

Teacher: Collins - WAG (Week at a Glance) : District LT and SC posted for all, SPED checklist, parent email EIP, ,,cut laminate and GA Numeracy games, V. BIP , Math Manip Center! Load digital activities for week to GC, writing slides Unit 2 for kinder, Start tapping out CVC words this week with OG ,**send email and flashcards home with ALL KINDER!** Math MW sheet to High , new IXL checksheet for 4th- Module 3 , V needs to take makeup test for metric system

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| <p>Week of: Oct. 3- 6</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</p> | <p>READING/ EIP Kinder KinderELA standards here <i>4 Groups will rotate throughout the day (these will be varied as year progresses, but starting at same lesson for now)</i></p> <p>Letter : Gg Gum? Finish Letter Gg from last week and then do a review of letters c,o,a,d,g (due tro being out for hurricane)</p> | <p>Reading/ 4th Shea 4th ELA standards here Monday- Main Benchmark Skill Tuesday- Achieve Wed - Reading groups - LLI - refer to BM skill Th- Mini- lesson on Reading and/ or grammar and IXL skill day Fr- Reading Groups - refer to MB skill - media center 9:15 Choice sheet for ind. Time</p> | <p>Math/ Kinder EIP Kinder Math Standards here 1:05- 1:35 - group 1 1:40- 2:10- Group 2</p> <p><i>Numbers 3, 4, 5 / counting, writing, recognition</i></p> <p><i>Extra LT and SC for the week: MGSEK.G.1</i> LT: I am learning to identify and describe objects (squares, circles, triangles, rectangles, hexagons). SC: <i>I can identify and name a square, circle, rectangle, and hexagon.</i> <i>I can describe objects in the environment using the shape names.</i></p> | <p>MATH/ 4th SPED 4th Math Standards here</p> <p><i>Starting Module 3- area/ perimeter</i></p> | <p>Progress Monitoring for week (goals) 10:45- 11:10</p> <p>Link to district LT and SC here for reference</p> <p>My LT and SC slides</p> |
| <p>Monday</p> <p>Pull discs and elkonin boxes for small group</p> <p>Print name</p> | <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the</p> | <p>wrap up main idea and assess</p> <p>Benchmark skill for week: Standard(s): ELAGSE4RI2 LT: I am learning to use key details and examples to determine the main idea. SC: <input type="checkbox"/> I can identify the topic</p> | <p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> | <p>Standard(s): 4.OA.1, 4.OA.2, 4.MD.3 LT: I am learning to solve real world problems involving the area and perimeter of a rectangle. SC: <input type="checkbox"/> I can identify and explain the formula for</p> | <p>Pull 4th group during lunch to go over checksheet expectations for week</p> |

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| <p>activities from GA</p> <p>Copy shape tracing mini-book</p> <p>Sorting shapes pocket chart game-print and copy</p> | <p>alphabet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can name all of the lowercase letters of the alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write. <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : BM tab and read <u>Making Soup</u> (only 1 book this week) use reading strategies) BM tab- letter Gg game</p> | <p>sentences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the topic sentences to determine the main idea. <input type="checkbox"/> I can use the main idea and key details as support for claims. <p>Lesson/Activity: Main Idea Recap and Quiz (paper copy) recap with same file Begin with Weekly Language Sheet -after checking Weekly Language together, look at checklist from last week- we <i>will NOT do a new checksheet this week b/c of hurricane days and short week- checksheet MUST be done by Wed for reward - then do activity above- MAIN IDEA recap and Quiz</i></p> | <p>LT: I am learning to write numbers 0-20. (0-5)</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count from 1-20. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20. <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects. <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 songs - one more song</i></p> | <p>the perimeter of a rectangle as $2L + 2W$ or $L + L + W + W$.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and explain the formula for the area of a rectangle as $L \times W$. <input type="checkbox"/> I can determine the measure of an unknown length to determine the area and perimeter of a rectangle. <p>Lesson/Activity:</p> <p>Opener: Check Morning work for day- practice counting by 6s with whiteboards/ expos- distribute X chart for folders</p> <p>All 4: revisit area from third grade with formula- show a rectangle with given side lengths and practice finding area with expos and whiteboards</p> <p>Split time (V/ J and C/ T) :</p> | |
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| | <p>SOund Station : OG/ phonics- 3 part drill : Recap Gg with objects and then sound cards for letters we already know (OG) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM - SAND TRAYS F: Writing Sample</p> <p>M- Tables- Writing sample from Benchmark printable- letter Gg - use verbal formation</p> <p>Rug : Back to rug for letter Gg activity on board if time allows</p> | | <p><i>Smartboard Group Practice: Eureka Materials file - shape poster review</i></p> <p><i>Back group: One more with playing cards - practice writing a 4 with whiteboards and expos (use verbal formation)</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Trap Table/ Manips and # work (writing some days) : One MORE sticker game (unless we still need to do cards and greater than less than, then stickers can move to next week) - use Thursdays groups for sticker game b/c of missing 2 days</i></p> <p><i>Ticket out Door: one more one less with our line</i></p> | <p>Pair not working with teacher at this time will work on IXL modified checksheet for the week (see bottom of plans for this)</p> <p>New IXL checksheet for module 3</p> <p>Mountain Math spiral Review - heavy focus on area and perimeter</p> | |
| <p>Tuesday</p> | <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the</p> | <p>Standard(s): LT and SC for Achieve LT: SC:LT and SC for Achieve Lesson/Activity: Begin by checking Weekly Grammar Sheet Go through A Really Wild Ride on teacher computer then students complete ind.</p> | <p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-5)</p> | <p>IXL Skill Day (Resource) Standard(s): 4.OA.1, 4.OA.2, 4.MD.3 LT: I am learning to solve real world problems involving the area and perimeter of a rectangle. SC: <input type="checkbox"/> I can identify and explain the formula for the perimeter of a rectangle as 2L + 2W or</p> | <p>Pull a kinder group for PM during lunch</p> |

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| | <p>alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC: <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page</p> <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : Read Making Soup - Focus on sight words today with wiki sticks - Alphabet train book on Benchmark</p> <p>Sound Station : OG/ phonics- 3 part drill : revisit</p> | <p>Other Achieve Tasha Tudor Dies :</p> <p>If both of these Achieve articles are complete, students can work on weekly checksheet OR do a free choice Achieve</p> <p>Use checksheet to ind. Work when Achieve is finished (refer to bottom of plans for checksheet) may need time to finish Main idea quiz from yesterday as well</p> | <p>SC: <input type="checkbox"/> I can count from 1-20. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a time.</p> <p>SC: <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 song - reminder of verbal formation of number 4 - virtual manips with # movement</i></p> <p><i>Smartboard Group Practice: eureka alternate page on</i></p> | <p>L + L + W + W. <input type="checkbox"/> I can identify and explain the formula for the area of a rectangle as L x W. <input type="checkbox"/> I can determine the measure of an unknown length to determine the area and perimeter of a rectangle.</p> <p>Lesson/Activity:</p> <p>Opener: 6\$ X short sheet and one area problem on whiteboards</p> <p>All 4: Today will be IXL skill day for most needed (usually lowest skill from diagnostic.)</p> <p><i>Skills for today : start as group jam but them send to do ind.</i></p> <p>C and T- A8F- place value</p> <p>V and J : GDW- 2 X 1 digit</p> | |
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| | <p>the letters that we have learned so far (c,o,a,d, g) with OG cards and blending board - review verbal formation for each</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI : Rhyming Game or BM - SAND TRAYS F: Writing Sample Letter Gg activity page if time allows Today: Sand trays (new color) with letters we have already learned</p> <p>Rug : Letter Gg BM / GC tab and letter mystery box</p> | | <p><i>smartboard</i></p> <p><i>Back Station- Sorting shapes on pocket chart</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Finish up one more counting ladder with anyone that has not completed yet- new small group will start tomorrow (off b/c of storm days)</i></p> <p><i>Ticket out door- playing cards # recognition</i></p> | <p>multiplication</p> | |
| <p>Wednesday</p> | <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the</p> | <p>Benchmark skill for week: Standard(s): ELAGSE4RI2 LT: I am learning to use key details and examples to determine the main idea.</p> <p>SC: <input type="checkbox"/> I can identify the topic sentences. <input type="checkbox"/> I can use the topic sentences to determine the main idea. <input type="checkbox"/> I can use the main idea and key details as support for claims.</p> | <p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-5)</p> | <p>Standard(s): 4.OA.1, 4.OA.2, 4.MD.3 LT: I am learning to solve real world problems involving the area and perimeter of a rectangle. SC: <input type="checkbox"/> I can identify and explain the formula for the perimeter of a rectangle as $2L + 2W$ or $L + L + W + W$.</p> | <p>Pull a kinder group for PM during lunch</p> |

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| | <p>alphabet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write. <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : Introduce tapping out more than one sound <u>on board</u>- use letters we already have learned</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-whiteboards and</p> | <p>Activity: Return graded Main Idea quizzes and conference/ discuss</p> <p>Then students will login to Benchmark reading through Clever and ind. Read PLANTS - After reading this leveled text, they will complete a M.I and Supporting detail G.O</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)</p> | <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count from 1-20. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20. <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects. <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 songs :</i></p> <p><i>Smartboard Group Practice: Shapes review ppt - guess the shape!</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and explain the formula for the area of a rectangle as $L \times W$. <input type="checkbox"/> I can determine the measure of an unknown length to determine the area and perimeter of a rectangle. <p>Lesson/Activity: Start by checking Morning work together</p> <p>All 4: Discuss difference b/t formula for area vs formula for perimeter , then do # 2 of problem set together (Green Eureka Book)</p> <p>Students to complete exit ticket for lesson 1 ind. Today before going to IXL checksheet</p> | |
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| | <p>practice letters we have already learned (formation)</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Writing Sample Phonics skill</p> <p>Today- tapping out sounds with discs (first try of this) will try 2 letter and 3 letters</p> <p>Rug (New Book): 2 days a week to start - no new book today- close with letter Gg tab on Benchmark and games</p> | | <p><i>Back group: whiteboards and practice writing the 4 numbers we have learned 0,1,2,3 , 4 - playing cards or dice to choose #?</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : I can trace and draw shapes mini booklet</i></p> <p><i>(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out Door: shape card review at door</i></p> | | |
| <p>Thursday</p> | <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the alphabet. <input type="checkbox"/> I can use uppercase and</p> | <p>Standard(s): ELAGSE4L1: LT:I am learning to form and use prepositional phrases when writing or speaking.</p> <p>SC: <input type="checkbox"/> I can define what a preposition is. <input type="checkbox"/> I can list examples of prepositions. <input type="checkbox"/> I can identify what a prepositional phrase is. <input type="checkbox"/> I can list examples of prepositional phrases. <input type="checkbox"/> I can identify examples of</p> | <p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-5)</p> <p>SC:</p> | <p>See topic A focus at bottom of plans</p> <p>Standard(s): 4.OA.1, 4.OA.2, 4.MD.3 LT: I am learning to solve real world problems involving the area and perimeter of a rectangle. SC: <input type="checkbox"/> I can identify and explain the formula for the perimeter of a rectangle as $2L + 2W$ or $L + L + W + W$.</p> | <p>Pull a kinder group for PM during lunch</p> <p>4th for vending machine snack during lunch if checksheet completed</p> |

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| | <p>lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, New read) : Alphabet book and recap of letters we have learned</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM -</p> | <p>prepositional phrases in text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use prepositional phrases in sentences and in my writing. <p>Lesson/Activity: Begin with Weekly Language Review sheet = PPT on prepositions in GC - handout for folders on prepositions for future reference</p> <p>Blooket on adjectives and prepositions ZQR - Identifying prepositions - group jam</p> <p>Grammar Flocab- prepositions</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can count from 1-20. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20. <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects. <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting games with virtual manips and movement</i></p> <p><i>Smartboard Group Practice: Pumpkin shapes with handout to follow along and color shape you see!</i></p> <p><i>Back group: Shape sorting</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and explain the formula for the area of a rectangle as L x W. <input type="checkbox"/> I can determine the measure of an unknown length to determine the area and perimeter of a rectangle. <p>Opener: Check Morning work for day</p> <p>All 4:Check morning work and complete X short sheet ind.</p> <p>Then try a problem with area on whiteboards with missing side length</p> <p>Split time (V/ J and C/ T) :</p> <p>Mountain Math spiral review</p> <p>Pair not working with teacher at this time will work on IXL modified checksheet for the</p> | |
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| | <p>F: Writing Sample SAND TRAYS</p> <p>Th- name puzzles and count the letters in our name</p> <p>Rug Letter Gg Benchmark games and pull a card for beginning sound</p> | | <p><i>pocket chart</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : I can trace and draw shapes mini booklet</i></p> <p><i>(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out Door: one more one less with our line</i></p> | <p>week (see bottom of plans for this)</p> | |
| <p>Friday</p> <p>No school</p> | <p>No school</p> | <p>No school</p> <p>Media Center Day 9:15 -</p> | <p>No school</p> | <p>No school</p> | <p>No school</p> <p>4th for vending machine snack during lunch if checksheet completed</p> |

Words to know

- Area (A)
- Perimeter (P)
- Unknown Factor
- Units
- Area Model
- $A = l \times w$
- $P = 2(l + w)$
- l (length)
- w (width)
- Compare

Things to Remember!!!

- The formula for area is $A = l \times w$
- The area is always in square units.
- Perimeter is the distance around the figure. (The rim of the figure.)
- Perimeter of a shape can be found using 3 different formulas:
 - $P = 2(l + w)$
 - $P = l + w + l + w$

OBJECTIVE OF TOPIC A

- 1 Investigate and use the formulas for area and perimeter of rectangles.
- 2 Solve multiplicative comparison word problems by applying the area and perimeter formulas
- 3 Demonstrate understanding of area and perimeter formulas by solving multi-step real world problems.

Things to accomplish this week in Mrs. Shea's Class :)

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| Achieve (75% or higher) - A Really Wild Ride | |
| Achieve (75% or higher) - Tasha Tudor Dies | |
| MAIN IDEA Google Form practice (in Class) | |
| IXL - Prepositions (ZQR) | |
| Flocabulary - Prepositions (Video, Vocab beat, and quiz) | |
| Independent Reading (Epic or book basket) | |
| Cursive letters for week (usually 2 letters) - n and m | |
| Weekly Language Review (M- F) (In class) | |
| Healthy Choices NF passage and Main Idea Task cards (In class) | |

Week of Sept. 26- 30

Name: _____

