


Hutcherson Week: Feb 16- 19, 2021	Standards	Monday	Tuesday	Wednesday Resource Pull Out Day	Thursday	Friday
Grammar & OG 8:00- 8:30		<u>NO SCHOOL- Holiday</u>	Possessives Khan academy	Oa,ow,oe Two vowels video Slides 3 part drill oa	Possessives video Brainpop Possessives Quizizz	Oa,ow,oe word search Vowel team quizizz
Writer's Workshop 8:40- 9:30 Brain Break 9:30- 9:50	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.	<u>NO SCHOOL- Holiday</u>	<u>Lesson:</u> Conclusion lesson <u>Learning Target & Success Criteria</u> <u>Materials:</u> opinion drafts Sample articles (in binders) <u>Connect/ Teach: (I do)</u> Today, I want to teach you how to write an <u>informational conclusion paragraph.</u> <u>Active Engagement: (We do)</u> Teacher clip (modeling info conclusion) <u>Link: (We do)</u> Today you will write your conclusion paragraph. Goal: Finish your draft today! <u>Conferencing: (We check)</u> Work time Conference one on one or small group to help draft. <u>Share/ Summarize: (We check)</u> Tomorrow, we will use ARMS and CUPS to help us revise, edit, and publish!	<u>Lesson:</u> Publish informational piece <u>Learning Target & Success Criteria</u> <u>Materials:</u> informational drafts Sample articles (in binders) <u>Connect/ Teach: (I do)</u> Today we will revise, edit, and publish our informational piece. <u>Active Engagement: (We do)</u> Let's look at our checklist and remind ourselves of ARMS and CUPS. Teacher clip <u>Link: (We do)</u> Begin revising and editing. GOAL: Find 3 areas to revise! <u>Conferencing: (We check)</u> Help students revise and edit. <u>Share/ Summarize: (We check)</u> You may add 1 picture, change your font, and size. Then, submit your published piece.	<u>Lesson:</u> Share, Provide feedback, and add last revisions and edits to published pieces <u>Learning Target & Success Criteria</u> <u>Materials:</u> linked on GC <u>Connect/ Teach: (I do)</u> Read informational essays aloud about the similarities and differences between sand sculptures and wood sculptures on the Flipgrid link. <u>Active Engagement We do:</u> Then, provide SPECIFIC feedback to your peers using the checklist . *Feedback Butterfly video and Ms. Young's students "What is Feedback" video are linked in case students need a reminder on what feedback is- have students turn and talk about what feedback is. <u>Link: (We do)</u> Next, you need to add in any revisions and edits needed after reviewing your feedback. <u>Conferencing: (We check)</u> Circulate room ensuring students know how to give feedback appropriately on Flipgrid videos, and also assist	<u>Lesson:</u> ACHIEVE 3000 Too Much Plastic Waste <u>Learning Target & Success Criteria</u> <u>Materials:</u> ACHIEVE 3000, paper for note-taking while reading <u>Connect/ Teach: (I do)</u> Preview slides - vocab, video clip, and read thought question first. <u>Active Engagement (We do):</u> Read the article and have students stop and note take with partner things to help them answer thought Q <u>Link: (We do)</u> Independently read the article, finish activity, and thought Q! <u>Conferencing: (We check)</u> Thought Q small group to get them started <u>Share/ Summarize: (We check)</u> Read a completed thought question aloud to the group

					students reading their feedback and making last changes to their writings Share/ Summarize: (We check) Finally, submit/TURN IN your final published opinion essay.	
<p>Reader's Workshop</p> <p>9:50- 10:40</p> <p>Read Chapters 1-6</p> 	<p>Characters: Traits, Change, Comparisons</p> <p>ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>NO SCHOOL- Holiday</p>	<p>DD Chapter 1 DD Chapter 2 Lesson: Session 15 (Character Comparisons Video Link) Learning Target: I will learn to analyze characters in a text. Success Criteria: I can compare and contrast characters. Materials: Because of Winn-Dixie & Dyamonde Daniel Chart: Comparing Characters that 'Go Together' Connect/ Teach: (I do) Today I want to teach you that when readers read books that "go together" in some way, they can make all sorts of comparisons. Make a comparison between two kids in the class to demonstrate how readers compare characters. Spotlight their actions, words, and things they care about. Active Engagement: (We do) Reread a part of your new demonstration text (Dyamonde Daniel) to notice ways the main character is similar to and different from Opal. (reread Chapter 1 p. 6) Link: (We do) Chart: Comparing Characters that 'Go Together' Conferencing: (We check) Reading Group C</p>	<p>DD Chapter 3 Lesson: THINK UP Unit 8 Day 2 Learning Target: I will learn to determine point of view. Success Criteria: I can look closely at pronouns to help determine point of view. Materials: Workbooks Point of View Pronoun Chart Connect/ Teach: (I do) Point of View video clip Teacher Video Clip Active Engagement: (We do) (page 115) Re-read the passage. Link: (We do) Use the refer to article strategy and answer the 3 multiple choice questions on page 116. Conferencing: (We check) Independent reading and conferencing (Reading Group B) Share/ Summarize: (We check) Check answers.</p>	<p>DD Chapter 4 DD Chapter 5 Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: Surprise! It's a New Penguin 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: Compare & Contrast in Thought Question Link: (We do) Independently read the article and finish activity! Conferencing: (We check) One on One check ins! Reading Group A Share/ Summarize: (We check) Set a goal for next time and share out any specific questions that were hard! Mailbox feature of Achieve 3000- Video Clip</p>	<p>DD Chapter 6 Lesson: Character Change Learning Target: I will learn to analyze characters in a text. Success Criteria: I can use character traits to describe a character. I can notice how the character acts and talks. I can provide examples from the text to support the character traits. I can describe how a character's actions impact their traits, motivations, and feelings. I can describe how and why a character changed throughout a story. Materials: Google Response Doc Connect/ Teach: (I do) Think about how characters change. Character Change Video Clip Active Engagement: (We do) Let's think about how Opal changed in BWD. Link: (We do) Now, you are going to think about Dyamonde. How has she changed so far in this story? Conferencing: (We check) Respond to the CR question and then go to independent reading. Reading Group D Share/ Summarize: (We check) Disney Characters That</p>

			<p>Share/ Summarize: (We check) Remind children how important it is to ground their thinking in the text, especially when they are comparing two books.</p>			<p>Changed Video Clip (long, what a portion)</p>
<p>Social Studies & Science</p> <p>10:45- 11:10</p>	<p>Learning Target: I am learning to explain the factors that shaped British Colonial America.</p> <p>Success Criteria: I can identify key reasons why the New England, Mid Atlantic and Southern colonies were founded (religious, freedom and profit) I can compare and contrast colonial life in the New England, Mid Atlantic, and Southern colonies. (education, economy, religion) I can describe colonial life from the perspectives of various people: large landowners</p>	<p>NO SCHOOL- Holiday</p>	<p>Lesson: Comparing Life in the Colonies Learning Target Success Criteria Connect/ Teach: (I do) Watch Brainpop Building the 13 colonies Active Engagement: (We do) Use Compare Prezi to start thinking about which colony we would prefer to live in and why-discuss- Share/ Summarize: (We check) Compare/ Contrast Life in colonies</p>	<p>Lesson: Persuasive writing for colony of choice Learning Target Success Criteria Materials: Compare prezi 2 Packet passage and recording sheet Connect/ Teach: (I do) Revisit prezi and what makes each colony unique Active Engagement: (We do) Students will write a persuasive piece determining which colony they would rather have lived in and WHY. Use what we have learned about being strong opinion writers!</p>	<p>Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: Colonial Era: A Taste of the 1700s Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Active Engagement: (We do) Use slide t to discuss Focus Skill: Where would the reader find more information? 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>Lesson: Main Idea Practice Learning Target Success Criteria Materials: Main idea samples Connect/ Teach: (I do) Practice one passage together and finding the main idea Active Engagement: (We do) Answer 2, 3,,4 main idea questions- remember it is what it is MOSTLY about Share/ Summarize: (We check) Check answers together and discuss</p> <p>Study guide option Review slides Quizlet Flashcards</p>
<p>Math</p> <p>12.35- 2:10</p>	<p>(Omit 3-4, 13, 19-20, 25) <i>3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size 1/b.</i> <i>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about</i></p>	<p>NO SCHOOL- Holiday</p>	<p>Lesson: Module 5 Lesson 14 Learning Target: I will learn to place and compare fractions on a number line. (14-19) Success Criteria: I can place fractions on a number line with endpoints 0 and 1. (14) Fluency: Division Counting Fractional Units Unit fraction in 1 whole Application Problem</p>	<p>Lesson: Think UP Lesson Think Up Math Lt sc VIDEO SHEET SHEET SHEET SHEET</p>	<p>Lesson: Module 5 Lesson 15 Learning Target: I will learn to place and compare fractions on a number line. (14-19) Success Criteria: I can place any fractions on a number line with endpoints 0 and 1. (15) Fluency: Counting by fractional units Division Place Unit fractions on a</p>	<p>Lesson: Module 5 Lesson 16 Activator: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arithmetic-review-fractions-on-the-number-line/v/fraction-on-a-number-line Learning Target: I will learn to place and compare fractions on a number line. (14-19) Success Criteria:</p>

	<p>their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</p>		<p>Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf. Draw a picture of the final scarf. Label what he has finished and what he still has to make. Draw a number bond with 2 parts to show the fraction he has made and the fraction he has not made. Connect/ Teach: (I do) https://www.youtube.com/watch?v=PNK9gas-vf8</p> <p>Measure a line of length 1 whole – model and students follow (need fraction strips) Active Engagement: (We do) Measure fraction strips – model as students follow along. Draw number bonds to correspond to the number lines Link: (We do) Pages Problem set Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole Share/ Summarize: (We check) Exit ticket</p>		<p>number line between 0 and 1 Application Problem In baseball, it is about 30 yards from home plate to first base. The batter got tagged out about halfway to first base. About how many yards from home plate was he when he got tagged out? Draw a number line to show the point where he was when he got tagged out. Connect/ Teach: (I do) Locate the point 2 thirds on a number line. Active Engagement: (We do) Locate the point 3 fifths on a number line. Link: (We do) Problem set Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole Share/ Summarize: (We check) Exit ticket</p>	<p>I can place whole number fractions and fractions between whole numbers on a number line. (16) Fluency: Sprint Application Problem Hannah bought 1 yard of ribbon to wrap 4 small presents. She wants to cut the ribbon into equal parts. Draw and label a number line from 0 to 1 yard to show where Hannah will cut the ribbon. Label all fractions. Including 0 fourths and 4 fourths. Also label 0 yards and 1 yard. Connect/ Teach: (I do) Number line drawing – partition and label – equivalence Active Engagement: (We do) Draw and label number line Link: (We do) Problem set Conferencing: (We check) Check problem set for accuracy and discuss lesson as a whole Share/ Summarize: (We check) Exit ticket</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------