gender Reading (15 min each)		Need to step into Brenda EXL Groups (full in wed)		M/T	O Pepp O G-C O Owen O Olena
Other (minutes)					O Charlotte O Comore?

Goal Setter