

Teacher: Collins Week: April 25-29 2022	Standards	Monday MW: MATH IXL Arena	Tuesday MW: Finish Math IXL Arena Resource Day	Wednesday Milestones Packet DUE	Thursday PUMP UP RALLY!	Friday Spirit Rally and WOOT WOOT with Donuts
BOOST/ Character Trait		stubborn	Musical at 1:15			
MM		<u>Paper Bag Princess Lessons</u>				
Reader's Workshop 8:15- 9:45 Brain Break 9:50- 10:10		<p>GC Lesson: Figurative Language Quizizz Lesson Learning Target: Success Criteria: Materials: Quizizz Lesson Created by Kaleigh O'Donovan Title: Figurative Language Intro Lesson Connect/ Teach: (I do) Today we will review figurative language using a Quizizz lesson. Help students access the slide link. Active Engagement: (We do) Together, review the slides and have students interactively answer the prompted questions. Conferencing: (We check) Independent reading (if time allows) Share/ Summarize: (We check) Can you think of any example of figurative language?</p>	<p>GC Lesson: Main Idea & Text Evidence Jeopardy Review (Parmelee's Resources) Learning Target: Success Criteria: Materials: Review Jeopardy Link Connect/ Teach: (I do) Today we will review the main idea and text evidence using a jeopardy game. 1. What does text evidence mean? When do we use text evidence? Active Engagement: (We do) Play the Jeopardy game Link: (We do) What is a strategy we can use to help us when we are answering questions about a passage? Conferencing: (We check) Independent reading (if time allows) Share/ Summarize: (We check) Remind students they can practice finding the main idea and using text evidence on</p>	<p>GC Lesson: Narrative Text Jeopardy Review (Parmelee's Resources) Learning Target: Success Criteria: Materials: Review Jeopardy Link Connect/ Teach: (I do) Today we will review reading a narrative text and answering questions. What does narrative mean? (a story with story elements- review elements quickly through discussion) Active Engagement: (We do) Play the Jeopardy game Link: (We do) What is a strategy we can use to help us when we are answering questions about a passage? Conferencing: (We check) Independent reading (if time allows) Share/ Summarize: (We check) Remind students that on GMAS day 2 they will most likely be asked to write a NARRATIVE (make</p>	<p>GC Part 1: Lesson: Informational Text Jeopardy Review (Parmelee's Resources) Learning Target: Success Criteria: Materials: Review Jeopardy Link Connect/ Teach: (I do) Today we will review reading an informational text and answering questions. What are synonyms or other words we hear that mean informational? Nonfiction, informative, expository, explanatory Active Engagement: (We do) Play the Jeopardy game Link: (We do) What is a strategy we can use to help us when we are answering questions about a passage? Conferencing: (We check) Independent reading (if time allows) Share/ Summarize: (We check) Remind students they can practice reading informational text on Achieve 3000 at home! Part 2: (had to combine 2 days into one this yr due</p>	<p>GC Lesson: Spirit Rally Lesson: Main Idea Review Learning Target: I will learn to determine the main idea or point of a text/ passage. Success Criteria: I can read the first sentence. I can look for words that are repeated. I can reread the first paragraph. Materials: Main Idea Google Form (make your own copy) Connect/ Teach: (I do) Watch the video clip to review the skill main idea/point. Active Engagement: (We do) Complete question #5 together as a group. Link: (We do) Help students access the Google Form. Conferencing: (We check) Students will complete #s6-8 on their own and then go to independent reading. Share/ Summarize:</p>

			Achieve 3000 at home!	connections between reading and writing a narrative))	<p>to time purposes- MAP testing) Lesson: Vocabulary Jeopardy Review (Parmelee's Resources) Learning Target: Success Criteria: Materials: Review Jeopardy Link Connect/ Teach: (I do) Today we will review vocabulary. Let's discuss the terms you will see as the categories of the game: Definitions, in context, context clues, antonyms, synonyms Active Engagement: (We do) Play the Jeopardy game Link: (We do) What is a strategy we can use to help us when we are answering questions about a passage? Conferencing: (We check) Independent reading (if time allows) Share/ Summarize: (We check) Remind students they can practice synonyms and antonyms on Achieve 3000 at home!</p>	<p>(We check) Review the most commonly missed question.</p> <p>Part 2: (had to combine lessons due to pacing from MAP testing) Lesson: Reading Passage Practice- using one of Parmelee pre passages Learning Target: I will learn to read and comprehend grade level text. Success Criteria: I can read a passage 2x. I can go back and refer to the text. I can use the process of elimination strategy. Materials: online google form Connect/ Teach: (I do) Today you will read a passage and answer questions about the passage. This will help us practice for GMAS/EOG. Active Engagement: (We do) Students will open the practice passage Life is a Process (poem) (teachers make their own copy to post). Conferencing: (We check) Independent reading when students finish the practice passage. Share/ Summarize: (We check) Review most commonly missed answers.</p>
Operation Osprey 10:10- 10:20		Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey	Operation Osprey

<p>Grammar</p> <p>OG (this slot can move depending on teacher's ind. schedule) 10:20- 10:30</p>	<p>Mentor Sentences</p>	<p><u>Thundercake</u> <u>Read Aloud</u> <u>Notice Sentence:slides</u></p>	<p><u>Label sentences with parts of speech</u></p>	<p><u>Students try to edit the sentence</u> (on comprehension sheet)</p>	<p>Students mimic sentences Teacher model changing adjectives or verbs!</p>	<p>Practice Sheet: attached in google classroom/copied for you</p>
<p>Writer's Workshop 10:30- 11:10</p>	<p>ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p><u>Lesson:</u> ACHIEVE 3000 <u>LT Poster for Achieve</u> <u>Materials:</u> All Hail the Queen of Soul- Braincamp article</p> <p><u>Connect/ Teach: (I do)</u> Pull up the article on Achieve and introduce and highlight vocab. <u>Active Engagement: (We do)</u> Use slide to discuss Focus Skill: Which passage supports... <u>Link: (We do)</u> Independently reads article and finish activity!</p> <p>Video of song RESPECT <u>Conferencing: (We check)</u> One on One check ins! <u>Share/ Summarize: (We check)</u> Set a goal for next time and share out any specific questions that were hard!</p>	<p><u>Lesson:</u> Reading & ORGANIZING (session 7 testing genre) <u>Learning Target:</u> I will learn to write an informational essay based off of text provided. <u>Success Criteria:</u> 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. <u>Materials:</u> The History of Roller Skates passage The Skates in the Closet passage Slides (slides #1-2) Info recipe card <u>Connect/ Teach: (I do)</u> First, we will read two passages about roller skates- linked in materials <u>Active Engagement: (We do)</u> NOW, let's look at an informational prompt <u>Link: (We do)</u> Review RECIPE CARD and PLAN <u>Conferencing: (We check)</u> Complete their PLAN for the essay prompt. <u>Share/ Summarize: (We check)</u> Share plans</p>	<p><u>Lesson:</u> Leads (session 8 testing genre) <u>Learning Target:</u> I will learn to write an INTRODUCTION for an informational essay. <u>Success Criteria:</u> I can hook my writer. I can state my topic. I can list my subtopics. <u>Materials:</u> The History of Roller Skates passage The Skates in the Closet passage Slides (slides #1,3) Info recipe card <u>Connect/ Teach: (I do)</u> Today we will work on writing a strong introduction with a HOOK. <u>Active Engagement: (We do)</u> Teacher models example informational introductions <u>Link: (We do)</u> Now, you will type your introduction paragraph. <u>Conferencing: (We check)</u> Students will type their introduction paragraphs. <u>Share/ Summarize: (We check)</u> Share student samples</p>	<p><u>Lesson:</u> Body Paragraph (session 9 testing genre) <u>Learning Target:</u> I will learn to write an informational essay based off of text provided. <u>Success Criteria:</u> I can organize my subtopics into their own paragraphs. I can include details from both passages in my body paragraphs. <u>Materials:</u> The History of Roller Skates passage The Skates in the Closet passage Slides (slides #1,4) Info recipe card <u>Connect/ Teach: (I do)</u> View sample body paragraphs of an informational writing <u>Active Engagement: (We do)</u> MODEL writing a body paragraph <u>Link: (We do)</u> Now, you will type your body paragraphs. <u>Conferencing: (We check)</u> Students will type body paragraphs. <u>Share/ Summarize: (We check)</u> Share student samples</p>	<p><u>Lesson:</u> Endings (session 10 testing genre) <u>Learning Target:</u> I will learn to write an CONCLUSION for an informational essay. <u>Success Criteria:</u> I can restate my topic. I can re-list my subtopics. I can challenge my reader. I can end with a closing sentence (connection). <u>Materials:</u> The History of Roller Skates passage The Skates in the Closet passage Slides (slides #1,5) Info recipe card <u>Connect/ Teach: (I do)</u> Today you will write a CONCLUSION. <u>Informational checklist</u> <u>Active Engagement: (We do)</u> review strong informational concluding paragraphs. <u>Link: (We do)</u> Now, you will type your conclusion paragraphs. <u>Conferencing: (We check)</u> Students will type conclusion paragraphs. <u>Share/ Summarize: (We check)</u> Share student samples</p>
<p>Social Studies & Science 12:40- 1:10</p>	<p><u>Learning Target:</u> I am learning information about the effects of pollution and humans on the environment.</p>	<p><u>Lesson:</u> Intro to conservation <u>Learning Target:</u></p>	<p><u>Lesson:</u> Effects of Pollution <u>Learning Target:</u></p>	<p><u>Lesson:</u> One Plastic Bag <u>Learning Target:</u></p>	<p><u>Lesson:</u> ACHIEVE 3000 <u>Learning Target:</u></p>	<p><u>Lesson:</u> One Plastic Bag Stem "Trash to Treasure"</p>

	<p>Success Criteria: I can ask questions to collect information and create records of sources and effect of pollution on the plants and animals</p> <p>I can explore, research and communicate solutions.</p>	<p><u>Slides</u> Success Criteria: Materials: Live quizzz Connect/ Teach: (I do) Today we are going to use a live lesson to introduce this next unit! Active Engagement: (We do) Students will answer questions on water conservation! Link: (We do) Afterwards have each child add a sticky note to our chart sources of pollution on plants and animals! Conferencing: (We check) Share/ Summarize: (We check) Share out some of our chart!</p>	<p><u>Slides</u> Success Criteria: Materials: Video Connect/ Teach: (I do) Lets watch a quick video! As we watch focus on cause and effect and solution to pollution Active Engagement: (We do) CHart together a cause and an effect of pollution! Link: (We do) Students work on this recording sheet indep Conferencing: (We check) Share/ Summarize: (We check) SHare out some different causes and their effects!</p>	<p><u>Slides</u> Success Criteria: Materials: Connect/ Teach: (I do) Listen to the story Active Engagement: (We do) How did she come up with a solution? WHY is it important to come up with solutions? Link: (We do) Allow time for students to brain storm ideas of how they could explore solutions to pollution! Conferencing: (We check) Share/ Summarize: (We check) website Students can learn more about the author here!</p>	<p><u>Slides</u> Success Criteria: Materials: Achieve Cleaning Air with Bikes Connect/ Teach: (I do) Today we will focus on science standards and discuss Main Idea questions! Active Engagement: (We do) Log in to CLever and remember our goal is a 75% If you have extra time please do the thought question!</p>	<p>Learning Target: <u>Slides</u> Success Criteria: Materials: Connect/ Teach: (I do) Watch video of WOMen from Gambia making purses out of plastic bags! Active Engagement: (We do) Students will take plastic bags to make a jump rope! We will discuss upcoming vocab like "goods" and how could you sell your good! Link: (We do) Conferencing: (We check) Share/ Summarize: (We check) Share out and communicate any ideas we have about solutions to</p>
<p>Math 1:10 - 2:20</p>		<p>GCLesson: Mystery Math and Eureka Review <ul style="list-style-type: none"> 📄 Copy of 3rd Goo... 📄 EurekaMathEnga... Learning Target: Success Criteria: Materials: Fluency: Connect/ Teach: (I do) Complete Eureka Review #1-6 together as a class. Then Review the directions of Mystery Math. Active Engagement: (We do) Link: (We do) Students will complete Mystery Math problems to crack the</p>	<p>GCLesson: Module 1 Review Think Up Math Unit 3 Arrays, mult/div. Learning Target: I can solve word problems involving multiplication and division using a variety of representations. Success Criteria: Materials: Think Up! Math Books TEp.30/SE p.21 Connect/ Teach: (I do) Review vocab words together - p23 and using Module 1 Solve # 1 and 2 on page 24 & #3 on pg 25 together as a class Active Engagement: (We do) :Pg 25- students complete the rest of page</p>	<p>GCLesson: End of Year Review Emoji Island Escape Room Learning Target: Success Criteria: Materials: -group Challenge envelopes -Student Reflection book -Groups of 4 ★teacher will need to hide the winning envelope under the stapler, as the winning clue will spell that word for students to go look. Fluency: n/a Application Problem: n/a Connect/ Teach: (I do) Read Emoji Island story to gain</p>	<p>GCLesson: Module 3 Review Think Up Math Unit 5 Properties of Multiplication /Division Learning Target: I will Apply properties of multiplication and division Success Criteria: I can use properties as strategies to multiply and divide, such as commutative, associative, and distributive. Materials: Think Up! Math Books TE 53/SE pg. 41 Connect/ Teach: (I do) Review Vocab words on pg. 43 and using Module 3 Go through vocab words together Solve # 1 -3 on page 44</p>	<p>GCLesson: Module 2 Review Think Up Math Unit 10 Rounding & Multi-digit subtraction/addition if time allows. Learning Target: I can use place value to round whole numbers to the nearest ten or hundred. Success Criteria: Materials: Think Up! Math Books TE p.119/SE p.91 Connect/ Teach: (I do) Go through vocab words together using Pg. 93 and Module 2 vocab Solve # 1, 3, 5, 7 on page 94 together as a class Active Engagement: (We do) : students complete the rest of page 94. Then</p>

		<p>code.</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>ind. (set timer) then can complete page 26 with a partner (teacher pull groups to check)</p> <p><u>Link: (We do)</u></p>	<p>engagement. Use slide for backstory and if you want to mark groups along the way.</p> <p><u>Active Engagement: (We do)</u> Groups work together to solve challenges as an end of year review.</p> <p><u>Link: (We do)</u> Problem set (flexible grouping)</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>Conferencing: (We check)</u> Flexible grouping- check for accuracy</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Arrays/ Equal Groups:</u> https://dashboard.blooket.com/set/609562689fb791001b676b6d</p> <p><u>Additional Review Cont.</u> ■ EurekaMathEnga...</p>	<p>together as a class</p> <p><u>Active Engagement: (We do)</u> : students complete the rest of page 45 ind. (set timer) then can complete page 46 with a partner (teacher pull groups to check).</p> <p><u>Link: (We do)</u> <u>Conferencing: (We check)</u> Flexible grouping- check for accuracy</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Commutative, Associative, Distributive Properties:</u> https://dashboard.blooket.com/set/6022bb236d78910019e43130</p> <p><u>Additional Review</u> <u>Cont.</u></p>	<p>complete pg 99 #1-5 ind. (set timer) then can finish # 6-9 with a partner (teacher pull groups to check)</p> <p><u>Link: (We do)</u> If extra time, complete “Hoping to add & Subtract color picture pg. 107 to practice multi-digit addition/subtraction.</p> <p><u>Conferencing: (We check)</u> Flexible grouping- check for accuracy</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Rounding:</u> https://dashboard.blooket.com/set/60478a5e50511400280cc14c</p> <p>Subtraction Across Zeros: https://dashboard.blooket.com/set/6005ca93ecfaf10004a6fe64</p>
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