

Teacher: Colins Week: Feb 28- March 4	Standards	Monday MW: MATH IXL Arena	Tuesday RESOURCE DAY MW: Finish Math IXL Arena	Wednesday Grammar / OG MW	Thursday Character Trait MW	Friday Cursive MW? Makeup form week if needed.
BOOST/ Character Trait		Anxious *See GC assignment for all links to teach this trait				
MM						
<p>Reader's Workshop</p> <p>8:15- 9:45</p> <p>Brain Break 9:50 - 10:10</p> <p>Small group plans are kept separately</p>		<p>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>MAP Testing Tues- Friday Will do reading and math lessons after testing, pushing writing and SS lessons to next week</p> <p>Media Day 9:15- 10:00 : send in small groups</p> <p>GC Lesson: IXL C&C day- dialogue Learning Target: I will learn the conventions of dialogue. Success Criteria: I can identify which words show the character speaking and put quotation marks around them. I can capitalize the first word of dialogue. I can place a punctuation mark inside the closing quotation mark. I can identify the speaker with a tag, such as <i>said</i> or <i>asked</i>. Materials: On GC Connect/ Teach: (I do) Today we will revisit our grammar assignment for the week on types of</p>	<p>MAP Testing Tues- Friday Will do reading and math lessons after testing, pushing writing and SS lessons to next week</p> <p>GC Lesson: Character Studies Wrap-up unit Celebration Day Learning Target & Success Criteria Materials: on GC Connect/ Teach: (I do) We have now read 2 mentor texts on the character studies reading unit- <i>Because of Winn Dixie</i> and <i>Dyamonde Daniel!</i> Active Engagement: (We do) *Teachers- use the file linked to choose which activity your class needs to complete the unit! *Teachers: I may focus on story mountain for DD OR what character's reactions to challenges teach us about who they are OR</p>	<p>MAP Testing Tues- Friday Will do reading and math lessons after testing, pushing writing and SS lessons to next week</p> <p>GC Lesson: BoWD movie celebration- compare and contrast the book to the movie Learning Target: Success Criteria: Materials: GC assignment Connect/ Teach: (I do) Today we are going to watch the BoWD movie! As we watch the movie, we are going to compare and contrast the movie to the book. In what way is the movie similar to the book? What are some differences? Active Engagement: (We do) We won't talk during the movie- instead, we will have</p>	<p>MAP Testing Tues- Friday Will do reading and math lessons after testing, pushing writing and SS lessons to next week</p> <p>GC Lesson: Unit 4 Pre-Assessment Learning Targets & Success Criteria linked here Materials: GC form pre assessment Teacher note: After assessment, make sure to "Release All" on the Google form so that students will have their form in their email to view for the debrief on Wednesday Connect/ Teach: (I do) Teacher clip 1- read aloud of text 1 Teacher Clip 2- read aloud of texts 2 and 3 Let's kick off our new unit "Reading to Learn" by taking a pre assessment! Do your best and show</p>

			<p>sentences- focusing today on conventions in dialogue. Teacher can show one of the links on the GC assignment to introduce punctuating dialogue.</p> <p>We will look at Crafts & Conventions lessons to review (Teachers- pg 139-141, Days 1 & 2 will be covered today)</p> <p>Teacher models using Day 1:</p> <p>Use <i>Amelia and Eleanor go for a Ride</i> mentor text to show how dialogue brings the text to life, so that it doesn't sound flat! Examine dialogue to see each convention and discuss each one- the quotations marks, capitalization, the tags said or asked, etc.</p> <p>Have students brainstorm dialogue that could've been added to pages 32 and 33</p> <p><u>Active Engagement: (We do)</u> Partner work under Day 2:</p> <p>Write the sample linked below in front of students while thinking aloud- "The Big Bad Wolf and the Three Little Pigs"</p> <p>Use <i>demand</i> instead of <i>said</i> and discuss why</p> <p>Partners then give you any advice for improving your piece</p> <p><u>Link: (We do)</u> IXL skill focused on conventions of dialogue is: SYD- punctuating dialogue</p> <p><u>Conferencing: (We check)</u></p> <p>Afterwards, spend time working on individual starred skills in IXL Diagnostic.</p> <p>Teacher will meet with small groups to work on specific skills. Teachers</p>	<p>role of secondary characters OR the session 19- Celebration!!! There is a lot of good little activities so it was hard for me to choose</p> <p><u>Link: (We do)</u> Send students off to complete the activity you just modeled and explained from the link</p> <p><u>Conferencing: (We check)</u> Students may share their work with a small group to celebrate their learning!</p> <p><u>Share/ Summarize: (We check)</u> Preview nonfiction- our next reading unit!!!!</p>	<p>an ongoing discussion in the class comments!</p> <p><u>Link: (We do)</u> Begin movie and discussion</p> <p><u>Conferencing: (We check)</u> Stop every half an hour or so to who 5 min group chat on the class comments so far and how the movie and book are similar and different</p> <p><u>Share/ Summarize: (We check)</u> Students may share out if they liked the book or movie better and why</p>	<p>what you may already know from second grade! Students get to the google form on GC And pass out reading passages copied from last year, also linked on the GC assignment.</p> <p>Passage and questions on Dogs texts</p> <p>*Teachers can use the Google Form version if they prefer. Link individual teacher's copy of Google Form.</p> <p><u>Active Engagement: (We do)</u> Students take the pre assessment</p> <p><u>Link: (We do)</u> Remind students to use learning progressions on their assessment.</p> <p><u>Conferencing: (We check)</u> Small group/one on one</p> <p><u>Share/ Summarize: (We check)</u> Collect assessment and Review the new LT and SC if time allows!</p> <p>Also, encourage students to begin choosing texts to read that are nonfiction so that they can practice the unit's skills!</p>
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			pulls small groups based off of the strand analysis report. Share/ Summarize: (We check)			
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		Grammar- Quotations/ Dialogue *See GC assignment to see all links to teach this skill throughout the week	Grammar- Quotations/ Dialogue *See GC assignment to see all links to teach this skill throughout the week	GC Assignemnt: Brainpop (Roots, Prefixes, and Suffixes) COmmon prefixes	GC Assignemnt: Prefix List IXL search codes XR5 and ZAK	GC Assignemnt: Prefix Quizizz lesson
Writer's Workshop 10:30- 11:10 Moved to next week, due to MAP testing	<i>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i> <i>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</i>	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 Thought Q Link: (We do) Independently finish the thought Q! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Read a couple of students examples to assure they followed	Lesson: Narrative Prompt Recipe Card Learning Target: See LT anc SC for Narrative Writing Success Criteria: Narrative Flowers Materials: Recipe Card Teacher Video Connect/ Teach: (I do) Active Engagement: Watch as I revisit the parts of a narrative story and LT and SC for this type of writing (We do) Link: (We do): Fill out narrative recipe card together Conferencing: (We check) Share/ Summarize: (We check)	Lesson: Responding to a Narrative Prompt (model and plan) Learning Target: See LT anc SC for Narrative Writing Success Criteria: Narrative Flowers Materials: The Red Shell Teacher video Connect/ Teach: (I do) Let's read the passage together and talk about using recipe card to respond to the prompt Active Engagement: (We do) Link: (We do) Plan for prompt - a new ending to story (the Red Shell) Conferencing: (We check) share examples	Lesson: Draft, Edit/Revise and Publish a Narrative Response on Prompt Learning Target: See LT anc SC for Narrative Writing Success Criteria: Narrative Flowers Materials: The Red Shell Teacher Video Dialogue clip Connect/ Teach: (I do) : Teacher model turning plan into draft Active Engagement: (We do) Students use plan to start drafting a new ending to this narrative prompt in google docs (extended constructed response)	Lesson: Reflect/ Review and score your own response to narrative prompt Learning Target: See LT anc SC for Narrative Writing Success Criteria: Narrative Flowers Materials: The Red Shell Teacher Video Reflection slide Connect/ Teach: (I do) Look at the examples of responses to prompt and how many points they scored. Active Engagement: (We do) Link: (We do): Using your response, score yourself and make a goal for next time. Conferencing: (We check) : Student share of responses and

		RACE and answered the opinion prompt! Lesso		of plans Share/ Summarize: (We check	Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)	discuss Share/ Summarize: (We check)
<p>Social Studies & Science 12:35- 1:05</p> <p>Moved to next week due to MAP testing</p>	<p>Government Week 1- Focus on Learning Target 1 of 2- Citizenship and Rights</p> <p>SS3CG2- Learning Target: I am learning to explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. Success Criteria: I can explain the necessity of respecting the rights of others and promoting the common good. I can explain the necessity of obeying reasonable laws/rules voluntarily and explain why it is for citizens in a democratic society to participate in public life.</p> <p>SS3CG1 Learning Targets I am learning to describe the elements of representative democracy/republic in the United States.</p> <p>Success Criteria I can describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme</p>	<p>Lesson: What is a law? Learning Target: Slides 1 I am learning to explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. Success Criteria: I can explain the necessity of obeying reasonable laws/rules voluntarily and explain why it is for citizens in a democratic society to participate in public life. I Do: Show Silly Minion video about classroom rules, then discuss why we have rules and laws! Also, Studies Weekly Week 20 video clip on rules You Do: Tug of War: Do you think laws are important and as a citizen should we follow? Why or Why not?</p>	<p>Lesson: Gallopade 12.1 Learning Target: Government Lear... Success Criteria: Materials: Connect/ Teach: (I do) Today we are going to work through 12.1 clickbook! Lets open it up and preview as a class! Active Engagement: (We do) Log in and complete the clickbook on your own! Link: (We do) Conferencing: (We check) Check in on students as they work! Share/ Summarize: (We check) What is the difference between a rule and a law?</p>	<p>Lesson: Rights and Responsibilities Learning Target: I am learning to explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. Success Criteria: I can explain the necessity of respecting the rights of others and promoting the common good. I Do: :Watch Brainpopjr video on rights and responsibilities We Do: Chart Rights and Responsibilities together You Do: Students have a rights and responsibilities sort</p>	<p>Marsh Lab day</p>	<p>Lesson: ACHIEVE 3000 Learning Target:LT and SC poster Success Criteria: Materials: Connect/ Teach: (I do) “What are your Rights? What does rights mean? What are some of your rights? Responsibilities? Active Engagement: (We do) Focus today on fact/opinion! Today you will log in and learn more about your rights and responsibilities as a US Citizen! Make sure you reach your goal of 75% Achieve Lesson</p> <p>What are your Rights?</p> <p>See slides</p>

	<p>court of the United States) I can describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), judicial (Supreme Court of Georgia) I can state the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p>					
<p>Math 1:05 - 2:20</p>	<p>(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 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. (Omit 9) 3.MD.3 Draw a scaled picture graph and a scaled bar graph to</p>	<p>GC Lesson: Module 5 Review Learning Target & Success Criteria Poster Connect/ Teach: (I do) Look at LT/SC poster and vocabulary poster. Active Engagement: (We do) Today, we will use Google Forms to review practice problems for our assessment this Thursday. EACH TEACHER MAKES OWN COPY Google Form Module 5 Review Conferencing: (We check) Check Google Form results</p>	<p>GC Lesson: Module 5 Review Learning Target & Success Criteria Poster Materials: REVIEW (PINK VERSION) Connect/ Teach: (I do) Look at LT/SC poster and vocabulary poster. Active Engagement: (We do) Today, we will work on these review problems to prepare for the assessment tomorrow. Conferencing: (We check) Check review problems.</p>	<p>GC Lesson: Module 5 Assessment Learning Target & Success Criteria Poster Materials: Assessment Hutcherson's Digital Version</p>	<p>GC Lesson: Module 6 Lesson 1 Learning Target & Success Criteria Materials: Vocabulary Poster Fluency: Group counting on a vertical number line. Model division with tape diagram. Application Problem: Damien folds a paper strip into 6 equal parts. He shades 5 of the equal parts and then cuts off 2 shaded parts. Explain your thinking about what fraction is unshaded. Connect/ Teach: (I do) Collect data – Choose from 5 colors Active Engagement: (We do) Discuss how to organize data- tally chart in problem set PICTOGRAPH VIDEO CLIP (Brainpop Jr) Link: (We do) Problem set</p>	<p>St. Patrick's Day Missing Factor Sheet GC Lesson: Module 6 Lesson 2 Interpreting bar graphs video TEACHER VIDEO CLIP Learning Target & Success Criteria Materials: Vocabulary Poster Fluency: Group counting on a vertical line Read tape diagram Application Problem: Reisha played in three basketball games. She scored 12 points in Game 1, 8 points in Game 2, and 16 points in Game 3. Each basket that she made was worth 2 points. She uses tape diagrams with a unit size of 2 to represent the points she scored in each game. How many total units of 2 will it take to represent the points she scored in all three games? Connect/ Teach: (I do)</p>

	<p>represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>				<p><u>Conferecing: (We check)</u> <u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>Rotate tape diagram to make vertical tape diagrams with units of 2. <u>Active Engagement: (We do)</u> Draw a vertical tape diagram with units of 4. <u>Link: (We do)</u> Problem set <u>Conferecing: (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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