

Send Milestones folder home today- get WRitescore folders together, Parent email with a LOT of info! , Make sure field day is set and events covered (room mom) , finish yearbook pages

Teacher: Collins Week: 3/28-4/1 2022	Standards	Monday	Tuesday	Wednesday	Thursday	Friday
		MW: MATH IXL Arena AR Store: 1:05- 1:35	MW: Finish Math IXL Arena	Walking Field Trip to Ft. Frederica	RESOURCE DAY	FIELD DAY - AM
BOOST/ Character Trait	Character Trait of Week - Resources	Independent song	Independent Smarty pants Princess		Independent	Independent
MMM		Homework for week				
Reader's Workshop 8:15- 9:45 Brain Break 9:50- 10:10	Small group plans kept separately	GC Lesson: ACHIEVE 3000 Slimy But Smart Learning Target & Success Criteria Materials: linked to GC Connect/ Teach: (I do) Show google slides and work on focus skill- inferencing Active Engagement: (We do) Students work together to try to answer the focus skill Q correctly Link: (We do) Students work to score 75% or higher on first try Conferencing: (We check) teachers pulls small groups or one-one-one conferencing to support ACHIEVE skills and strategies Share/ Summarize: (We check) Share out other difficult Qs to help plan for next ACHIEVE lesson!	GC Lesson: IXL Skill Day & C&C- Abstract Nouns Week 1 of 1 Learning Target & Success Criteria Materials: all linked to the GC assignment Connect/ Teach: (I do) Today we will focus on Abstract Nouns. We will look at Crafts & Conventions lessons to review (Teachers- pg 31, Days 1 & 2 will be covered today) *Use one of the teaching tools linked below to introduce Teacher models using Day 1: Review what a noun is and share some examples. Then teach concrete vs. abstract nouns- can't reach out and touch them. Show abstract nouns chart. Show mentor text "The Cheetah Daddy"- notice <i>love</i> and <i>comfort</i> - good authors use abstract nouns to spark wonder and make the reader want to read more! Read more and students thumbs up when they	Walking Field Trip to Ft. Frederica GC Lesson: Finish Animal Passages with PAIRED questions Learning Target & LT and SC Success Criteria: Materials: Teacher video modeling question one RAL of passages Paired Animal Passages - all linked to GC assignment Connect/ Teach: (I do) Reread the passages or watch teacher RAL Active Engagement: (We do) Answer one question together modeling how to use BOTH passages for text evidence Link: (We do) Complete the rest of the questions Conferencing: (We check)	GC Lesson: Text Structures Day 1 Learning Target & Success Criteria Materials: Connect/ Teach: (I do) Show Chart - review what is in the text structure chart and talk about the examples in each example column Active Engagement: (We do) Watch the Flocabulary clip and complete the quiz in small groups Link: (We do) Send students off to read nonfiction and notice text structures as they independently read Conferencing: (We check) Share/ Summarize: (We check) Meet to discuss which structures students found and have one student share their example under doc camera-which seems to be the most	GC Lesson: No reading lesson- FIELD DAY Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Active Engagement: (We do) Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)

			<p>hear abstract noun. Active Engagement: (We do) Partner work under Day 2: Show writing sample-linked below- Think aloud as you add abstract nouns. Days 3-5 if time allows Link: (We do) IXL skills are: Identify Nouns with Abstract nouns- LYG 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) Have students class comment one abstract noun.</p>	<p>answer key Share/ Summarize: (We check) meet whole group to check the rest of the Qs and discuss strategies used to answer</p>	<p>common?</p>	
<p>Operation Osprey 10:10- 10:20</p>		<p>Operation Osprey</p>	<p>Operation Osprey</p>	<p>Operation Osprey</p>	<p>Operation Osprey</p>	<p>Operation Osprey</p>
<p>Grammar OG <i>(this slot can move depending on teacher's ind. schedule)</i> 10:20- 10:30</p>	<p>Abstract Nouns</p>					
<p>Writer's Workshop 10:30- 11:10</p>		<p>Slimy But Smart Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: Slides Connect/ Teach: (I do) Pull up the article on Achieve and introduce and highlight vocab.</p>	<p>Lesson: Opinion Post Assess Planning Learning Target: See attached Success Criteria: Materials: Slides Student check list Connect/ Teach: (I do)</p>	<p>Lesson: Opinion Post Assess. Learning Target: See attached Success Criteria: Materials: Connect/ Teach: (I do)</p>	<p>TEACHERS ADD YOUR OWN FLIPGRID Lesson: Opinion Post Celebration/Share Learning Target: See attached Success Criteria: Materials: FlipGrid link</p>	<p>Field Day</p>

		<p>Active Engagement: (We do) Use slide to discuss Focus Skill: Thought Question: Really model using evidence from the text! Link: (We do) Independently read the article and finish activity! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Share some good thought question answers Also give feedback in Platform</p>	<p>Today you will plan your post assess for Opinion writing! Review Prompt and LT/SC! Encourage students to use graphic organizer OREO and their checklists! Active Engagement: (We do) Students will work today just on a plan! Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Today you will have 45 minutes to do a quick draft of your opinion post assessment! Active Engagement: (We do) Students can use their check list to draft, revise and edit their opinion piece! Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) WE WILL SHARE ON FRIDAY</p>	<p>Connect/ Teach: (I do) Today you will have the opportunity to celebrate your final opinion piece with your peers! Use flipgrid to read aloud your opinion! Active Engagement: (We do) Students will have time to read aloud on flipgrid, then give each other feedback as well Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) Share out some of our best opinion pieces!</p>	
<p>Social Studies & Science 12:35- 1:10</p> <p>WE HAVE NOW SWITCHED TO USING THIS BLOCK OF TIME TO FOCUS ON GRAMMAR SKILLS FOR GMAS</p> <p>*We will pick up with Science/ Social Studies toward the end of April*</p>		<p>Daily Focus: Grammar Bootcamp (prep for GMAS and review of previous skills)</p> <p>Use today to introduce grammar virtual room as a resource and pic a skill based on your students needs</p> <p>Can also use Mountain Language as a small group if needed!</p> <p>Day 1/ Pg 1 Bootcamp IXL extra practice: 2L9 Alphabetical order</p>	<p>Day 2 Grammar Boot Camp/pg 2 Extra IXL practice skill: NFE Capitalization Review</p>	<p>Day 3 Grammar Boot Camp/pg 3 Extra IXL skill:UHF Formatting Addresses</p>	<p>Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: The Ruckus about Among Us! Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Active Engagement: (We do) Use slide to discuss Focus Skill: Using Context Clues Link: (We do) Independently read the article and finish activity! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Set a goal for next time and share out any specific questions that were hard!</p>	<p>Day 4 Grammar Boot Camp/pg 4</p> <p>Conjunctions Kahoot Review: https://create.kahoot.it/share/conjunctions/3c3691f6-5f88-458e-82e9-e8a9d4163905</p>
<p>Math 1:10 - 2:20</p>		<p>AR Store: 1:05- 1:35</p>	<p>GC: Lesson: Module 7 Lesson 4 MModule 7 vocab video</p>	<p>GC: Lesson: Module 7 Lesson 5 Learning Target:</p>	<p>GC: Lesson: Module 7 Lesson 6 Learning Target:</p>	<p>FIELD DAY</p>

		<p>GC Lesson: Module 7 Lesson 3</p> <p>Learning Target: We are learning to... solve word problems.</p> <p>Success Criteria: I am successful when I can... share and assess a partner's solution to a word problem.</p> <p>Materials: Teacher Video Problem Set Google Slides Personal white board</p> <p>Pattern Sheet</p> <p>Student work samples (template)</p> <p>Questions to guide work</p> <p>Fluency: Shape Attributes Name the Shape Multiply by 4 Equivalent Counting with Units of 3</p> <p>Application Problem Mrs. Mashburn buys 6 boxes of pencils. Nine pencils come in each box. She gives each of the 24 students in her class 2 pencils. How many pencils does she have left?</p> <p>Connect/ Teach: (I do) Use RDW to solve Compare work Project Student A - discuss Student B and C - handout have students</p>	<p>Learning Target: We are earning to identify attributes of Two-dimensional figures.</p> <p>Success Criteria: I am successful when I can... compare and classify Quadrilaterals.</p> <p>Materials: Problem Set Google Slides Teacher Video Personal white board</p> <p>Pattern Sheet</p> <p>Index card for use as a right angle tool</p> <p>Polygons A-L</p> <p>ruler</p> <p>Fluency: Pattern Sheet Equivalent Counting with Units of 5</p> <p>Application Problem The third graders raised \$437 in a fundraiser. The fourth graders raised \$68 less than the third graders. How much money did the two grade levels raise altogether?</p> <p>Connect/ Teach: (I do) Index cards will be used as right angle tool. What are some different ways we can group these shapes? Define polygon, quadrilaterals then group - discuss .</p> <p>Active Engagement: (We do) Define trapezoids and</p>	<p>We are earning to identify attributes of Two-dimensional figures.</p> <p>Success Criteria: I am successful when.... I can compare and classify Polygons.</p> <p>Materials: Google Slides Teacher Video Problem Set Personal White board Pattern Sheet Right angle tool Polygons M-X Ruler</p> <p>Fluency: Polygon Game Pattern Sheet Equivalent Counting with Units of 6 Classify the Polygon</p> <p>Application Problem: Connect/ Teach: (I do) Group Polygons by attributes. Compare to yesterday's polygons today grouping with equal sides. Discuss what unit is most precise on ruler.</p> <p>Active Engagement: (We do) Work with partner and measure all sides to nearest quarter inch. What does at least one mean? Compare polygons</p> <p>Link: (We do) Problem set (flexible</p>	<p>We are earning to identify attributes of Two-dimensional figures.</p> <p>Success Criteria: I am successful when.... I can draw polygons with specific attributes and solve problems</p> <p>Materials: Google Slides Teacher Video Problem Set Personal white board</p> <p>Game Cards</p> <p>Ruler</p> <p>Right angle tool</p> <p>Polygon template - 1 per pair</p> <p>Game cards - 1 set per pair</p> <p>Fluency: Shape attributes Equivalent counting Classify polygon Physiometry</p> <p>Application Problem Frankie says that all squares are rectangles, but not all rectangles are squares. Do you agree with this statement? Why or why not? Draw diagrams to support your statement.</p> <p>Connect/ Teach: (I do) Work with partner to analyze shape and list as many attributes as you can on your personal white board.</p> <p>Build a class consensus</p>	
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		<p>analyze work</p> <p><u>Active Engagement: (We do)</u> Work with partner to complete Problem 1 – find 2 different ways to solve</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</p> <p><u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>group</p> <p>Parallel define</p> <p>Define parallelograms and group.</p> <p>Find all shapes that have right angles wit tool and group. Then define and group all squares – sue ruler to confirm a square</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</p> <p><u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>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</p> <p><u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p><u>Active Engagement: (We do)</u> Work with partner to figure out if you can draw a quadrilateral with more than four angles.</p> <p>Play game – directions attached</p> <p>Move to independent play.</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</p> <p><u>Share/ Summarize: (We check)</u> Exit ticket</p>	
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