

***Spelling packet for ai/ay this week is for ONE week only. , weekly parent email , spelling words for Friday quiz (short) , Fluency Passages - Folders for Collab group , print project board for SS,

<p>Teacher: COLLINS</p> <p>Week: 1.24-1.28 2021/22</p>	Standards	<p>Monday</p> <p>MW: MATH IXL SNAPSHOT</p>	<p>Tuesday</p> <p>RESOURCE DAY</p> <p>MW: IXL Arena SNAPSHOT AIMS</p>	<p>Wednesday</p> <p>Grammar MW</p>	<p>Thursday</p> <p>Character Trait MW</p> <p>Erin's Law at 12:40</p>	<p>Friday</p> <p>Cursive MW</p> <p>Spirit Rally B-day treat</p>
<p>BOOST/ Character Trait</p> <p>Cursive - All first names of classmates) V-day Prep</p>		<p><u>GC</u>Trait of the week: impatient Try being patient: 5 Min Timer Opposites discussion: could discuss prefix im-</p>	<p>The Impatient Caterpillar Discuss what the character says, actions that show this trait</p>	<p>Marshmallow Test of patience Discuss</p>	<p>We are going to have the student's do their illustration of their favorite scene</p>	
<p>Intro to day</p>		<p>HW for week and DAN</p>	<p>Chart Achieve Growth in Data NB</p>	<p>SS Review/ Recap 11.1 Gallopade Lesson overview</p>	<p>Character Trait</p>	
<p>Reader's Workshop</p> <p>8:15- 9:45</p> <p>Brain Break 9:45- 10:05</p>	<p>BoWD chaps 13-17</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>	<p><u>GC Lesson:</u> ACHIEVE 3000 Thrills and Chills <u>(GC) Lesson:</u> ACHIEVE 3000 <u>LT Poster for Achieve</u> <u>Materials:</u> ACHIEVE 3000 <u>Connect/ Teach: (I do)</u> Pull up the article on Achieve and and introduce and highlight vocab. <u>Active Engagement: (We do)</u> Use slide to discuss Focus Skill:Vocabulary words, view IDEAS poster, and watch brainpop video on context clues <u>Link: (We do)</u> Independently read the article and finish activity! <u>Conferencing: (We check)</u> One on One check ins <u>Share/ Summarize: (We check)</u> Show the vocabulary section on IXL context clues- work through a couple as a class- 5A8</p>	<p><u>GC Lesson:</u> Review Story Mountain and analyzing characters (using Stand Tall Molly Lou Melon) <u>Learning Target:</u> I will learn to describe how parts of a story fit with the entire story. <u>Success Criteria:</u> 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?" <u>Materials:</u> Molly Lou Melon Book https://docs.google.com/document/d/1yX8d4XiphU7uBVXm56NxmPhctEfwSt_9ILyH5kNYAQ/edit?usp=sharing Analyzng characters 4 square model</p>	<p><u>GC Lesson:</u> Session 9 Secondary Characters <u>Learning Target & Success Criteria</u> <u>Materials:</u> Slides Pics of characters Teacher Clip *All links are on the GC assignment! <u>Connect/ Teach: (I do)</u> Today I want to teach you that characters don't go through plot mountain on their own! Other characters are important to their journey! (pass out pics of Winn Dixie characters or pull up slides, or share a copy per student) <u>Active Engagement: (We do)</u> Lets share out how the following characters are important to Winn Dixie!</p>	<p><u>GC Lesson:</u> Session 11 SHARE <u>Learning Target:</u> I will learn to describe how parts of a story fit with the entire story. <u>Success Criteria:</u> 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?" <u>Materials:</u> Chart Teacher Clip <u>Connect/ Teach: (I do)</u> Do you remember in unit one when we would "stop and give a comprehension check" well today we are going to add in story mountain as another way to check in on ourselves as we read!</p>	<p><u>GC Lesson:</u> Spirit Rally so no minilesson- AR IPROTM check in <u>Learning Target:</u> <u>Success Criteria:</u> <u>Materials:</u> GC assignment and student's individual IPROTM logs, also new midyr star scores for their new zone <u>Connect/ Teach: (I do)</u> Due to the Spirit Rally, we are going to use the little but of reader's workshop time that we have today to check ouR IPROTM logs! <u>Active Engagement: (We do)</u> While you are checking your log and independent reading, I will conference with students about their log to assure every book you have tested on at 80% or higher is</p>

			<p>Plot Mountain interactive Teacher Clip</p> <p>Connect/ Teach: (I do) As we read JMolly Lou Melon let's discuss how the parts fit together! Think about story mountain.</p> <p>Active Engagement: (We do) As you read it aloud, stop and discuss how parts of the story fit together with the story mtn parts in mind. - Let's fill this in with expos on desks - Noe let;s refer back to the 4 square for ANALYZING a specific character- start together</p> <p>Link: (We do) Students will continue to fill in 4 square on Molly Lou Melon based on her thoughts, feelings, dialogue and actions</p> <p>Conferencing: (We check) Meet with students as they turn in their work or as they are working to give feedback!</p> <p>Sm group: print story mountain map to do with specific students instead of online version</p> <p>Share/ Summarize: (We check) show an example of a strong story mountain</p>	<p>Link: (We do) While you read today look for secondary characters in your reading!</p> <p>Conferencing: (We check) One on One to check in on skills</p> <p>Share/ Summarize: (We check) Share out some samples of student work from workshop time</p>	<p>Active Engagement: (We do) Let's use the chart to help us review <i>Because of Winn Dixie</i> so far!</p> <p>Link: (We do) As you read today, use this chart to help you review what you have read so far!</p> <p>Share/ Summarize: (We check) Post reading discussion: How does this help us summarize fiction text? It is different from nonfiction!</p>	<p>recorded on your log.</p> <p>Link: (We do) Also, we are all going to set a goal for IPROTM. Your log should be about halfway complete. You have 3 months to complete it. Notice which genre of books you still need, what your new zone is from the STAR test, and plan for how to be successful to earn it! YOU CAN DO IT!!!</p> <p>Conferencing: (We check) Teacher meets with individual students or small groups to discuss their AR scores and # of test taken- are they on track to meet their goals?</p> <p>Share/ Summarize: (We check) *Notice your peers who are finished- look to them for help/advice- they may have great book suggestions!</p>
Operation Osprey 10:10- 10:20		Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey
Grammar		GC https://jr.brainpop.com	https://drive.google.com/file/d/10Z0rUqly	https://www.brainpop.com/english/grammar/c	https://drive.google.com/file/d/186w36rTo	Spelling quiz on ee/ea/ay/ai + bonus

<p>OG (this slot can move depending on teacher's ind. schedule)</p> <p>10:20- 10:30</p>		<p>/readingandwriting/word/contractions/</p> <p>https://wordwall.net/resource/485530/english/contractions</p> <p>GC ay/ai vowel teams https://www.youtube.com/watch?v=vJAXjGiVXKg</p> <p>https://wordwall.net/resource/381602/vowel-digraphs-ai-ay</p>	<p>3d3rwEzphBuKUPuJKfRtMQIV/view?usp=sharing</p> <p>Dictation sheets</p> <p>https://drive.google.com/file/d/174O1pzvwRL8qBunUKKlBimE4qXToGdMf/view?usp=sharing</p>	<p>ontractions/</p> <p>https://drive.google.com/file/d/1tcb7_cP7jNqomgDXiJszYTXdyUtUmadi/view?usp=sharing</p> <p>Spelling practice</p> <p>https://blog.maketakeiteach.com/wp-content/uploads/2020/06/ai-ay-Word-List.pdf</p>	<p>D6Llu05yZFlatboIHMdCtS9T/view?usp=sharing</p>	<p>words and 2 sentences</p> <p>https://wordwall.net/resource/1610506/balloon-pop-contractions</p>
<p>Writer's Workshop 10:30- 11:10</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: Thought Question- Thrills and Chills</p> <p>Learning Target: Success Criteria: RACE LT and SC</p> <p>Materials: Connect/ Teach: (I do) Today,, we will revisit the Achieve Article, Thrills and Chills, and answer the TQ (RACE)</p> <p>Active Engagement: (We do) Read TQ together and view video on the C in RACE - discuss attributions (according to the text, etc)</p> <p>Link: (We do): Students will login to Achieve and type their own RACE question</p> <p>Conferencing: (We check): Teacher provides feedback upon submission via</p>	<p>Lesson: Key words in Opinion Session 9- Providing examples, Session 12- Choosing powerful words Learning Target: Linked Success Criteria: Materials: Opinion Key words chart Connect/ Teach (I do): Read Aloud/mini lesson on linking words! We know the phrase "in my opinion" is common in this genre of writing, but today I want to share with you other important words/ phrases you will see and can use in your persuasive writing. Active Engagement: (We do): Pass out the charts to each students. Students will circle 5 words/ phrases they would like to use throughout their opinion writing. Link: As you write and draft, remember to use the words/ phrases you have circled! Conferencing (We check): One-on-one</p>	<p>Lesson: Drafting + Writing Checklist Session 5- Editing as you go Learning Target: Linked Success Criteria: Materials: checklist Connect/ Teacher (I do): Today you will continue drafting, revising, editing your first opinion sample. Before you start writing, let's look at our opinion writing checklist Active Engagement: (We do) Students will look over the checklist and reflect on an area they need to focus on today during writing. Teacher take stock in what students need Is it introduction? Is it conclusion? Is it reasons/examples? Link (we do): Check list Conferencing: (We check) One-on-one conferencing Share/ Summarize: (We check) Writing one writing goal on a sticky note</p>	<p>Lesson: Using checklist to give valuable feedback Learning Target: Linked Success Criteria: Materials: partners Student drafts Student checklists Connect/ Teach: (I do) Today we are going to take the opportunity to use our checklist and give our partners feedback! What is good feedback? Active Engagement: (We do) What feedback would you give this writer? Example Discuss what feedback we could give using our checklist? Link: (We do) Now you will switch with a partner and use the checklist to give valuable feedback! Conferencing: (We check) Share/ Summarize:</p>	<p>Lesson: Publish Opinion Piece #1 Learning Target & Success Criteria Materials: opinion drafts Connect/ Teach: (I do) Today you will finalize and publish your first opinion piece. Active Engagement: (We do) Model how to publish (this may involve modeling technology components...font, indents, spacing, position, etc.) Link: (We do) Allow students to get out their material (find in their journal or access in their DRIVE.) Conferencing: (We check) Work time Conference one on one or small group to help publish. Share/ Summarize: (We check) Share your piece with a friend and</p>

		Achieve Share/ Summarize: (We check): Share strong responses on smartboard	conferencing Share/ Summarize (We check) Poster:		(We check) How did feedback help us? What do we do with feedback?	provide 1 glow and 1 grow before Friday of this week!
Lunch Bunch		Copy fluency passages	Celia and Ny'laisha - Fluency	Greyson and Jakaylah- Fluency	<i>Camorie and Jordann- Fluency</i>	Can sign up for Lunch Bunch depending on need
Social Studies & Science 12:35- 1:00 REVIEW WEEK: <u>This week each day we will review the unit and work on projects in class</u> <u>Here is the project board students can choose from</u> Friday projects will be share in small groups with peers	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.	<i>Share opinions about region you would most like to live in</i> Lesson: GIMKIT review Learning Target: Slides Success Criteria: Materials: reivew game Connect/ Teach: (I do) Review LT and SC Active Engagement: (We do) Students will play game in GIMKIT to review the unit! Project work	Lesson: Video to review Learning Target: Slides Success Criteria: Materials: Connect/ Teach: (I do) Today we will watch this video to review our unit LT and SC Active Engagement: (We do) Type on the google doc 1 thing from the video to teach your classmates, we will share it at the end Share/ Summarize: (We check) Share out information on the slide! Project work	Lesson: Kahoot Review Learning Target: Slides Success Criteria: Materials: Kahoot game Connect/ Teach: (I do) Today we will review our LT and SC and then play kahoot to review this unit! Active Engagement: (We do) Play Kahoot teachers assign! Project work	Lesson: Webquest Learning Target: Slides Success Criteria: Materials: webquest recording sheet (i will print for yall) Websites needed #1 #2 Connect/ Teach: (I do) Review LT and SC and share out some information we have gained throughout this unit! Today you will work on a webquest with a partner! You will do some research on 2 websites to answer questions! Active Engagement: (We do) Students will log in and work through the 10 questions using the web based research.	Assessment Quizizz Share projects!
Math 1:00 - 2:20	Omit 3-4, 13, 19-20, 25) 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 $1/b$. 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	GC Lesson: Partitioning a WHOLE Fun Hershey Activity Learning Target & Success Criteria: click HERE Materials: Hershey bars for class. Teacher can demonstrate with one and provide small	GC Lesson: Module 5 Lesson 6 Brainpop Lesson on Fractions https://www.brainpop.com/math/numbersandoperations/fractions/ Learning Target & Success Criteria: click	GC Lesson: Module 5 Lesson 7 Fractions on a number line https://www.youtube.com/watch?v=SZaXtOHNh6s Learning Target & Success Criteria: click HERE	Erin's Law at 12:40 GC Lesson: Module 5 Lesson 8 Learning Target & Success Criteria: click HERE Khan academy great intro video to this	GC Lesson: Module 5, Lesson 9 Learning Target & Success Criteria: click HERE Materials: workbooks Module 5 Vocabulary Fluency: sprint in Practice workbooks

	<p>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 $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ 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 $1/4$ of the area of the sha</p>	<p>“fun size” for kids to eat after exploring fractions. Hersheys PowerPoint or Hershey's Bar Fractions PDF & Task Cards The Hershey's Fraction Book Fluency: n/a Application Problem: n/a Connect/ Teach: (I do) Read Aloud The Hershey's Fraction Book or listen to the Read-Aloud Online Active Engagement: (We do) Teacher models how to evenly partition the Hersheys bar to share with the number of students according to the Powerpoint. Students can record ideas/answers on their desks using expo marker. (We do) Distribute recording sheet and have students follow the instructions using their own candy bar. These instructions model along with the read aloud- teacher can reference it if needed. Conferencing: (We check) Extension: Students may work on the task cards included in the file above. Share/ Summarize:</p>	<p>HERE Materials: Personal Whiteboards PPT slides PS and exit ticket Teacher video Fluency Practice Sprint (7) Write unit fraction Find the whole Application Problem Chole's dad partitions his garden into 4-equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes? Connect/ Teach: (I do) Unit Form – word form and numerical form. What does each part mean Active Engagement: (We do) Use given unit fractions to build a new fraction. Link: (We do) Problem set (flexible grouping) Math groups: Mt. Math- hallway scoot, flashmasters, zearn Conferencing: (We check) Check problem set and discuss lesson as a whole</p>	<p>Materials: Lesson PPT Problem Set and Exit Ticket Teacher video Personal white board 1 liter beaker, water (Students) scissors, crayons, math journal Fluency Practice Group counting Divide by 7 Sprint Skip Count by halves on clock Application Problem Robert ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his mother and sister. Robert said, “I ate 1 half, and each of you gets 1 half.” Is Robert right? Draw a picture to prove your answer. Connect/ Teach: (I do) Show beaker half full of water – lead a discussion on the beaker Active Engagement: (We do) Each student will be given a sheet of paper – self exploration!!! Given set of parameters -</p>	<p>concept ! https://www.youtube.com/watch?v=3OFH8OhpN08 Materials: Lesson PPT Problem Set and Exit ticket Personal white board Sprint Fluency: Unit and non-unit fractions of a whole Identify fractions. Application Problem: For breakfast, Mr. Schwartz spent 1 sixth of his money on a coffee and 1 sixth of his money on a bagel. What fraction of his money did Mr. Schwartz spend on breakfast? Connect/ Teach: (I do) 1-Decompose 4 into ones – number bond, Use sprint B Active Engagement: (We do) 2- decompose 1 into fourths 3- decompose 1 into fifths (2 nonunit fractions) Link: (We do) Problem set (flexible</p>	<p>Application Problem: Julianne's friendship bracelet had 8 beads. When it broke, the beads fell off. She could only find 1 bead. To fix her bracelet, what fraction of the beads does she need to buy? Connect/ Teach: (I do) Today I want to teach you the meaning of the term UNIT FRACTION. Unit Fraction is how much 1 piece of the whole represents. Knowing the Unit Fraction is important because it tells you how many pieces to divide your whole. TEACHER VIDEO CLIP Active Engagement: (We do) Problem set Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole Share/ Summarize: (We check) Exit ticket</p>
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		<p><u>(We check)</u> Debrief and discuss the different fractional ways the Hershey bar can be split. Be sure to discuss EQUAL parts. How many total people could we share it with to each get equal parts? Make the connection about equivalent fractions ($\frac{1}{2}$ equaling $\frac{6}{12}$)</p>	<p><u>Share/ Summarize:</u> <u>(We check)</u> Exit ticket</p>	<p><u>Link: (We do)</u> Problem set (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:</u> <u>(We check)</u> Exit ticket</p>	<p>grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, Zearn</p> <p><u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole</p> <p><u>Share/ Summarize: (We check)</u> Exit ticket</p>	
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Math - Monday/ Wednesday- Mountain Math with Celia, Lewie, Andrew, Owen, Ben

Tuesday/ Thursday- Challenge skill with Kerrigan, Milly, Olivia , , Giancarlo, Charlotte , Pipp, ,G8K- Line Plots and T2V - missing side length for perimeter

MOrnings- Exit ticket conferencing-

If any extra time allowed, pull Collab group for conferencing based on IXL diagnostic report - can pull up on smartboard and do a groupjam that is focused on specific skill

Open with
Planning your Week

Jan. 24-28

	Monday	Tuesday	Wednesday	Thursday	Friday
MiniLesson (every day-10 minutes)	L24 Renew-Challe & Thrills focus context clues	L25 Strong Main Idea & char. analysis w/ dialog on Helen	L26 Secondary Characters	L27 Strong Main Idea Review w/ anchor text	L28 Spirit Rally
Strategy Lesson (10 minutes)	IXL-RD9 - Olivia Dewie: Main Idea	IXL-Local complete sentence Grayson/Jordan	Figurative Language (11) oCelia oAndrew oLewie	Text Structure oAndrew oKerrigan oPen oLewie	
IXL W22 Strategy Lesson (10 minutes)	IXL W22 oMilly oCharlotte oBen oKerrigan	IXL W22 oCamron oMykaisha oJordan	Fig. Language oPipp (11) oOlivia oBen oKerrigan	IXL UYA Text Structure oOwen oCharlotte	AR conferencing with
IXL F27 Conferences (5 minutes each)	IXL F27 oBen oGC oPipp oOwen oLewie	IXL F27 oLewie/Celia oLewie/Celia	Fig. Language (11210) oOwen oCharlotte oMuller oGC ppt	oPipp oOlivia oGC oMuller	oCamron oGrays oMykaisha oJordan oOwen oLewie →
AV6-Post Participate Guided Reading (15-20 minutes) See back	AV6: ind Conferencing on Draft Question	AV6: on? oBen oGC oCharlotte oMuller oOlivia oPipp	AV6: (organized by PIT band)		Planning Records oAndrew oJordan
Wharabink Other (minutes)	All groups based on current Achieve 360 reporting form	All groups based on shared diagnostic report/Conferencing	All groups based on MAP report for skills needed / PIT band		Friday reserved for conferencing (AR/goal setting/Planning Records, etc)
Read-Aloud (every day-20 minutes)	Ble of WID	Ble of WID	Ble of WID	Ble of WID	Ble of WID

oAndrew
oKerrigan
oOwen
oLewie