

Need Large Hershey Bars for Thursday if doing the fraction activity (or one large and a bag of minis- for germs' sake)

Teacher Week:	Standards	Monday	Tuesday Resource Pull Out Day	Wednesday	Thursday	Friday
BOOST/ Character Trait		https://drive.google.com/file/d/1u8vtzepHurqS6ZrcRKWn53qsZN_ii9Sx/view?usp=sharing https://www.youtube.com/watch?v=JWafD1H8tLA No David	https://www.storylineonline.net/books/strega-nona/ Identify how the character is showing the trait: disobedient	https://drive.google.com/file/d/1oIMy6_7z-yxhdGRdy6i_OG6T1U4AIexC/view?usp=sharing Comprehension practice	https://www.youtube.com/watch?v=Rf4Tg5ys9A! Identify how the character is showing the trait: disobedient	Fill out sheet https://docs.google.com/presentation/d/1U2pLCmteiDEV3tSbZ5c5oKKdsQmpSZOJVel9QMZ4-k/edit?usp=sharing
Grammar OG						
Reader's Workshop		Lesson: ACHIEVE 3000 Learning Target: Success Criteria: Materials: Slides Connect/ Teach: (I do) Article Titled Second Chances Introduce article with Pre-Reading Poll Active Engagement: (We do) Have students read activity then answer the MC questions! Link: (We do) Now lets look at the summary thought question together and organize, then work independently to type it! Conferencing: (We check) Share/ Summarize: (We check) Share out	Lesson: Review Story Mountain Learning Target: I will learn to describe how parts of a story fit with the entire story. Success Criteria: I can identify story elements (parts of a story). I can explain the impact one part of the story has on another part. I can ask myself, "Why did the author start or end a story this way?" Materials: Plot diagram of Jack and the Beanstalk Read Aloud of Jack and the Beanstalk Plot Mountain interactive Teacher Clip Connect/ Teach: (I do)	Lesson: Session 9 Secondary Characters Learning Target: Success Criteria: Materials: Slides Pics of characters Teacher Clip Connect/ Teach: (I do) Today I want to teach you that characters don't go through plot mountain on their own! Other characters are important to their journey! (pass out pics of Winn Dixie characters or pull up slides, or share a copy per student) Active Engagement: (We do) Lets share out how the following characters are important to Winn Dixie!	Lesson: THINK UP Unit 7 Day 2 Learning Target: I am learning to comprehend grade level informational text! Success Criteria: I can find the main idea of the passage. I can find the supporting details. I can summarize informational text! Materials: Workbooks pg 94-97 Slide Teacher Clip Connect/ Teach: (I do) Active Engagement: (We do) (page 96) Re-read the passage. Remember to use UNREAL, and also think about where can	Lesson: Session 11 SHARE Learning Target: I will learn to describe how parts of a story fit with the entire story. Success Criteria: I can identify story elements (parts of a story). I can explain the impact one part of the story has on another part. I can ask myself, "Why did the author start or end a story this way?" Materials: Chart Teacher Clip Connect/ Teach: (I do) Do you remember in unit one when we would "stop and give a comprehension check" well today we are going to add in story

		<p>some great examples! Can give feedback in achieve platform!</p>	<p>As we read jack and the bean stalk lets discuss how the parts fit together! Active Engagement: (We do) Link: (We do) Students will create their own plot diagram of the book they are reading indep/epic or Jack and the Beanstalk! Conferencing: (We check) Meet with students as they turn in their work or as they are working to give feedback! Sm group: print story mountain map to do with specific students instead of online version Share/ Summarize: (We check)</p>	<p>Link: (We do) While you read today look for secondary characters in your reading! Conferencing: (We check) One on One to check in on skills Share/ Summarize: (We check)</p>	<p>we find the main idea! Link: (We do) Use the refer to article strategy and answer the 3 multiple choice questions on page . Conferencing: (We check) Independent reading and conferencing Share/ Summarize: (We check) Check</p>	<p>mountain as another way to check in on ourselves as we read! Active Engagement: (We do) Lets us the chart to help us review Because of Winn Dixie so far! Link: (We do) As you read today, use this chart to help you review what you have read so far! Share/ Summarize: (We check) Post reading discussion: How does this help us summarize fiction text?</p>
<p>Writer's Workshop</p> <p>Brain Break 9:30- 9:50</p>	<p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore,</p>	<p>Lesson: Revising Opinion Piece #1 Learning Target & Success Criteria Materials: opinion drafts Mrs. H sample essay Sample pieces Connect/ Teach: (I do) You have been drafting your first opinion piece. Today, I want to model for you how to revise and edit to make your writing even better! Active Engagement: (We do) Teacher clip (modeling</p>	<p>Lesson: Publish Opinion Piece #1 Learning Target & Success Criteria Materials: opinion drafts Connect/ Teach: (I do) Today you will finalize and publish your first opinion piece. Active Engagement: (We do) Model how to publish (this may involve modeling technology components...font, indents, spacing, position, etc.) Link: (We do) Allow</p>	<p>Lesson: Write Score Opinion Exemplars Learning Target & Success Criteria Materials: Opinion Write Score samples printed in binders Connect/ Teach: (I do) Today we are going to look over exemplar opinion essays that connect with two texts. First, read aloud the 2 texts. Read Aloud of 2 Swim Passages Active Engagement: (We do) Together, read</p>	<p>Lesson: Planning Using a WS texts Learning Target & Success Criteria Materials: Sample essays from binder Connect/ Teach: (I do) Today we will read 2 texts and begin planning an opinion essay. Active Engagement: (We do) Read the 2 texts. Museum Articles Read Aloud Clip Link: (We do) Using the opinion graphic organizer, make a plan</p>	<p>Left open because of Spirit Rally</p>

	<p>since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>REVISING/ EDITING) Use ARMS/ CUPS <u>Link: (We do)</u> You will use the ARMS and CUPS strategies to help you improve your writing. Goal: find 2 areas to revise and 5 places to edit! <u>Conferencing: (We check)</u> Work time Conference one on one or small group to help revise/ edit <u>Share/ Summarize: (We check)</u> Why do you think it is important to revise and edit?</p>	<p>students to get out their material (find in their journal or access in their DRIVE.) <u>Conferencing: (We check)</u> Work time Conference one on one or small group to help publish. <u>Share/ Summarize: (We check)</u> Share your piece with a friend and provide 1 glow and 1 grow before Friday of this week!</p>	<p>aloud the low, mid, and high scores. Analyze Low and Mid Scores Teacher Clip <u>Link: (We do)</u> Think about why these essays scored the way they scored. Use your checklist to help guide your thinking. <u>Conferencing: (We check)</u> Conversation about the scoring and components of each level of essay. <u>Share/ Summarize: (We check)</u> After seeing these exemplars, what are 2 writing goals you have for your next opinion piece? Share your goals with your teacher in the private comments of the Google Classroom writing assignment for today!</p>	<p>for your second opinion piece. Teacher Clip-Making a Plan <u>Conferencing: (We check)</u> Help students find evidence and reasons FROM THE TEXTS to include in the graphic organizer. <u>Share/ Summarize: (We check)</u> Now that we have a plan, what will our next step be in our writing process?</p>	
Social Studies & Science	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and</p>	<p><u>Lesson:</u> Jacques Cartier <u>Learning Target:</u> I am learning to describe European exploration in North America. <u>Success Criteria:</u> I can describe the reasons for and obstacles to the exploration of North America. I can describe the accomplishments of the following: John Cabot, Vasco Nunez De Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, and Jacques Cartier</p>	<p><u>Lesson:</u> Henry Hudson <u>Learning Target:</u> I am learning to describe European exploration in North America. <u>Success Criteria:</u> I can describe the reasons for and obstacles to the exploration of North America. I can describe the accomplishments of the following: John Cabot, Vasco Nunez De Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, and Jacques Cartier</p>	<p><u>Lesson:</u> Henry Hudson <u>Learning Target:</u> I am learning to describe European exploration in North America. <u>Success Criteria:</u> I can describe the reasons for and obstacles to the exploration of North America. I can describe the accomplishments of the following: John Cabot, Vasco Nunez De Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, and Jacques Cartier</p>	<p><u>Lesson:</u> Early Explorers Timeline <u>Learning Target:</u> I am learning to describe European exploration in North America. <u>Success Criteria:</u> I can describe the reasons for and obstacles to the exploration of North America. I can describe the accomplishments of the following: John Cabot, Vasco Nunez De Balboa, Hernando de Soto, Christopher Columbus,</p>	<p><u>Lesson:</u> Fakebook Assessment <u>Learning Target:</u> I am learning to describe European exploration in North America. <u>Success Criteria:</u> I can describe the reasons for and obstacles to the exploration of North America. I can describe the accomplishments of the following: John Cabot, Vasco Nunez De Balboa, Hernando de Soto, Christopher Columbus,</p>

	<p>Jacques Cartier (France). c. Describe examples of cooperation and conflict between European explorers and American Indians.</p>	<p>I can describe examples of cooperation and conflict between European explorers and American Indians. Materials: Explorers packets Connect/ Teach: (I do) Open with a Cartier video clip. Active Engagement: (We do) Complete the rest of the Cartier pages in the explorers packet . Teacher Powerpoint to go along with student pages. Link: (We do) Conferencing: (We check) Students can explore this interactive map of Cartier voyages. Share/ Summarize: (We check) Together, preview these slides on Cartier.</p>	<p>I can describe examples of cooperation and conflict between European explorers and American Indians. Materials: Explorers packets Connect/ Teach: (I do) Open with a Hudson video clip. Active Engagement: (We do) Complete a few of the Hudson pages in the explorers packet (will have 1 more day to finish this week). Teacher Powerpoint to go along with student pages. Link: (We do) Conferencing: (We check) Check out this short biography. Share/ Summarize: (We check) Together, preview these slides on Hudson.</p>	<p>I can describe examples of cooperation and conflict between European explorers and American Indians. Materials: Explorers packets Connect/ Teach: (I do) Open with a Hudson video clip. Active Engagement: (We do) Complete the rest of the Hudson pages in the explorers packet . Teacher Powerpoint to go along with student pages. Link: (We do) Conferencing: (We check) Students can explore this interactive map of Hudson voyages. Share/ Summarize: (We check) Together, preview these slides on Hudson.</p>	<p>Henry Hudson, and Jacques Cartier I can describe examples of cooperation and conflict between European explorers and American Indians. Materials: Early Explorers Timeline found in binder Connect/ Teach: (I do) Remember all we have learned about our explorers. Review learning targets, sites, etc. Active Engagement: (We do) Model completing part of the timeline. Link: (We do) Locate the large packet we have been working through. Conferencing: (We check) Students will complete the Early Explorers Timeline. Share/ Summarize: (We check) Share In your opinion, which explorer did you like learning about best and why?</p>	<p>Henry Hudson, and Jacques Cartier I can describe examples of cooperation and conflict between European explorers and American Indians. Materials: Fakebook page (in binders) Connect/ Teach: (I do) As a culminating activity you will create a “fakebook” page for 1 of the explorers we studied. Active Engagement: (We do) Locate your large packet of notes about the different explorers. The last page is the “fakebook”. Model parts of the page. Conferencing: (We check) Students complete the page. Share/ Summarize: (We check) Submit a picture for their assessment grade.</p>
<p>Math</p> <p>PACING</p>	<p>(Omit 3-4, 13, 19-20, 25) 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$</p>	<p>GC Lesson: Module 5 Lesson 1 Teacher vide intro to unit Teacher video module 5 lesson 1 Module 5 Vocabulary Learning Target: I will learn to partition a whole into equal parts. (1-4)</p>	<p>GC Lesson: Module 5, Lesson 2 Learning Target & Success Criteria: click HERE Materials: Fluency: Skip counting by 6s song Application Problem: Anu needs to cut a piece of paper into 6 equal parts. Draw at least 3 pictures to show how Anu can cut her paper so that all the parts are equal.</p>	<p>GC Lesson: Module 5 Lesson 5 Learning Target & Success Criteria: click HERE Materials: Personal Whiteboard Lesson PPT slides Lesson and exit ticket Fluency Practice Counting by 8 on white board</p>	<p>GC Lesson: Think UP! Unit 26 Partitioning a WHOLE Fun Hershey Activity (optional) Learning Target & Success Criteria: click HERE Materials: Think Up book , Page 254 and 255 teacher video</p>	<p>GC Lesson: Module 5 Lesson 6 Brainpop Lesson on Fractions https://www.brainpop.com/math/numbersandoperations/fractions/ Learning Target & Success Criteria: click HERE Materials: Personal Whiteboards PPT slides PS and exit ticket</p>

	<p>on the number line. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about 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., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. 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 $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ 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 $\frac{1}{4}$ of the area of the shape.</p>	<p>Success Criteria: click HERE</p> <p>Materials:</p> <p>PPT slides</p> <p>Lesson and exit ticket</p> <p>(T) 1 clear plastic cup full of colored water – 2 identical empty cups, 2 12" x 1" strips of construction paper</p> <p>(S) 2– 12" x 1" strips of construction paper, 12 inch ruler</p> <p>Fluency Practice</p> <p>Group Counting</p> <p>Multiplication by 4 and 8</p> <p>Application Problem</p> <p>Measure your math book with a ruler.(give different students inches and cm to same partner group) Then have them measure something different, discuss</p> <p>Connect/ Teach: (I do)</p> <p>Partition fraction strips into equal parts. TE L1</p> <p>Active Engagement: (We do)</p> <p>Using ruler measure your book – partners measure in different units.</p> <p>Link: (We do)</p> <p>Teacher models –</p>	<p>Connect/ Teach: (I do)</p> <p>Today we will look at fraction strips to represent a whole partitioned or divided into equal parts.</p> <p>TEACHER ZEARN CLIP</p> <p>Active Engagement: (We do)</p> <p>Problem set</p> <p>Conferencing: (We check)</p> <p>Check problem set for accuracy and discuss lesson as a whole</p> <p>Share/ Summarize: (We check)</p> <p>Exit ticket</p>	<p>X by 8 song: https://www.youtube.com/watch?v=TdqAA9Ky2DY&v=e n</p> <p>Write the fractional unit</p> <p>Partition shapes</p> <p>Application Problem</p> <p>Ms. Browne cut a 6-meter rope into 3 equal size pieces to make jump ropes. Mr. Ware cut a 5-meter rope into 3 equal size pieces to make jumps. Which class has longer jump ropes</p> <p>Connect/ Teach: (I do)</p> <p>Understanding shaded fractions clip</p> <p>Circle partitions, square partitions, any other shape partitions as needed.</p> <p>Active Engagement: (We do) : Teacher models partitions</p> <p>Link: (We do)</p> <p>Problem set (flexible grouping)</p> <p>Math groups: Mt. Math– hallway scoot, flashmasters, zearn</p> <p>Conferencing: (We check)</p> <p>Check problem set and discuss lesson as a</p>	<p>Fluency:</p> <p>Application Problem</p> <p>Connect/ Teach: (I do)</p> <p>Active Engagement: (We do)</p> <p>Fraction online games</p> <p>Fraction Fling</p> <p>Conferencing: (We check)</p> <p>Check problem set for accuracy and discuss lesson as a whole</p> <p>Share/ Summarize: (We check)</p> <p>Exit ticket</p>	<p>Teacher video</p> <p>Fluency Practice</p> <p>Sprint (7)</p> <p>Write unit fraction</p> <p>Find the whole</p> <p>Application Problem</p> <p>Chole's dad partitions his garden into 4-equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?</p> <p>Connect/ Teach: (I do)</p> <p>Unit Form – word form and numerical form. What does each part mean</p> <p>Active Engagement: (We do)</p> <p>Use given unit fractions to build a new fraction.</p> <p>Link: (We do)</p> <p>Problem set (flexible grouping)</p> <p>Math groups: Mt. Math– hallway scoot, flashmasters, zearn</p> <p>Conferencing: (We check)</p>
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		<p>Partition a whole amount if liquid into equal parts.</p> <p>Problem set in flexible grouping - math groups (Mt. Math, Hallway Scoot, Flashmasters, ZEARN)</p> <p><u>Conferencing: (We check)</u></p> <p>Check problem set and discuss lesson as a whole</p> <p><u>Share/ Summarize: (We check):</u></p> <p><u>Exit ticket</u></p> <p>Fraction intro video clip: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics</p>		<p>whole</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Exit ticket</u></p>		<p>Check problem set and discuss lesson as a whole</p> <p><u>Share/ Summarize: (We check)</u></p> <p><u>Exit ticket</u></p>
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