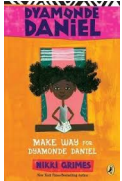


Teacher: Collins Week: 2.22-2.25 2022	Standards	Monday NO SCHOOL MW: MATH IXL Arena	Tuesday RESOURCE DAY MW: Finish Math IXL Arena TWO'S DAY	Wednesday	Thursday	Friday
BOOST/ Character Trait		Timid <i>*See GC assignment for all links to teach this trait</i>				
MM / Various			HW for week			
<p>Reader's Workshop</p> <p>8:15- 9:45</p> <p>Brain Break 9:45- 10:05</p> <p>Small group plans are kept separately</p>	<p>DD chapters 1-7 this week- all read aloud videos linked to GC</p>  <p>Characters: Traits, Change, Comparisons</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. 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).</p>	<p>NO SCHOOL</p>	<p>Finishing Winn Dixie post assessment- first</p> <p>GC Lesson: IXL Skill Day & C&C- Compound sentences Learning Target: I will learn to identify compound sentences. Success Criteria: I can distinguish between a simple and compound sentence. I know that conjunctions join together simple sentences to form compound sentences. Materials: All linked to GC and in the C&C book pages 63-65 Connect/ Teach: (I do) Today we will revisit our grammar assignment for the week on types of sentences- focusing today on compound sentences, similar to last week when we looked at complex sentences! We will look at Crafts & Conventions lessons to review (Teachers- pg 63- Days 1 & 2 will be covered today) Teacher models using Day 1: Review what a</p>	<p>GC Lesson: ACHIEVE 3000 Every Town Has Rules LT Poster for Achieve Materials: ACHIEVE 3000 and tracker form Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Teacher Clip Active Engagement: (We do) Use slide to discuss Focus Skill: Reading a table Link: (We do) Independently read the article and finish activity! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Preview the thought question that will be answered during writer's workshop</p>	<p>GC Lesson: Session 15 (Character Comparisons Video Link) Learning Target: I will learn to analyze characters in a text. Success Criteria: I can compare and contrast characters. Materials: <i>Because of Winn-Dixie & Dyamonde Daniel</i> Chart: Comparing Characters that 'Go Together' Connect/ Teach: (I do) Today I want to teach you that when readers read books that "go together" in some way, they can make all sorts of comparisons. Make a comparison between two kids in the class to demonstrate how readers compare characters. Spotlight their actions, words, and things they care about. Active Engagement: (We do) Reread a part of your new demonstration text (<i>Dyamonde Daniel</i>) to notice ways the main character is similar to and</p>	<p>GC Lesson: Character Change Learning Target: I will learn to analyze characters in a text. Success Criteria: I can use character traits to describe a character. I can notice how the character acts and talks. I can provide examples from the text to support the character traits. I can describe how a character's actions impact their traits, motivations, and feelings. I can describe how and why a character changed throughout a story. Materials: Google Response Doc Connect/ Teach: (I do) Think about how characters change throughout stories. Review Opal's changes in BoWD. Character Change Video Clip Active Engagement: (We do) Let's think about how Opal changed in BoWD. Link: (We do) Now, you</p>

			<p>compound sentence is- see anchor charts below. Also review FANBOYS- conjunctions. Model turning two shorter sentences into one compound sentence. <i>Gorillas can be gentle. When threatened, they will protect their families.</i> <i>TO: Gorillas can be gentle, but when threatened, they will protect their families.</i> Begin reading the mentor text <i>What Causes Allergies</i> and point out compound sentences. Also notice the conjunctions used. <u>Active Engagement: (We do)</u> Partner work under Day 2: Write the writing sample in front of students- 2 options linked below. Think aloud turning simple sentences into compound. Have students check your writing to see if there's any improvements you could make. <u>Link: (We do) 2.22.22</u> CHALLENGE: Can you find 22 conjunctions in your book today?! While you enjoy independent reading time, tally conjunctions as you read them in your reading journal and when you hit 22, class comment one compound sentence in the class comments below! <u>Conferencing: (We check)</u> IXL skills focused on compound sentences are: T49 & R6M 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</p>		<p>different from Opal. (reread Chapter 1 p. 6) <u>Link: (We do) Chart:</u> Comparing Characters that 'Go Together' <u>Conferencing: (We check)</u> small groups/one-on-one conferencing <u>Share/ Summarize: (We check)</u> Remind students how important it is to ground their thinking in the text, especially when they are comparing two books.</p>	<p>are going to think about Dyamonde. How has she changed so far in this story? <u>Conferencing: (We check)</u> Respond to the CR question and then go to independent reading. <u>Share/ Summarize: (We check)</u> Disney Characters That Changed Video Clip (long, what a portion)</p>
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			<p>report. Share/ Summarize: (We check) Check class comments to see who completed the 2.22.22 challenge! *Teacher note- you can also teach C&C p. 55 on simple sentences</p>			
Operation Osprey 10:10- 10:20		Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey
Grammar OG (this slot can move depending on teacher's ind. schedule) 10:20- 10:30	<p>Types of Sentences i. Produce simple, compound, and complex sentences.</p> <p>ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Simple v. Compound Sentences:</p> <p>Simple & Compound Sentence Video</p> <p>Compound Sentence Powerpoint</p> <p>Practice page from grammar packet</p>	<p>R-controlled:</p> <p>Pages in packet</p> <p>Wordwall game</p> <p>Bossy R The Electric Company Song</p>	<p>Simple v. Compound Sentences:</p> <p>Simple v. Compound Video for Kids</p> <p>Simple v. Compound v. Complex Chart</p> <p>IXL: T49</p>	<p>R-controlled:</p> <p>R Controlled Vowels Quizizz</p>	<p>Flocabulary: Simple and Compound Sentences</p>
Writer's Workshop 10:30- 11:10	<p>ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<u>NO school</u>	<p>Lesson: Write Score Practice- Informational Recipe Card Learning Target: We are learning to list the steps to writing an informational essay.</p> <p>Success Criteria: ~I can name ingredients for an informational essay. ~I can name the steps to writing an informational essay. ~I can choose a plan for an informational writing essay.</p> <p>Materials: Lesson</p>	<p>Lesson: ACHIEVE 3000 Every Town Has Rules visit 2- Thought Q LT Poster for Achieve Materials: ACHIEVE 3000, preview slides Connect/ Teach: (I do) Teacher Clip Pull up the article <i>Every Town has Rules</i> on Achieve and review what the article was about from last week. Today you will need to take notes while reading the article so make sure to read the thought question first! Read thought Q and then re-read article. Active Engagement: (We do) Use slide to discuss Focus Skill: Opinion</p>	<p>Lesson: Write Score Practice- Persuasive Recipe Card Learning Target: We are learning to list the steps to writing a persuasive essay. Success Criteria: ~I can name ingredients for a persuasive essay. ~I can name the steps to writing a persuasive essay. ~I can choose a plan for a persuasive writing essay.</p> <p>Materials: Lesson</p>	<p>Lesson: Sorting activity b/t opinion and informational prompts Learning Target: We are learning to state the difference b/c an opinion and informational writing prompt Success Criteria: ~I can look for key words to determine what the prompt is asking me to do. ~I can plan using my recipe card.</p> <p>Materials: Lesson</p>

			<p>Slides Teacher Video</p> <p>Connect/ Teach: (I do) We will look at examples of prompts and practice sorting b/t informational and opinion.</p> <p>Active Engagement: (We do) We will make a recipe card together for informational writing.</p> <p>Link: (We do) Use this card when you are writing your next essay!</p> <p>Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Thought Q Link: (We do) Independently finish the thought Q!</p> <p>Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Read a couple of students examples to assure they followed RACE and answered the opinion prompt!</p> <p>Lesson: Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Active Engagement: (We do) Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>slides Teacher Video</p> <p>Connect/ Teach: (I do) We will look at examples of prompts and practice sorting b/t informational and opinion.</p> <p>Active Engagement: (We do) We will make a recipe card together for opinion writing.</p> <p>Link: (We do) Use this card when you are writing your next essay!</p> <p>Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Slides Teacher Video</p> <p>Connect/ Teach: (I do) We will look at examples of prompts and practice sorting b/t informational and opinion.</p> <p>Active Engagement: (We do) Using recording sheet to practice determining the prompt-</p> <p>Link: (We do)</p> <p>Conferencing: (We check) Check answers (key)</p> <p>Share/ Summarize: (We check)</p>
<p>Social Studies & Science 12:40- 1:10</p>	<p>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</p>	<p>This week we will work specifically on the following LT and SC WE will create solar ovens using different materials to investigate solar heat transfer Link to projects Video link Solar Energy link</p> <p>Items needed: foil Boxes (diff sizes) white paper, black paper, plastic wrap</p>	<p>Solar Ovens</p>	<p>Solar OVens</p>	<p>Solar OVens</p>	<p>Lesson: ACHIEVE 3000 Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Active Engagement: (We do)</p>

	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.					
Math 1:10 - 2:20		No school	<p>Lesson: Module 5 Lesson 24</p> <p>Learning Target: I will learn to recognize and explain equivalent fractions. (20-27)</p> <p>Success Criteria: I can express whole numbers as fractions and recognize equivalency with different units. (24)</p> <p>Activator: Equivalent Fraction Bingo online game http://www.abcya.com/equivalent_fractions_bingo.htm</p> <p>Materials: Personal White board Sprint</p> <p>Fluency: Sprint Write Equal Fractions</p> <p>Application Problem The zipper on Robert's jacket is 1-foot long. It breaks on the first day of</p>	<p>Lesson: Module 5 Lesson 28</p> <p>https://www.youtube.com/watch?v=vKXqzpz-G0s</p> <p>Learning Target: I will learn to compare, order, and reason about the size of fractions. (28-30)</p> <p>Success Criteria: I can compare fractions with the same numerator using pictures. (28)</p> <p>Materials: Personal white board Sprint</p> <p>Slides</p> <p>Teacher Clip</p> <p>Fluency: Sprint Recognize equal fractions</p> <p>Application Problem LaTonya has 2 equal-sized hot dogs. She cut the first into thirds at lunch. Later , she cut the second</p>	<p>Lesson: Module 5 Lesson 29</p> <p>https://www.youtube.com/watch?v=TWCanRMZyKo</p> <p>Learning Target: I will learn to compare, order, and reason about the size of fractions. (28-30);</p> <p>Success Criteria: I can compare fractions with the same numerator using <, >, =. (29)</p> <p>Materials: Personal white board Sprint</p> <p>Slides</p> <p>Teacher Clip</p> <p>Fluency: Multiply by 8 Pattern Sheet Compare fractions with the same numerator</p> <p>Application Problem Catherine and Diana buy matching scrapbooks. Catherine decorates</p>	<p>Lesson: Module 5 Lesson 30</p> <p>TEACHER VIDEO CLIP Learning Target & Success Criteria Poster</p> <p>Materials: Personal White board Sprint 5 strips, lines papers, 12 inch ruler</p> <p>Fluency: Multiply by 9 Compare fractions with the same numerator</p> <p>Connect/ Teach: (I do) Draw a number line and mark endpoint 0. Measure equal units using the papers lines, extend equal parts to the top of the paper with a line</p> <p>Active Engagement: (We do) Angel the red strip so that the left end touches the 0 endpoint on the original number line. The right end touches the line at 1. Mark of equal points.</p> <p>Link: (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)</p>

			<p>winter. He can only zip it 8/12 of the way before it gets stuck. Draw and label a number line to show how far Robert can zip his jacket. In thirds? Not zipped in thirds?</p> <p><u>Connect/ Teach: (I do)</u></p> <p>Students will cut and initial rectangles on template – follow steps in eureka cutting and folding to create number bonds of equal fractions</p> <p><u>Active Engagement: (We do)</u> <u>Link: (We do)</u> Problem set (flexible 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 <u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>hotdog to make double the number of pieces. Draw a model of LaTonya’s hotdogs. A. How many pieces is the second hotdog cut into? B. If she wants to eat 2/3 of the second, how many pieces would she eat?</p> <p><u>Connect/ Teach: (I do)</u> Use application problem to work from and white boards</p> <p><u>Active Engagement: (We do)</u> Continue with other examples</p> <p><u>Link: (We do)</u> Problem set (flexible 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 <u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>5/9 of the pages in her book. Diana decorates 5/6 of the pages in her book. Who has decorated more pages of her scrapbook? Draw a picture to support your answer.</p> <p><u>Connect/ Teach: (I do)</u> In pairs with template do verbal activity – game to go around the room.</p> <p><u>Active Engagement: (We do)</u> Draw and label rectangles into sevenths and fifths – compare when numerator is same <u>Link: (We do)</u> Problem set (flexible 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 <u>Share/ Summarize: (We check)</u> Exit ticket</p>	
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