

Teacher: Collins Week: 5.2-5.6 2022	Standards	Monday MW: MATH IXL Arena	Tuesday GMAS ELA Day 1 RESOURCE DAY MW: Finish Math IXL Arena	Wednesday GMAS ELA Day 2	Thursday	Friday
BOOST/ Character Trait		<u>Disorganized</u>				
Reader's Workshop 8:15- 9:45 Brain Break 9:45- 10:05		<p><u>GC Lesson:</u> ACHIEVE 3000 Remembering Robinson</p> <p><u>Learning Target:</u></p> <p><u>Success Criteria:</u></p> <p><u>Materials:</u> everything is on GC</p> <p><u>Connect/ Teach: (I do)</u> Show slides and model how to solve technologically enhanced items</p> <p><u>Active Engagement: (We do)</u></p> <p><u>Link: (We do)</u></p> <p><u>Conferencing: (We check)</u></p> <p><u>Share/ Summarize: (We check)</u></p>	<p><u>Lesson:</u> GMAS ELA Day 1</p> <p><u>Learning Target:</u></p> <p><u>Success Criteria:</u></p> <p><u>Materials:</u></p> <p><u>Connect/ Teach: (I do)</u></p> <p><u>Active Engagement: (We do)</u></p> <p><u>Link: (We do)</u></p> <p><u>Conferencing: (We check)</u></p> <p><u>Share/ Summarize: (We check)</u></p>	<p><u>Lesson:</u> GMAS ELA Day 2</p> <p><u>Learning Target:</u></p> <p><u>Success Criteria:</u></p> <p><u>Materials:</u></p> <p><u>Connect/ Teach: (I do)</u></p> <p><u>Active Engagement: (We do)</u></p> <p><u>Link: (We do)</u></p> <p><u>Conferencing: (We check)</u></p> <p><u>Share/ Summarize: (We check)</u></p>	<p><u>GC Lesson:</u> IXL Skill Day & C&C- Similes</p> <p><u>Learning Target:</u></p> <p><u>Success Criteria:</u></p> <p><u>Materials:</u></p> <p><u>Connect/ Teach: (I do)</u> Today we will focus on Building understanding with Similes. We will look at Crafts & Conventions lessons to review (Teachers- pg. 127, Days 1 and 2 will be covered today)</p> <p>*Use one of the anchor charts linked below to review figurative language, specifically the simile</p> <p>Teacher models using Day 1:</p> <p>Show mentor text "Butterflies and Moths" from the C&C kit- let's notice how the author uses similes in his writing to compare 2 things using <i>like</i> or <i>as</i> that are not alike.</p> <p>Share some examples on page 127.</p> <p>Read sentences from the mentor text that contain similes and have students close their eyes as your read them. Read it how it is and also without the simile and ask students which do they prefer?</p> <p>Partners will find the</p>	<p><u>GC Lesson:</u> Extra Math Practice! To review for the Math Gmas</p> <p><u>Learning Target:</u></p> <p><u>Success Criteria:</u></p> <p><u>Materials:</u> Everything is linked to GC</p> <p><u>Connect/ Teach: (I do)</u></p> <p><u>Active Engagement: (We do)</u></p> <p><u>Link: (We do)</u></p> <p><u>Conferencing: (We check)</u></p> <p><u>Share/ Summarize: (We check)</u></p>

					<p>simile on page 22.</p> <p><u>Active Engagement:</u> <u>(We do)</u> Partner work under Day 2: display the writing sample (linked below). Think aloud as your write similes to describe the river.</p> <p>Celebrate this learning by making sure Simile is added to the "Conventions We Use" chart in your classroom! Students can work together to add examples of similes to the chart.</p> <p><u>Link: (We do)</u> IXL skills are:</p> <p>3rd gr skills: - UVX- similes with pictures -Z59- Determine the meaning of similes</p> <p>Have students class comment one complete sentence using a simile.</p> <p><u>Conferencing: (We check)</u> Teacher will meet with small groups to work on specific skills. Teachers pulls small groups based off of the strand analysis report.</p> <p><u>Share/ Summarize: (We check)</u> Afterwards, spend time working on individual starred skills in IXL Diagnostic.</p>	
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Grammar OG <i>(this slot can move depending on teacher's ind. schedule)</i> 10:20- 10:30		<u>Mentor Sentence- I need My Monster</u>				

<p>Writer's Workshop 10:30- 11:10</p>		<p>Lesson: MOther's Day poem Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Model poem with strong adjectives and other descriptive words Active Engagement: (We do) : Students will complete poem about mother's or other special person- for mother's day (See GC assignment for details_ Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Lesson: GMAS ELA 1</p>	<p>Lesson: GMAS ELA 2</p>	<p>Lesson: Mother's Day SLides Learning Target: Success Criteria: Materials: Connect/ Teach: (I do) Active Engagement: (We do) MOdel SLides Link: (We do) We have been writing A LOT for testing the past 2 days- take a break and have fun with these slides for mother's day! - see GC link for details Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: Write it DOWN 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: INFerring- Author probably included this quote b/c.... Link: (We do) Independently reads 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>Social Studies & Science 12:40- 1:10</p>	<p>Learning Target: I am learning information about the effects of pollution and humans on the environment. Success Criteria: I can ask questions to collect information and create records of sources and effect of pollution on the plants and animals I can explore, research and communicate solutions.</p>	<p>Slides This week we will work on a Sea Turtle Research project- It will touch on both reading standards and science S3L2 ELAGSE3W7: Conduct short research projects that build knowledge about a topic Students will research on a specific sea turtle and each day we will discuss Conservation efforts! Research links</p>	<p>GMAS</p>	<p>GMAS</p>	<p>Conservation Video- San Diego Zoo Sea Turtle Nat Geo</p>	<p>Jekyll ISLAND Sea Turtle center Disney Saving Sea Turtles</p>

		attached to assignment! Project Link EPIC- Assign books Project slides for students				
Math 1:10 - 2:20		<p>GCLesson: Module 2 Review Cont. - Time Think Up Math Unit 17 Time & Elapsed Time Learning Target: I can tell time and measure time intervals in minutes Success Criteria: -I can tell and write time to the nearest minute. -I can solve word problems involving addition and subtraction of time intervals in minutes. -I can use tools and models to find elapsed time. Materials: Think Up! Math Books TE p.198/SE p.161 (LT/SC) Connect/ Teach: (I do) Go through vocab words together using Pg. 163 and Module 2 vocab Solve # 1, (kids try #2) Then #3, (kids try #4) on page 164 together as a class Active Engagement: (We do) : students complete the rest of page 165 #1-6 ind. then can finish pg. 166# 1-6 with a partner (teacher pull groups to check). Early finishers try MathAssessment on page #169 1-8 Link: (We do) Elapsed Time Game: https://dashboard.blooke.com/set/60b8e3cd98f6330021730668 Conferencing: (We</p>	<p>MATH IXL Skill Day *Use plans if needed- (time is limited due to GMAS and celebration) GCLesson: Module 4 A - Think Up Math Unit 23 & 24 Area/Perimeter with distributive Learning Target: I can multiply to find areas using the distributive property I can determine an unknow length of a side length when the perimeter and other side lengths are given Success Criteria: Materials: Think Up! Math Books SE pg. 224 (area) & pg p.234 (perimeter) Connect/ Teach: (I do) Go through vocab words together using the link below Module 4 vocab Review #1, #2 on page 224; then review pg. 234 #1, #2 Active Engagement: (We do) : students complete the rest of page 225 #1-4 then pg. 235 #2-5 teacher pull groups to check). 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</p>	<p>MATH IXL Skill Day & Student-specific review (time is limited due to GMAS and celebration) GCLesson: Learning Target: Success Criteria: Materials: Fluency: Application Problem Connect/ Teach: (I do) Active Engagement: (We do) Link: (We do) Problem set (flexible grouping) Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole Share/ Summarize: (We check) Exit ticket</p>	<p>GCLesson: Module 5 Review. - Fractions Think Up Math Unit 14 Fractions on a Number line Learning Target: I can represent fractions on a number line. Success Criteria: Materials: Think Up! Math Books SE pg. 131 Connect/ Teach: (I do) Go through vocab words together using Pg. 133 and Module 5 vocab Review Fractions on a number line pg. 134. Complete #1 and #4 Let's students complete the others then check Active Engagement: (We do) : students complete pg 135-136 Early finishers try Math Challenge & MathAssessment on page #138-140 Link: (We do) Fractions https://www.gimkit.com/view/626ab61d434dac00230d5aa4 Conferencing: (We check) Flexible grouping- check for accuracy IXL AWH 5Z6- *New it says</p>	<p>GCLesson: Module 5 Review. - Fractions Think Up Math Unit 15 Equivalent Fractions Learning Target: I can compare fractions Success Criteria: -I can compare two fractions with the same numerator -I can compare fractions with the same denominator I can use >,< to compare fractions -I can use words, models , and pictorial representations to justify conclusions about fraction comparisons. Materials: Think Up! Math Books SE pg. 141 Connect/ Teach: (I do) Go through vocab words together using Pg. 143 and Module 5 vocab Review representations of equivalent fractions. Pg 144. Complete #1 and #3 Let's students complete the others then check Active Engagement: (We do) : students complete pg 145-146, then pg. 156 on comparing fractions. Early finishers try MathAssessment on page #150 (making a flag activity) Link: (We do) Fractions https://dashboard.blooke.com/set/615d9c3fd41e2f0030a6b01d</p>

		check Flexible grouping- check for accuracy	pulls small groups based off of the strand analysis report.			https://www.gimkit.com/view/626ab61d434dac00230d5aa4 Conferencing: (We check) Flexible grouping- check for accuracy IXL AWH 5Z6- *New it says
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