

Weekly email, Jennifer meeting this week (GMAS), GMAS wish list and prep?, Writescore folders home and conference on Writescore , small group clipboard from office, post plans

Teacher: Collins Week: 4/11-15 2022	Standards	Monday MW: MATH IXL Arena	Tuesday RESOURCE DAY MW: Finish Math IXL Arena	Wednesday GMAS Meetings with Jennifer throughout the day	Thursday	Friday
BOOST/ Character Trait	Character Trait Confident	Read Aloud "I Like Myself"	Kids view on confidence	Read Aloud of Crown. Ode to the Fresh Cut 10:20-10:50 Jackson/Collins (combined in one of your classrooms) 12:40-1:10 Jones (classroom) 1:15- 2:00 Young/ Langford (in the cafeteria)	Be Confident	Optional: illustrate yourself and write reasons why you should be confident in yourself!
MM		HW for week				
Reader's Workshop 8:15- 9:45 Brain Break 9:50- 10:10	<i>Small group plans kept separately</i>	GC Lesson: ACHIEVE 3000- Superman? No, Mailman! LT Poster for Achieve Materials: Slides Connect/ Teach: (I do) Pull up the article on Achieve and introduce and highlight vocab. Also today we will practice "Paraphrasing" questions like we did yesterday! This is a good strategy to help us in Achieve! Active Engagement: (We do) Use slide to discuss Focus Skill: paraphrasing Qs 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!	GC Lesson: Crafts and Conventions IXL Skill Day & C&C- Abstract Nouns Week 2 of 2 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. 33, Days 3-5 will be covered today) *Use one of the teaching tools linked on the GC assignment to review Teacher models using Day 3: Show work sample "The Fair"- compliment, find abstract nouns, and then find places to add more abstract nouns. Active Engagement: (We do) Partner work under Day 4: Student's look at their most recent writing sample- look for abstract	GC Lesson: Play/Drama mini-unit Learning Target & Success Criteria Materials: all linked to the GC assignment Connect/ Teach: (I do) We are starting a new unit on plays/dramas! A couple of weeks ago, we worked on a drama when we read <i>S'more Help for Little Gray Mouse</i> . View the slides linked to introduce the elements of plays/dramas. Active Engagement: (We do) Then, we are going to work on Slide 28- teacher will have hard copy for you- "A Marvelous Surprise!" to find the elements of this sample play. Link: (We do) During independent reading, enjoy reading plays	GC Lesson: Plays/Dramas Think Up Unit 13 day 2 of 3 Learning Target & Success Criteria Materials: Think Up Unit 13, other links on the GC assignment Connect/ Teach: (I do) Let's review the elements of dramas and the LT and SC for this mini unit! Next, we will begin Think Up Unit 13 on page 195. Let's check the chart in page 196 to see the differences between dramas and stories. Then, we will read the drama on page 197- <i>The Loose Bricks</i> . Did you notice the similarities and differences from this passage to other stories we have read recently?	GC Lesson: Plays/Dramas Think Up Unit 13 day 3 of 3 Learning Target & Success Criteria Materials: Think Up Unit 13, other links on the GC assignment Connect/ Teach: (I do) Active Engagement: (We do) Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)

			<p>nouns and find places where abstract nouns would be good. Then students can switch writings with a partner and help revise for abstract nouns.</p> <p>Link: (We do) Celebrate this learning by making sure Abstract Nouns is added to the Conventions we Use chart in your classroom! Students can work together to add examples of abstract nouns to the chart.</p> <p>IXL skills are: Identify Nouns with Abstract nouns- 3rd gr skill- LYG- from last week QHG- 4th gr skill if ready</p> <p>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.</p> <p>Share/ Summarize: (We check) Have students class comment one complete sentence using an abstract noun.</p>	<p>and dramas for more practice! I have linked some EPIC collections below- you can also "search" on your own PLAYS DRAMAS in your reading level zone!</p> <p>Conferencing: (We check) *Teachers: there are extra activities- scoot, word search, etc. on the first link that you can incorporate the rest of the week as you wish!</p> <p>Share/ Summarize: (We check) If time allows, take the QUIZZ!</p>	<p>Active Engagement: (We do) Answer the 3 comprehension Qs on page 199 with your reading partner. We will check these and discuss strategies such as UNREAL that helped us answer before recess!</p> <p>Link: (We do) Begin your independent reading time by reading the drama that will we discuss tomorrow- pages 201- <i>The Hare and the Hedgehog</i>.</p> <p>Conferencing: (We check) Share/ Summarize: (We check) If time allows, work on the QUIZZ live lesson!</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	Abstract Nouns- week 2 of 2					
Writer's Workshop		Lesson: ACHIEVE 3000 LT Poster for Achieve	Lesson: Testing Genre Lesson 5:	Lesson: Testing Genre Lesson Deconstructing	Lesson: Reading & ORGANIZING (session 7)	Lesson: LEADS- session 8 Learning Target: I will

<p>10:30- 11:10</p>		<p>Materials: Slides Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Also today we will practice “Paraphrasing” questions like we did yesterday! This is a good strategy to help us in Achieve! Active Engagement: (We do) Use slide to discuss Focus Skill: Thought Question: Summary of informational Text! Hamburger!! 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>Deconstructing a 4pt rubric! Learning Target: I am learning to deconstruct a rubric. Success Criteria: I can paraphrase the directions. I understand what it is asking me to do. Materials: GMAS rubric Kid friendly writing rubric for opinion/informational Connect/ Teach: (I do) Today I want to teach you that in order to succeed we need to know what is expected of us! Lets take a look at the GMAS rubric on informational writing, what do you notice? Does it make sense what you need to do? (not really) So let’s talk about how we can make it more kid friendly! Active Engagement: (We do) Let’s look at the next few parts of the GMAS rubric and compare it to your writing checklist! What are some things you notice that we could “paraphrase” and use kid friendly language to know what we need to do! Link: (We do) Everyone add to our chart something they learned we can do to be successful based on the rubric! Conferencing: (We check)</p>	<p>a Prompt- Lesson 6 Learning Target: I am learning to deconstruct a prompt. Success Criteria: I can find key words to tell me what kind of essay I am writing. I can understand the topic I am to write on. Materials: Slides Powerpoint Types of writing responses slides (review) Connect/ Teach: (I do) Today I want you to pull out your recipe cards! Let’s look at ways we can decompose a writing prompt! Active Engagement: (We do) We are going to look at some prompts from GMAS and you write on your desk how you would plan and what it is asking you! Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) To close out today lets try to write a prompt on our own! Share with a partner!</p>	<p>testing genre) Learning Target: I will learn to write an informational or opinion essay based off of text provided. Success Criteria: I can use the text provided to generate ideas connected to the prompt. I can use graphic organizers to plan my essay. INFO: I can determine the topic and subtopics. O: I can pick a side and support with reasons and examples. Materials: Bryce Canyon Zion Canyon Canyon Essay Slides (slides #1-2) Connect/ Teach: (I do) First, we will read two passages about two different canyons. Bryce Canyon Zion Canyon Active Engagement: (We do) NOW, let’s look at an informational prompt AND an opinion prompt for these passages. <i>Write an essay explaining the differences and similarities between Bryce and Zion Canyons. Make sure to include information from the passages.</i> <i>In your opinion, which canyon would be better to visit? Make sure to include information from the passages.</i> Link: (We do) Review RECIPE CARDS and PLANS for each genre. Students select which</p>	<p>learn to write an INTRODUCTION for an informational or opinion essay. Success Criteria: I can hook my writer. I can state my opinion or topic. I can list my reasons or subtopics. Materials: Bryce Canyon Zion Canyon Essay Slides (slides #1, 3) Connect/ Teach: (I do) No matter if you write information or opinion, you will have an INTRODUCTION and you need to have a HOOK. Active Engagement: (We do) Review introduction paragraphs for both types of writing. Link: (We do) Now, you will type your introduction paragraph. Conferencing: (We check) Students will type their introduction paragraphs. Share/ Summarize: (We check) Share student samples.</p>
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			Share/ Summarize: (We check)		prompt they will write. Conferencing: (We check) Complete their PLAN for their essay prompt. Share/ Summarize: (We check) Share prompts.	
Social Studies & Science 12:40- 1:10		Day 5 Grammar Boot Camp/pg 5 Synonyms: Practicing using the thesaurus on the virtual room to look up synonyms Synonym Song	Day 6 Grammar Boot Camp/pg 6 Adjectives Review: (focus on superlative v comparative) https://wordwall.net/resource/178862/adjectives-comparatives-superlatives	Day 7 Grammar Boot Camp/pg 7 Nouns Review: (focus on concrete v. abstract) https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-noun/types-of-nouns/v/concrete-and-abstract-nouns	Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: <i>Bringing out the Stars</i> (pollution) 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: reference materials (encyclopedia, etc.) 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!	Day 8 Grammar Boot Camp/pg 8 Prefixes https://www.brainpop.com/english/grammar/rootsprefixesandsuffixes/
Math 1:10 - 2:20	Module 7 Vocabulary posters <i>(Omit 8-9,11, 22, 24-27)</i> 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations].) 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by	Lesson: Module 7 Lesson 7 Supplemental links: Website 1 Website 2 Website 3 Learning Target: We are earning to identify attributes of Two-dimensional figures. Success Criteria: I am successful when.... I can compose and decompose polygons using tetrominoes.	Lesson: Module 7 Lesson 10 Additional/supplemental resources: - Math slides - Math worksheet as problem set - Math Perimeter and area virtual room Learning Target: We are learning to... solve problems involving perimeter. Success Criteria: I am successful when I can decompose quadrilaterals to understand perimeter.	Lesson: Module 7 Lesson 12 Learning Target: I will learn to solve problems involving perimeter. Success Criteria: I can measure side lengths to understand perimeter. Fluency: pg.117 7s Application Problem: Pages Connect/ Teach: (I do) Perimeter Review	Lesson: Module 7 Lesson 13 Learning Target: I will learn to solve problems involving perimeter. Success Criteria: I can explore the perimeter as an attribute of plane figures and solve problems. Fluency: pg.119 8s Application Problem: Pages Connect/ Teach: (I do) Video Active Engagement:	Lesson: Module 7 Lesson 14 Learning Target: I will learn to solve problems involving perimeter. Success Criteria: _I can determine the perimeter of polygons with unknown side measurements. Fluency: pg121 8s Application Problem: Pages Connect/ Teach: (I do) Video

	<p>making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. 3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Materials: Google Slides Teaching Video Problem Set Personal white board</p> <p>Pre cut tetrominoes color coded – multi copies of each for each student</p> <p>Fluency: Shape Jump Multiply by 5 Physiometry Classify the Shape</p> <p>Application Problem Define tetromino</p> <p>Connect/ Teach: (I do) Compose polygons Problem 1 problem set</p> <p>Active Engagement: (We do)</p> <p>Use tetromines to compose polygons with given areas. Problem 2 problem set</p> <p>Link: (We do) Problem set (flexible grouping)</p> <p>Math groups: Mt. Math-hallway scoot, flashmasters, Zearn</p> <p>Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole</p> <p>Share/ Summarize: (We check) Exit ticket</p>	<p>Materials: Google Slides INtro to perimeter Teacher Video Area vs perimeter Problem Set Personal White board</p> <p>Pattern Sheet</p> <p>2” square cardstock</p> <p>Tape, crayons Red, black marker White string</p> <p>Fluency: Area and Perimeter song Pattern Sheet Equivalent Counting with Units of 2</p> <p>Application Problem Trisa uses all seven of her tangram pieces to make a square as shown. One side of the large square is 4 inches long. What is the total area of the two large triangles? Explain your answer.</p> <p>Connect/ Teach: (I do) Decompose a square to define perimeter.</p> <p>Active Engagement: (We do) Link: (We do) Problem set (flexible grouping)</p> <p>Math groups: Mt. Math-hallway scoot, flashmasters, Zearn</p> <p>Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole</p>	<p>Measuring with a Ruler Active Engagement: (We do) Pages-Problem Set Link: (We do) practice</p>	<p>(We do) Pages -Problem Set</p>	<p>Active Engagement: (We do) Pages -Problem Set</p> <p>Link: Perimeter game show</p>
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			<u>Share/ Summarize: (We check)</u> Exit ticket			
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