Weekly email,two's day info in weekly email? HW for week- send home new spelling packet , Math fluency fill in, add slides to Operation Osprey LL for party

Teacher: Collins **Week:** 2.14-2.17	**Standards**	**Monday** **MW: MATH IXL Arena** **Valentine's Day**	**Tuesday** **RESOURCE DAY** **MW:ELA IXL Arena**	**Wednesday** **Grammar MW**	**Thursday** **MARSH LAB** **Character Trait MW**	**Friday**
BOOST/ Character Trait	**Respectful**	Poster	Read Aloud: Berenstain Bears Show Some Respect	Super Hero Respectful Video Clip	How to Disagree Respectfully	**PL/ Teacher PLAN**
MM (various)		HW and DAN for week				
Reader's Workshop 8:15- 9:45 Brain Break 9:45- 10:05	**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. Note: Small Group plans are kept separately	**Lesson:** ACHIEVE 3000 &BoWD celebration **Learning Target** & **Success Criteria** **Materials:** GC assignment **Connect/ Teach: (I do)** Today you will complete the article and activity for *Surprise! It's a New Penguin!* We will begin studying Penguins in our next nonfiction reading unit. Skill: Compare and contrast- slide and brainpop linked **Active Engagement: (We do)** *Remember to read the article, check the vocabulary, and refer to the passage (text) when answering the activity questions. **Link: (We do)** When you finish, make sure to get a star and a ticket if you scored 75% or higher on your first try! **Conferencing: (We check)** Teacher pulls ACHIEVE small groups from MAP ACHIEVE	**Writescore Assessment- OPINION** **Lesson:** IXL crafts and Conventions p . 67- Complex sentences & Writescore **Learning Target** **Success Criteria** **Materials:** GC assignment, Crafts and Conventions book, mentor text *Crocodile Safari* **Connect/ Teach: (I do)** Today we will revisit our grammar assignment for the week on types of sentences- focusing today on complex sentences. We will look at Crafts & Conventions lessons to review (Teachers- pg 67- Days 1 & 2 will be covered today) Teach what a complex sentence is. Teacher models using Day 1- pg. 67- Show mentor text *Crocodile Safari*- read pg. 20 to show example of a complex	**Lesson:** Poems unit continued from last week- Unit 17 pages 268-273 **Learning Target:** I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; **Success Criteria:** I can describe how each successive part builds on earlier sections. **Materials:** GC assignment and ThinkUp books, EPIC optional, books with poems optional **Connect/ Teach: (I do)** Review what we learned last week about poems. Read the poems on pages 268-271- Unit 17 in Think Up! ELA Then, model thinking aloud to answer Q3 pg 273. **Active Engagement: (We do)** Next, have reading partners work together to answer the comprehension Qs 1, 2, and 4 on pages 272-273	**Lesson:** Poems- complete Unit 17 **Learning Target:** I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; **Success Criteria:** I can describe how each successive part builds on earlier sections. **Materials:** GC assignment and ThinkUp books, EPIC optional, books with poems optional **Connect/ Teach: (I do)** Skim back through the poems read yesterday on pages 268-271- Unit 17 in Think Up! ELA Then, model thinking aloud to answer Q6 pg 274. **Active Engagement: (We do)** Next, have reading partners work together to answer the comprehension Qs 5, 8, and 8 on pages 274-275. Check whole group. Then, model answering Q9 on pg.	

		correlated data **Share/ Summarize: (We check)** *Also, watch Mrs. Hutcherson's short video clip about the mailbox feature of Achieve 3000. Extra: Work on IXL skill UNG- compare and contrast in Informational texts	sentence. Point out the dependent and independent clause. **Active Engagement: (We do)** -page 24 turn and talk Partner work under Day 2- page 68- Use sample writing-model using a complex sentence in the writing like we saw in mentor text **Link: (We do)** Afterwards, spend time working on individual starred skills in IXL Diagnostic. **Conferencing: (We check)** Teacher will meet with small groups to work on IXL specific skills. Teachers pulls small groups based off of the strand analysis report. **Share/ Summarize: (We check)** Finally, students create one complex sentence on their own! Can type in the class comments below! *Teacher note- you can also teach C&C p. 55 on simple sentences OR p. 63 Compound sentences- depends on what your class needs !	Check whole group. **Link: (We do)** Send students off to complete page 279 on revising and editing! You can check whole group if you wish at the end of the workshop. Students may then independently read. **Conferencing: (We check)** Pull small groups **Share/ Summarize: (We check)** Note from last week: There are some poems on Epic: -*Narrative Poems* level N -*Ocean Soup- Tide Pool Poems* level O -The third link is a collection created by another teacher that you can assign your students Extra: sample poems linked below!	276 and think aloud about comparing and contrasting BOTH poems to answer these nexts Qs. Send students off to complete pg. 276 Qs 10,11, and 12. You can check whole group if you wish at the end of the workshop. **Link: (We do)** Students may then independently read. **Conferencing: (We check)** Pull small groups **Share/ Summarize: (We check)** Note from last week: There are some poems on Epic: -*Narrative Poems* level N -*Ocean Soup- Tide Pool Poems* level O -The third link is a collection created by another teacher that you can assign your students Extra: sample poems linked below!	
Operation Osprey 10:10- 10:20	**DAILY 5**	Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey	
Grammar OG	Types of Sentences i. Produce simple, compound, and	**Complete v. Run-On v. Fragment**	**R-controlled:** Poster in packet	**Complete v. Run-On v. Fragment**	**R-controlled:** Bossy R Jonas Brothers	Flocabulary: Sentence Fragments

(this slot can move depending on teacher's ind. schedule) 10:20- 10:30	complex sentences. ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Recognize fragments video clip Simple, fragment, run on Video Clip IXL 9VB IXL 95A	1 packet page Bossy R- Among Us Wordwall games Wordwall: ir, er, ur	Correcting Run On Powerpoint Correcting Run On Worksheet IXL P7Z	Workout w/ Bossy R R-controlled online race game	
Writer's Workshop 10:30- 11:10	ELAGSE3RL3: *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.* 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.*** See Unit 3 LT & SC sheet Using reading standards this week for writing b/c of post assessment for UNit 3 - Character Studies	**Lesson:** Achieve TQ (Compare and Contrast) **Learning Target:** I can use the text structure of comparing and contrasting to write a response. **Success Criteria:** I can use a Venn Diagram to compare/ contrast. I can use this information to write a strong paragraph. **Materials:** Achieve 3000 Venn Diagram practice slide (intro) **Connect/ Teac** **Slide for TQ** **(I do)** : Show slide and go over options for transition words with this type of TQ. see tips on slide **Active Engagement: (We do)** Create Venn Digram with expos on desks or whiteboards **Link: (We do)** Students will use the VEnn digram to create a written response in Achieve **Conferencing: (We check)**	**Writescore Assessment- OPINION**	**Lesson:** Post-Assessment - UNit 3 (using Winn Dixie as text) **Learning Target:** **Success Criteria:** All from unit **Materials:** slides for responses **Connect/ Teach: (I do)** Show learning progression for Question 1 and 2 **Active Engagement: (We do)** **Link: (We do)** Students will use google slide to respond to question on character change and story mountain **Conferencing: (We check)** **Share/ Summarize: (We check)** Teacher will give feedback via comments on google slides	**Lesson:** Post-Assessment - UNit 3 (using Winn Dixie as text) **Learning Targ** **Learning Target:** All from unit **Success Criteria:** **Materials:** slides for responses **Connect/ Teach: (I do)** **Active Engagement: (We do)** Show learning progression for Question 3 **Link: (We do)** Students will use google slide to respond to question on theme **Conferencing: (We check)** **Share/ Summarize: (We check)** Teacher will give feedback via comments on google slides	

		Share/ Summarize: (We check): Teacher will give feedback vis Achieve				
Fluency/ Math 12:35- 12:45						
Social Studies & Science 12:45- 1:15	S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.	**Lesson:** Temp Data **Learning Target: I will learn to gather data and produce a table** **Success Criteria:** I can read the daily high and low temp. I can record the data and produce a table to compare the data. **Materials:** Weather Temp graph **Connect/ Teach: (I do)** Today we will review how to measure temperature but focus on comparing the data in a table **Active Engagement: (We do)** Video link Show students that they will use the daily temp graph to take the daily high and low using weather.com **Link: (We do) Students fill in the table and data using the linked google slide! Each student will crate their own!** **Conferencing: (We check)** **Share/ Summarize: (We check) We will collect data all week then compare!**	**Lesson:** ReadWorks article Clean Energy (scheduled online or printed depending on class!) **Materials:** Article RACE reminder poster **Connect/ Teach: (I do)** Pull up the article on Readwords and discuss how we can be successful reading an informational passages Can we use the headings to organize the topics? Do you notice bold words? **Active Engagement: (We do)** Use to discuss Focus Skill: Constructed Response practice Use RACE slides **Link: (We do)** Independently read the article and finish activity! **Conferencing: (We check)** One on One check ins! **Share/ Summarize: (We check)** Share out examples of good constructed response	**Lesson:** ACHIEVE 3000 People of the Land and Sea Black History Month Lesson **Learning Target:** **Success Criteria:** **Materials:** Video of Sapelo Gullah Geeche **Connect/ Teach: (I do)** Today we are going to do an Achieve to share with us about a culture that is right here near us in Southeast GA **Active Engagement: (We do)** Log into Clever and complete your Achieve article! Remember goal is 75%	**Marsh Lab day Heat Lesson** **Lesson:** Kahoot Review **And Assess**	
Math 1:15- 2:20	**(Omit 3-4, 13, 19-20, 25)** ***3.NF.1*** *Understand a fraction 1/b as the*	**GC Lesson:** MOdule 5 Lesson 18 Activator : # line online	**GC Lesson:** MOdule 5 Lesson 21	**GC Lesson:** MOdule 5 Lesson 22	**GCLesson:** Module 5 Lesson 23 Activator: Butterfly	

	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 part of size 1/b. ***3.NF.2*** *Understand a fraction as a number on the number line; represent fractions on a number line diagram.* ***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.*	game http://www.sheppardsoftware.com/mathgames/fractions/AnimalRescueFractionsNumberLineGame.htm **Learning Target:** I will learn to place and compare fractions on a number line. (14-19) **Success Criteria:** I can compare fractions and whole numbers on a number line by reasoning their distance from 0. (18) **Materials:** Personal white board Large number line for floor 4 containers 4 beanbags (or balls of paper) Sticky notes Khan Academy Teacher Clip **Fluency:** Draw Number Bonds of 1 whole Place fractions on the number line **Application Problem** Third grade students are growing peppers. The student with the longest pepper wins the Green Thumb award. Jackson's pepper measured 3 inches long. Drew's measured 10/4 inches long. Who won the award? **Connect/ Teach: (I do)** Large scale number line for the floor. Identify 0 and 1. Then identify	Activator: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-visualizing-equiv-frac/v/equivalent-amount-of-pizza **Learning Target:** I will learn to recognize and explain equivalent fractions. (20-27) **Success Criteria:** I can show that equivalent fractions refer to the same point on the number line. (21) **Materials:** Personal white board Sprint Fraction strips (4 ¼ x 1 in fraction strips) 5 per student Song Teacher Clip **Fluency:** Whole number division 1 whole expressed as unit fractions. **Application Problem**: Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She them places a mark halfway between her starting position and 1 mile, and another mark halfway between 1 mile and the finish line. Draw and label **Connect/ Teach: (I do)** Make fractional units with	https://www.youtube.com/watch?v=wL4hICyMLKU **Learning Target:** I will learn to recognize and explain equivalent fractions. (20-27) **Success Criteria:** I can generate equivalent fractions using visual models and a number line. (22-23) **Materials:** Personal white board Sprint Fraction strips Slides Teacher Clip Mrs Walker **Fluency:** Whole Number Division Counting by fractions equal to whole **Application Problem** Mr. Ramos wants to put a wire on the wall He puts 9 nails equally spread along the wire. Draw a number line representing the wire. Label it from 0 at the start of the wire to 1 at the end. Mark where Mr. Ramos puts each nail with a fraction. A-build a number bond with unit fractions to 1 whole b-write the fraction of the nail that is equivalent to 1/3 of the wire. **Connect/ Teach: (I do)** Using fraction strips continue to work with finding equivalent fractions	method https://www.youtube.com/watch?v=WFCBAddDeqQ **Learning Target:** I will learn to recognize and explain equivalent fractions. (20-27) **Success Criteria:**) I can generate equivalent fractions using visual models and a number line. (22-23) **Materials:** Index card, sentence strip, chart paper, markers, math journals **Fluency:** Sprint Find the Equivalent Fraction **Application Problem** Shannon stood at the end of a 100-meter long soccer field and kicked the ball to her teammate. She kicked it 20 meters. The commentator said she kicked it a quarter of the way down the field. Is that true? If not, what fraction should the commentator have said? **Connect/ Teach: (I do)** Group/Partner Work – details I Eureka **Active Engagement: (We do)** **Link: (We do)** Problem set (flexible	

		fractional units on number line. Mark them. **Active Engagement: (We do)** How can we use our thirds to help us place 1/6 on this number line? Activity with tossing with number line **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	strips Halves, fourths (shade in what is equivalent to ½), eights (shade one half) **Active Engagement: (We do)** Switch to number line – compare – the fractional units are different, but they amount shaded are equal. **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)** **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	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	