

Teacher Week: March 1-5, 2021	Standards	Monday	Tuesday Resource Pull Out Day	Wednesday	Thursday	Friday
BOOST/ Character Trait	Respectful	Poster	Read Aloud: Berenstain Bears Show Some Respect	Super Hero Respectful Video Clip	How to Disagree Respectfully	
Grammar OG	Types of Sentences i. Produce simple, compound, and complex sentences. ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Simple v. Compound Sentences: Simple & Compound Sentence Video Compound Sentence Powerpoint Practice page from grammar packet	R-controlled: Pages in packet Wordwall game Bossy R The Electric Company Song	Simple v. Compound Sentences: Simple v. Compound Video for Kids Simple v. Compound v. Complex Chart IXL: T49	R-controlled: R Controlled Vowels Quizizz	Flocabulary: Simple and Compound Sentences
Reader's Workshop	Another MI Video-PowToon BrainPop Main Idea	GC Lesson: Unit 4 Pre-Assessment Learning Targets & Success Criteria linked here Materials: Google Form pre assessment Teacher note: After assessment, make sure to "Release All" on the Google form so that students will have their form in their email to view for the debrief on Wednesday Connect/ Teach: (I do) Teacher clip 1 - read aloud of text 1 Teacher Clip 2 - read aloud of texts 2 and 3 Let's kick off our new unit "Reading to Learn"	GC Lesson: Think Up Unit 9, Day 1 Learning Target: I can comprehend a text. Success Criteria: I can ask myself questions before, during, and after reading a text. Materials: Workbooks, online dictionaries Connect/ Teach: (I do) Teacher Clip Today we will read a new passage in Think Up! First, let's explore vocabulary words. Active Engagement: (We do) (page 129) Before reading the text, refer to the 5 W and 1 H questions, and	GC Lesson: Unit 4 Pre-assessment debrief Learning Targets & Success Criteria linked here Materials: Connect/ Teach: (I do) Pull up pre-assessment google form from their email and pass out the passages again Active Engagement: (We do) Using the sample responses displayed on the board, have students self-assess on their assessment. They can use this checklist . Teacher video clips: Question 1 Question 2 Question 3	GC Lesson: ACHIEVE 3000 <i>Every Town Has Rules</i> visit 2- Thought Q LT Poster for Achieve Materials: ACHIEVE 3000, preview slides Connect/ Teach: (I do) Teacher Clip Pull up the article <i>Every Town has Rules</i> on Achieve and review what the article was about from last week. Today you will need to take notes while reading the article so make sure to read the thought question first! Read thought Q and then re-read article. Active Engagement: (We do) Use slide to discuss Focus Skill: Opinion Thought Q Link: (We do)	GC Lesson: Unit 4, S 1 Main Idea/ Supporting Details Learning Target & Success Criteria Learning Target: I will learn to determine the main idea of the text. Success Criteria: I can decide what the article is mostly about. I can use the headings and table of contents to figure out the main ideas of a text. Materials: Penguin books Connect/ Teach: (I do) Calkins video Today I want to teach you that as we start reading nonfiction texts, we will continue to practice finding the main idea and supporting details.

		<p>by taking a pre assessment! Do your best and show what you may already know from second grade! Students get to the google form on GC And pass out reading passages copied from last year, also linked on the GC assignment. Passage and questions on Dogs texts *Teachers can use the Google Form version if they prefer. Link individual teacher's copy of Google Form. Active Engagement: (We do) Students take the pre assessment Link: (We do) Remind students to use learning progressions on their assessment. Conferencing: (We check) Small group/one on one Share/ Summarize: (We check) Collect assessment and Review the new LT and SC if time allows! Also, encourage students to begin choosing texts to read that are nonfiction so that they can practice the unit's skills!</p> <p>Independent read time/ running records</p>	<p>discuss how answering these questions before, during, and after reading can help us comprehend what we read of the story' characters, setting, plot events, and themes Link: (We do) Read Aloud the short passage together (p. 129) Conferencing: (We check) Independent reading and conferencing Share/ Summarize: (We check) Share what questions students asked while reading to aid comprehension ie. "What is the problem? Why does it occur?"</p> <p>Independent read time/ running records</p>	<p>Question 4 Video clips for each question are in GC. Link: (We do) Discuss how to use the learning progression on each page. Conferencing: (We check) Small groups/ one on one Share/ Summarize: (We check) Have students identify 1-2 things/ areas they need to focus on this unit (for example, understanding the story mountain) and private comment it to their teacher</p> <p>Independent read time/ running records</p>	<p>Independently finish the thought Q! Conferencing: (We check) One on One check ins! Share/ Summarize: (We check) Read a couple of students examples to assure they followed RACE and answered the opinion prompt!</p> <p>Independent read time/ running records</p>	<p>Looking at the table of contents and recognizing the subtopics can help you determine the main idea.</p> <p>Show the penguin books as an example and look through the table of contents. Active Engagement: (We do) Watch main idea video clip Link: (We do) As you read your nonfiction text today, practice determining the main idea Conferencing: (We check) Small groups Share/ Summarize: (We check) Have a student share the main idea of just one of their chapters of their new nonfiction book</p> <p>Independent read time/ running records</p>
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<p>Writer's Workshop</p> <p>Brain Break 9:30- 9:50</p>	<p><i>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p> <p><i>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i></p> <p><i>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</i></p>	<p>GC: Lesson: Narrative Prompt Recipe Card</p> <p>Learning Target: See LT anc SC for Narrative Writing</p> <p>Success Criteria: Narrative Flowers</p> <p>Materials: Recipe Card</p> <p>Teacher Video</p> <p>Connect/ Teach: (I do) Active Engagement: Watch as I revisit the parts of a narrative story and LT and SC for this type of writing</p> <p>(We do) Link: (We do): Fill out narrative recipe card together Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>GC: Lesson: Responding to a Narrative Prompt (model and plan)</p> <p>Learning Target: See LT anc SC for Narrative Writing</p> <p>Success Criteria: Narrative Flowers</p> <p>Materials: The Red Shell</p> <p>Teacher video</p> <p>Connect/ Teach: (I do) Let's read the passage together and talk about using recipe card to respond to the prompt</p> <p>Active Engagement: (We do) Link: (We do) Plan for prompt - a new ending to story (the Red Shell)</p> <p>Conferencing: (We check) share examples of plans Share/ Summarize: (We check)</p>	<p>GC: : Draft, Edit/Revise and Publish a Narrative Response on Prompt</p> <p>Learning Target: See LT anc SC for Narrative Writing</p> <p>Success Criteria: Narrative Flowers</p> <p>Materials: The Red Shell</p> <p>Teacher Video</p> <p>Dialogue clip</p> <p>Connect/ Teach: (I do) : Teacher model turning plan into draft</p> <p>Active Engagement: (We do) Students use plan to start drafting a new ending to this narrative prompt in google docs (extended constructed response)</p> <p>Link: (We do) Conferencing: (We check) Share/ Summarize: (We check)</p>	<p>GC: Lesson: Reflect/ Review and score your own response to narrative prompt</p> <p>Learning Target: See LT anc SC for Narrative Writing</p> <p>Success Criteria: Narrative Flowers</p> <p>Materials: The Red Shell Teacher Video Reflection slide</p> <p>Connect/ Teach: (I do) Look at the examples of responses to prompt and how many points they scored.</p> <p>Active Engagement: (We do) Link: (We do): Using your response, score yourself and make a goal for next time. Conferencing: (We check) : Student share of responses and discuss</p> <p>Share/ Summarize: (We check)</p>	<p>GC Lesson: ACHIEVE 3000 LT Poster for Achieve Women Adventurers Materials:</p> <p>Connect/ Teach: (I do) Pull up the article on Achieve and and introduce and highlight vocab. Active Engagement: (We do) Use SLIDE to discuss</p> <p>Focus Skill: What Happens NEXT</p> <p>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>Social Studies & Science</p> <p>HEAT!</p>		<p>Lesson: Heat Learning Target: Success Criteria: I can ask questions or inquire about sources</p>	<p>Lesson: Heat Learning Target: Success Criteria: I can ask questions or inquire about sources</p>	<p>Lesson: Heat Learning Target: Success Criteria: I can ask questions or inquire about sources</p>	<p>Lesson: Heat Learning Target: Success Criteria: I can ask questions or inquire about sources</p>	<p>Lesson: ACHIEVE 3000 LT Poster for Achieve Materials: Would you live there? Connect/ Teach: (I do)</p>

		<p>of heat energy.</p> <p>Connect/ Teach: (I do) https://www.brainpop.com/science/energy/heat/</p> <p>Active Engagement: (We do) Slides Share/ Summarize: (We check) Share your ideas of ways to make heat before that slide</p>	<p>of heat energy.</p> <p>Connect/ Teach: (I do)</p> <p>Chocolate Kiss experiment</p> <p>Active Engagement: (We do) Share/ Summarize: (We check) Share your ideas of ways to make heat before that slide</p>	<p>of heat energy.</p> <p>Active Engagement: (We do) Solar Ovens Thinks you will need: Shoe boxes, Foil, tape, straws</p>	<p>of heat energy.</p> <p>Active Engagement: (We do) Solar Ovens Thinks you will need: Shoe boxes, Foil, tape, straws</p>	<p>Pull up the article on Achieve and introduce and highlight vocab.</p> <p>Active Engagement: (We do) Use slide to discuss</p> <p>Link: (We do) Independently read the article and finish activity!</p> <p>Conferencing: (We check) One on One check ins!</p> <p>Share/ Summarize: (We check) Set a goal for next time and share out any specific questions that were hard!</p>
Math	<p>(Omit 3-4, 13, 19-20, 25)</p> <p>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 $1/b$. 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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>Lesson: Module 5 Lesson 23</p> <p>Activator: Butterfly method https://www.youtube.com/watch?v=WFCBAddDeqQ</p> <p>Learning Target: I will learn to recognize and explain equivalent fractions. (20-27)</p> <p>Success Criteria: I can generate equivalent fractions using visual models and a number line. (22-23)</p> <p>Materials: Index card, sentence strip, chart paper, markers, math journals</p> <p>Fluency:</p>	<p>Lesson: Module 5 Lesson 24</p> <p>Learning Target: I will learn to recognize and explain equivalent fractions. (20-27)</p> <p>Success Criteria: I can express whole numbers as fractions and recognize equivalency with different units. (24)</p> <p>Activator: Equivalent Fraction Bingo online game http://www.abcya.com/equivalent_fractions_bingo.htm</p> <p>Materials: Personal White board Sprint</p> <p>Fluency: Sprint</p>	<p>Lesson: Module 5 Lesson 28</p> <p>https://www.youtube.com/watch?v=vKXqzpz-G0s</p> <p>Learning Target: I will learn to compare, order, and reason about the size of fractions. (28-30)</p> <p>Success Criteria: I can compare fractions with the same numerator using pictures. (28)</p> <p>Materials: Personal white board</p> <p>Sprint</p> <p>Slides</p> <p>Teacher Clip</p> <p>Fluency: Sprint</p>	<p>Lesson: Module 5 Lesson 29</p> <p>https://www.youtube.com/watch?v=TWCArMZyKo</p> <p>Learning Target: I will learn to compare, order, and reason about the size of fractions. (28-30);</p> <p>Success Criteria: I can compare fractions with the same numerator using $<$, $>$, $=$. (29)</p> <p>Materials: Personal white board</p> <p>Sprint</p> <p>Slides</p> <p>Teacher Clip</p> <p>Fluency: Multiply by 8 Pattern</p>	<p>Lesson: Think Up Math Unit 8 Word problems: all 4 operations</p> <p>Learning Target:Pg 71 of Text(see photo)</p> <p>Success Criteria:</p> <p>Materials: Poster</p> <p>Fluency: Song Teaching video</p> <p>Connect/ Teach: (I do) Today we will review Solving Multi step word problems! Review the poster to discuss key words and remind RDW!</p> <p>Use pg 71 to highlight Learning target! Use chart on pg 72 to discuss strategies for solving and questions to ask yourself!</p> <p>Active Engagement: (We do) Lets do a few together! Pull up on ELMO or smart board</p> <p>Link: (We do) Indep pg 75, 76</p>

		<p>Sprint Find the Equivalent Fraction</p> <p><u>Application Problem</u></p> <p>Shannon stood at the end of a 100-meter long soccer field and kicked the ball to her teammate. She kicked it 20 meters. The commentator said she kicked it a quarter of the way down the field. Is that true? If not, what fraction should the commentator have said?</p> <p><u>Connect/ Teach: (I do)</u> Group/Partner Work – details I Eureka</p> <p><u>Active Engagement: (We do)</u> <u>Link: (We do)</u> Problem set (flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, Zearn</p> <p><u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole <u>Share/ Summarize: (We check)</u> Exit ticket</p> <p><u>Small groups: Test Prep Mountain Math Drops in a bucket Think Up</u></p>	<p>Sprint Write Equal Fractions</p> <p><u>Application Problem</u></p> <p>The zipper on Robert's jacket is 1-foot long. It breaks on the first day of winter. He can only zip it $\frac{8}{12}$ of the way before it gets stuck. Draw and label a number line to show how far Robert can zip his jacket. In thirds? Not zipped in thirds?</p> <p><u>Connect/ Teach: (I do)</u></p> <p>Students will cut and initial rectangles on template – follow steps in eureka cutting and folding to create number bonds of equal fractions</p> <p><u>Active Engagement: (We do)</u> <u>Link: (We do)</u> Problem set (flexible grouping)</p> <p>Math groups: Mt. Math- hallway scoot, flashmasters, Zearn</p> <p><u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole <u>Share/ Summarize: (We check)</u></p>	<p>Recognize equal fractions</p> <p><u>Application Problem</u> LaTonya has 2 equal-sized hot dogs. She cut the first into thirds at lunch. Later , she cut the second hotdog to make double the number of pieces. Draw a model of LaTonya's hotdogs. A. How many pieces is the second hotdog cut into? B. If she wants to eat $\frac{2}{3}$ of the second, how many pieces would she eat?</p> <p><u>Connect/ Teach: (I do)</u> Use application problem to work from and white boards</p> <p><u>Active Engagement: (We do)</u> Continue with other examples</p> <p><u>Link: (We do)</u> Problem set (flexible grouping)</p> <p>Math groups: Mt. Math-hallway scoot, flashmasters, Zearn</p> <p><u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole <u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p>Sheet Compare fractions with the same numerator</p> <p><u>Application Problem</u> Catherine and Diana buy matching scrapbooks. Catherine decorates $\frac{5}{9}$ of the pages in her book. Diana decorates $\frac{5}{6}$ of the pages in her book. Who has decorated more pages of her scrapbook? Draw a picture to support your answer.</p> <p><u>Connect/ Teach: (I do)</u> In pairs with template do verbal activity – game to go around the room.</p> <p><u>Active Engagement: (We do)</u> Draw and label rectangles into sevenths and fifths – compare when numerator is same <u>Link: (We do)</u> Problem set (flexible grouping)</p> <p>Math groups: Mt. Math-hallway scoot, flashmasters, Zearn</p> <p><u>Conferencing: (We check)</u> Check problem set for accuracy and discuss lesson as a whole <u>Share/ Summarize: (We check)</u> Exit ticket</p>	<p><u>Conferencing: (We check)</u> Small group discussion if needed Check in groups!</p> <p><u>Share/ Summarize: (We check)</u> Early finishers Prodigy or IXL SRL, 8FP</p> <p><u>Small groups: Test Prep Mountain Math Drops in a bucket Think Up</u></p>
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			<p><u>(We check)</u> Exit ticket</p> <p><u>Small groups:</u> Test Prep Mountain Math Drops in a bucket Think Up</p>	<p><u>Small groups:</u> Test Prep Mountain Math Drops in a bucket Think Up</p>	<p><u>Small groups:</u> Test Prep Mountain Math Drops in a bucket Think Up</p>	
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