

Writing feedback to slides, Upload more to Goodyear collab class (google meet) , GMAS email application, do bottle tree for WD early in week, start compliment bag MW, LT and SC for HEAT, Aims challenge group?, copy of small group plans for yellow clipboard, laminate new green cards

Teacher: Collins Week: Feb 7- 11	Standards	Monday MW: MATH IXL Arena	Tuesday RESOURCE DAY MW: ELA IXL Arena	Wednesday Grammar MW	Thursday Character Trait MW	Friday Finish Up Friday/ Cursive?
BOOST/ Character Trait		GC: Trustworthy	Poster	Ira Sleeps Over Read Aloud	Honesty- Synonym for Trustworthy	Can Lying Be a Good Thing? Video Clip
Data and/ or Science Minute (varies)		Homework for week/ DAN	Quick Check in on oa,oe,ow hw for week (due Friday)	Quizizz on Heat	Character Trait Time	Spelling Assessment on oa.ow.oe
Reader's Workshop 8:15- 9:45 Brain Break 9:50- 10: 10	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.	GC Lesson: ACHIEVE 3000 The Case for Having Pets Learning Target & Success Criteria Materials: linked to the GC assignment Connect/ Teach: (I do) show slides linked to GC and preview article and teach strategy- Author's purpose Active Engagement: (We do) show Flocabulary video on Author's purpose Link: (We do) Let's make a new goal for February- how many articles do you hope to score 75% or higher on this month? The school wide goal is to complete 2 ACHIEVE articles a week at 75% or higher on the first try! Are you on track to meeting your goal? Conferencing: (We check) skill-based small groups based off of ACHIEVE data Share/ Summarize: (We check) IXL A5Q- Identify the author's	GC Lesson: IXL Strand Analysis & Crafts and Conventions- possessives Learning Target: I will learn about possessives. Success Criteria: I know what a possessive is. I know what an apostrophe is. I can identify and write possessives. Materials: GC assignment, Crafts and Conventions book with read aloud <i>What if you had Animal Feet</i> , and IXL skill cards for ELA for small group time to give students their new focus skill Connect/ Teach: (I do) Today we will revisit our grammar assignment for the week on possessives- view anchor charts 1 and 2 linked to review. We will look at Crafts & Conventions lessons to review possessives. (Teachers- pg 47- Days 1 & 2 will be covered	GC Lesson: Introduction to mini poems unit 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: linked on GC assignment Connect/ Teach: (I do) Watch the Khan Academy video "The Elements of a poem" to introduce and/or use the powerpoint linked below to introduce poems! Active Engagement: (We do) Work through the sheet together on poems- your teacher will give you a hard copy- 3rd link- pages 27 & 38 copied front/back Optional word search page 44 Optional scoot begins on page 20 Link: (We do) Finally, watch the Flocabulary	GC Lesson: Poems Think Up 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: linked below Connect/ Teach: (I do) Quickly review yesterday's introduction lesson on poems and then think aloud through page 264- Unit 17 in Think Up! ELA Read the poem on page 265- <i>Bentley's Brain Freeze</i> Active Engagement: (We do) Have reading partners work together to answer the comprehension Qs on page 266 Check whole group. Link: (We do) Send students off to read the	GC Lesson: GA History Day so no lesson Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Active Engagement: (We do) Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) Smelt Miming Achieve? Depending on GA history day

		<p>purpose- passages</p>	<p>today) Teacher models using Day 1- pg. 47- Study mentor text <i>What if you had Animal Feet</i> (finish during read aloud time and students AR test on it!) Identify possessives as teacher reads some of the book aloud. Possessives show ownership! Add 's to the end of a word. Active Engagement: (We do) Partner work under Day 2- page 48- Use sample passage (linked below) Think aloud about the possessives and also possessive pronouns in your writing and then have partners talk about the writing- Link: (We do) Finally, work on IXL DL5- Identify possessive pronouns and also QAZ on possessives- there are a few other choices for possessives if your class has aliased done these 2 Conferencing: (We check) 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 report. Share/ Summarize: (We check) Finally, have students share out a few students they think of that use</p>	<p>"What is Poetry?" on poems and work on the IXL on poems: YYJ- Read poetry. Conferencing: (We check) *Teacher note: EPIC has collections of poems that other teachers have already made that you can assign your students- one is linked below- found under the "Collections" tab when searched poems Share/ Summarize: (We check) Last year in 2nd grade you had a unit on poems- who in here is a poet?! If you have a poem to bring to school to share, we would love to hear it! Enjoy reading poems for the next couple of weeks!!!</p>	<p>2 poems on the next pages- 268-271 that we will look at next week to answer the comprehension Qs on. Students may then independently read poems or whatever you think is best Conferencing: (We check) *Teacher note- I will look through my books to see if I have any books on poems for students to view during this reading time if they wish! Also some on Epic you could assign to your class: -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 Share/ Summarize: (We check) read through some of the inspiring sample poems linked</p>	
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			possessives!			
Operation Osprey 10:10- 10:20						
Grammar OG (this slot can move depending on teacher's ind. schedule) 10:20- 10:30	GC: Oa,ow,oe (Week 2 of 2) GC: Grammar- Possessives Week 2 of 2	Possessives Khan academy	Oa,ow,oe Two vowels video Slides 3 part drill oa	Possessives video Brainpop Possessives Quizziz	Oa,ow,oe wordsearch Vowel team quizziz	Spelling Assessment on oa.ow.oe
Writer's Workshop 10:30- 11:10	ELAGSE3W1: Write opinion pieces on topics or texts, 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.	Lesson: Thought Question - The Case for Having Pets 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. See slide for TQ for this article and discuss Active Engagement: (We do) Students will type a response to the Achieve Article using the RACE response. ... Fast finishers- TIME magazine Article Paragraph Flocab Link: (We do) Submit response via	Lesson: Drafting Learning Target & Success Criteria Materials: opinion drafts Connect/ Teach: (I do) Today you will continue drafting your opinion piece about which museum you think would be the best field trip. Elaboration vs Evidence PPT Checklist Opinion Active Engagement: (We do) Model using your plan to draft complete body paragraphs. Link: (We do) Goal: complete your introduction and 3 body paragraphs today! Conferencing: (We check) Work time Conference one on one or small group to help draft.	Lesson: Conclusion lesson Learning Target & Success Criteria Materials: opinion drafts Sample articles (in binders) Connect/ Teach: (I do) Today, I want to teach you how to write an opinion conclusion paragraph. Active Engagement: (We do) Teacher clip (modeling opinion conclusion) Conclusion PPT Link: (We do) Today you will write your conclusion paragraph. Goal: Finish your draft today! Conferencing: (We check) Work time Conference one on one or small group to help draft. Share/ Summarize: (We check) Tomorrow, we will use ARMS and CUPS to help us revise,	Lesson: Publish second opinion piece Learning Target & Success Criteria Materials: opinion drafts Sample articles (in binders) Connect/ Teach: (I do) Today we will revise, edit, and publish our second opinion piece. Active Engagement: (We do) Let's look at our checklist and remind ourselves of ARMS and CUPS. Link: (We do) Begin revising and editing. GOAL: Find 3 areas to revise! Conferencing: (We check) Help students revise and edit. Share/ Summarize: (We check) You may add 1 picture, change your font, and size. Then, submit your published piece.	GA History Day

		<p>Achieve Conferencing: (We check) Teacher to provide feedback via Achieve</p> <p>Share/ Summarize: (We check) Share strong responses as a class should time allow</p>	<p>Share/ Summarize: (We check) Share your piece with a friend and provide 1 glow and 1 grow before Friday of this week!</p>	edit, and publish!		
Social Studies & Science 12:35- 1:05	<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 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.)</p>	<p>Lesson: Ways heat is transferred and sources of heat! Learning Target: Slide I am learning to communicate ways in which heat is transferred and identify sources of heat! Success Criteria: Materials: Connect/ Teach: (I do) Video to intro topic Active Engagement: (We do) Sort photos of sources of heat! Link: (We do) Read Passage in your science packet”Heat Transfer” and answer questions! Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Lesson: Temperature Table! Learning Target: See slides Success Criteria: Materials: Connect/ Teach: (I do) Discuss reading a thermometer and using it as a tool to tell the temperature! Video Active Engagement: (We do) Use the following slides to read temperatures as practice! Link: (We do) Independently use the worksheet to read thermometers and graph them! Conferencing: (We check) Check in on friends, give feedback if needed Share/ Summarize: (We check) Why were some temperatures warmer or cooler? What caused that?</p>	<p>Black History Month activity Learning Target: I am learning to explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. officials). SS3CG2 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 important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public Materials: Connect/ Teach: (I do) Use this video to introduce lesson! Active Engagement: (We do) Enjoy the attached library to learn about a famous African American</p>	<p>Lesson: Effect of heat! Learning Target Slides: I can , communicate information about the ways heat energy is transferred Success Criteria: I can illustrate the effects of sunlight on certain objects Materials: paper video Connect/ Teach: (I do) Watch Time Lapse of water freezing Discuss Active Engagement: (We do) Watch time lapse of ice cream melting then respond in google classroom Could the ice cream be put back in the freeze and turn into ice cream again? Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)</p>	
Math	(Omit 3-4, 13, 19-20,	Lesson: Module 5	Lesson: Module 5		Lesson: Module 5	GA HStory DAY

<p>1:05- 2:20</p>	<p>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 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.</p>	<p>Lesson 14</p> <p>Learning Target: I will learn to place and compare fractions on a number line. (14-19)</p> <p>Success Criteria: I can place fractions on a number line with endpoints 0 and 1. (14)</p> <p>Materials: Personal white board Sprint Fraction strips</p> <p>Fluency: Division Counting Fractional Units Unit fraction in 1 whole</p> <p>Application Problem Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf. Draw a picture of the final scarf. Label what he has finished and what he still has to make. Draw a number bond with 2 parts to show the fraction he has made and the fraction he has not made.</p> <p>Connect/ Teach: (I do) https://www.youtube.com/watch?v=PNK9gas-vf8</p>	<p>Lesson 15</p> <p>Learning Target: I will learn to place and compare fractions on a number line. (14-19)</p> <p>Success Criteria: I can place any fractions on a number line with endpoints 0 and 1. (15)</p> <p>Materials: Personal white board Sprint</p> <p>Fluency: Counting by fractional units Division Place Unit fractions on a number line between 0 and 1</p> <p>Application Problem In baseball, it is about 30 yards from home plate to first base. The batter got tagged out about halfway to first base. About how many yards from home plate was he when he got tagged out? Draw a number line to show the point where he was when he got tagged out.</p> <p>Connect/ Teach: (I do) Slide.</p> <p>Active Engagement: (We do) Locate the point 3 fifths on a number line.</p>	<p>Lesson: Module 5 Lesson 16</p> <p>Activator: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arithmetic-review-fractions-on-the-number-line/v/fractions-on-a-number-line</p> <p>Learning Target: I will learn to place and compare fractions on a number line. (14-19)</p> <p>Success Criteria: I can place whole number fractions and fractions between whole numbers on a number line. (16)</p> <p>Materials: Personal white board Sprint</p> <p>Fluency: Sprint Counting fractional units Place Fractions on a number line Application Problem Hannah bought 1 yard of ribbon to wrap 4 small presents. She wants to cut the ribbon into equal parts. Draw and label a number line from 0 to 1 yard to show where Hannah will cut the ribbon. Label all fractions. Including 0 fourths and 4 fourths. Also label 0 yards and 1 yard.</p> <p>Connect/ Teach: (I do) Video ement: (We do) Draw and label number line Link: (We do)</p>	<p>Lesson 17</p> <p>Activator : https://www.youtube.com/watch?v=SZaXtOHnh6s</p> <p>Learning Target: I will learn to place and compare fractions on a number line. (14-19)</p> <p>Success Criteria: I can practice placing various fractions on a number line. (17)</p> <p>Materials: Personal white board; Sprint</p> <p>Slides Teacher Clip</p> <p>Fluency: Sprint Place fractions on a number line. Compare Unit fractions</p> <p>Application Problem Sammy sees a black line at the bottom of the pool stretching from one end to the other. She wonders how long it is. The black line is the same length as 9 concrete slabs that make the sidewalk at the edge of the pool. One concrete slab is 5 meters long . What is the length of the black line at the bottom of the pool. Connect/ Teach: (I do) Draw number line with endpoints 1 and 4. Active Engagement: (We do) Draw similar number lines with endpoints 1 and 4, 2 and 5, 4 and 6</p>	
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		<p>Measure a line of length 1 whole – model and students follow (need fraction strips)</p> <p><u>Active Engagement: (We do)</u> Measure fraction strips – model as students follow along. Draw number bonds to correspond to the number lines</p> <p><u>Link: (We do) Pages</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><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>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><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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