

Teacher Week: 2.1-2.5 2021	Standards	Monday	Tuesday Resource Pull Out Day	Wednesday Marsh Lab Day	Thursday	Friday
BOOST/ Character Trait		Char. Trait: Heroic <a href="https://drive.google.com/file/d/1CDiks190ryo4X9ULi97E-64AH_RQmyx9/view?usp=sharing">https://drive.google.com/file/d/1CDiks190ryo4X9ULi97E-64AH_RQmyx9/view?usp=sharing</a>  Read the definition and create a bubble map of people you think are heroic	<a href="https://www.storylineonline.net/books/brave-irene/">https://www.storylineonline.net/books/brave-irene/</a>  Irene <b>Identify how the character is showing the trait: heroic</b>		<a href="https://www.youtube.com/watch?v=xO2DodHfllM">https://www.youtube.com/watch?v=xO2DodHfllM</a>  Balto <b>Identify how the character is showing the trait: heroic</b>	<a href="https://docs.google.com/presentation/d/1jNVmr95_h7mOewfy6naor3Jg2wj974ohGbAtICkb_2c/edit?usp=sharing">https://docs.google.com/presentation/d/1jNVmr95_h7mOewfy6naor3Jg2wj974ohGbAtICkb_2c/edit?usp=sharing</a>  <b>Fill in the sheet</b>
Grammar		<a href="https://jr.brainpop.com/readingandwriting/word/contractions/">https://jr.brainpop.com/readingandwriting/word/contractions/</a>  <a href="https://wordwall.net/resource/485530/english/contractions">https://wordwall.net/resource/485530/english/contractions</a>	<a href="https://drive.google.com/file/d/10Z0rUqlv3d3rwEzphBuKUPuJKfRtMQIV/view?usp=sharing">https://drive.google.com/file/d/10Z0rUqlv3d3rwEzphBuKUPuJKfRtMQIV/view?usp=sharing</a>	<a href="https://www.brainpop.com/english/grammar/contractions/">https://www.brainpop.com/english/grammar/contractions/</a>  <a href="https://drive.google.com/file/d/1tc7_cP7jNqomgDXiJszYTXdyUtUmadI/view?usp=sharing">https://drive.google.com/file/d/1tc7_cP7jNqomgDXiJszYTXdyUtUmadI/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/186w36rToD6Llu05yZFlatboIHMdCtS9T/view?usp=sharing">https://drive.google.com/file/d/186w36rToD6Llu05yZFlatboIHMdCtS9T/view?usp=sharing</a>	<a href="https://wordwall.net/resource/1610506/balloon-pop-contractions">https://wordwall.net/resource/1610506/balloon-pop-contractions</a>
Reader's Workshop	Because of Winn Dixie 19-23	<b>Lesson:</b> <b>ACHIEVE 3000</b> <b>Learning Target:</b> <b>I am learning to answer questions to show I understand it!</b> <b>Success Criteria:</b> I can refer to the text. I can include info from text in my answer! <b>Materials:</b> <a href="#">Slides</a> <b>Connect/ Teach: (I do)</b> Today we are going to read an article on Lebron James! We need to REV up our	<b>Lesson:</b> Session 13 Theme <b>Learning Target:</b> <a href="#">See here</a> <b>Success Criteria:</b> <b>Materials:</b> <a href="#">Learning Theme by Songs Slides</a> <b>Teacher Clip</b> <b>Connect/ Teach: (I do)</b> Listen to the songs in the video, why do we love music? Movies? Because the way they make us feel! The same	<b>Lesson:</b> Theme Again <b>Learning Target:</b> <a href="#">See Here</a> <b>Success Criteria:</b> <b>Materials:</b> <a href="#">Video</a> <b>Connect/ Teach: (I do)</b> What did we learn about the theme yesterday? How can we successfully find the theme of a story? Is a theme the same as a lesson? Why is the theme and lesson important?	<b>Lesson:</b> Session 14 Author's Craft <b>Learning Target:</b> <a href="#">See here</a> <b>Success Criteria:</b> <b>Materials:</b> <a href="#">Teacher Clip</a> <a href="#">Chart</a> <a href="#">Worksheet</a> <b>Connect/ Teach: (I do)</b> Today I want to teach you that good readers think about parts of the story and how they	<b>Lesson:</b> THINK UP Unit 7 Day 3 <b>Learning Target:</b> I will learn to answer a constructed response question. <b>Success Criteria:</b> I can use the RACE strategy to help me restate, answer, cite, and explain. <b>Materials:</b> <a href="#">Workbooks</a> <a href="#">Slide</a> <a href="#">Teacher Clip</a> <b>Connect/ Teach: (I do)</b>

		<p>minds so lets preview with a quick bio on Lebron James!</p> <p><b><u>Active Engagement:</u></b> <b><u>(We do)</u></b> Lets work together to discuss how we can be successful with the thought question! Help me take notes on the article to include in my response!</p> <p><b><u>Link: (We do)</u></b> <b><u>Conferencing: (We check)</u></b> <b><u>Share/ Summarize: (We check)</u></b></p> <p><b><u>Small group:</u></b> ELA groups Reading groups</p>	<p>with books! We often follow a character up and down story mountain and learn from them! Authors often write about a lesson or a theme to make us feel a certain way!</p> <p><b><u>Active Engagement:</u></b> <b><u>(We do)</u></b> Review Slides and Let's brainstorm some themes of Because of Winn Dixie, how do we find them or notice them? What's the evidence in the text? Use learning progression!</p> <p><b><u>Link: (We do)</u></b> Complete your own umbrella in your google Slide, please turn in when done</p> <p><b><u>Conferencing: (We check)</u></b> <b><u>Share/ Summarize: (We check)</u></b> Which song would most match Winn Dixie?</p> <p><b><u>Small group:</u></b> ELA groups Reading groups</p>	<p><b><u>Active Engagement:</u></b> <b><u>(We do)</u></b> Today we will practice with short passages, pull up google form and do #1 together,discuss</p> <p><b><u>Link: (We do)</u></b> Finish the google form numbers 2-4 and submit!</p> <p><b><u>Conferencing: (We check)</u></b> Give feedback and take notes after turning in!</p> <p><b><u>Share/ Summarize: (We check)</u></b> Discuss our favorite theme to read about!</p> <p><b><u>Small group:</u></b> ELA groups Reading groups</p>	<p>fit with the rest of the story, we often think “ why did the author put that part there?</p> <p><b><u>Active Engagement:</u></b> <b><u>(We do)</u></b> Let's read a passage from BOWD, see teacher manual pg 120, 121 for example passage,encourage students to notice passage 1 tells setting and passage 2 tells a challenge Opal faces</p> <p><b><u>Link: (We do)</u></b> During the workshop today, I have left a passage for you to read in your assignment from Because of Winn Dixie: you need to respond, why does the author include this? How does it fit with the rest of the story?</p> <p><b><u>Conferencing: (We check)</u></b> Give feedback through google classroom on this response</p> <p><b><u>Share/ Summarize: (We check)</u></b> Share out some really good responses!</p> <p><b><u>Small group:</u></b> ELA groups Reading groups</p>	<p>Today I want to help you practice the RACE strategy.</p> <p>Read the RACE practice question to the class. “Why are these shoes considered “smart shoes?”</p> <p><b><u>Active Engagement:</u></b> <b><u>(We do)</u></b> Help me complete this response using RACE. MODEL on the board.</p> <p><b><u>Link: (We do)</u></b> Now,in google classroom you will write your constructed response answer using the RACE strategy.</p> <p><b><u>Conferencing: (We check)</u></b> Independent reading and conferencing</p> <p><b><u>Share/ Summarize: (We check)</u></b> Check responses.</p> <p><b><u>Small group:</u></b> ELA groups Reading groups</p>
Writer's Workshop	ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	<p><b><u>Lesson:</u></b> Drafting- Introduction lesson</p> <p><b><u>Learning Target &amp; Success Criteria</u></b></p> <p><b><u>Materials:</u></b> opinion drafts</p> <p><b><u>Connect/ Teach: (I do)</u></b></p>	<p><b><u>Lesson:</u></b> Drafting</p> <p><b><u>Learning Target &amp; Success Criteria</u></b></p> <p><b><u>Materials:</u></b> opinion drafts</p> <p><b><u>Connect/ Teach: (I do)</u></b></p>	<p><b><u>Lesson:</u></b> Conclusion lesson</p> <p><b><u>Learning Target &amp; Success Criteria</u></b></p> <p><b><u>Materials:</u></b> opinion drafts</p>	<p><b><u>Lesson:</u></b> Publish second opinion piece</p> <p><b><u>Learning Target &amp; Success Criteria</u></b></p> <p><b><u>Materials:</u></b> opinion drafts</p>	<p><b><u>Lesson:</u></b> ACHIEVE 3000</p> <p><b><u>LT Poster for Achieve</u></b></p> <p><b><u>Materials:</u></b> FREE CHOICE</p> <p>FRIDAY</p> <p>Last day to reach the monthly article goal.</p> <p><b><u>Connect/ Teach: (I do)</u></b> Pull up the article on Achieve and</p>

<p>Brain Break 9:30- 9:50</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, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Sample <a href="#">articles</a> (in binders) <b><u>Connect/ Teach: (I do)</u></b> Last week we read about 2 museums. Then, you planned an opinion essay. Today, I want to teach you how to write an <b>opinion introduction paragraph.</b> <b><u>Active Engagement: (We do)</u></b> <a href="#">Teacher clip</a> (modeling opinion introduction) <b><u>Link: (We do)</u></b> You will begin drafting your second opinion piece. Goal: finish your introduction and 1st body paragraph <b><u>Conferencing: (We check)</u></b> Work time Conference one on one or small group to help revise/ edit <b><u>Share/ Summarize: (We check)</u></b> What is the purpose of an introduction? Look at the introduction (lead) section of the <a href="#">checklist</a>.</p>	<p>Today you will continue drafting your opinion piece about which museum you think would be the best field trip. <b><u>Active Engagement: (We do)</u></b> Model using your plan to draft complete body paragraphs. <b><u>Link: (We do)</u></b> Goal: complete your introduction and 3 body paragraphs today! <b><u>Conferencing: (We check)</u></b> Work time Conference one on one or small group to help draft. <b><u>Share/ Summarize: (We check)</u></b> Share your piece with a friend and provide 1 glow and 1 grow before Friday of this week!</p>	<p>Sample <a href="#">articles</a> (in binders) <b><u>Connect/ Teach: (I do)</u></b> Today, I want to teach you how to write an <b>opinion conclusion paragraph.</b> <b><u>Active Engagement: (We do)</u></b> <a href="#">Teacher clip</a> (modeling opinion conclusion) <b><u>Link: (We do)</u></b> Today you will write your conclusion paragraph. Goal: Finish your draft today! <b><u>Conferencing: (We check)</u></b> Work time Conference one on one or small group to help draft. <b><u>Share/ Summarize: (We check)</u></b> Tomorrow, we will use ARMS and CUPS to help us revise, edit, and publish!</p>	<p>Sample <a href="#">articles</a> (in binders) <b><u>Connect/ Teach: (I do)</u></b> Today we will revise, edit, and publish our second opinion piece. <b><u>Active Engagement: (We do)</u></b> Let's look at our checklist and remind ourselves of ARMS and CUPS. <b><u>Link: (We do)</u></b> Begin revising and editing. GOAL: Find 3 areas to revise! <b><u>Conferencing: (We check)</u></b> Help students revise and edit. <b><u>Share/ Summarize: (We check)</u></b> You may add 1 picture, change your font, and size. Then, submit your published piece.</p>	<p>and introduce and highlight vocab. <b><u>Active Engagement: (We do)</u></b> Students select articles...practice using the search box. <b><u>Link: (We do)</u></b> Independently read the article and finish activity! <b><u>Conferencing: (We check)</u></b> One on One check ins! <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>Social Studies &amp; Science</p> <p>On the Drive are very good resources for <b>Reading small groups</b> and <b>morning work comprehension</b> articles! - attached on each day under conferencing also</p>	<p><b><u>Learning Target:</u></b> I am learning to explain the factors that shaped British Colonial America.</p> <p><b>Success Criteria:</b> I can identify key reasons why the New England, Mid Atlantic and Southern colonies</p>	<p><b><u>GC Lesson:</u></b> Life in the colonies <b><u>Learning Target Success Criteria</u></b> <b><u>Materials:</u></b> all attached on GC, BCA student packets <b><u>Connect/ Teach: (I do)</u></b> View <a href="#">new learning targets and SC</a> for the unit and discuss. <b><u>Active Engagement: (We</u></b></p>	<p><b><u>GC Lesson:</u></b>BCA reading comp <b><u>Learning Target Success Criteria</u></b> <b><u>Materials:</u></b> all on GC <b><u>Connect/ Teach: (I do)</u></b> Watch <a href="#">video on Studies Weekly Week 12</a> <b><u>Active Engagement: (We do)</u></b> read <a href="#">passage</a> in student packet titled</p>	<p><b><u>GC Lesson:</u></b> Comparing life in the colonies- New England Colonies focus today (will focus on other 2 next week) <b><u>Learning Target Success Criteria</u></b> <b><u>Materials:</u></b> all on GC and linked here in plans <b><u>Connect/ Teach: (I do)</u></b> Review the LT and SC.</p>	<p><b><u>GC Lesson:</u></b> ACHIEVE 3000- Article: <i>The Lost people</i> <b><u>LT Poster for Achieve</u></b> <b><u>Materials:</u></b> <i>The Lost People</i> <b><u>Connect/ Teach: (I do)</u></b> Pull up the article on Achieve and and introduce and highlight vocab. <b><u>Active Engagement: (We</u></b></p>	<p><b><u>GC Lesson:</u></b> BCA Crime activity! <b><u>Learning Target Success Criteria</u></b> <b><u>Materials:</u></b> <a href="#">Recording sheet</a> <a href="#">Crime cards 1-4</a> <a href="#">5-8</a> <a href="#">9,10</a> <a href="#">Overview of crime cards</a> *Will post in the hallway</p>

<p><a href="#">Video of BCA life</a></p> <p><a href="#">Rap about colonies</a></p> <p><a href="#">Episode 1 how colonies came to be</a></p> <p><b>Studies Weekly</b> on BCA: Week 12-Week 19</p> <p><b>Lunch</b> *View video clips on Studies Weekly!!!</p>	<p>were founded (religious, freedom and profit)</p> <p>I can compare and contrast colonial life in the New England, Mid Atlantic, and Southern colonies. (education, economy, religion)</p> <p>I can describe colonial life from the perspectives of various people: large landowners, farmers, artisans, etc.</p>	<p><b>do)</b> Then, watch warm-up <a href="#">clip</a> "Getting to know the colonies"</p> <p>Also, view where colonies are located (east coast) on individual student maps- <a href="#">first page of the packet</a>.</p> <p><b>Link: (We do)</b> Finally, use <a href="#">website 1</a> and <a href="#">website 2</a> to explore life in the colonies (housing, perspectives of different people).</p> <p><b>Conferencing: (We check)</b> BCA passages if time allows for small guided reading groups</p> <p><a href="#">Option 1</a></p> <p><a href="#">Option 2</a></p> <p><b>Share/ Summarize: (We check)</b> Share whole group new facts students learned today they feel are important and relate to the LT and SC</p>	<p>"British Colonial America"(pg. 9 on digital link)</p> <p><b>Link: (We do)</b> Play the <a href="#">Word Wall game!</a></p> <p><b>Conferencing: (We check)</b> BCA passages if time allows for small guided reading groups</p> <p><a href="#">Option 1</a></p> <p><a href="#">Option 2</a></p> <p><b>Share/ Summarize: (We check)</b> If time allows, read some of <a href="#">Studies Weekly, Week 12</a> A New World</p>	<p>Then, watch the <a href="#">video</a> "Life in the 13 colonies explained."</p> <p><b>Active Engagement: (We do)</b> explore the <a href="#">13 colonies virtual classroom</a></p> <p>- focus on New England slides today- and also view the <a href="#">powerpoint</a>- focus on NE slides- and fill in blanks on the <a href="#">New England Colonies page in student packet</a></p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b> BCA passages if time allows for small guided reading groups</p> <p><a href="#">Option 1</a></p> <p><a href="#">Option 2</a></p> <p><b>Share/ Summarize: (We check)</b> view the <a href="#">chart</a> to overview 3 colonies</p>	<p><b>do)</b> Use <a href="#">slide</a> to discuss Focus Skill: Sequence of events</p> <p><b>Link: (We do)</b> Independently read the article and finish activity! One on One check ins!</p> <p><b>Conferencing: (We check)</b> One on One check ins!</p> <p><b>Share/ Summarize: (We check)</b> Set a goal for next time and share out any specific questions that were hard!</p>	<p>as a gr level scoot and will copy one for each teacher if choose to scoot in the room</p> <p><b>Connect/ Teach: (I do)</b> Use this <a href="#">Prezi</a> to review each region if needed and also <a href="#">Studies Weekly Week 12, Early American Colonies section</a></p> <p><b>Active Engagement: (We do)</b> Allow students to solve the crimes based on what they know about each region (may take 2 days or morning work as well) show cards and students record on recording sheets</p> <p><b>Link: (We do)</b></p> <p><b>Conferencing: (We check)</b> BCA passages if time allows for small guided reading groups</p> <p><a href="#">Option 1</a></p> <p><a href="#">Option 2</a></p> <p><b>Share/ Summarize: (We check)</b> Check student work to see if they solved all 10 crimes correctly!</p>
<p>Math</p> <p><a href="#">PACING</a></p>	<p><b>(Omit 3-4, 13, 19-20, 25)</b></p> <p><b>3.NF.1</b> Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</p> <p><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction <math>\frac{1}{b}</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>\frac{1}{b}</math> and that the endpoint of the part based at 0 locates the number <math>\frac{1}{b}</math> on the number line. b. Represent a fraction <math>\frac{a}{b}</math> on a number line diagram by marking off <math>a</math> lengths <math>\frac{1}{b}</math> from 0. Recognize that the resulting interval has size <math>\frac{a}{b}</math> and that its endpoint locates the number <math>\frac{a}{b}</math> on the number line. <b>3.NF.3</b></p>	<p><b>GC Lesson:</b> Module 5 Lesson 7</p> <p>Fractions on a number line</p> <p><a href="https://www.youtube.com/watch?v=SZaXtOHNh6s">https://www.youtube.com/watch?v=SZaXtOHNh6s</a></p> <p><b>Learning Target &amp; Success Criteria:</b> click <a href="#">HERE</a></p> <p><b>Materials:</b> <a href="#">Lesson PPT</a> <a href="#">Problem Set and Exit Ticket</a> <a href="#">Teacher video</a></p>	<p><b>GC Lesson:</b> Module 5 Lesson 8</p> <p><b>Learning Target &amp; Success Criteria:</b> click <a href="#">HERE</a></p> <p>Khan academy great intro video to this concept !</p> <p><a href="https://www.youtube.com/watch?v=3OFH8OhpN08">https://www.youtube.com/watch?v=3OFH8OhpN08</a></p> <p><b>Materials:</b> <a href="#">Lesson PPT</a> <a href="#">Problem Set and Exit</a></p>	<p><b>GC Lesson:</b> Module 5, Lesson 9</p> <p><b>Learning Target &amp; Success Criteria:</b> click <a href="#">HERE</a></p> <p><b>Materials:</b> workbooks <a href="#">Module 5 Vocabulary</a></p> <p><b>Fluency:</b> sprint in Practice workbooks</p> <p><b>Application Problem:</b> Julianne's friendship bracelet had 8 beads. When it broke, the beads fell off. She could only find 1 bead. To fix her bracelet,</p>	<p><b>GC Lesson:</b> Think Up UNit 13- Understanding Fractions</p> <p><b>Learning Target &amp; Success Criteria:</b> click <a href="#">HERE</a></p> <p><b>Materials:</b> <a href="#">Page 124 and 125 of Think UP Book</a></p> <p><a href="#">Teacher video</a></p> <p><b>Fluency:</b></p>	<p><b>GC Lesson:</b> Module 5 Lesson 10</p> <p><b>Learning Target &amp; Success Criteria:</b> click <a href="#">HERE</a></p> <p><b>Materials:</b> <a href="#">Lesson PPT</a> <a href="#">Problem Set and Exit ticket</a> Personal white board Sprint Fraction strips</p>

	<p>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., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. 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 <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> 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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model. <b>3.G.2</b> 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 <math>1/4</math> of the area of the shape.</p>	<p>Personal white board</p> <p>1 liter beaker, water (Students) scissors, crayons, math journal</p> <p><b>Fluency Practice</b> Group counting Divide by 7 Sprint Skip Count by halves on clock</p> <p><b>Application Problem</b> Robert ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his mother and sister. Robert said, "I ate 1 half, and each of you gets 1 half." Is Robert right? Draw a picture to prove your answer.</p> <p><b>Connect/ Teach: (I do)</b> Show beaker half full of water – lead a discussion on the beaker</p> <p><b>Active Engagement: (We do)</b> Each student will be given a sheet of paper – self exploration!!! Given set of parameters -</p> <p><b>Link: (We do)</b> Problem set ( flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot,</p>	<p><a href="#">ticket</a> Personal white board</p> <p>Sprint</p> <p><b>Fluency:</b> Unit and non-unit fractions of a whole Identify fractions.</p> <p><b>Application Problem:</b>  For breakfast, Mr. Schwartz spent 1 sixth of his money on a coffee and 1 sixth of his money on a bagel. What fraction of his money did Mr. Schwartz spend on breakfast?</p> <p><b>Connect/ Teach: (I do)</b> 1-Decompose 4 into ones – number bond, Use sprint B</p> <p><b>Active Engagement: (We do)</b>  2- decompose 1 into fourths 3- decompose 1 into fifths (2 nonunit fractions)</p> <p><b>Link: (We do)</b> Problem set ( flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, Zearn</p>	<p>what fraction of the beads does she need to buy? <b>Connect/ Teach: (I do)</b> Today I want to teach you the meaning of the term UNIT FRACTION. Unit Fraction is how much <b>1 piece of the whole represents.</b> Knowing the Unit Fraction is important because <b>it tells you how many pieces to divide your whole.</b> <a href="#">TEACHER VIDEO CLIP</a> <b>Active Engagement: (We do)</b> Problem set <b>Conferencing: (We check)</b> Check problem set for accuracy and discuss lesson as a whole <b>Share/ Summarize: (We check)</b> Exit ticket</p> <p><b>Small Group:</b> Mountain Math Think Up Task card review</p>	<p><b>Application Problem</b> <b>Connect/ Teach: (I do)</b> <b>Active Engagement: (We do)</b> <b>Link: (We do)</b> Problem set ( flexible grouping) <b>Conferencing: (We check)</b> Check problem set for accuracy and discuss lesson as a whole <b>Share/ Summarize: (We check)</b> Exit ticket</p> <p><b>Small Group:</b> Mountain Math Think Up Task card review</p>	<p><a href="#">Teacher video</a></p> <p><b>Fluency:</b> Sprint Find the unknown Skip counting</p> <p><b>Application Problem</b>  Sarah makes soup. She divides each batch into thirds to give away. Each family that she makes soup for gets one third of a batch. Sarah needs to make enough soup for 5 families. How much soup does Sarah give away? Write your answer in terms of batches?</p> <p><b>Connect/ Teach: (I do)</b> Inquiry of understanding fractions, unit fractions, fractional pieces</p> <p><b>Active Engagement: (We do)</b> Understanding more fractional units than 1 whole, use number bonds to show more than 1 whole <b>Link: (We do)</b> Problem set ( flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, Zearn</p> <p><b>Conferencing: (We check)</b> Check problem set for</p>
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		<p>flashmasters, Zearn</p> <p><b><u>Conferencing: (We check)</u></b> Check problem set and discuss lesson as a whole</p> <p><b><u>Share/ Summarize: (We check)</u></b> Exit ticket</p> <p><b><u>Small Group:</u></b> Mountain Math Think Up Task card review</p>	<p><b><u>Conferencing: (We check)</u></b> Check problem set for accuracy and discuss lesson as a whole</p> <p><b><u>Share/ Summarize: (We check)</u></b> Exit ticket</p> <p><b><u>Small Group:</u></b> Mountain Math Think Up Task card review</p>			<p>accuracy and discuss lesson as a whole</p> <p><b><u>Share/ Summarize: (We check)</u></b></p> <p>Exit ticket</p> <p><b><u>Small Group:</u></b> Mountain Math Think Up Task card review</p>
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