

Teacher/Team: Hollensead/Adkins 2nd/3rd grade	Subject :Math 10-11:15	Week of : February 22-26	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.)</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>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.</p> <p>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.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping</p>	<p>Monday</p>		

<p>parts, applying this technique to solve real world problems.</p>			
	<p>I can understand concepts of area and relate area to multiplication and to addition.</p>	<p><u>Problem Based:</u> No problem base today. I will start with review and then assessment. <u>Mini lesson:</u> Quick overview of topics/vocabulary we have covered so far arrays, area, skip counting, repeated addition, rows, columns, tiling, labeling, side lengths, units, square units, RWD (Read, Write, Draw), multiplication, and division. <u>Crafting:</u> I will circle any incorrect answers on there mid-module assessment and ask them to recheck their mathematical thinking. The students will go back through and check their work before turning in their assessment. <u>Assessment/Reflection:</u> Mid-Module Assessment Task</p> <p>(I can pull students aside that I know have struggled with review areas on their morning work at this time and go back over concepts they missed in groups or as they finish up.)</p>	<p><u>Below Grade Level:</u> Reteaching- Small group instruction (Teachers will work with students in a small group setting to review the days mini lesson, to clear up any misconceptions students may have about the skill, and to help them practice the skill learned). <u>On Grade Level:</u> Practice, partner activities, whole group instruction, independent practice <u>Above Grade Level:</u> Enrichment, Extension questions are provided inside of the days lesson to provide above grade level students the opportunity to extend their thinking further where appropriate.</p>
	<p>Tuesday</p>		
	<p>I can analyze different rectangles and reason about their area.</p>	<p><u>Problem Based:</u> Hunter plans to completely cover his 8-inch by 6-inch piece of cardboard with square inch tiles. He has 42 square inch tiles. How many more square inch tiles does Mario need to cover the cardboard without any gaps or overlap? Explain your answer. <i>Note: This problem reviews the concept of finding area. Students will likely solve by multiplying side lengths (shown above), having just practiced this strategy in Lesson 8.</i></p> <p>Ask students to work out the problem on chart paper with their small group in station 2 crafting (every student gets a corner or portion of the paper to work the problem out individually). They then will discuss it as a small group and chose which one works best to solve the problem and write that problem in the center of the chart paper. <u>Give them manipulatives to help them solve.</u></p> <p><u>Mini lesson:</u> Review skip count by 4's and 7 's. Show an array with 2 rows of 4 units. Write 1 tile = square meter. Ask the students what 1 tile equals? The point to side length and ask them what it equals and then the other side length. Write a multiplication problem to represent. Decompose a multiplication problem 8 x 6 to show the distributive property. Go over Concept Development for Lesson 9 Module 4 as a whole group (which is problems 1).</p> <p><u>Crafting:</u> Students will go through math stations in small groups. Station 1 will be small group with the teacher working on problem sheet 9 Module 4 and add pages to the students' interactive notebooks, Station 2 will be independent work on problem sheet 9 Module 4 and problem of the day on chart paper, Station 3 will be Technology</p>	<p><u>Below Grade Level:</u> Reteaching- Small group instruction (Teachers will work with students in a small group setting to review the days mini lesson, to clear up any misconceptions students may have about the skill, and to help them practice the skill learned). <u>On Grade Level:</u> Practice, partner activities, whole group instruction, independent practice <u>Above Grade Level:</u> Enrichment, Extension questions are provided inside of the days lesson to provide above grade level students the opportunity to extend their thinking further where appropriate.</p>

		<p>(Dreambox or Frontrow), Station 4 will be review practice or fluency practice of past learned concepts and standards (multiplication bump game and flash cards, subtraction with and without regrouping). Assessment/Reflection: Students will complete exit ticket 9 module 4 and student observation in teacher station during small groups along with student work sample from review station 4 and chart paper student work sample from problem solving in station 2. (Teacher will go over the problem sheet as a whole group if it is not completed in small group).</p>	
	Wednesday		
	<p>I can apply the distributive property to find the total area of a large rectangle by adding the areas (products) of two smaller rectangles.</p>	<p>Problem Based: Emilee folds a 6-inch piece of paper into 4 equal parts (shown below). What is the area of 1 of the parts? <i>Note: This problem reviews the concept of finding area.</i></p> <div data-bbox="1220 526 1612 659" style="border: 1px solid black; width: 187px; height: 82px; margin: 10px auto;"></div> <p>Ask students to work out the problem on chart paper with their small group in station 2 crafting (every student gets a corner or portion of the paper to work the problem out individually). They then will discuss it as a small group and chose which one works best to solve the problem and write that problem in the center of the chart paper. <u>Give them manipulatives to help them solve.</u></p> <p>Mini lesson: Review count 6's and 7's. Find the unknown factor pg. 126 lesson 10. Go over concept development for lesson 10 Module 4 as a whole group using tiling template of shaded rectangle.</p> <p>Crafting: Students will go through math stations in small groups. Station 1 will be small group with the teacher working on problem sheet 10 Module 4, Station 2 will be independent work on problem sheet 10 Module 4 and the problem based question above on chart paper. Station 3 will be Technology (Dreambox or Frontrow), Station 4 will be review practice or fluency practice of past learned concepts and standards (multiplication bump game, multiplication flash cards, subtraction with and without regrouping).</p> <p>Assessment/Reflection: Students will complete exit ticket 10 Module 4 and student observation in teacher station during small groups along with review student work sample and the chart paper student work sample from the problem solving station 2. (Teacher will go over the problem sheet as a whole group if it is not completed in small group).</p>	<p>Below Grade Level: Reteaching- Small group instruction (Teachers will work with students in a small group setting to review the days mini lesson, to clear up any misconceptions students may have about the skill, and to help them practice the skill learned). On Grade Level: Practice, partner activities, whole group instruction, independent practice Above Grade Level: Enrichment, Extension questions are provided inside of the days lesson to provide above grade level students the opportunity to extend their thinking further where appropriate.</p>

Critical Vocabulary			
multiply/multiplication divide/division unit unit squares (in, cm, m, ft) area tiling rows columns arrays distributive property associative property			
	Thursday		
	<p>I can demonstrate the possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.</p>	<p><u>Problem Based:</u> The banquet table in a restaurant measures 3 feet by 6 feet. For a large party, workers at the restaurant place 2 banquet tables side by side to create 1 long table. Find the area of the new, longer table. <i>Note: This problem reviews Lesson 10's concept of applying the distributive property to find the total area of a large rectangle by adding two products. It also reviews factors of 36 and multiples of 12 that lead into the Concept Development.</i></p> <p>Ask students to work out the problem on chart paper with their small group in station 2 crafting (every student gets a corner or portion of the paper to work the problem out individually). They then will discuss it as a small group and chose which one works best to solve the problem and write that problem in the center of the chart paper. <u>Give them manipulatives to help them solve.</u></p> <p><u>Mini lesson:</u> Review count by 6's and 7's. Find the unknown factor page 137-138. Project a rectangle 3 x 8 divided by a line into two smaller rectangles. 3 x 5 and 3 x 3 and ask students to write an expression to represent it and then ask them how we would solve it. Go over Concept Development for lesson 11 Module 4 as a whole group.</p> <p><u>Crafting:</u> Students will go through math stations in small groups. Station 1 will be small group with the teacher working on problem sheet lesson 11 module 4, Station 2 will be independent work on problem</p>	<p><u>Below Grade Level:</u> Reteaching- Small group instruction (Teachers will work with students in a small group setting to review the days mini lesson, to clear up any misconceptions students may have about the skill, and to help them practice the skill learned).</p> <p><u>On Grade Level:</u> Practice, partner activities, whole group instruction, independent practice</p> <p><u>Above Grade Level:</u> Enrichment. Extension questions are provided inside of the days lesson to provide above grade level students the opportunity to extend their thinking further where appropriate.</p>

		<p>sheet lesson 11 module 4 and the problem based question above on chart paper, Station 3 will be Technology (Dreambox or Frontrow), Station 4 will be review practice or fluency practice of past learned concepts and standards (multiplication bump game, flash cards, and subtraction with and without regrouping). <u>Assessment/Reflection:</u> Students will complete exit ticket lesson 11 module 4 and student observation in teacher station during small groups along with student work sample from station 2 problem solving. (Teacher will go over the problem sheet as a whole group if it is not completed in small group).</p>	
	Friday		
	I can solve word problems involving area.	<p><u>Problem Based:</u> a. Find the area of a 6 meter by 9 meter rectangle. b. Use the side lengths, 6m x 9m, to find different side lengths for a rectangle that has the same area. Show your equations using parentheses. Then estimate to draw the rectangle and label the side lengths. <i>Note: This problem reviews using the associative property to generate whole number side lengths of rectangles with a given area.</i></p> <p>Ask students to work out the problem on chart paper with their small group in station 2 crafting (every student gets a corner or portion of the paper to work the problem out individually). They then will discuss it as a small group and chose which one works best to solve the problem and write that problem in the center of the chart paper. <i>Give them manipulatives to help them solve.</i></p> <p><u>Mini Lesson:</u> Review skip count by 4's and 6's. Pass out and complete pattern sheet for 7's, timed for 2 min. Project a rectangle with Area of 10 sq. units and a side length of 2 units. We know the width is 2 units but what is the length or side length we do not know? How do we find that out. Go over Concept Development for Lesson 12 Module 4 as a whole group.</p> <p><u>Crafting:</u> Students will go through math stations in small groups. Station 1 will be small group with the teacher working on problem sheet 12 Module 4 and adding pages to the students' interactive notebooks, Station 2 will be independent work on problem sheet 12 Module 4, Station 3 will be Technology (Dreambox or Frontrow), Station 4 will be review practice or fluency practice of past learned concepts and standards (multiplication bump game, flash cards and subtraction with and without regrouping).</p> <p><u>Assesment/Reflection:</u> Students will complete exit ticket 12 module 4 and student observation in teacher station during small groups along with student work sample from review station 4 and chart paper student work sample from problem solving in station 2. (Teacher will go over the problem sheet as a whole group if it is not completed in small group).</p>	<p><u>Below Grade Level:</u> Reteaching- Small group instruction (Teachers will work with students in a small group setting to review the days mini lesson, to clear up any misconceptions students may have about the skill, and to help them practice the skill learned).</p> <p><u>On Grade Level:</u> Practice, partner activities, whole group instruction, independent practice</p> <p><u>Above Grade Level:</u> Enrichment, Extension questions are provided inside of the days lesson to provide above grade level students the opportunity to extend their thinking further where appropriate.</p>

Teacher/Team: Hollensed/ Adkins 2nd/3rd Grade	Subject : Social Studies/Science M,W,F 2:15-3 T,TH 3-3:45	Week of : February 22-26	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]</p>	<p>Monday</p>		
	<p>I can demonstrate how magnets interact.</p>	<p><u>Mini-Lesson:</u> How do magnets interact? What are magnets? What are magnetic force fields? What is the rule of magnetism? How does a compass work? Common Misconceptions or Preconceptions, pg. 4-6, in Magnetic Interactions Bundle.</p> <p><u>Crafting Activity:</u> Students go fishing for vocabulary fish with string and a magnet. Ask students to group opposites like attract and repel or push and pull. Also have them group words that are similar like magnet, magnetic, and nonmagnetic. Magnet is the root word in all 3 of these. Have different table groups show or demonstrate one of the vocabulary words until we are finished fishing. Students will write down the definition on the back of the fish.</p> <p><u>Assessment/Reflection:</u> Observation of students and student work samples.</p>	<p><u>Below Level:</u> One-on-one support, working with a peer, teacher conferencing</p> <p><u>Above Level:</u> Peer support/Grouping, Teacher conferencing</p>
	<p>Tuesday</p>		
	<p>I can record my observations as I infer which of the mystery envelopes contains a magnet.</p>	<p><u>Mini-Lesson:</u> Assess prior knowledge by asking students what happens when a magnet is placed near another magnet, magnetic materials, and nonmagnetic materials. Write the words to describe the interactions on the chart paper. Give each pair of students the three color coded sealed mystery envelopes. One red, green, and yellow.</p>	<p><u>Below Level:</u> One-on-one support, working with a peer, teacher conferencing</p> <p><u>Above Level:</u> Peer support/Grouping,</p>

		<p><u>Crafting Activity:</u> Ask students to explore how the envelopes interact by holding the envelopes in their hands and touching the envelopes to one another. Have students record their results by describing the interactions on their Mystery Envelopes Activity Sheet. Note students can refer to the word list on the board.</p> <p><u>Assessment/Reflection:</u> Ask students to share their findings and to infer what might be in each one of the envelopes. Ask students if it's possible that both the red and the green envelopes contain a magnet?</p>	Teacher conferencing
	Wednesday		
	I can predict, test, and record how a compass interacts with three mystery envelopes using concept of cause and effect.	<p><u>Mini-Lesson:</u> Review from yesterday what type of object might be in the red envelope? Green envelope? Yellow envelope?. Ask the students if they think the red and green envelopes contain a magnet? What do they think will happen if a magnetic compass is placed near a magnet? a magnetic object? a nonmagnetic object? Explain the needle on the compass is a magnet.</p> <p><u>Crafting Activity:</u> Give the students the 3 mystery colored envelopes from yesterday again. Students will predict what will happen if a magnetic compass is placed near a magnet, a magnetic object, or a nonmagnetic object based on their observations during yesterdays mini lesson. Students will record their predictions on Mystery Envelopes page 1. Students will place the compass on both sides of the envelopes and observe how the compass needle interacts with each envelope. Tell students to fill in the Outcome Chart on Mystery Envelope page 2. Ask students to describe what the compass needle does when it comes near each of the mystery envelopes. Next ask: What do you think is in each of the mystery envelopes? How did the magnetic compass help you identify which envelope contains the magnet? Ask students, since the compass needle is a magnet and the object in the red envelope is a magnet, what did you learn about how magnetic poles interact with each other.</p> <p><u>Assessment/Reflection:</u> Observation of students and student work sample.</p>	<p><u>Below Level:</u> One-on-one support, working with a peer, teacher conferencing</p> <p><u>Above Level:</u> Peer support/Grouping, Teacher conferencing</p>
Critical Vocabulary			

magnet magnetic nonmagnetic poles north poles south poles Law of Magnetic Poles push pull attract repel force action interactions iron magnetic field			
	Thursday		
	I can locate and label the poles of unmarked magnets as “like” or “unlike”.	<p><u>Mini-Lesson:</u> Ask students to predict what happens if like poles of two magnets are brought near each other (push or repel)? Then ask what happens if unlike poles of two magnets are brought near each other (pull or attract)?</p> <p><u>Crafting Activity:</u> Have students partner work to conduct an investigation to bring like and unlike poles of two bar magnets near each other in order to observe and describe what happens. Have students provide a cause and effect is explanation for the observed magnetic interactions between like and unlike poles. Now based off this activity you know that magnets have two opposite poles, one that like poles repel (push) and unlike poles attract (pull). How can you use this to label the poles of different types of unmarked magnets? Use this information to solve the problem of labeling the poles of unmarked magnets. Students will draw and label their diagram in two boxes provided on the assessment. Tell students to write a rule for how like and unlike poles of magnets interact.</p> <p><u>Assessment/Reflection:</u> Observation of students and student work sample on Powerful Poles.</p>	<p><u>Below Level:</u> One-on-one support, working with a peer, teacher conferencing</p> <p><u>Above Level:</u> Peer support/Grouping, Teacher conferencing</p>
	Friday		
	I can investigate the relationship between the strength of a magnet’s field and distance.	<p><u>Mini-Lesson:</u> Teacher will assess prior knowledge by asking questions such as, Have you ever seen or used a compass? How does a compass work? What do you know about a compass? Explain that a compass needle is a tiny magnet suspended on a pivot so it can spin if it is in a magnetic force. Explain students are going to investigate what happens when a compass is brought near a bar magnet. Give each group of</p>	<p><u>Below Level:</u> One-on-one support, working with a peer, teacher conferencing</p> <p><u>Above Level:</u> Peer support/Grouping, Teacher conferencing</p>

		<p>students a bar magnet and a compass.</p> <p><u>Crafting Activity:</u> Have students fill in the Magnetic Force Field Assessment Sheet by starting it off with our last answer to the question of what do you know about a compass? Put the compass in each of the circles and observe the needle. Write down the location of the needle. Point out how the compass needle points toward the magnetic south pole and away from the magnetic north pole of the bar magnet. Ask why they think this happens? Have students draw lines to connecting the compass needles they drew to show the magnetic force field around the bar magnet. Ask students to explain what they could do to “see” a magnet’s invisible force field</p> <p><u>Assessment/Reflection:</u> Student work sample page as a group and discussion.</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Teacher/Team: Hollensead/Adkins 2nd/3rd grade	Subject: Literacy Block (Reading) 11:15-12, 1-2:15 (Writing) M,W,F 9:15-10 T,TH 2:15-3	Week of : February 22-26	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (this if for the LIVE score)</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>SL.3.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Monday</p>		

<p>partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide concluding statement or section. <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>			
	<p>I can determine the main idea of a text and explain how it is supported by key details.</p> <p>I can read prose orally with accuracy, appropriate rate, and expression.</p>	<p>Mini-Lesson: Teacher will go over the reading/writing interactive notebook pages as we paste them in the notebooks and fill out the <u>How do I find the main idea of an informational text?</u> page as a whole group. Ask students what we do Before Reading, During Reading, and After Reading. (Ask and Answer questions) Fill out a thinking stem for the students to reference. The main idea of this text is _____. I know this because _____. Ask students to use this thinking stem and tell their table partner the main idea of their own text they are writing in writing and also fill in the I know this because _____ with the supporting key details.</p>	<p>Guided Reading Groups: Below Grade Level Text: On Grade Level Text: Above Level Text: Students are reading “Just-Right” books that are specific to their level and need. They read individually with teachers.</p> <p>Writing: Peer support/Grouping, Teacher</p>

	<p>I can develop a piece of writing.</p>	<p><u>Crafting Activity:</u> Pull up Newsela website passage and read through the passage and ask the questions we just filled in on our page for our reading/writing interactive notebook for before, during, and after reading. https://newsela.com/articles/medical-mysteries/id/14682/ <i>Doctors Play Detectives, Solve Puzzling Deaths from Long Ago.</i></p> <p><u>Assessment/Reflection:</u> Observation of students during discussion. Quiz on the Newsela website for the article can be used also as it ask main idea and key detail questions. Ask the questions and have the students write down on a blank piece of scrap paper A, B, C, or D for 4 questions.</p> <p><u>Writing: Mini Lesson:</u> Review the Information Writing Checklist with the writers. Have writers look at what goals were set.</p> <p><u>Crafting:</u> Writers will edit their expert piece to meet the goals that were set.</p> <p><u>Reflection/Assessment:</u> Observation of writers, writers work samples, and also writers goals that are set for themselves.</p>	<p>conferencing</p>
	<p>Tuesday</p>		
	<p>I can infer the answer to a question using details from the story to explain.</p>	<p><u>Mini-Lesson:</u> Refer back to the students’ reading/writing interactive notebooks and review what inferring means. Textual clues or evidence + background knowledge (schema) + personal experience = inference. Review MAAM that we went over again last week as we did live scores as an entire class.</p> <p><u>Crafting Activity:</u> Students will read Anasazi passage and answer a Short</p>	<p>Guided Reading Groups: Below Grade Level Text: On Grade Level Text: Above Level Text: Students are reading “Just-Right” books that are specific to their</p>

	<p>I can read prose orally with accuracy, appropriate rate, and expression.</p> <p>I can develop a piece of writing.</p>	<p>Constructed Response question on inferring. This is a Live Scoring with Mrs. Bickley.</p> <p>Assessment/Reflection: Students’ work sample will be the Assessment/Reflection of our LIVE scoring.</p> <p>Writing: Mini Lesson: Teacher will use mentor text show elaboration. Tell them the story of the boy on the bus as you eavesdrop, pg. 48 <i>The Art of Information Writing</i>, and compare this to their writing many times. Writers look at your chapters to see where you know you can elaborate more. Ways we can elaborate (quotations, statistics, anecdotes, observations, descriptions, vocabulary words, lists, labels, and different punctuation: colons, dashes, parentheses) Ask Writers to tell you which elaboration you have used when you read the mentor text.</p> <p>Crafting: Writers will work on adding elaboration to their piece. They can use books in the classroom to quote or paraphrase from to elaborate also.</p> <p>Reflection: Observation of writers, writers work samples, and writers conferencing.</p>	<p>level and need. They read individually with teachers.</p> <p>Writing: Peer support/Grouping, Teacher conferencing</p>
	<p>Wednesday</p>		
	<p>I can determine the main idea of a text and explain how it is supported by key details.</p> <p>I can read prose orally with accuracy, appropriate rate, and expression.</p> <p>I can develop a piece of writing.</p>	<p>Mini-Lesson: Teacher will have students’ pull out their reading/writing interactive notebooks and refer back to our anchor note pages. Review this and then put <i>Penquins in Motion</i> pg. 13 in the <i>Toolkit Texts</i> by Stephanie Harvey & Anne Goudvis. Model for the students how they will place large sticky notes of one color on the text for main idea and small sticky notes of a different color on the text for a key detail (can just be a word or two to point out the detail).</p> <p>Crafting Activity: Students will read, <i>From Egg to Salamander</i> pg. 30-31 in <i>Toolkit Texts</i> by Stephanie Harvey and Anne Goudvis, with their table partner to find the main detail and the key details to support the main detail. The students will use their sticky notes, just as it was modeled in the mini lesson, on their copy of the story. Make sure both students put their name on the top of the story.</p> <p>Assessment/Reflection: Come back together as a whole group and discuss the main idea and the key supporting details of the informational text <i>From Egg to Salamander</i>. Student discussion and work sample from partner work.</p> <p>Writing: Mini Lesson: Talk to students about balancing facts and ideas, pg. 64-65 in <i>The Art of Information Writing</i>. Write down the active engagement about ants and have students tell you an idea to open it up with and help balance the facts with an idea. Bring your writing to life by adding a vignette to illustrate a bit of information or an idea, after mentioning a fact, say a bit more about that fact, describe something in detail, compare something that might be unfamiliar to readers with something that’s likely to be familiar. Push yourselves to be better writers.</p> <p>Crafting: Writers will edit their pieces adding ideas to their facts.</p> <p>Assessment/Reflection: Observation of writers, writers work samples, and</p>	<p>Guided Reading Groups: Below Grade Level Text: On Grade Level Text: Above Level Text: Students are reading “Just-Right” books that are specific to their level and need. They read individually with teachers.</p> <p>Writing: Peer support/Grouping, Teacher conferencing</p>

		also writers goals that are set for themselves.	
Critical Vocabulary			
<p>Explicit questions Implicit questions Main idea Supporting details Informational text Explanatory text transitions/transition words explicit information logical structure textual evidence quoting accurately summarizing paraphrasing mentor text elaboration vignette</p>			
	Thursday		
	I can determine the main idea of a text	Mini-Lesson: Teacher will review the anchor note pages the students put in their reading/writing interactive notebooks.	Guided Reading Groups: Below Grade Level Text:

	<p>and explain how it is supported by key details.</p> <p>I can read prose orally with accuracy, appropriate rate, and expression.</p> <p>I can develop a piece of writing.</p>	<p><u>Crafting Activity:</u> Students will read the passage from Newsela, Eels Can Make Their Electric Power Stronger to Help Zap Fish. https://newsela.com/articles/electric-eels/id/12778/ and write the main idea and highlight the supporting details in the passage.</p> <p><u>Assessment/Reflection:</u> Quiz on the Newsela website for the article can be used also as it ask main idea and key detail questions. Ask the questions and have the students write down on a blank piece of scrap paper A, B, C, or D for 4 questions and the student work sample. Students may need additional support throughout following weeks as they are pulled for small group guided reading.</p> <p>Running record of each student during guided reading groups today along with a comprehension quiz.</p> <p><u>Writing: Mini Lesson:</u> Teachers will tell writers they are nearing the end of their writing piece and they need to look at our endings and beginnings. I want you to take a break from what we have been doing and all your hard work of editing and revising to look at your introduction to your book and also your introductions to each chapter. What Mentor Authors Do When Writing Powerful Introductions.</p> <ul style="list-style-type: none"> ● Start with a quote or a bit of excitement ● Go over the big topics that will come up in the book ● Talk about the whole thing and its parts, not just the first part ● Ask questions to get readers curious <p>For Conclusions or endings</p> <ul style="list-style-type: none"> ● Leave the reader thinking or leave readers understanding what they just read <p><u>Crafting:</u> Writers will work on editing and revising their expert piece and then they will peer conference.</p> <p><u>Reflection/Assessment:</u> Observation of writers, writers work samples, and also writers goals that are set for themselves, and peer conferencing.</p>	<p>On Grade Level Text: Above Level Text: Students are reading “Just-Right” books that are specific to their level and need. They read individually with teachers.</p> <p>Writing: Peer support/Grouping, Teacher conferencing</p>
	Friday		
	<p>I can determine the main idea of a text and explain how it is supported by key details.</p> <p>I can develop a piece of writing.</p>	<p><u>Mini-Lesson:</u> Teacher will review the note pages the students put in their reading/writing interactive notebooks.</p> <p><u>Crafting Activity:</u> Students will read Newsela passage, <i>Are Yawns Contagious</i>, https://newsela.com/articles/yawning-contagious/id/14816/ and write the main idea and highlight the supporting details of the passage.</p> <p><u>Assessment/Reflection:</u> Quiz on the Newsela website for the article can be used also as it ask main idea and key detail questions. Ask the questions and have the students write down on a blank piece of scrap paper A, B, C, or D for 4 questions and the student work sample.</p>	<p>Guided Reading Groups: Below Grade Level Text: Grade Level Text: Above Level Text: Students are reading “Just-Right” books that are specific to their level and need. They read individually with teachers.</p> <p>(Students who did not pass their comprehension quiz will use the book and the quiz to find the</p>

	<p>Corrections on comprehension quiz or independent reading will be the 1st rotation.</p> <p>Word Nerds Vocabulary game as a whole group for one of the rotations during reading.</p> <p>Computer lab or technology in room for another rotation as a whole group.</p> <p><u>Writing: Mini Lesson:</u> Teacher will refer back to our text features anchor chart in our reading/writing interactive notebooks. Teacher can also point to the anchor charts on the wall. Talk about how text features make it easier for readers to learn and to read your text. Ask them to name text features they know and how they will help readers.</p> <p><u>Crafting:</u> Writers will edit and revise adding text features. The writers will be able to use their interactive notebooks page and also the anchor charts in the room.</p> <p><u>Reflection/Assessment:</u> Observation of writers, writers work samples, and also writers goals that are set for themselves, and teacher conferencing.</p>	<p>correct answers). Conference with teacher to work on comprehension skills/strategy.</p> <p>Writing: Peer support/Grouping, Teacher conferencing</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------