


| Teacher<br>Week:<br>1.6- 1.8. 2021 | Standards               | Monday                               | Tuesday             | Wednesday<br>Resource Pull Out<br>Day   | Thursday   | Friday                                       |
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| BOOST/<br>Character Trait          | <u>Review of traits</u> | <u>Professional Learning<br/>Day</u> | <u>Planning Day</u> | <a href="#">GC link</a><br><br><a href="#">Character Trait<br/>inference cards</a>  | <a href="#">Character Trait Selfie</a>   | <a href="#">Quiz on character<br/>traits</a> |
| Grammar<br><br>OG                  |                         |                                      |                     | <a href="#">Intro to conjunctions-<br/>GC</a><br><a href="#">Video</a><br><a href="#">FANBOY Chart</a><br><a href="#">Catchy FANBOY Song</a><br><a href="#">Cut and Paste</a><br><a href="#">Page from packet</a> | <a href="#">Vowel team ee ea<br/>GC</a><br><a href="#">Long E Brainpop Jr</a><br><a href="#">Video clip</a><br><a href="#">EE Ea example video</a><br><a href="#">OG LT and SC</a><br><a href="#">ee/ ea whack a mole</a><br><a href="#">ee/ea homophone<br/>game</a><br><a href="#">Nearpod lesson</a><br><a href="#">Worksheet ee/ea</a> |  |

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| <p>Reader's Workshop</p> <p><b>THIS WEEK READ CHAPTERS 1-3 OF BECAUSE OF WINN DIXIE</b></p>  | <p><b>Calkins Unit 3 Standards:</b></p> <p>ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the <b>central message, lesson, or moral</b> and explain how it is conveyed through key details in the text.</p> <p>ELAGSE3RL3: Describe <b>characters</b> in a story (e.g., their traits, motivations, or feelings) and explain how their <b>actions contribute</b> to the sequence of events.</p> <p>ELAGSE3RL9: <b>Compare and contrast</b> 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>ELAGSE3RL5: Refer to <b>parts</b> of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <b>describe how each successive part builds on earlier sections.</b></p> | <p><u>Professional Learning Day</u></p> | <p><u>Planning Day</u></p> | <p><b>BWD Chapter 1</b><br/> <b>GC Lesson:</b> ACHIEVE 3000<br/> <b>LT Poster for Achieve</b><br/> <b>Materials:</b> New Year, New Country<br/> <b>Article, SLIDE</b><br/> <b>Connect/ Teach: (I do)</b> Pull up the article on Achieve and introduce and highlight vocab.<br/> <b>Active Engagement: (We do)</b> Use <a href="#">slide</a> to discuss Focus Skill: Connection between nonfiction text and fiction prompt.<br/> <b>Link: (We do)</b> Independently read the article and finish activity!<br/> <b>Conferencing: (We check)</b> One on One check ins!<br/> <b>Share/ Summarize: (We check)</b> Set a goal for next time and share out any specific questions that were hard!</p> <p><b>Small Group:</b><br/> LLI Groups with Wideman</p> | <p><b>BWD Chapter 2</b><br/> <b>GC Lesson:</b> Unit 3 Pre Assessment<br/> <b>Learning Target:</b> I will learn to analyze characters in a text. I will learn to determine the central message, theme, and/or lesson of a story.<br/> I will learn to describe how parts of a story fit with the entire story.<br/> <b>Success Criteria:</b> <a href="#">See Unit 3 LT &amp; SC sheet</a><br/> <b>Connect/ Teach: (I do)</b> Pass out assessments. The Bully and the Can Queen <a href="#">Passage Questions</a><br/> *Teachers can use the <a href="#">Google Form version</a> if they prefer. Link individual teacher's copy of Google Form.<br/> <b>Active Engagement: (We do)</b> Students complete assessment.<br/> <b>Link: (We do)</b> Remind students to use learning progressions on their assessment.<br/> <b>Conferencing: (We check)</b> Small group/ one-on-one<br/> <b>Share/ Summarize: (We check)</b> Collect assessment</p> <p><b>Small Group:</b><br/> Test Taking skills with wideman</p> | <p><b>BWD Chapter 3</b><br/> <b>GC Lesson:</b> THINK UP Unit 6 Day 1- The OLympian and the Backstroke<br/> <b>Learning Target:</b> I will learn to understand vocabulary words in the text I read.<br/> <b>Success Criteria:</b> I can use context clues to determine the meaning of a word. I can use a dictionary to look up the meaning of a word. I can use word parts (prefix/suffix) to determine word meaning.<br/> <b>Materials:</b> Workbooks, online dictionaries<br/> <b>SLIDE</b><br/> <b>Connect/ Teach: (I do)</b> Today we will read a new passage in Think Up! First, let's explore vocabulary words.<br/> <b>Active Engagement: (We do)</b> (page 79) Scavenger Hunt for terms: Backstroke Strolling<br/> <b>Link: (We do)</b> <a href="#">Teacher Clip</a><br/> Read Aloud the short passage together (p.79)<br/> <b>Conferencing: (We check)</b> Independent reading and conferencing<br/> <b>Share/ Summarize: (We check)</b> What character traits could</p> |
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|                   |  | <u>Professional Learning Day</u> |  |   |  | we use to describe Bart and Len?<br><br><b><u>Small Group:</u></b><br>LLI Groups with Wideman |
| Writer's Workshop |  | <u>Professional Learning Day</u> |  | <b>GC</b> Opinion on Demand Assessment Prompt Slide | <b>GC</b> Lesson: Opinion LT and SC Learning Target: | <b>GC</b> Lesson: OREO Introduction to OPINION  |

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| Brain Break<br>9:30- 9:50 |  | <b><u>Professional Learning Day</u></b> |  |   | <p><b><u>Linked Doc</u></b><br/> <b><u>Success Criteria:</u></b><br/> <b><u>Materials:</u></b> <a href="#">1 Exemplar Opinion</a><br/> <b><u>Connect/ Teach: (I do)</u></b><br/> Yesterday we took our On Demand, now lets look at where we are going with this unit and what we need to do to get better at this genre! Lets look at this exemplar together!<br/> <b><u>Active Engagement: (We do)</u></b> Students engage in discussion on “success criteria” and what this student did well! As a class take notes/chart success criteria<br/> <a href="#">Introduce Unit LT and SC</a> and <a href="#">student checklist</a><br/> <b><u>Link: (We do)</u></b> Now take a look at your Pre Assessment and set a goal of what you want to work on in this unit based on our new success criteria!<br/> <b><u>Conferencing: (We check)</u></b> Meet with students on their goals and help make a plan to get there!<br/> <b><u>Share/ Summarize: (We check) Share out some goals!</u></b></p> | <p><b><u>Learning Target:</u></b><br/> <b><u>Linked Doc</u></b><br/> <b><u>Success Criteria:</u></b><br/> <b><u>Materials:</u></b> <a href="#">Slides Graphic organizer (printed)</a><br/> <b><u>Connect/ Teach: (I do)</u></b><br/> Use the <a href="#">Groundhog Slides</a> to discuss our OPINION and debating an opinion of spring vs winter a very common discussion!<br/> <b><u>Active Engagement: (We do) AS A class use the graphic organizer to add our reasons and examples! What does double stuffed look like?</u></b><br/> <b><u>Link: (We do)</u></b> Use your graphic OREO organizer to jot down some thoughts on your opinion :Winter or Spring?<br/> <b><u>Conferencing: (We check)</u></b> One on One check ins to see if we are beginning to see organization process<br/> <b><u>Share/ Summarize: (We check) Share out some of our graphic organizers!</u></b></p> |
| Social Studies & Science  | <b>SS3H2 Describe European exploration in North America.</b><br>a. Describe the reasons for and obstacles to the | <b><u>Professional Learning Day</u></b> |  | <p><b><u>Lesson:</u></b> Explorers Preview + Christopher Columbus<br/> <b><u>Learning Target:</u></b> I am learning to describe European exploration in</p> | <p><b><u>Lesson:</u></b> ACHIEVE 3000 <a href="#">LT Poster for Achieve</a><br/> <b><u>Materials:</u></b> Three Worlds Meet: Where is Christopher Columbus?<br/> <b><u>Connect/ Teach: (I do)</u></b></p>  | <p><b><u>Lesson:</u></b> Christopher Columbus<br/> <b><u>Learning Target:</u></b> I am learning to describe European exploration in North America.</p>   |

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|  | <p>exploration of North America.</p> <p>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 Jacques Cartier (France).</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> | <p><b><u>Professional Learning Day</u></b></p> |  | <p>North America.</p> <p><b><u>Success Criteria:</u></b> I can describe the reasons for and obstacles to the exploration of North America.</p> <p>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>I can describe examples of cooperation and conflict between European explorers and American Indians.</p> <p><b><u>Materials:</u></b> Explorers packets</p> <p><b><u>Connect/ Teach: (I do)</u></b></p> <p>As we begin our new SS unit on explorers, preview and discuss the LT and SC.</p> <p><b><u>Active Engagement: (We do)</u></b></p> <p>Do a quick KWL chart together as a class.</p> <p><b><u>Link: (We do)</u></b></p> <p>Watch this introduction <a href="#">clip</a> on Christopher Columbus.</p> <p><b><u>Conferencing: (We check)</u></b> Complete a few of the <a href="#">CC pages in the explorers packet</a> (will have 1 more day to finish this week).</p> <p><a href="#">Teacher Powerpoint</a> to go along with student pages.</p> <p><b><u>Share/ Summarize: (We check)</u></b> Remind students of the virtual classroom available for them to continue exploring on this topic.</p> | <p>Pull up the article on Achieve and and introduce and highlight vocab.</p> <p><b><u>Active Engagement: (We do)</u></b> Use <a href="#">slide</a> to discuss Focus Skill: Cause and Effect</p> <p><b><u>Link: (We do)</u></b> Independently read the article and finish activity!</p> <p><b><u>Conferencing: (We check)</u></b> One on One check ins!</p> <p><b><u>Share/ Summarize: (We check)</u></b> Set a goal for next time and share out any specific questions that were hard!</p> | <p><b><u>Success Criteria:</u></b> I can describe the reasons for and obstacles to the exploration of North America.</p> <p>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>I can describe examples of cooperation and conflict between European explorers and American Indians.</p> <p><b><u>Materials:</u></b> Explorers packets</p> <p><b><u>Connect/ Teach: (I do)</u></b></p> <p>Open with a CC video <a href="#">clip</a>.</p> <p><b><u>Active Engagement: (We do)</u></b> Complete a few of the <a href="#">CC pages in the explorers packet</a> (will have 1 more day to finish this week).</p> <p><a href="#">Teacher Powerpoint</a> to go along with student pages.</p> <p><b><u>Link: (We do)</u></b></p> <p><b><u>Conferencing: (We check)</u></b> Students can explore this <a href="#">interactive map</a> of CC voyages.</p> <p><b><u>Share/ Summarize: (We check)</u></b> Together, preview these <a href="#">slides</a> on CC.</p> |
|  |   | <p><b><u>Professional Learning Day</u></b></p> |  |  |  |  |

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| <p>Math</p> <p>file:///C:/Users/91794/Downloads/DistanceLearningEngageNYGrade3Module4GoogleSlidesInteractiveLessons-1.pdf</p> | <p>(Omit 13-14, 16)</p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units. <b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). <b>3.MD.7</b> Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> |  |  | <p><b>Lesson:</b> Module 4 Lesson 7 &amp; 8</p> <p><b>Learning Target:</b> I will learn concepts of area measurement. (5-8)</p> <p><b>Success Criteria:</b> I can interpret area models to form rectangular arrays. (7) I can use multiplication of side lengths to find the area of a rectangle. (8)</p> <p><b>Materials:</b></p> <p><b>Fluency:</b> Lesson 8 pattern sheet</p> <p><b>Application Problem</b></p> <p>Lesson 8 (relating area to skip counting)</p> <p><b>Connect/ Teach: (I do)</b></p> <p>Teacher video clip</p> <p>From lesson 7: review labeling sides and then multiplying to find area.</p> <p>From lesson 8: finding the area with a missing piece (say 1 side length, total and 1 side missing)</p> <p><b>Active Engagement: (We do)</b></p> <p>Problem Set:</p> <p>From lesson 7 1a, 1d, 2</p> <p>From lesson 8 1a, 2a, 2c, 3, 6</p> <p><b>Conferencing: (We check)</b></p> <p>Check problem set for accuracy and discuss lesson as a whole</p> <p><b>Share/ Summarize: (We check)</b></p> <p>Exit ticket for lesson 8</p> <p><b>Small Group:</b></p> <p>Exit tickets and feedback Task cards</p> | <p><b>Lesson:</b> Mid- Module 4 Review</p> <p><b>Learning Target::</b> We are learning the concepts of area measurement.</p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b> REview PPT game and recording sheet</p> <p><b>Connect/ Teach: (I do)</b> Do a few problems of PPT together, rest in teams</p> <p><b>Active Engagement: (We do)</b></p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p> <p><a href="#">Review PPT</a></p> <p><a href="#">Review student pages</a></p> <p><a href="#">TPT Review Pack MOdule 4</a></p> <p><b>Small Group:</b></p> <p>Review and feedback Task cards</p> | <p><b>Lesson:</b> <b>Lesson:</b> Mid - Module 4 Assessment</p> <p><b>Learning Target::</b> We are learning the concepts of area measurement.</p> <p><b>Success Criteria:</b></p> <p><b>Materials:</b></p> <p><b>Fluency:</b></p> <p><b>Application Problem</b></p> <p><b>Connect/ Teach: (I do)</b></p> <p><b>Active Engagement: (We do)</b></p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b></p> <p><b>Share/ Summarize: (We check)</b></p> <p><b>Small Group:</b></p> <p>Review and feedback Task cards</p> |
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