

Elementary Distance Learning Pacing Guide - Spring 2020

Grade: 3rd Grade

Suggested Student Work Schedule:	8:00-8:30	Breakfast-- not on Chromebook
	8:30-8:55	Morning meeting/morning video— 15 minute live conference
	9:00-10:00	Specialist time - Pick up 1 activity every day
	10:00-10:15	Break time
	10:15-11:00	Writing - 15 minute live conference
	10:40-11:00	* For those students who received EL, Intervention, and Special Education Support Check in with those teachers.
	11:00-11:15	Break time
	11:15-12:00	Reading – 15 minute live conference
	11:40-12:00	* For those students who received EL, Intervention, and Special Education Support Check in with those teachers.
	12:00-1:00	Recess/lunch/break
	1:00-2:00	Math – 15 minute live conference
	1:40-2:00	* For those students who received EL, Intervention, and Special Education Support Check in with those teachers.
	2:00 - 2:15	Read Aloud *Students can listen to this video at anytime

Plan for Daily Interactions:

Third grade will be live and recording during the above times as indicated in our schedule. All teachers are available by email and phone to answer parent’s questions or concerns. Teachers will contact students and their families to check in.

Week 1 Pacing (April 6th - 10th)		
Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	3.1.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the	Day 1 - April 6 Objective: I can answer a question on a discussion post. Teaching: Demonstrate to students how to post on a discussion board. Student to do: 1. Watch video 2. Respond to the discussion post. 3. Read 20 minutes

text as the basis for the answers.

3.1.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.1.6.6. Distinguish their own point of view from that of the narrator or those of the character.

Day 2 - April 7

Objective: I can prepare myself for reading by previewing the text.

Teaching: Model and post video of reading the cover and blurb. Look at the pictures and ask students what they may think the story is about and who the characters are.

Student to do:

1. Watch the video (Create link)
2. Pick a new fiction book
3. Look at the blurb and the pictures
4. Answer the discussion questions for your book.

Day 3 - April 8

Objective: I can get to know the characters in my book and identify the main characters.

Teaching: Chapter 1. Stop and Jot. Model what you have noticed about Willbur and what you wonder.

"I noticed _____ about my character."

"I wonder _____ about my character."

-Student to do:

1. Watch video
2. Answer the questions in the discussion post
3. Read for 15 min

Day 4 - April 9

Objective: I can ask questions to determine what I know and what I need to learn.

Teaching: Model and post video asking questions (What do I already know? What is new to me in the text? What would I like to learn more about?) to guide students in preparing to build their knowledge and identifying a topic to briefly explore.

Student to do:

1. Watch the video
2. Answer the questions on the discussion board
3. Read fiction book for 15 minutes

Day 5 - April 10

Objective: I can briefly research a topic to support understanding of topics found in a fiction text.

Teaching: Model and post how you quickly look for additional information about a topic you are unfamiliar about.

Student to do:

1. Watch video
2. Read nonfiction book about a topic on epic
3. Write 3 facts about the topic you researched on the discussion post.

		4. Read for 15 minutes
<p>Writing</p>	<p>3.6.4.4 With guidance and support produce writings in which the development and organization are appropriate to task and purpose</p> <p>3.6.5.5 Plan, draft, revise, and edit</p> <p>3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.6.10.10 Write routinely over extended timeframes and shorter time frames</p>	<p>Day 1 - April 6th Objective: I can navigate around Google Drive and create a Google document. Teaching: Teachers model how to log onto Google Drive, open a document, title, and share. *Please modify depending on how you choose to organize your student writing. Student to do: <ol style="list-style-type: none"> 1. Log into Google Drive 2. Create a new document 3. Title the document 4. Share it with teacher 5. Write a letter to your teacher </p> <p>Day 2 - April 7th Objective: I can explore Google Docs and my Chro mebook keyboard through a Scavenger Hunt. Teaching: Teacher models the list of tasks students will need to find on the scavenger hunt and posts video AFTER students tried it on their own. Student to do: <ol style="list-style-type: none"> 1. Open up Scavenger Hunt and complete </p> <p>Day 3 - April 8th Objective: I can generate and collect ideas to write about. Teaching: Teachers model their brainstorm by filling out the document to list their brainstorm. Student to do: <ol style="list-style-type: none"> 1. Fill out the brainstorm document in the brain storming document brainstorming doc </p> <p>Day 4 - April 9th Objective: I can develop characters for my realistic fiction writing. Teaching: Teachers will use story map document to model how to create a character that will make sense to the story, including character likes/dislikes, descriptions, wants/needs, and problems. Student to do: <ol style="list-style-type: none"> 1. Fill out the character section in a story map in google docs) 2. Draw pictures of their characters to be shared through a picture post on Schoology Story Map </p> <p>Day 5 - April 10th Objective: I can create and describe the setting of my story. Teaching: Teacher models how to write the setting on google docs and draws the setting on paper (paint or google docs). Student to do:</p>

		<p>1. Fill out the setting section in a story map in google docs) 2. Draw pictures of their settings to be shared through a picture post on Schoology Story Map</p>
<p>Math</p>	<p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p> <p>3.1.2.4 Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and</p>	<p>Day 1 Objective: I can navigate the math schoology course. Teaching:</p> <ul style="list-style-type: none"> ● Welcome to eLearning math. Each day you will join the schoology conference. ● In the conference, you will work on the solve and share, watch the visual learning with your class and me. ● After our lesson is complete, you will leave the schoology conference and then complete your independent work. ● Pose a practice solve and share so students can get used to working on math within the e-learning format. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 2 Objective: I can navigate the math schoology course. Teaching:</p> <ul style="list-style-type: none"> ● Welcome to eLearning math. Each day you will join the schoology conference. ● In the conference, you will work on the solve and share, watch the visual learning with your class and me. ● After our lesson is complete, you will leave the schoology conference and then complete your independent work. ● Pose a practice solve and share so students can get used to working on math within the e-learning format. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 3 Objective: I can use strategies to multiply basic facts. Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the multiple strategies to find products. <ul style="list-style-type: none"> ○ Repeated addition ○ Array and distributive

<p>"how many groups" division problems.</p>		<ul style="list-style-type: none"> ○ using a known fact. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 4</p> <p>Objective: I can use strategies to multiply basic facts.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the multiple strategies to find products. <ul style="list-style-type: none"> ○ Repeated addition ○ Array and distributive ○ using a known fact. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 5</p> <p>Objective: I can solve word problems that involve multiplication or division.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the importance of reading the entire problem and following the procedure for solving word problems.. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check
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Week 2 Pacing (April 13th - 17th)		
Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	3.1.1.1. Ask and answer questions to demonstrate understanding of	<p>Day 1- April 13th</p> <p>Objective: I can notice how a character talks and acts to determine how a character is feeling.</p> <p>Teaching: Model and post video and noticing what Wilbur says</p> <p>Student:</p>

a text, referring explicitly to the text as the basis for the answers.

3.1.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.1.6.6. Distinguish their own point of view from that of the narrator or those of the character.

1. Watch video
2. Answer discussion post
3. Read 15 min

Day 2- April 14

Objective: I can identify the problem and describe how the main characters initially reacts.

Teaching: Model and post video story mountain - fill in early story elements

Student:

1. Watch video
2. Draw a story mountain
3. Identify the problem and how the characters react.
4. Share story mountain with teacher
5. Read for 15 min

Day 3- April 15

Objective: I can create a double story mountain to keep track of multiple plot lines.

Teaching: Model and post Double Plot Mountain, add to bottom mountain (Story Mtn 1: Wilbur, Story Mtn 2: Zuckerman)

Student:

1. Watch lesson video
2. Listen to Click, Clack Moo Cows That Type
3. Draw and complete double story mountain for click clack moo(link on schoology)
4. Post on schoology
5. Read 15 minutes

Day 4- April 16

Objective: I can look for patterns in how my character talks and acts.

Teaching:: Model and post looking for a pattern.

Student:

1. Watch video lesson
2. Read your fiction book and look for patterns: What do they do? What do they say often?
3. Complete the discussion post with 2 actions or dialogue
4. Read 15 minutes

Day 5- April 17

Objective: I can identify a character trait of my main character

Teaching: Model and post how to create a list of character traits for Wilbur- pick one.

Students:

1. Watch video

		<ol style="list-style-type: none"> 2. Look at patterns from yesterday's post 3. Find at least one character trait based on patterns from the book. 4. Post character traits in discussion forums. 5. Read 15 minutes
<p>Writing</p>	<p>3.6.4.4 With guidance and support produce writings in which the development and organization are appropriate to task and purpose</p> <p>3.6.5.5 Plan, draft, revise, and edit</p> <p>3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.6.10.10 Write routinely over extended timeframes and shorter time frames</p>	<p>Day 1- April 13 Objective: I can describe a conflict that happens in my realistic fiction writing. Teaching: Model writing conflict on google docs and draw conflict on paper (paint or google docs) Student: <ol style="list-style-type: none"> 1. Fill out story map in a google doc (link in Schoology). 2. Draw pictures of the conflict to be shared through a picture post on Schoology Story Map</p> <p>Day 2- April 14 Objective: I can describe how characters solve the conflict at the end of my realistic fiction writing. Teaching: Model writing a resolution on google docs and draw the resolution on paper (paint or google docs). Student: <ol style="list-style-type: none"> 1. Fill out story map in a google doc (link in Schoology). 2. Draw pictures of the conflict to be shared through a picture post on Schoology Story Map</p> <p>Day 3- April 15 Objective: I can define the parts in a story mountain and start to put my story together using the story mountain Teaching: Define the different parts in a story Student: <ol style="list-style-type: none"> 1. Create a new document, title and share (story mountain link in Schoology) 2. Use story map to help write their story Google Draw</p> <p>Day 4- April 16 Objective: I can write complete sentences using correct capitalization and punctuation. Teaching: Model that there should be a capital letter at the beginning and some type of punctuation at the end of each sentence (. ! ?). Student: <ol style="list-style-type: none"> 1. Edit a paragraph using capital letters and punctuation (paragraph link on Schoology) 2. Begin to edit your own story. Make sure to correctly use capital letters and punctuation. </p>

		<p style="text-align: center;"><u>Capitalization and Punctuation practice</u></p> <p>Day 5- April 17 Objective: I can write complete sentences using correct capitalization and punctuations. Teaching: Teachers will model rereading their story to look for the word “and” to ask themselves if it is needed there or can it be broken up into two sentences. Teachers will also take time to conference with individual students. Student: 1.Student work day. Reread your stories to make sure you are using the word “and” in the correct places and making complete sentences with correct capitalization and punctuation.</p>
<p>Math</p>	<p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p>	<p>Day 1- April 13th Objective: I can solve word problems that involve multiplication or division. Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the importance of reading the entire problem and following the procedure for solving word problems.. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 2- April 14th Objective: I can write multiplication story problems. Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the meaning of equal groups and situations that involve equal groups. ● Practice creating questions that require a product to be found. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 3- April 15th Objective: I can write multiplication story problems. Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the meaning of equal groups and situations that involve equal groups.

	<p>3.1.2.4 Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.</p>	<ul style="list-style-type: none"> ● Practice creating questions that require a product to be found. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 4- April 16th</p> <p>Objective: I can write division story problems.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the meaning of division (splitting into equal groups) ● Model a problem/question that requires students to find the number of groups. ● Model a problem/question that requires students to find the number in each group. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check <p>Day 5- April 17th</p> <p>Objective: I can write division story problems.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Review the meaning of division (splitting into equal groups) ● Model a problem/question that requires students to find the number of groups. ● Model a problem/question that requires students to find the number in each group. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice Buddy 2. Quick Check
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Week 3 Pacing (April 20th - 24th)		
Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	3.1.1.1. Ask and answer questions to demonstrate	<p>Day 1:</p> <p>Objective: I can explain Wilbur as a complex character.</p> <p>Teacher: Model and post video on explaining complex characters.</p>

	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.1.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.1.6.6. Distinguish their own point of view from that of the narrator or those of the character</p>	<p>Student:</p> <ol style="list-style-type: none"> 1. Read the Spelling Bee on Raz-kids 2. Post in the discussion describing how your character is complex using character traits 3. Read 15 min <p>Day 2:</p> <p>Objective: I can learn life lessons when I pay attention to how characters treat each other.</p> <p>Teaching: Model and post video explaining the relationship between Wilbur and Charlotte.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Watch video 2. Read and listen to the Three Little Pigs on Raz-kids 3. Complete the discussion post 4. Read 15 min <p>Day 3:</p> <p>Objective: I can compile character traits to grow a theory.</p> <p>Teaching: Model and post video of taking the character traits of Wilbur and coming up with a theory.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Watch Video 2. Make a list of three character traits for either Charlotte or Mouse Templeton 3. Submit your list to the discussion post 4. Read for 15 minutes <p>Day 4:</p> <p>Objective: I can determine the difference between plot and theme.</p> <p>Teaching: Post video of explaining the difference between plot and theme.</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Watch video 2. Complete discussion post 3. Read for 15 min <p>Day 5</p> <p>Objective: I can collect evidence to support a theory.</p> <p>Teaching: Post video of creating an evidence collection box to prove a theory (theme/lesson)</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Watch video 2. Complete discussion post. 3. Read for 15 minutes
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<p>Writing</p>		<p>Day 1-April 20th Objective: I can use a checklist to edit my writing.</p> <ol style="list-style-type: none"> 1. Teacher models how to use the checklist to self edit. 2. Teacher models how to spell out a word by breaking apart the sounds. 3. Put a check mark on the thumbs up picture after finishing each section. 4. Students work on sentence structure when finished with the checklist. <p>Day 2-April 21st Objective: I can add at least 4 transition words correctly in my writing.</p> <ol style="list-style-type: none"> 1. Teacher models how to use the transition word document and integrate transition words into each paragraph. 2. Students reread stories and add transition words into their paragraphs. 3. Students use the checklist to revise and reedit their writing. <p>Day 3-April 22nd Objective: I can provide action and dialogue to tell more about my characters..</p> <ol style="list-style-type: none"> 1. Go over character trait chart 1. Teacher makes a chart with characters, character traits, actions, and dialogue/ that support each character. 2. Students make a chart with their characters, character traits, actions, and dialogue that support each character. 3. <p>Day 4-April 23rd Objective: I can add dialogue with the correct punctuation.</p> <ol style="list-style-type: none"> 1. Teacher models where to add dialogue using correct punctuation to show different ways of writing dialogue. 2. Students add dialogue in their writing. 3. Teachers check students' Google Docs for writing dialogue correctly. <p>Day 5-April 24th Objective: I can add details to the settings of the story and emotions of my characters.</p> <ol style="list-style-type: none"> 1. Teacher models a part in the story where details can be added to elaborate on settings and character's emotions. 2. Students find parts where they can add details to show the settings and emotions of characters. 3. Students reread the story to check spelling, sentence structure, and punctuation.
<p>Math</p>	<p>3.1.2.5 Use strategies and algorithms based on</p>	<p>Day 1- April 20th Objective: I can multiply one digit numbers by multiples of 10. Teaching:</p>

knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.

- Solve and share
- Visual Learning
- Apply the associative property to solve 5×30
 $5 \times (3 \times 10) = (5 \times 3) \times 10$
- Pair with repeated addition
- Teach the shortcut...
 $5 \times 30 = 150$

Student:

1. Practice Buddy
2. Quick Check

Day 2- April 21st

Objective: I can multiply one digit numbers by multiples of 10.

Teaching:

- Solve and share
- Visual Learning
- Apply the associative property to solve 5×30
 $5 \times (3 \times 10) = (5 \times 3) \times 10$
- Pair with repeated addition
- Teach the shortcut...
 $5 \times 30 = 150$

Student:

1. Practice Buddy
2. Quick Check

Day 3- April 22nd

Objective: I can use the area model to multiply 2 and 3 digit numbers by 1 digit.

Teaching:

- Solve and Share
 - Show large grid. Have students try and figure out how many squares are within the grid. Tell them not to count.
- Visual Learning
- Model
 - Show large grid. Separate it into parts they would know. (If you are multiplying 23×2 , break it into 10×2 . They should know $10 \times 2 = 20$).
 - Have students think about another way they could break about the number to multiply, push towards 3×2 .
 - Show them how to add the numbers

Student:

		<p>1. IXL</p> <p>Day 4- April 23rd</p> <p>Objective: I can use the area model to multiply 2 and 3 digit numbers by 1 digit.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and Share <ul style="list-style-type: none"> ○ Show large grid. Have students try and figure out how many squares are within the grid. Tell them not to count. ● Visual Learning ● Model <ul style="list-style-type: none"> ○ Show large grid. Separate it into parts they would know. (If you are multiplying 23×2, break it into 10×2. They should know $10 \times 2 = 20$). ○ Have students think about another way they could break about the number to multiply, push towards 3×2. ○ Show them how to add the numbers <p>Student:</p> <p>1. IXL</p> <p>Day 5- April 24th</p> <p>Objective: I can use partial products to multiply 2 and 3 digit numbers by 2 digit.</p> <p>Teaching:</p> <ul style="list-style-type: none"> ● Solve and share ● Visual Learning ● Multiply the values of the ones places ● Multiply the values of the 10s place by the single digit. ● If present, multiply the value of the 100s place by the single digit. ● Add the products together. ● Draw connections between the area model and the partial products method. <p>Student:</p> <ol style="list-style-type: none"> 1. Practice buddy 2. Quick check
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Week 4 Pacing (April 27th - May 1st)		
Subject	Standards Addressed	Objective and Method of Instruction/Student Work

<p>Reading</p>	<p>3.1.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.1.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.1.6.6. Distinguish their own point of view from that of the narrator or those of the character</p>	<p>Day 1: Objective: I can identify the climax of a story and describe how the main character has changed throughout the story. Teaching: Model and post video of asking “Does this change Wilbur as a person? How has he changed/grown?” Add climax to story mountain Students: <ol style="list-style-type: none"> 1. Watch video 2. Complete discussion post 3. Read for 15 min </p> <p>Day 2 Objective: I can describe how an older and wiser character has influenced the main character. Teaching: Model and post video. Students: <ol style="list-style-type: none"> 1. Watch video 2. Read “The Drum” on Raz-kids 3. Complete the discussion post 4. Read for 15 minutes. </p> <p>Day 3 Objective: I can study the author’s final words to find the lesson of a story. Teaching: Model and post the lesson you can learn from the author’s words. Students: <ol style="list-style-type: none"> 1. Watch video 2. Re-read “The Drum” 3. Complete the discussion post 4. Read for 15 minutes </p> <p>Day 4 Objective: I can show my understanding of Charlotte's Web by completing the project. Teaching: Introduce the choice board for the project. Students: <ol style="list-style-type: none"> 1. Watch video 2. Choose 1 from the choice board 3. Send teachers a picture of your work 4. Read for 15 minutes </p> <p>Day 5 Objective: I can show my understanding of Charlotte's Web by completing the project.</p>
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		<p>Teaching: Introduce day two of the choice board project.</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Watch Video 2. Choose 1 from the choice board 3. Send teachers a picture of your work 4. Read for 15 minutes
<p>Writing</p>		<p>Day 1 - April 27th</p> <p>Objective: I can add details to the settings of the story and emotions of characters</p> <p>Teaching: Teacher models how students will “show” how a character is as a person and what the setting is by using imagery to describe.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Reread your story. 2. Find parts in your story where you can <i>show</i> your readers through describing your senses or emotions. <p>Day 2 - April 28th</p> <p>Objective: I can publish my story and add pictures where necessary.</p> <p>Teaching: Teachers will model how to reread a draft and listen to areas in their writing where edits may be needed. Teachers will also use a writing checklist to help guide the edits.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Reread your writing to see if there is anything you may need to fix. 2. Look at your checklist. Do you have everything? If there are things that do not have a “thumbs-up,” see if you can change those things. <p>Checklist</p> <p>Day 3 - April 29th</p> <p>Objective: I can publish my story and add pictures where necessary.</p> <p>Teaching: Teachers will model what a published piece may look like and add pictures via Google draw or the search tool that makes sense to the story.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Reread your writing to see if there is anything you may need to fix. 2. Look at your checklist. Do you have everything? If there are things that do not have a “thumbs-up,” see if you can change those things. 3. Add pictures that make sense to your story. 4. Send the teacher a message on Schoology that you are finished. <p>Checklist</p> <p>Day 4 - April 30th</p>

Objective: I can define grammar and understand why it is important.

Teaching: Explain what the new unit will be about and connect to daily life. Teachers will also show a video on why grammar matters.

Student:

1. Watch Teacher's video.
2. Watch [Grammar Matters Video](#)
3. Comment something you learned below the teacher's post. Use complete sentences.

Day 5 - May 1st

Objective: I can identify what a noun is in a sentence.

Teaching: Teacher will define a noun and make an anchor chart with 3 columns (person, place, thing). Ask students to give examples of each column.

Student:

1. [Watch video](#)
2. IXL II 1 & 2
3. [PPT Exit Slip Slide 2.](#)

Extension

[Nouns Worksheet](#)

Math

Day 1- April 27th

Objective: I can use partial products to multiply 2 and 3 digit numbers by 2 digit.

Teaching:

- Solve and share
- Visual Learning
- Multiply the values of the ones places
- Multiply the values of the 10s place by the single digit.
- If present, multiply the value of the 100s place by the single digit.
- Add the products together.
- Draw connections between the area model and the partial products method.

Student:

1. Practice buddy
2. Quick check

Day 2- April 28th

Objective: I can multiply 2 and 3 digit numbers by a 1 digit number.

Teaching:

- Solve and share: 4×543
Allow time for students to solve, asking them to show their work within the conference. Send students to break out rooms to discuss their answers and strategies.
- Bring students back into the main conference and randomly call on students to share their strategy or the strategy of a person within their break out room.
- Model as needed.
- Pose additional problems for students to practice during instruction.

Student:

1. IXL

Day 3- April 29th

Objective: I can multiply 2 and 3 digit numbers by a 1 digit number.

Teaching:

- Solve and share: 4×543
Allow time for students to solve, asking them to show their work within the conference. Send students to break out rooms to discuss their answers and strategies.
- Bring students back into the main conference and randomly call on students to share their strategy or the strategy of a person within their break out room.
- Model as needed.
- Pose additional problems for students to practice during instruction.

Student:

1. IXL

		<p>Day 4- April 30th Objective: FLEX Teaching: Student:</p> <p>Day 5- May 1st Objective: FLEX Teaching: Student:</p>
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