Collins : weekly email- cheezits and oreos, send graded math tests home (input in gradebook and unify) , Writing informational feedback tab, SS poster from Media for Colonies, copy mountain math for math small groups, copy fluency passages for certain levels, GY Mentor reach out?, Set up rest of class up on Xtra Math

Teacher Week:	Standards MW Slides	Monday MW: MATH IXL Arena	Tuesday MW: I XL Arena - ELA RESOURCE DAY	Wednesday Grammar MW	Thursday Char Trait MW	Friday Cursive MW- Names
BOOST/ Character Trait	Resources Disobedient	https://docs.google.com/presentation/d/1U2pLCmteiDEV3tSbZ5c5oKKdsQmpSZOJVelt9QMZ4-k/edit?usp=sharing https://www.youtube.com/watch?v=JWafD1H8tLA No David	https://www.storylineonline.net/books/strega-nona/ **Identify how the character is showing the trait: disobedient**	https://www.youtube.com/watch?v=Rf4Tg5ys9AI **Identify how the character is showing the trait: disobedient**	https://drive.google.com/file/d/1olMy6_7z-yxhdGRdy6i_0G6T1U4AlexC/view?usp=sharing Comprehension practice	
Intro Topic (usually SS. S)		*Color and Label the 3 regions in SS packet*				
Reader's Workshop 8:15- 9:45 Could create this with Opal- See folder in Drive for supplies Character Trait Poster, by category Brain Break 9:50- 10:10	*Chapters 4- 8 of Winn Dixie this week* **Calkins Unit 3 Standards:** ELAGSE3RL2: *Recount stories, including fables, folktales, and myths from diverse cultures; determine the **central message, lesson, or moral** and explain how it is conveyed through key details in the text.* ELAGSE3RL3: *Describe **characters** in a story (e.g., their traits, motivations, or feelings) and explain how their **actions contribute** to the sequence of events.* ELAGSE3RL9: *Compare and contrast the themes, settings, and plots of stories written by the same author about the same or*	**Finish Ch 3 of WD and pass out reading journals** **Lesson:** ACHIEVE 3000 **(GC) Lesson:** ACHIEVE 3000 LT Poster for Achieve **Materials:** *Dogs on Campus* **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: Inference and watch brainpop video on inferencing **Link: (We do)** Independently read the article and finish activity! **Conferencing: (We check)** One on One check ins! **Share/ Summarize: (We check)** students share out the Q they thought was the most difficult	**Lesson:** Crafts & Conventions- Conjunctions **Learning Target:** I can learn about linking words and phrases. **Success Criteria:** I can identify linking words and phrases in text. I can use linking words and phrases in my writing. **Materials:** Crafts and Conventions teacher book and short texts linked below **Connect/ Teach: (I do)** Today we will revisit our grammar assignment for the week on conjunctions (linking words & phrases). We will look at Crafts & Conventions lessons to review conjunctions. (Teachers- pg 92- Days 2 & 3 will be covered today) Review conjunctions and some examples- see chart below and last week's learning. Teacher models using Day 2- pg. 92-	GC **Lesson:** Pre-Assessment Debrief- Unit 3 Character Studies- taken last Friday - Finish questions 3 and 4 **Learning Target:** I will learn to analyze characters in a text. I will learn to determine the central message, theme, and/or lesson of a story. I will learn to describe how parts of a story fit with the entire story. **Success Criteria:** See Unit 3 LT & SC sheet **Connect/ Teach: (I do)** Pass out the pre-assessments. **Active Engagement: (We do)** Using the sample responses displayed on the board, have students self-assess on their assessment. Question 1 Question 2 Question 3 Question 4 Video clips for each question are in GC.	GC **Lesson:** Calkins Session 1 See Unit 3 LT & SC sheet **Learning Target:** I will learn to analyze characters in a text. **Success Criteria:** I can use character traits to describe a character. I can notice how the character acts and talks. I can notice patterns in a character's behavior. I can describe how a character's actions impact their traits, motivations, and feelings. **Materials:** BoWD Could create this with Opal-	*Martin Luther King Jr. Options:* *Listen to Martin's Big Words Complete Activity Linked HERE* *Martin Luther King Jr. Quest Linked HERE* **The MLK resources topic is in the January holding room with all of the activities, rooms, and read alouds linked in one place!* GCLesson: Calkins Session 2 See Unit 3 LT & SC sheet **Learning Target:** I will learn to analyze characters in a text. **Success Criteria:** I can use character traits to describe a character. I can notice how the character acts and talks. I can notice patterns in a character's behavior. I can describe how a character's actions impact their traits, motivations, and feelings. **Materials:** BoWD **Connect/ Teach: (I do)** Today I want to teach you that once readers have

	similar characters (e.g., in books from a series). ELAGSE3RL5: *Refer to* **parts** *of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;* **describe how each successive part builds on earlier sections.**		Show linking words and phrases chart linked below. Explain what they are and their purpose. [Show your writing on Summer](). I need to add more detail to my first sentence- I will be more specific and add examples. Use the chart to find which conjunctions help you add examples- I will choose "for instance" and will use a comma after the phrase! Then model adding in "in fact" to the next sentence. **Active Engagement: (We do)** Partner work under Day 3- page 93- Students analyze the [student work sample on Crickets](). Which linking words and phrases did the writer use? Where might the author include another? What purpose would the linking word or phrase have? **Link: (We do)** In summary, linking words and phrases show relationships between ideas and how they're connected. It's important to use them in your writing to make your ideas easy to follow. Also, remember to frame them with commas! Then, students will independently complete IXL skill code **N2X** - on conjunctions (different one than last week!) **Conferencing: (We check)** Afterwards, they will then spend time working on individual starred skills in IXL Diagnostic. Teacher will meet with small groups to work on specific skills. Teachers pulls small groups based	**Link: (We do)** Discuss how to use the learning progression on each page. **Conferencing: (We check)** Small groups **Share/ Summarize: (We check)** Have students identify 1-2 things/ areas they need to focus on this unit (for example, understanding the story mountain).	See folder in Drive for supplies [head](), [feet](), [arms]() **Connect/ Teach: (I do)** Today I want to teach you that when readers begin a new book, they are given some new friends! Make sure you GET TO KNOW YOUR CHARACTERS! Watch the [teacher Clip](): Character traits for Winn Dixie and description of assignment. **Active Engagement: (We do)** As I read aloud some of BoWD, think about the characters. What actions do you notice or what words do the characters say? What does this information tell us about the character? Complete the character traits in the notebook and then if there is time do the folded sheet for Opal. Notebook assignment is to write at least 5 character traits for opal and at least cite two places you saw them in the book. **Link: (We do)** Share Calkins poster : [Getting to Know a Character- Notice how the character talks and acts!]() **Conferencing: (We check)** Small groups **Share/ Summarize: (We check)** [https://www.flocabulary.com/unit/characters/]()	met a new character, they draw on their first observations to come up with an idea about the character. Create or revisit a character trait chart. Picture of a character trait [chart]() **Active Engagement: (We do)** Ask children to recall the idea they have begun growing about the main character in their own books. [Video Clip: Understanding Characters]() **Link: (We do)** Send readers off to read independently, reminding them to follow the ideas they are growing and to push themselves to say more. **Conferencing: (We check)** Small groups **Share/ Summarize: (We check)** Use the Character Trait pages and have students complete the page titled [MAX](). **Martin Luther King Jr. Video Links**

			off of the strand analysis report. **Share/ Summarize: (We check)** Finally, have students write one example sentence on their whiteboard that has one conjunction.			
Grammar OG *(this slot can move depending on teacher's ind. schedule)*	Conjunctions- week 2 of 2 ee/ ea vowel teams	**GC: Conjunctions** Chart Khan video Page from packet Conjunction match up What's the conjunction? Conjunction practice	**GC: ee/ea vowel teams** **ee/ea chart and passage** **Worksheets from packet** **Vowel team onlinegame** **Vowel team hangman** **Vowel team cards**			
Operation Osprey		Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey
Writer's Workshop 10:30- 11:10	*If you do not want to give free choice from the beginning, you could modify your plans and use this resource from Write Score.* *Read about a zoo and an aquarium and they pick which they would like to visit.* OPINION *w/ articles practice* ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational	*Finishing interactive writing on Writescore today- may not have time for Achieve- See plans for last Friday* **Lesson:** ACHIEVE 3000 Thought Question : Dogs on Campus **Learning Target:** **Success Criteria:** **LT Poster for Achieve** **Materials:** **Connect/ Teach: (I do)** **Active Engagement: (We do)** : Teacher will show the TQ for Achieve using slide in GC- Discuss how to answer ALL parts of this question and how to look at Achieve TIPS for help. 2 paragraphs = goal Refer back to passage	**Opinion on Demand Assessment** **Prompt Slide** Should kids have a bedtime? (consider this if need idea)	**Lesson:** Opinion LT and SC **Learning Target:** **Linked Doc** **Success Criteria:** **Materials:** 1 Exemplar Opinion **Connect/ Teach: (I do)** Yesterday we took our On Demand, now lets look at where we are going with this unit and what we need to do to get better at this genre! Lets look at this exemplar together! **Active Engagement: (We do)** Students engage in discussion on "success criteria" and what this student did well! As a class take notes/chart success criteria Introduce Unit LT and SC and student checklist	**Lesson:** OREO Introduction to OPINION **Learning Target:** **Linked Doc** **Success Criteria:** **Materials:** Slides Graphic organizer (printed) **Connect/ Teach: (I do)** Use the Groundhog Slides to discuss our OPINION and debating an opinion of spring vs winter a very common discussion! **Active Engagement: (We do) AS A class use the graphic organizer to add our reasons and examples! What does double stuffed look like?** **Link: (We do) Use your graphic OREO organizer to jot down some thoughts on**	*Look at pre- assessment and new checklist and make GOALS* *Talk about DOUBLE STUFFED reasons vs thin reasons* **Lesson:** Lesson 1 Noteworthy (Fact v. Opinion) **Learning Target:** I will learn to distinguish between fact and opinion. **Success Criteria:** I can identify a fact. I can identify an opinion. . **Materials:** Chart Paper Anchor Chart **Connect/ Teach: (I do)** **Read Aloud "Should we have pets?"** Fact v. Opinion Discussion Let's think of noteworthy (important) things...this helps us form our own opinions! How did these students in our read aloud use facts to back up their opinion? We need to know the difference

	structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	for text evidence! **Link: (We do)** Students will type TQ response in Achieve **Conferencing: (We check)** Teacher will provide feedback as responses are submitted. **Share/ Summarize: (We check)** Show examples at end of lesson as time allows		**Link: (We do)** Now take a look at your Pre Assessment and set a goal of what you want to work on in this unit based on our new success criteria! **Conferencing: (We check)** Meet with students on their goals and help make a plan to get there! **Share/ Summarize: (We check) Share out some goals!**	**your opinion :Winter or Spring?** **Conferencing: (We check)** One on One check ins to see if we are beginning to see organization process **Share/ Summarize: (We check) Share out some of our graphic organizers!**	between listing facts (informational, and using facts to back up our opinion) **Active Engagement: (We do)** Fact v. Opinion Sort **Link: (We do)** Students will record a list of opinions! **Conferencing: (We check)** Free write on an opinion **Share/ Summarize: (We check)** How does knowing the difference between fact and opinion help you in Achieve 3000?
Social Studies & Science	**Learning Target:** I am learning to explain the factors that shaped British Colonial America. **Success Criteria:** I can identify key reasons why the New England, Mid Atlantic and Southern colonies were founded (religious, freedom and profit) I can compare and contrast colonial life in the New England, Mid Atlantic, and Southern colonies. (education, economy, religion) I can describe colonial life from the perspectives of various people: large landowners, farmers, artisans, etc.	**Lesson:** 10.2 Geography affects Colonies **Learning Target:** Slides **Success Criteria:** **Materials:** **Connect/ Teach: (I do)** Video Clip to warm up our brains! Use the first Gallopade slide to introduce topic of geography and how it affects economy! **Active Engagement: (We do)** Sing the COlonies rap! **Link: (We do) Students work through Gallopade lesson 10.2** **Conferencing: (We check)** Check in with students as they work! CHeck scores **Share/ Summarize: (We check) Share out what we learned about the economy and climate of the 3 regions!**	**Lesson:** Reasons for Colonization Use Lesson 9.1 **Learning Target:** Slides **Success Criteria:** **Materials:** **Connect/ Teach: (I do)** Gallopade link video clip to review the 13 COlonies **Active Engagement: (We do)** Use lesson 9.1 to discuss reasons for COlonization! Work through as a class today **Link: (We do) Fill in Blanks (worksheet in packet)** 2 pages of packet (labeling regions and Key reasons for founding) **Conferencing: (We check)** Check in with students **Share/ Summarize: (We check) Share out what we learned about reasons for colonization: relate to**	**Lesson:** Flocabulary Colonial AMerica **Learning Target:** Slides **Success Criteria:** **Materials:** log in to flocab **Connect/ Teach: (I do)** Allow students 10 minutes to explore the 3 colonies virtual classroom **Active Engagement: (We do)** Students log in to Flocabulary and complete video and quiz on their own!	**Lesson:** ACHIEVE 3000 **LT Poster for Achieve** **Materials:** Colonial Era: A Taste of the 1700s **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: Where would the reader find more information? **Link: (We do)** Independently reads article and finish activity! **Conferencing: (We check)** One on One check ins! **Share/ Summarize: (We check)** Set a goal for next time and share out any specific questions that were hard!	**Lesson:** BCA Crime activity! **Learning Target** **Success Criteria** **Materials:** Recording sheet Crime cards 1-4 5-8 9.10 Overview of crime cards *Will post in the hallway as a gr level scoot and will copy one for each teacher if choose to scoot in the room **Connect/ Teach: (I do)** Use this Prezi to review each region. **Active Engagement: (We do)** Allow students to solve the crimes based on what they know about each region (may take 2 days or morning work as well) show cards and students record on recording sheets **Link: (We do)** **Conferencing: (We check)** **Share/ Summarize: (We check)** Check student work to see if they solved all 10 crimes correctly!

			age of exploration!			
Math 12:45- 2:20	*3.MD.5 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 area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7 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 a and b + c is the sum of a × b and a × c. Use area models to*	**GC**Lesson: Module 4 Lesson 12 **Learning Target:** I will learn applications of area using side lengths of figures. (12-16) **Success Criteria:** I can solve word problems using area. (12) **Materials:** Personal white board Pattern sheet Exit ticket **Fluency Practice** Group counting Pattern sheet Find the side length **Application Problem** a.Find the area of a 6 meter by 9 meter rectangle b.Use the side lengths, 6mx9m, to find the different side lengths for a rectangle that has the same area. Show your equations using parentheses. Then estimate to draw the rectangle and label the side lengths. **Connect/ Teach: (I do)** **TEACHER VIDEO CLIP** Solve word problems with 1 side length unknown. **Active Engagement: (We do)** Choose a strategy to find the area of a larger rectangle. **Link: (We do)** **Problem set- flexible grouping** **Conferencing: (We check)** Check for accuracy and understanding **Share/ Summarize: (We check)** Discuss lesson as a whole	**GC Lesson:** Module 4 Lesson 15 **Learning Target:** I will learn applications of area using side lengths of figures. (12-16) **Success Criteria:** I can apply the knowledge of area to determine areas of rooms in a given floor plan. (15-16) . **Materials:** Chart paper for strategies Ruler Pattern sheet **Fluency Practice** Group counting Multiply by 9 Find the Area **Application Problem** None **Connect/ Teach: (I do)** Teacher Clip Model floor plan and being an architect Create chart for strategies to find area .**Active Engagement: (We do)** Label sides and find area of rooms **Link: (We do)** Problem set- flexible grouping **Conferencing: (We check)** Check for accuracy and understanding **Share/ Summarize: (We check)** Discuss lesson as a whole	**GC Lesson:** Module 4 End of Module Review **TPT Review Pack Module 4** **Learning Target & Success Criteria:** **Materials:** Review pages **Connect/ Teach: (I do)** **Teacher Video Clip** reviewing problems **Active Engagement: (We do)** Work on review problems. **Conferencing: (We check)** Check for accuracy and understanding	**GC Lesson:** Module 4 End of Module Review Day 2 Warm up with **Area Review GimKit** Then review area of composite shapes Have partners play Area Tic-Tac-Toe is more review is needed. **Learning Target & Success Criteria:** **Materials:** Review pages **Connect/ Teach: (I do)** **Teacher Video Clip** reviewing problems **Active Engagement: (We do)** Work on review problems. **Conferencing: (We check)** Check for accuracy and understanding	**GC Lesson:** Module 4 Assessment **Learning Target:** **Success Criteria:** **Materials:** **Fluency:** **Application Problem** **Connect/ Teach: (I do)** **Active Engagement: (We do)** **Link: (We do)** **Conferencing: (We check)** **Share/ Summarize: (We check)**

	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				

Jan 10-14

Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Minilesson (every day— 10 minutes)	achieve	IXL Skill	Pre-assess	Lesson 1 Ch Studies	Lesson 2 Ch Studies / Craft Day
Strategy Lesson (10 minutes)	Goal Setting	Goal Setting			Finish P.E. ↓
Strategy Lesson (10 minutes)	Goal Setting	Goal Setting	Think up	Think up	Pipp O Charlotte O Owen O Jordan O
~~Strategy~~ Conference Strategy Lesson	Goal Setting	Goal Setting	Sentence dictation	Think up	
Conferences ~~Goal Setting~~ (3 max each)					
Other (___ minutes)		Skill: Conjunctions IXL Groups for Tuesday • Use ~~shared~~ ~~reading~~			
Read-Aloud (every day— 20 minutes)					

Math small groups for week:

Last 10 minutes daily- Pull for exit ticket conferencing from day before

IXL Group Jam- Kerrigan, Milly, Olivia, GC, Charlotte, Pipp_ ==Monday and Wed== - GDW - Multiply 2 digit by one digit - use ppt as guide as well (flashdrive)

Mountain Math 3rd grade spiral skill sheet -   Lewie, Celia, Andrew, Ben, Owen- ==Tuesday and Thursday==

==Friday=== Meet with any exit tickets missed from earlier in week- Pull Pedraza kids 1:1 if time allows