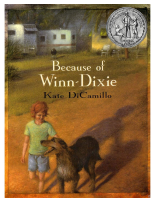
COLLINS:

Parent email, newsletter and MAP scores, need DS Oreos and Cheezits on email,

Teacher Week: Jan 5-7 2022	**Standards**	**Monday** **MW: MATH IXL Arena**	**Tuesday** **MW: Finish Math IXL Arena**	**Wednesday**	**Thursday** **RESOURCE DAY**	**Friday**
BOOST/ Character Trait	Review Week ELAGSE3RL3: *Describe characters in a story*	**NO SCHOOL**	**NO SCHOOL**	Review/ Recap due to short week **NEW YEAR " ONE WORD " Activity options**		
Quick Intro SS / S						
Reader's Workshop 8:15- 9:45 **THIS WEEK READ CHAPTERS 1-3 OF BECAUSE OF WINN DIXIE**  Brain Break 9:45- 10:05	**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 similar characters (e.g., in books from a series).* ELAGSE3RL5: *Refer to* ***parts*** *of stories, dramas, and poems when writing or*			**BWD Chapter 1** **GC Lesson:** ACHIEVE 3000 **LT Poster for Achieve** **Materials:** New Year, New Country Article, SLIDE **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: Connection between nonfiction text and fiction prompt. **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!	**BWD Chapter 2** **GC Lesson:** IXL Grammar/Skill Day **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 and chart 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 91) Review conjunctions and some examples. Use Day 1- Show linking words and phrases chart. Explain what they are and their purpose. Read aloud mentor text *Amelia and Eleanor go for a Ride.* read pg 10 and pg 13- point out linking	**BWD Chapter 3** **GC Lesson:** Unit 3 Pre Assessment **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 assessments. *The Bully and the Can Queen* Passage Questions and student recording sheet *Teachers can use the Google Form version if they prefer. Link individual teacher's copy of Google Form. **Active Engagement: (We do)** Students complete assessment. **Link: (We do)** Remind students to use learning progressions on their

	speaking about a text, using terms such as chapter, scene, and stanza; ***describe how each successive part builds on earlier sections.***				words meanwhile- why did the author choose it?- to show time. **Active Engagement: (We do)** Model this again using pages 20 & 22. (For time purposes, you may just read certain pages today and read aloud the whole text during read aloud time) Students work together to find linking words and discuss how the author uses them- page 28- point out that different linking words have different purposes. **Link:** **(We do)** In summary, linking words and phrases show relationships between ideas. It's important to use them in your writing to make your ideas easy to follow. **Conferencing: (We check)** Then, students will independently complete IXL skill code **UXW** - on conjunctions 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 off of the strand analysis report. **Share/ Summarize: (We check)** Finally, have students write one example sentence on their whiteboard that has one conjunction.	assessment. **Conferencing: (We check)** Small group/ one-on-one **Share/ Summarize: (We check)** Collect assessment
9:25- 9:45- Operation Osprey				Operation Osprey	Operation Osprey	Operation Osprey

Grammar OG *(this slot can move depending on teacher's ind. schedule)*	Conjunctions and ee/ea vowel team *ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage h. Use coordinating and subordinating conjunctions*			Conjunctions (will need new packet to go along with this skill)		OG: ee/ ea vowel team
Social Studies & Science 10:05- 10:30	SS3H3 Explain the factors that shaped British Colonial America. a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.	**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:** Unit 4 Opener **Learning Target:** **Slides** **Success Criteria:** **Materials:** clip **Connect/ Teach: (I do)** View new learning targets and SC for the unit and discuss. **Active Engagement: (We do)** Then, watch warm-up clip "Getting to know the colonies" Also, view where colonies are located (east coast) on individual student maps- first page of the packet. **Link: (We do)** Unit 4 Opener discussion from Gallopade: give students 3-5 minutes to think about prompt have you ever had to face a very difficult task? **Conferencing: (We check)** DIscuss and ask questions to encourage elaboration (see teacher Gallopade for more detailed questions) **Share/ Summarize: (We check)** **Share out our thoughts and partner discussions!**	**Lesson:** ACHIEVE 3000- Article: *The Lost people* **LT Poster for Achieve** **Materials:** *The Lost People* **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: Sequence of events **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!	**Lesson:** Lesson 10.1 Three Regions **Learning Target:** **Slides** **Success Criteria:** **Materials:** Gallopade **Connect/ Teach: (I do)** Review the LT and SC. Then, watch the video "Life in the 13 colonies explained." **Active Engagement: (We do)** Use the slides to work through the colonial regions and add information to our chart **Link: (We do) Students will work through Gallopade lesson 10.1** **Conferencing: (We check)** CHeck in on problem areas, check scores as they turn in! **Share/ Summarize: (We check) If finished early options for further exploration** 13 colonies virtual classroom Word Wall game!
Writer's Workshop 10:30- 11:10	*ELAGSE3W2: Write informative/explanatory texts to examine a*			**GC: Lesson:** Writescore Debrief Day	**GC: Lesson:** Informational Prompt Writescore Shared	**GC: Lesson:** Informational Prompt Writescore Shared

	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.			**Learning Target:** Writing LT and SC **Success Criteria:** **Materials:** Writescore printed reports (pending update from WS) **Connect/ Teach: (I do)** Today we will look at your response and scores from our first Writescore Assessment **Active Engagement: (We do)** Look at the points possible and how the points are broken down **Link:** **(We do)** View individual score and make a goal for next writescore- do you need to elaborate more? Is your area of growth more with content or with grammar/ spelling/ punctuation? Then look at steps to an awesome essay together- how does this compare to our Writer's checklist? **Conferencing: (We check)** **Share/ Summarize: (We check)**	Informational Writing (Read and Plan Day) **Learning Target:** Writing LT and SC **Success Criteria:** **Materials:** Paper/ Plastic Writescore Paired Passages Prompt **Connect/ Teach: (I do)** Today we are going to read 2 passages together along with an informational writing prompt. We will decide WHAT this prompt is actually asking us to do and create a PLAN for this prompt together. **Active Engagement: (We do)** Students will help plan, highlight relevant information from passages using boxes and bullets on chart paper. Discuss how to choose strong subtopics and organize our writing. A strong PLAN makes a strong essay! **Link:** **(We do)** Students will help to add to plan and tomorrow we will start practicing moving this plan into a draft. **Conferencing: (We check)** **Share/ Summarize: (We check)** Strong introduction video link	Informational Writing ((Draft/ Edit/ Revise Day) **Learning Target:** Writing LT and SC **Success Criteria:** **Materials:** Paper/ Plastic Writescore Paired Passages Prompt **Connect/ Teach: (I do)** Today we are going to work together to move our PLAN (informational piece to a DRAFT. We will use the Steps to an awesome essay and writer's checklist to help us! **Active Engagement: (We do)** With students' help, the teacher will begin creating a 5 paragraph essay based on the plan we made together yesterday..... Model referring back to passage for details, but putting this information info our own words. **Link:** **(We do)** Revise and edit with help from students **Conferencing: (We check)** **Share/ Summarize: (We check)** Attributions video and discussion

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 represent the distributive property in mathematical*			**L**Lesson: Module 4, Lesson 9 **Learning Target:** I will learn arithmetic properties using area models **Success Criteria:** I can analyze different rectangles and reason about their area. (9) Poster **Materials:** Cm grid template (from lesson 8) **Fluency:** Group Counting Find the Area Decompose a X equation **Application Problem** Mario plans to completely cover his 8 X 6 inch piece of cardboard with sq inch tiles He has 42- How many more does he need? **Connect/ Teach: (I do)** Cutting CM grid into 2 equal rectangles **TEACHER VIDEO CLIP** **Active Engagement: (We do)** Practice using CM grid paper **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	Lesson: Module 4 Lesson 10 **Learning Target:** I will learn arithmetic properties using area models **Success Criteria:** . I can use the distributive property to find the total area of a rectangle by adding two products. (10) **Materials:** Personal white board Square centimeter tiles(base ten) Tiling template Exit ticket **Fluency Practice** Group Counting Find the Unknown Factor **Application Problem** Sonya folds a 6 by 6 square-inch piece of paper into 4 equal parts. What is the area of 1 of the parts? **Connect/ Teach: (I do)** Students start with a tiling template in personal white boards. They will use their fingers to trace the whole, the shaded and unshaded. Then will tile one at a time. **Active Engagement: (We do)** Repeat with a 15 by 8 rectangle **Link: (We do) Flexible grouping for problem set** **Conferencing: (We check)** Check answers for accuracy **Share/ Summarize: (We check)** Discuss lesson as a whole Use exit ticket documentation for data collection	**Lesson:** Module 4 Lesson 11 **Learning Target:** I will learn arithmetic properties using area models **Success Criteria:** I can use the associative property to find possible side lengths of rectangles with areas of 24, 36, 48, or 72. (11) **Materials:** Personal whiteboard, exit ticket **Fluency Practice** Group Counting Find the unknown factor Find the area **Application Problem** The banquet table in a a restaurant measures 3 feet by 6 feet. For a large party, workers at the restaurant place 2 banquet tables side by side to create 1 long table. Find the area of the new longer table. **Connect/ Teach: (I do)** Teacher Clip Video Using associative property to find the area of rectangles with areas of 24, 26, 48, or 72 **Active Engagement: (We do)** Using problem solving reasoning to determine all possibilities for a given area. **Link: (We do)Flexible grouping for problem set** **Conferencing: (We check)** Check answers for accuracy **Share/ Summarize: (We check)** Use exit ticket documentation for data collection

	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 5-7

Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Minilesson (every day–10 minutes)				Passive Day	Conf Day
Strategy Lesson (10 minutes)	Camorie Jakaylah	Celia Nylasia Greyson	Fluency Passages Camorie Jakaylah	Fluency Passages Celia Nylasia	Fluency Passages
Strategy Lesson (10 minutes)	Andrew, Lewie	GC, Milly, Owen	Millie Kemgan, Ben Pipp	Olivia, Charlotte	Shepherd conf day o Camorie o Jakaylah o Celia o Greyson o Nylasia o Andrew o Lewie o Kemgan o Ben o Pipp o GC o Milly o Owen o Olivia o Charlotte o Camarion?
Strategy ~~Conferences~~ (~~5 minutes each~~) Lesson	Kemgan, Ben, Pipp	Olivia, Charlotte	Andrew, Lewie	GC, Owen	
Conferences ~~Guided Reading~~ (~~[illegible]~~) (5 min each)			Finish RR on Ben O		
Other (___ minutes)			Andrew O Pipp O Charlotte O		
Read-Aloud (every day–20 minutes)			Owen O Jordann O		

if time pull from Andrew list

Goal Setting

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Will finish up RR this 3 days / IXL
diag strand groups if time allows
next week will do strat. groups