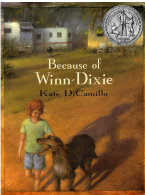


Weekly email, grade math tests, writing feedback informational and opinion pre, spelling test on Friday, finish AIMS goal setting in folders, start Achieve, IXL, Andrew and Jordann Running Records, Fluency passage folders for N, C, G, J, C, J, add a few problems to Operation Osprey slides, fill in small groups for reading (chart), and math (one challenge group and one Mountain Math Group)- meet with exit tickets in am and reserve at least one day for Pedraza group to come to me

Teacher: Collins Week: Jan 18-21st 2022	Standards	Monday NO SCHOOL	Tuesday RESOURCE DAY MW: MATH IXL Arena	Wednesday MW: ELA IXL Arena	Thursday Marsh Lab	Friday
BOOST/ Character Trait	Character Trait-Heroic		SUB	SUB		
SS preview / Misc opener for day			AIMS goal setting in GC and in back of binders	Achieve progress monitoring in back of binders	IXL ELA progress monitoring in back of binders	IXL Math progress monitoring in back of binders
<p>Reader's Workshop</p> <p>8:15- 9:45</p> <p>Brain Break 9:45- 10:05</p> <p>Unit 3 Pacing</p> <p>THIS WEEK READ CHAPTERS 8- 12 OF BECAUSE OF WINN DIXIE</p>  <p>Character Response Graphic Organizer</p> <p>Story Mountain Video Clip</p>	<p>Focus this week: 1. Character Change/Response 2. Story Elements/Story Mountain</p> <p>ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>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.</p> <p>See Unit 3 LT & SC sheet</p>	NO SCHOOL	<p>GC Lesson: Crafts and Conventions week 3- Linking Words (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: GC assignment- all the links are there 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 94- Days 4 & 5 will be covered today) Review conjunctions and some examples- see chart below and last week's learning. Teacher models using Day 4- pg. 94- Show linking words and phrases chart linked below. Explain what they are and their purpose. Select a sample writing from a student or WRITESCORE-sample linked below if needed. Use the charts below</p>	<p>GC Lesson: Session 7 (Story Elements/ Story Mountain) Learning Target: I will learn to describe how parts of a story fit with the entire story. Success Criteria: I can identify story elements (parts of a story). I can explain the impact one part of the story has on another part. I can ask myself, "Why did the author start or end a story this way?" Materials: Peter's Chair Optional: story mountain g.o., anchor chart, & Because of Winn-Dixie Connect/ Teach: (I do) Today I want to teach you that the main character in all stories travels along a story mountain. Show how characters from a familiar story move along a story mountain in predictable ways. Read aloud Peter's Chair by Ezra Jack Keats. Active Engagement: (We do) Use the sample story</p>	<p>Lesson: ACHIEVE 3000 (GC) Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: <i>Happy Birthday, Dr. King</i> 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 sequencing 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 and we discuss whole group strategy to help them solve</p>	<p>GC Lesson: Session 8 (Character Response) Learning Target: I will learn to analyze characters in a text. Success Criteria: I can describe how a character's actions impacts their traits, motivations, and feelings. I can describe how and why a character changed throughout a story. Materials: Task Cards Chart: Following the Story Mountain Connect/ Teach: (I do) Today I want to teach you that readers use different strategies to analyze a character in a story. Let's look at this chart and see how they used strategies to find the character Traits. Chart Active Engagement: (We do) Invite students to talk about how the main character in their book responds to his or her problems. Complete a foldable in</p>

			<p>to think aloud about the linking words already used and ones that could possibly be added in to enhance the writing.</p> <p>Active Engagement: (We do) Have students then get out the writing they are currently working on and work with a partner to find the linking words they have used and ones they could add in to enhance the writing.</p> <p>Link: (We do) Partner work under Day 5- page 94- Use sample sentence: <i>At 571,951 square miles, Alaska is the largest state in America.</i> Write each word and punctuation mark on a separate piece of paper and make a scrambled set of pages for each student team. *the google slides linked have this sentence with one part on each page, you can print it with 6 slides to one page to make it easy to cut out and give one to each team- maybe 5 teams?</p> <p>Have team members arrange their words and punctuation into a sentence. Then, expand the sentence using linking words and phrases.</p> <p>Conferencing: (We check) Afterwards, 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 off of the strand analysis report.</p> <p>Share/ Summarize: (We check) 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! Finally, check student sentences that were expanded!</p>	<p>mountain from Heinemann website that goes with <i>Peter's Chair</i> to show and discuss the parts of a story. As a class, you could look over the <i>Peter's Chair</i> example and try to make a story mountain for BoWD.</p> <p>Link: (We do) Remind students to read on the alert for the predictable way that characters progress in stories.</p> <p>Conferencing: (We check) students independent read and work on story mountain that fits their own book while teacher conferences with small groups.</p> <p>Share/ Summarize: (We check) Story Mountain Video Clip</p>		<p>their Reading journal.</p> <p>Link: (We do) Encourage students to continue recognizing how characters react to problems. Task Cards</p> <p>Conferencing: (We check) Small group/ one-on-one</p> <p>Share/ Summarize: (We check) Have students complete the character change graphic organizer</p>
<p>Operation Osprey 10:10- 10:20</p>			<p>Operation Osprey</p>	<p>Operation Osprey</p>	<p>Operation Osprey</p>	<p>Operation Osprey</p>

<p>10: 20- 10:30 Grammar</p> <p>OG (this slot can move depending on teacher's ind. schedule)</p>	<p>Grammar: Conjunctions</p> <p>OG-ai/ay</p>		<p>Grammar: Conjunctions</p>	<p>OG-ai/ay</p>	<p>Grammar: Conjunctions</p>	<p>Spelling test</p>
<p>Writer's Workshop 10:30- 11:10</p>	<p><i>If you do not want to give free choice from the beginning, you could modify your plans and use this resource from Write Score.</i> <i>Read about a zoo and an aquarium and they pick which they would like to visit.</i> OPINION w/ articles practice</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>		<p>Lesson: Lesson 2 Problems Find Solutions! Learning Target: I will learn to brainstorm ideas for opinion writing. Success Criteria: I can identify problems and solutions. I can use problems to help form opinions. Materials: Sample List Anchor Chart Chart Connect/ Teach: (I do) Today I want to teach you that writers of persuasive speeches or essays come up with their ideas by seeing problems and imagining solutions! Lets See what this girl did! Connect/ Teach: (I do) Show the students the sample list and talk about that now that you have a noteworthy item, you have to think of a problem and solution that goes with that item. How can you change someone's opinion about it. Active Engagement: (We do) Students go to their desk and write a list of problems they see and how it could be fixed. Link: (We do) the sample Conferencing: (We check)</p>	<p>Lesson: Planning- using organizers Learning Target: see attached doc Success Criteria: Graphic organizer options Option 1 Write Score Option 2 Oreo Option 3 Option 4 (printed one in packets) Connect/ Teach: (I do) Who remembers our writing process? First we must PLAN! MODEL completing an opinion plan for students. Teacher Clip Modeling Organizing in a graphic organizer! Active Engagement: (We do) Students will complete their PLAN organizer. Choose a problem from our brainstorming or a CHANGE you want to make and start your plan! Link: (We do) Conferencing: (We check) One-on-one to make sure students are completing their plans. Share/ Summarize: (We check) Now that we have a completed plan, what will our next step in the writing process be?</p>	<p>Lesson: Achieve- TQ on Happy Birthday Dr. King Learning Target: I can use the RACE strategy to write a constructed response. Success Criteria: LT and SC for RACE Materials: Connect/ Teach: (I do)</p> <p>Teacher will go over slides and review the RACE strategy as a way to answer constructed response.</p> <p>Active Engagement: (We do) Students will type a response to the Achieve Article using the RACE response. ... Fast finishers0 MLK flocab lesson</p> <p>Link: (We do) Submit response via Achieve Conferencing: (We check) Teacher to provide feedback via Achieve Share/ Summarize: (We check)</p> <p>Share strong responses as a class</p>	<p>Lesson: Paragraph structure- Session 11- Paragraphing to organize our drafts Learning Target: see attached doc</p> <p>Success Criteria: Materials: When to start paragraph chart Connect/ Teach (I do):Teacher Clip: As we begin drafting our opinion writing, we need to pay attention to when we should start a new paragraph. ALSO, it is important that each of your paragraphs are organized. Discuss topic sentences. Active Engagement: (We do): Help me write the next paragraph in my sample story. Pay attention to how my previous paragraphs are structured. Can we connect the paragraphs in some way? Link: As you write and draft, remember when to start a new paragraph! Conferencing (We check): One-on-one conferencing Share/ Summarize (We check): An effective paragraph</p>

			<p>Meet with students about problems they think of and discuss how they could encourage others to fix it.</p> <p><u>Share/ Summarize: (We check)</u></p> <p>Have them go home and ask someone a problem they see in the worlds that needs fixing.</p>		should time allow	
<p>Social Studies & Science 12:35- 1:00</p>	<p><u>Learning Target: I am learning to explain the factors that shaped British Colonial America.</u></p> <p>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.</p>		<p>Lesson: Compare and Contrast Writing DAY 1 Learning Target:Slides 2 Success Criteria: Materials: packet with 2 passages (in binder) Connect/ Teach: (I do) Lets review our strategies for reading a passage! UNREAL! Active Engagement: (We do) Lets work through the first passage together and chunk the text, take notes and do the MIND work needed! Link: (We do) You try and read the next passage on your own! Dont forget to use UNREAL! Conferencing: (We check) Check in with students, conferring Share/ Summarize: (We check) Share out information we gained for the 2nd passage!</p>	<p>Lesson: Compare and Contrast day 2 Learning Target:Slides Success Criteria: Materials: packet with 2 passages (in binder) Connect/ Teach: (I do) Today we are going to use what we read in our passages yesterday to do an opinion quick draft! Active Engagement: (We do) Lets use our persuasive check list to help us plan and quick draft our opinion based on the prompt! Which region would be the best/worst to live in and why! Link: (We do) Now that we planned together take the time to write a quick opinion essay! Remember this is a quick draft! Conferencing: (We check) Share/ Summarize: (We check) Share out some of our writings or parts of our writings!</p>	<p>Lesson: Gallopade 11.1 Colonial Life from Differing Perspectives Learning Target:Slides Success Criteria: Materials: Connect/ Teach: (I do) Read Aloud from “20 Fun Facts about Women In Colonial America” Just a few pages (I have this if you need to borrow) or “My Life in American Colonies” Active Engagement: (We do) Discuss what we may know already about different lives in the regions. Log in to Gallopade and complete 11.1 Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) Share and chart farmers, children, women, indentured servants etc!</p>	<p>Lesson: ACHIEVE 3000 Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Mohawk Valley Ep 1 Fiction based on Colonial life Active Engagement: (We do) How do we need to change our mindset for the work needed in fiction vs nonfiction? Slides Chart what we might be on the lookout for as a class! Attach it to Achieve LT and SC for later use!</p>
Math	MGSE3.MD.8 Solve		CC Lesson: Area and	CC Lesson: Module 5	CC Lesson: Module 5,	CC Lesson: Module 5

<p>1:00 - 2:20</p>	<p>real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Omit 3-4, 13, 19-20, 25)</p> <p><i>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</i></p> <p><i>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of $3 = 3/1$;</i></p>		<p>Perimeter activity</p> <p>Learning Target: I can solve real world mathematical problems involving perimeters of polygons.</p> <p>Success Criteria: I understand that the perimeter is the distance around an object.</p> <p>Materials: Cheez its, area and perimeter sheet</p> <p>Connect/ Teach: (I do)</p> <p>Active Engagement: The teacher will model how to complete problem one by finding the area and perimeter of the shape with Cheez Its. . (We do)</p> <p>Link: (We do) The teacher will guide students through problem 2 by walking them step by step in order to find the area and perimeter of the shape with Cheez Its</p> <p>Conferencing: (We check) Teacher will check for student accuracy during activity.</p> <p>Share/ Summarize: (We check) Students will discuss the difference in area and perimeter.</p>	<p>Lesson 1</p> <p>Teacher vide intro to unit</p> <p>Teacher video module 5 lesson 1</p> <p>MOdule 5 Vocabulary</p> <p>Learning Target: I will learn to partition a whole into equal parts. (1-4)</p> <p>Success Criteria: click HERE</p> <p>Materials:</p> <p>PPT slides</p> <p>Lesson and exit ticket</p> <p>(T) 1 clear plastic cup full of colored water – 2 identical empty cups, 2 12” x 1” strips of construction paper</p> <p>(S) 2– 12” x 1” strips of construction paper, 12 inch ruler</p> <p>Fluency Practice</p> <p>Group Counting</p> <p>Multiplication by 4 and 8</p> <p>Application Problem</p> <p>Measure your math book with a ruler.(give different students inches and cm to same partner group) Then have them measure something different, discuss</p> <p>Connect/ Teach: (I do)</p> <p>Partition fraction strips</p>	<p>Lesson 2</p> <p>Learning Target & Success Criteria: click HERE</p> <p>Materials:</p> <p>Fluency: Skip counting by 6s song</p> <p>Application Problem: Anu needs to cut a piece of paper into 6 equal parts. Draw at least 3 pictures to show how Anu can cut her paper so that all the parts are equal.</p> <p>Connect/ Teach: (I do) Today we will look at fraction strips to represent a whole partitioned or divided into equal parts.</p> <p>TEACHER ZEARN CLIP</p> <p>Active Engagement: (We do) Problem set</p> <p>Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole</p> <p>Share/ Summarize: (We check) Exit ticket</p>	<p>Lesson 5</p> <p>Learning Target & Success Criteria: click HERE</p> <p>Materials: Personal Whiteboard</p> <p>Lesson PPT slides</p> <p>Lesson and exit ticket</p> <p>Fluency Practice</p> <p>Counting by 8 on white board</p> <p>X by 8 song: https://www.youtube.com/watch?v=TdqAA9Ky2DY&vI=en</p> <p>Write the fractional unit</p> <p>Partition shapes</p> <p>Application Problem</p> <p>Ms. Browne cut a 6-meter rope into 3 equal size pieces to make jump ropes. Mr. Ware cut a 5-meter rope into 3 equal size pieces to make jumps. Which class has longer jump ropes</p> <p>Connect/ Teach: (I do)</p> <p>Understanding shaded fractions clip</p> <p>Circle partitions, square partitions, any other shape partitions as needed.</p> <p>Active Engagement: (We do) : Teacher models partitions</p> <p>Link: (We do)</p>
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	<p>recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>			<p>into equal parts. TE L1</p> <p><u>Active Engagement: (We do)</u></p> <p>Using ruler measure your book – partners measure in different units.</p> <p><u>Link: (We do)</u> Teacher models – Partition a whole amount if liquid into equal parts. Problem set in flexible grouping - math groups (Mt. Math, Hallway Scoot, Flashmasters, ZEARN)</p> <p><u>Conferencing: (We check)</u> Check problem set and discuss lesson as a whole</p> <p><u>Share/ Summarize: (We check):</u> <u>Exit ticket</u></p> <p>Fraction intro video clip: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics</p>		<p>Problem set (flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, zearn</p> <p><u>Conferencing: (We check)</u> Check problem set and discuss lesson as a whole</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Exit ticket</u></p>
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