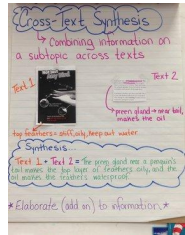t

Teacher: Collins Week: 3.15-3.18 2022	Standards	Monday MW: MATH IXL Arena	Tuesday RESOURCE DAY MW: Finish Math IXL Arena	Wednesday	Thursday	Friday
BOOST/ Character Trait	Indecisive		What will it be Penelope? GC: Definition Decisions Can be HARD?	What Pet Should I Get?	Kid President Tough Choices	Digital Recording Sheet
Reader's Workshop 8:15- 9:45 Brain Break 9:50- 10:10	Small group plans kept separately	NO SCHOOL- teacher planning day	**Lesson:** GC IXL crafts and Conventions- capitalization- proper nouns page 147 **Learning Target:** **Success Criteria:** **Materials:** all linked to the GC assignment **Connect/ Teach: (I do)** Today we will revisit our grammar assignment for the week- focusing on Capitalization/Proper Nouns. We will look at Crafts & Conventions lessons to review (Teachers- pg 147-148, Days 1 & 2 will be covered today) *Use one of the teaching tools linked below or the Grammar assignment for the week to introduce the Capitalization Rules. Teacher models using Day 1: Review what a proper noun is and show some examples NOT capitalized- what looks wrong? Then distinguish some of your examples from the common noun. Study the	**Lesson:** Unit 4, S 1 Main Idea/ Supporting Details **Learning Target & Success Criteria** **Learning Target:** I will learn to determine the main idea of the text. **Success Criteria:** I can decide what the article is mostly about. I can use the headings and table of contents to figure out the main ideas of a text. **Materials:** Penguin books **Connect/ Teach: (I do)** Calkins video Today I want to teach you that as we start reading nonfiction texts, we will continue to practice finding the main idea and supporting details. Looking at the table of contents and recognizing the subtopics can help you determine the main idea. Show the penguin books as an example and look through the table of contents. **Active Engagement: (We do)** Watch main idea video	**Lesson:** Reading St. Patrick's Day passage with comprehension Qs. & ACHIEVE 3000 St. Patty's themed article **Learning Target & Success Criteria** **Materials:** linked to GC **Connect/ Teach: (I do)** First, let's read the passage on page 2 to learn more about the holiday. Use the google slide below and your UNREAL bookmark to review this strategy and how it helps us answer comprehension questions about a passage. We are working on slides 2 and 3, 4 is extra All the other pages are EXTRA **Active Engagement: (We do)** Work through some of the comp Qs with partners and check whole group	GC **Lesson:** Unit 4, Session 2 (Cross-Text) 2 day lesson. Day 1 of 2 **Learning Target:** I will learn to cross-text synthesize. **Success Criteria:** I can read information about a topic from multiple sources. I can put all the information on the same topic together to form my own opinion and or thoughts. LT and SC **Materials:** Penguin books mentioned in Calkins; cross-text graphic organizer Penguin SLides Cross text paragraph ex. Video on subtopics Video on turning notes into a strong paragraph. **Connect/ Teach: (I do)** In order to synthesize texts, you must look for common subtopics. Then, you will collect information on that one subtopic from multiple sources. Using the following sources, we will collect information on the

			mentor text "Surviving Hurricane Sandy" Find proper nouns and think aloud what makes them proper/capitalized. Show "Last-Minute Escape" and have students in partner pairs record all of the proper nouns they see. **Active Engagement: (We do)** Partner work under Day 2: craft the writing sample linked below in front of students. Think aloud as you determine which words in your piece are proper nouns and need to be capitalized ie. Jupiter Have students work with their partner to list common/proper noun pairs in relation to the sample writing ie. brother and Robert **Link: (We do)** Days 3-5 if time allows IXL skill is: Capitalizing titles- KCY CJJ & NJJ are also capitalization 3rd gr IXLs that look good! **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)** Find 5 proper nouns around the room!	clip **Link: (We do)** As you read your nonfiction text today, practice determining the main idea **Conferencing: (We check)** Small groups **Share/ Summarize: (We check)** Have a student share the main idea of just one of their chapters of their new nonfiction book	later- discussed strategies used to answer the Qs **Link: (We do)** Then, you may work on a free choice ACHIEVE 3000 article. UNREAL strategy also helps us answer ACHIEVE comp Qs! Process of Elimination is very helpful!!!! Use scratch paper if needed! You may see a St. Patrick's Day themed article pop up on the home screen- if so, do that one! **Conferencing: (We check)** **Share/ Summarize: (We check)**	subtopic of penguin life cycle/ growing up. Sources: Bobbie Kalman's *Penguins*; Beatrice Fontanel *The Penguin*; *The Life Cycle of Emperor Penguins* See Calkins p. 12-14 to know which sections to refer to from each source. **Active Engagement: (We do)** As I read each source, fill in a portion of our cross-text synthesis organizer. **Link: (We do)** Now, how can we take all the information we have gathered from our sources and write a synthesis (paragraph). **Conferencing: (We check)** **Share/ Summarize: (We check)** Poster
Operation Osprey			Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey

10:10- 10:20						
Grammar OG *(this slot can move depending on teacher's ind. schedule)* 10:20- 10:30	Capitalization in Books, Movies, Titles OG: Schwa	**GC: Recap Quizziz lesson** Video clip Brainpop IXL ZZ5- code 9WR Practice Mixed practice Quiz	OG: Schwa	OG: Schwa	OG: Schwa	OG: Schwa
Writer's Workshop 10:30- 11:10		**NO SCHOOL- teacher planning day**	**Lesson:** Shark Tooth Soup Short answer and RACE question **Learning Target:** **Success Criteria:** **Connect/ Teach: (I do\) ** Page 1 Page 2 **Active Engagement: (We do)** Shark Tooth Soup Quiz **Conferencing: (We check)** Conference with each student using the RACE criteria.	**LLesson:** Shark Tooth Soup and new ending (Narrative prompt) **Learning Target:** **Success Criteria:** **Connect/ Teach: (I do)** Page 1 Page 2 **Active Engagement: (We do)** Write a new conclusion to Shark Tooth Soup **Share/ Summarize: (We check)** Students share their endings in small groups	**Lesson:** TQ - St. Patrick's Day Passage **Learning Target:** **RACE** **Success Criteria:** **Materials:** **Connect/ Teach: (I do)** Using same passage from earlier- we will revisit RACE and question **Active Engagement: (We do)** Students will use the RACE strategy to answer question on google slides~ **Link: (We do)** **Conferencing: (We check)** Feedback via google classroom notes **Share/ Summarize: (We check)**	**Lesson:** Smore Help for Little Grey Mouse- new POV **Learning Target:** **Success Criteria:** **Connect/ Teach: (I do)** Page 1 Page 2 **Active Engagement: (We do)** S'Mores Passage Quiz **Share/ Summarize: (We check)** Students share their POV writings in small groups
Social Studies & Science 12:35- 1:05			**GC Lesson:** Our Leaders **Learning Target:** ☐ Goverment Lear... **Success Criteria:** **Materials:**	**Lesson:** Gallopade 13.2 Levels of Government **Learning Target:** ☐ Goverment Lear... **Success Criteria:** **Materials:**	**Marsh Lab Day**	**Lesson:** ACHIEVE 3000 **Article** *Branches of Govt* See Slides

			Connect/ Teach: (I do) Today we will explore our local, state and national government and their jobs! **Active Engagement: (We do)** Use LT and SC Slides- intro our mayor, governor and president, discuss what their jobs might be? [BrainPop Video Local and State Govts](#) **Link: (We do) 3 levels of government passage and questions** **Conferencing: (We check)** **Share/ Summarize: (We check) Check answers and discuss**	**Connect/ Teach: (I do)** Today we will review our levels of government using Gallopade lesson 13.2 **Active Engagement: (We do)** Pull up Gallopade on board to look at topic together. **Link: (We do) Students log in and complete independently.** **Conferencing: (We check)** **Share/ Summarize: (We check) Share out something you learned**		
Math 1: 05 - 2:20	**Module 6 Vocabulary posters** **(Omit 9)** **3.MD.3** *Draw a scaled picture graph and a scaled bar graph to 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*	<mark>**NO SCHOOL- teacher planning day**</mark>	**GCLesson:** Module 6 Lesson 8 **Learning Target & Success Criteria:** EOM #3b, 4 **Learning Target:** We are learning to ..... generate and analyze data about measurement. **Success Criteria:** I can represent measurement data with lie plots **Materials:** NB file, personal whiteboard **Fluency:** Group Counting Multiply by 7 Count by Halves and Fourths **Application Problem**:	**GC Lesson:** Module 6, Lesson 9 **Learning Target & Success Criteria:** **Materials:** Lesson 9 pattern sheet and fluency pages **Fluency:** Group Counting Multiply by 7, Count by halves and fourths **Application Problem** Maria creates a line plot with a half inch scale from 33- 37 inches , how many tick marks should be on her plot? **Connect/ Teach: (I do)** Solve problems with	**Lesson:** [St Patrick's Day Math Escape Room](#) **Learning Target:** **Success Criteria:** **Materials:** 📄 3rd Grade St. Pat'... Students need to be divided into groups of 4 -Lucky's Missing Pot of Gold -Challenge Envelopes 1-4 for each group -Challenge Answer Key **Active Engagement: (We do)** **Link: (We do)** Read the backstory to build suspense for the challenge, "Lucky's Missing Pot of Gold" Explain that students	**GCLesson:** Module 6 Review **Learning Target & Success Criteria:** **Lesson:** Module 6 Review Day **Learning Target:** We are learning to ..... generate and analyze data about measurement. We are learning to ... generate and analyze data about specific topics **Success Criteria:** **Materials:** : Module 6 [review PPT](#) and [recording sheet](#) on the drive [Another Option](#) **Fluency:** **Application Problem**

	units—whole numbers, halves, or quarters.		Mrs. Byrne's class is studying worms. They measure the lengths of the worms to the nearest quarter inch. The length of the shortest worm is 3 ¾ inches. The length of the longest worm is 5 2/4 inches. Kathleen says they will need 8 quarter-inch intervals to plot the lengths of the worms on a line plot. Is she right? **Connect/ Teach: (I do)** Plot a large data set to the nearest half inch. **Active Engagement: (We do)** Observe and interpret data on a line plot. **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	categorical data- Bar graph and line plot templates needed **Active Engagement: (We do)** **Link: (We do)** Problem set (flexible grouping) - creating a pictograph from a table - Making a line plot from measurements **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket	will be working in groups of 4 to finish each challenge. (Use GC to review steps with the class if you would like here) All students will need to work together to complete each challenge. EVERY student will be responsible for marking the answers on the recording sheet. 1. Teacher distributes Challenge 1 envelope to each group. 2. Students work as a team to read the word problem and place the correct answer card on top. They will need to leave their answers on the board in case they need to try their code differently (see answer sheet- zigzag pattern). 3. After a challenge is	**Connect/ Teach: (I do)** **Active Engagement: (We do)** **Link: (We do)** Problem set (flexible grouping) Math groups: Mt. Math- flashmasters, Zearn, IXL **Conferencing: (We check)** Check problem set for accuracy and discuss lesson as a whole **Share/ Summarize: (We check)** Exit ticket

					completed, the teacher will check their answers and hand the group their next challenge until all 4 challenges have been completed.. 4. Whichever group finishes the challenge first wins! **Conferencing: (We check)** Students will complete the reflection sheet on the back of their response sheet. **Share/ Summarize: (We check)** Discuss areas that gave students the most trouble. What did they find was the easiest problem? Discuss strengths of groups and any challenges they may have found within their group. When did you notice you were able to collaborate best? Which math skills do you realize you still need work on? Early Finishers- St. Patricks Day Coins Worksheet	