Parent email (including the Winn DIxie items needed) - Send grade math tests home for signature, Writing feedback to slides, upload materials to Goodyear collab classroom, look for email about GMAS, Valentine Bags (supplies) < AIMS challenge group , print and copy math review for homework , list of spelling words + bonus words for HW packet. Post LT and SC for HEAT, grades posted,

Teacher: Collins Week: Jan 31-Feb 4 2021/22	**Standards**	**Monday** **MW: MATH IXL Arena**	**Tuesday** **RESOURCE DAY** **MW: IXL Arena - ELA**	**Wednesday** **Grammar MW**	**Thursday** **Marsh Lab DAY** **Char Trait MW**	**Friday** **Cursive MW**
BOOST/ Character Trait		**GC** **Character Trait Wise** **Yodas wise words** **Do or Do not, there is no try** **Discuss growth mindset!**	Synonyms for Wise List them! Use thesaurus online to look up! Discuss thesaurus and dictionary use	**Hermoine is Wise** **Is this positive or a negative trait?**	The Crow and the Pitcher read aloud http://read.gov/aesop/012.html	
Data/ SS Mini (depends on need)		*Homework for week ./ DAN update*	*Graph AIMS in folder- make goal for next time*	*Science Minute*	*Graph Achieve Lexile in Data Folders*	*Science Minute*
Reader's Workshop 8:15- 9:45 Brain Break 9:45- 10:05	*Because of Winn Dixie* 19-23 *Send home email Party (Winn Dixie)*	**GC Lesson:** ACHIEVE 3000 ***Unwrapping the Secrets of Fortune Cookies*** **Learning Target & Success Criteria** **Materials:** linked to the GC assignment **Connect/ Teach: (I do)** show slides linked to GC and preview article and teach vocabulary strategy- review context clues and then introduce prefixes, suffixes, root words **Active Engagement: (We do)** show Brain Pop video on prefixes, suffixes, root words **Link: (We do)** **Conferencing: (We check)** skill-based small groups based off of data **Share/ Summarize: (We check)** **IXL skill code: KTZ- Identify**	*Practice with possessives* **GC Lesson:** Session 13 Theme **Learning Target: See here** **Success Criteria:** **Materials:** Learning Theme by Songs Slides Teacher Clip **Connect/ Teach: (I do)** Listen to the songs in the video, why do we love music? Movies? Because the way they make us feel! The same with books! We often follow a character up and down story mountain and learn from them! Authors often write about a lesson or a theme to make us feel a certain way! **Active Engagement:**	**GCLesson:** Theme Again **Learning Target: See Here** **Success Criteria:** **Materials:** Video **Connect/ Teach: (I do)** What did we learn about the theme yesterday? How can we successfully find the theme of a story? Is a theme the same as a lesson? Why is the theme and lesson important? **Active Engagement: (We do)** Today we will practice with short passages, pull up google form and do #1 together,discuss **Link: (We do)** Finish the google form numbers 2-4 and submit! **Conferencing: (We check)** Give feedback	**GCLesson found HERE.** **Lesson:** Theme/ Moral/ Lesson **Learning Target:** I will learn to determine the central message, theme, and/or lesson of a story. **Success Criteria:** I can ask myself " What does the author want me to learn from this story?" I can think about key events in the story to figure out the central message, theme, or lesson. I can brainstorm common themes (friendship, cooperation, kindness, responsibility, respect, etc.) **Connect/ Teach: (I do)** Teacher Video Clip Start by looking at SOME (maybe 1-3) billboard ads on www.values.com Billboards to show **Active Engagement: (We do)** Why did someone	**GCLesson:** Session 14 Author's Craft **Learning Target: See here** **Success Criteria:** **Materials:** Teacher Clip Chart Worksheet **Connect/ Teach: (I do)** Today I want to teach you that good readers think about parts of the story and how they fit with the rest of the story, we often think " why did the author put that part there? **Active Engagement: (We do)** Let's read a passage from BOWD, see teacher manual pg 120, 121 for example passage,encourage students to notice passage 1 tells setting and passage 2 tells a challenge Opal faces

		base words, prefixes, and suffixes	**(We do)** Review Slides and Let's brainstorm some themes of Because of Winn Dixie, how do we find them or notice them? What's the evidence in the text? Use learning progression! **Link: (We do)** Complete your own umbrella in your google Slide, please turn in when done **Conferencing: (We check)** **Share/ Summarize: (We check)** Which song would most match Winn Dixie?	and take notes after turning in! **Share/ Summarize: (We check)** Discuss our favorite theme to read about!	take the time to make them and share them with others? I give them a couple minutes of thinking time then call on students to share their ideas. Hopefully, they will share ideas like to inspire people, give them encouragement, provide a positive message, or teach you a life lesson. **Link: (We do)** We will be focusing on Theme, which is the message, moral, or lesson learned in a story. Show them the Theme anchor chart. I say that just as the ads are trying to teach them something, a book or story is meant to do the same thing, which is the Theme. **Conferencing: (We check)** Independent reading- make sure to look for the theme of your book! **Share/ Summarize: (We check)** IXL skill code 7T9	**Link: (We do)** During the workshop today, I have left a passage for you to read in your assignment from Because of Winn Dixie: you need to respond, why does the author include this? How does it fit with the rest of the story? **Conferencing: (We check)** Give feedback through google classroom on this response **Share/ Summarize: (We check)** Share out some really good responses!
Grammar OG *(this slot can move depending on teacher's ind. schedule)* 10:10- 10:20	Oa, ow, oe (Week 1 of 2) ***Make note that ow in the middle of a word makes a different sound. It is part of "the bandaid team" ow! ou! Possessives (week 1 of 2)	**GC** Possessives slides	**GC** Oa,ow,oe intro Good word list to practice or dictation	**GC** Possessives powepoint 2	**GC** oe 3 part drill slides Vowel word sort	
Operation Osprey 10:20- 10:30						
Writer's Workshop 10:30- 11:10	ELAGSE3W1: Write opinion pieces on topics or texts,	**Lesson:** Achieve- TQ on Secrets of Fortune Cookies	**Lesson:** Feedback on Writescore Interactive piece	**LLesson:** Write Score Opinion Exemplars **Learning Target & Success Criteria**	**Lesson:** Planning Using a WS texts **Learning Target & Success Criteria**	**LLesson:** Drafting- Introduction lesson **Learning Target & Success Criteria**

	supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational 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.	**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)** Teacher will go over slides and review the RACE strategy as a way to answer constructed response. Video clip on GC for the E in RACE **Active Engagement: (We do)** Students will type a response to the Achieve Article using the RACE response. ... Fast finishers- video link on how fortune cookies are made **Link: (We do)** **Submit response via Achieve** **Conferencing: (We check)** Teacher to provide feedback via Achieve **Share/ Summarize: (We check)** Share strong responses as a class should time allow	**Learning Target:** see informational flowers For LT/ SC **Success Criteria:** **Materials:** GC and interactive writing from another class **Connect/ Teach: (I do)** : Review informational writer's checklist as a class, then read another class response to the recycling paired texts (Writescore prep) **Active Engagement: (We do)** : Give 1 ares for improvement and one compliment together as a class **Link: (We do)** Using sticky notes and with a partner, (optional), students will use the writer's checklist to create areas for compliments and areas for growth for the writing piece....must be detailed and based on the writer's checklist! **Conferencing: (We check)** Post feedback to chart paper- pick top ones to share back with other class **Share/ Summarize: (We check)**	**Materials:** Opinion Write Score samples printed in binders **Connect/ Teach: (I do)** Today we are going to look over exemplar opinion essays that connect with two texts. First, read aloud the 2 texts. Read Aloud of 2 Swim Passages **Active Engagement: (We do)** Together, read aloud the low, mid, and high scores. Analyze Low and Mid Scores Teacher Clip **Link: (We do)** Think about why these essays scored the way they scored. Use your checklist to help guide your thinking. **Conferencing: (We check)** Conversation about the scoring and components of each level of essay. **Share/ Summarize: (We check)** After seeing these exemplars, what are 2 writing goals you have for your next opinion piece? Share your goals with your teacher in the private comments of the Google Classroom writing assignment for today!	**Materials:** Sample essays from binder **Connect/ Teach: (I do)** Today we will read 2 texts and begin planning an opinion essay. **Active Engagement: (We do)** Read the 2 texts. Museum Articles Read Aloud Clip **Link: (We do)** Using the opinion graphic organizer, make a plan for your second opinion piece. Teacher Clip-Making a Plan **Conferencing: (We check)** Help students find evidence and reasons FROM THE TEXTS to include in the graphic organizer. **Share/ Summarize: (We check)** Now that we have a plan, what will our next step be in our writing process?	**Materials:** opinion drafts Sample articles (in binders) **Connect/ Teach: (I do)** Last week we read about 2 museums. Then, you planned an opinion essay. Today, I want to teach you how to write an **opinion introduction paragraph.** **Active Engagement: (We do)** Teacher clip (modeling opinion introduction) **Link: (We do)** You will begin drafting your second opinion piece. Goal: finish your introduction and 1st body paragraph **Conferencing: (We check)** Work time Conference one on one or small group to help revise/ edit **Share/ Summarize: (We check)** What is the purpose of an introduction? Look at the introduction (lead) section of the checklist.

			On Writescore scale of 1- 7 , what would we predict this writing to be?			
Lunch		**Jordann/ Celia Fluency**	**Greyson. Ny'lashia Fluency**	**Ca'morie/ Ja'Kaylah Fluency**	**Aims X fact crew**	**Grub Club**
Social Studies & Science 12:35- 1:00	**Heat packet: needs to be copied**	**Lesson:** Heat **Learning Target:** **Success Criteria:** SLides **Connect/ Teach: (I do)** https://www.brainpop.com/science/energy/heat/ **Active Engagement: (We do)** Slides **Share/ Summarize: (We check)** Share your ideas of ways to make heat before that slide	**Lesson:** Heat **Learning Target:** SLides **Success Criteria:** **Connect/ Teach: (I do)** Today we will discuss and apply what we know about heat in an experiment! Key vocab: insulators, heat transfer Chocolate Kiss experiment **Active Engagement: (We do)** Students will conduct the chocolate kiss experiment and compare heat transfer in an open hand and closed hand, discuss **Share/ Summarize: (We check)** **Share out what we learned, can we apply this information to other items we know of?**	**Lesson:** Black History Month Lesson **Learning Target:** **Success Criteria:** **Materials:** video Choice board virtual **Connect/ Teach: (I do)** **Active Engagement: (We do)** Today we will introduce our monthly topic of Black HIstory Month! Share video linked above! **Link: (We do) Allow students to work in the linked virtual choice board to learn about many famous influential African Americans!** **Conferencing: (We check)** **Share/ Summarize: (We check)** SHare out something that you learned as we may not have all chosen the same person!	**No science due to Marsh Lab- use this slot to make up your other subject area you missed!** **Marsh LAb: soil lab, review of soil/sand standards from previous unit** **Powerpoint on Soil** **Soil LT and SC** **If you want to preview before lab!**	**Lesson:** ACHIEVE 3000 **LT Poster for Achieve** **Materials:** Would you live there? **Connect/ Teach: (I do)** Pull up the article on Achieve and and introduce and highlight vocab. **Active Engagement: (We do)** Use slide to discuss test taking strategies (use Achieve teacher document) **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 time and share out any specific questions that were hard!
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 from 0 to 1 as the whole and*	**GC Lesson:** Module 5 Lesson 10 **Learning Target & Success Criteria:** click HERE **Materials:** Lesson PPT Problem Set and Exit ticket	**GC Lesson:** Module 5 Lesson 11 **Learning Target:** I will learn to compare unit fractions and specify the whole. (10-13) **Success Criteria:** I can compare unit	**GC Lesson:** Module 5 Lesson 12 **Learning Target:** I will learn to compare unit fractions and specify the whole. (10-13) **Success Criteria:** I can model the	**GC Lesson:** Module 5 review day Use today to review for the mid module using PPT file and student recording sheet. **Learning Target:** **Success Criteria:** **Materials:** Review sheet with numbers changed	**GC Lesson:** Mid Module assessment Module 5 (see SSE notes on question to omit) **Learning Target:** **Success Criteria:** **Materials:** Test **Fluency:** **Application Problem** **Connect/ Teach: (I do)** **Active Engagement: (We**

	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 shape.*	Personal white board Sprint Fraction strips Teacher video **Fluency:** Sprint Find the unknown Skip counting **Application Problem** Sarah makes soup. She divides each batch into thirds to give away. Each family that she makes soup for gets one third of a batch. Sarah needs to make enough soup for 5 families. How much soul does Sarah give away? Write your answer in terms of baches? **Connect/ Teach: (I do)** Inquiry of understanding fractions, unit fractions, fractional pieces **Active Engagement: (We do)** Understanding more fractional units than 1 whole, use number bonds to show more than 1 whole **Link: (We do)** Problem set (flexible grouping) Math groups: Mt. Math-hallway scoot, flashmasters, Zearn	fractions with different-sized models representing the whole. (11) **Materials:** Pages **Fluency:** **Application Problem**: **Connect/ Teach: (I do)** **Active Engagement:** Compare unit fractions with different-sized models representing the whole. The Student Debrief is intended to invite reflection and active processing of the total lesson experience. **(We do)** **Link: (We do)** Problem set **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket	corresponding whole when given one equal part. (12) **Materials:** pages Personal white board Sprint **Fluency:** Sprint 9' **Application Problem** Jennifer hid half of her birthday money in the dresser drawer. The other half she put in her jewelry box. If she hid $8 in the drawer, how much money did she get for her birthday? **Connect/ Teach: (I do)** Instead of doing the stations in stations, we are going to make the scenarios on our desk with white board markers as a whole class. Check the station fractions for your guide to tell the class. **Active Engagement: (We do)** Students write the comparisons on their desk **Link: (We do)** Problem set (flexible grouping) Math groups: Mt. Math-hallway scoot, flashmasters, Zearn **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket	**Active Engagement: (We do)** Students will work on the review sheet. **Link: (We do)** Go over problems together to make sure everyone is thinking them through correctly. Math groups: Mt. Math-hallway scoot, flashmasters, Zearn **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket	**do)** **Link: (We do)** Problem set (flexible grouping) Math groups: Mt. flashmasters, Zearn **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket

		<u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole **<u>Share/ Summarize: (We check)</u>** Exit ticket				