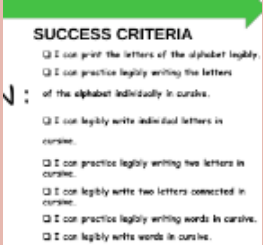**Teacher: Collins** - WAG (Week at a Glance) : District LT and SC posted for all, SPED checklist, parent email EIP, ,, Math Manip Center! Load digital activities for week to GC, writing slides Unit 2 for kinder, ,,, V needs to finish makeup test for metric system , , add new math stations for choice , next week's plans , to do list from Core Team , continue progress mon for kinder and update , pretzel rods and marsh for Friday , create math mid module assessment and review modified, IXL sub group skills?

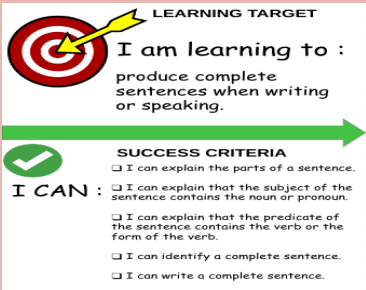| Week of: Oct. 31-Nov 4 COLLINS *for additional curriculum information, please visit the district's pacing guide LINK	**READING/ EIP Kinder** **Kinder ELA standards here** *4 Groups will rotate throughout the day (these will be varied as year progresses, but starting at same lesson for now)* Letter :Tt Book for week: See bottom of plans for extra reading LT and SC for this week- beginning sounds	**Reading/ 4th Shea** **4th ELA standards here** Monday- go over checksheet, intro cursive letters and practice Tuesday- INtro Achieve articles for week and start one together Wed- Main Reading skill for week and practice Th- Grammar Day- start skill practice together and then work ind on same skill Fr- Media Day and Finish checklist items from week! AR checkin/ ROM checkin READING FOCUS SKILL : Character Traits/evidence	**Math/ Kinder EIP** **Kinder Math Standards** **here** **1:05- 1:35 - group 1** **1:40- 2:10- Group 2** *Numbers review numbers 0-10* *Counting to 40* *# bonds to ten and showing this as addition sentences* *Extra LT and SC for the week: Teen number recognition and one more one less*	**MATH/ 4th SPED** **4th Math Standards here**	Progress Monitoring for week (goals) 10:45- 11:10 Link to district LT and SC here for reference My LT and SC slides
Monday Complete word family sentence pocket chart Names and markers for rainbow name writing Copy and cut	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: ❏ I can name all of the uppercase letters of the alphabet. ❏ I can name all of the	Readaloud for week: Bud not Buddy Standard(s): LT: I am learning to write legibly in cursive. SC:	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: ❏ I know number names. ❏ I can count in order from 1- 100 LT: I am learning to write	Standard(s): 4.NBT.5, 4.OA.1, 4.OA.2, 4.NBT.1 LT: I am learning to multiply multi-digit whole numbers (4-digit by 1-digit and 2-digit by 2-digit). SC: ❏ I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number.	Pull kinder during lunch to progress monitor/ ESGI in cafeteria-

word family work for magnets for Friday Make Halloween one more one less pocket chart activity [House paper for teen](#) numbers and unifix cubes , copy teen number mats for fun friday math snack [haracter trait passages](#) (for Capulo with plans) **[character trait task cards , Parts of speech task cards Parts of speech review](#)** *Print Find and Dab teen recognition activity for small group (bring dot*	lowercase letters of the alphabet. ❏ I can use uppercase and lowercase letters correctly when I write. LT: (print concepts) I am learning to read the words in a book in the right order. SC: ❏ I can track (words) text from left to right. ❏ I can track (words) text from top to bottom. ❏ I can track (words) text page by page I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc) Lesson/Activity: Rug: INtro Letter Tt with Benchmark tab and verbal formation - letter Tt book and page in big book SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR	see bottom of plans for LT and SC Lesson/Activity: Begin with Weekly Language Sheet -after checking Weekly Language together, look at checklist for week and then work on cursive letters for week- z and s (while working on cursive, I will work 1:1 with character trait task card inferencing)	numbers 0-20. (0-5) SC: ❏ I can count from 1-40. ❏ I can recognize numbers from 1- 20 ❏ I can write numbers 1- 20. LT: I am learning to count one object at a time. SC: ❏ I can recall the names of numbers. ❏ I can count numbers in order. ❏ I can say number names in order when counting objects. **SEE IT, COUNT IT, WRITE IT** Lesson/Activity: *Song/ Movement Intro: counting to 40 songs -* *Smartboard Group Practice: Ghostly Number Bonds on screen Use virtual manips unifix cubes to represent teen*	❏ I can correctly use the standard algorithm to multiply two two-digit numbers. ❏I can illustrate and explain my multiplication calculations by using a rectangular array. ❏I can illustrate and explain my multiplication calculation by using an area model. Lesson/Activity: Going to try splitting time this week to base instruction on ind. Needs C/V together T/ J together Today- C and V start with X by 8 short sheet and IXL checksheet for module skills J and TJ will start with me and work on RDW Strategy for word problems and solve a few	

markers) - change out Oct items in back of room for counting teens *Copy 0-8 X short sheet and copy 8 facts count by , copy 2 X 1 digit X and Wacky Facts* *Vanessa finish test from metric for grade* *X by 8 short sheets*	MONDAY- say sound and watch in mirrors (OG) Today: fun Halloween beginning sounds pocket chart Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Sand Trays Rug : Beginning Sound Wordwall games if time allows		*numbers* *Back group: Halloween one more pocket chart activity - will do one less tomorrow* *Trap Table/ Manips and # work (writing some days) :* *My group-* *Dot the teen number - tenn number recognition activity* *(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)* *Ticket out Door: shape review from last week*	together on whiteboards and 2 ind. - move to MM if time allows - goal- 15- 18 minutes and then swap	
Tuesday	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: ❏ I can name all of the uppercase letters of the alphabet. ❏ I can name all of the lowercase letters of the alphabet.	Ca'morie Conference- 12:45 My room on Tuesdays / Resource Day Standard(s): LT and SC for Achieve LT: SC:LT and SC for Achieve Lesson/Activity: Begin by checking Weekly Grammar Sheet and quick blooket on fragments (in preparation for grammar lesson	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: ❏ I know number names. ❏ I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-6)	Ca'morie Conference- 12:45 XL Skill Day (Resource) grab green cards 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: ❏ I can identify and	J and Z pull for lunch, fine motor and name practice

❑ I can use uppercase and lowercase letters correctly when I write. LT: (print concepts) I am learning to read the words in a book in the right order. SC: ❑ I can track (words) text from left to right. ❑ I can track (words) text from top to bottom. ❑ I can track (words) text page by page I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc) Lesson/Activity: Rug (BM tools, Reread) : Tt song and intro book - MOP - use strategies from reading wall - intro word families Sound Station : OG/ phonics- Try it Tuesday- practice writing letters we	later this week) What Kids Eat at school. go through together and look at article and vocab- assist students as needed with questions based on their reading levels Geese Police is the other Achieve they will do this week- can do this one ind. If both of these Achieve articles are complete, students can work on weekly checksheet OR do a free choice Achieve Use checksheet to ind. Work when Achieve is finished (refer to bottom of plans f	SC: ❑ I can count from 1-40. ❑ I can recognize numbers from 1- 20 ❑ I can write numbers 1- 20. LT: I am learning to count one object at a time. SC: ❑ I can recall the names of numbers. ❑ I can count numbers in order. ❑ I can say number names in order when counting objects. SEE IT, COUNT IT, WRITE IT Lesson/Activity: *Song/ Movement Intro: Teen number song* *Smartboard Group Practice: virtual Rek and Rek for teen numbers* *Back Station-Halloween one less pocket chart activity*	explain the formula for the perimeter of a rectangle as 2L + 2W or L + L + W + W. ❑ I can identify and explain the formula for the area of a rectangle as L x W. ❑ I can determine the measure of an unknown length to determine the area and perimeter of a rectangle. Lesson/Activity: PULL TO MY RESOURCE ROOM ON TUESDAYS Opener: Multiples of 10 on P board Today will be IXL skill day for most needed (usually lowest skill from diagnostic.) SKILLS FOR TODAY: C & J : DT8- Subtraction word problems T and V : X7N- missing factors	

	have learned with expos and whiteboards - use verbal formation Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: OP word family word work page (spinner sheet) Rug :Benchmark letter bookshelf review		*Trap Table/ Manips and # work (writing some days) : My group- Find and Dab the Teen Number (Teen number recognition)* *(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)* *Ticket out door- stomp out #*	New skills are above for green card If completed, can work on new IXL checksheet for module 3	
Wednesday <mark>KINDER FAIR</mark>	<mark>KINDER FAIR</mark> 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: ❑ I can name all of the uppercase letters of the alphabet. ❑ I can name all of the lowercase letters of the alphabet. ❑ I can use uppercase and	<mark>KINDER FAIR</mark> Readaloud for week: Bud, not Buddy Benchmark skill for week: Standard(s): ELAGSE4RL3 LT: I am learning to use specific details to describe the character, setting, and events in a text. SC: ❑ I can identify the character, setting, or event in a story or drama.	<mark>KINDER FAIR</mark> Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: ❑ I know number names. ❑ I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-5) SC:	<mark>KINDER FAIR</mark> Standard(s): 4.NBT.5, 4.OA.1, 4.OA.2, 4.NBT.1 LT: I am learning to multiply multi-digit whole numbers (4-digit by 1-digit and 2-digit by 2-digit). SC: ❑ I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number. ❑ I can correctly use the standard algorithm to multiply two	<mark>KINDER FAIR</mark> Working Wed- 4th grade over lunch to work on checklist ELA

lowercase letters correctly when I write. LT: (print concepts) I am learning to read the words in a book in the right order. SC: ❏ I can track (words) text from left to right. ❏ I can track (words) text from top to bottom. ❏ I can track (words) text page by page I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc) Lesson/Activity: Rug (BM tools, Reread) : Tt virtual room and eye spy - Tt wordwall game sort Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders (Word family complete the sentence pocket chart Trap Table (Kinesthetic)	❏ I can identify specific details about the character, setting, or event. ❏ I can use details from a text to describe a character's thoughts, words, or actions. ❏ I can think about why authors make the choice that they make as I read (e.g., for what reason is the story set in a small town rather than a big city). Activity: check weekly Language Sheet, go through a few inferencing cards together - make sure to answer the question- how did you know? Then assist with character trait passages (2) one together and one independently Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)	❏ I can count from 1-40. ❏ I can recognize numbers from 1- 20 ❏ I can write numbers 1- 20. LT: I am learning to count one object at a time. SC: ❏ I can recall the names of numbers. ❏ I can count numbers in order. ❏ I can say number names in order when counting objects. SEE IT, COUNT IT, WRITE IT Lesson/Activity: *Song/ Movement Intro: counting to 40 song* *Smartboard Group Practice: Teen numbers wordwall wheel* *Back group:* *Flip the card one more (*	two-digit numbers. ❏I can illustrate and explain my multiplication calculations by using a rectangular array. ❏I can illustrate and explain my multiplication calculation by using an area model. Lesson/Activity: T and J to start with X short sheet 0- 8 and IXL checksheet , then swap C and V to start mid- module review with me on whiteboards , MM if time allows (15- 18 minute goal then swap) If time allows, move forward with Mountain Math groups New IXL Checksheet to work on when ind.	

	M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Rainbow name writing Rug (New Book): if time allows, close with rhyming word wall game		*playing cards)* *Trap Table/ Manips and # work (writing some days) : My group- build the teen number with unifix cubes (need house papers and cubes)* *(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)* *Ticket out Door: one more at door*		
Thursday	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: ❏ I can name all of the uppercase letters of the alphabet. ❏ I can name all of the lowercase letters of the alphabet. ❏ I can use uppercase and lowercase letters correctly when I write. LT: (print concepts) I am	 Grammar Day Complete sentence vs. fragment Lesson/Activity: Begin with Weekly Language Review sheet - go through a few parts of speech task cards and then mini lesson on difference b/t a complete sentence and a fragment- then will begin IXL skill code 9VB	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: ❏ I know number names. ❏ I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-10) SC: ❏ I can count from 1-40. ❏ I can recognize numbers from 1- 20 ❏ I can write numbers	Standard(s): 4.NBT.5, 4.OA.1, 4.OA.2, 4.NBT.1 LT: I am learning to multiply multi-digit whole numbers (4-digit by 1-digit and 2-digit by 2-digit). SC: ❏ I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number. ❏ I can correctly use the standard algorithm to multiply two two-digit numbers. ❏I can illustrate and explain my multiplication calculations by using a	Pull kinder during lunch to progress monitor/ ESGI in cafeteria-

	learning to read the words in a book in the right order. SC: ❏ I can track (words) text from left to right. ❏ I can track (words) text from top to bottom. ❏ I can track (words) text page by page I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc) Lesson/Activity: Rug (BM tools, read) : Word family sort on wordwall- 2nd read of MOP - beginning sound slides printable Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board No back group today - need time for writing sample for Tt Trap Table (Kinesthetic) M/Th- Sand	together and then give time to work ind on this skill with help as needed. Additional option- PQQ (IXL) UNderstanding Characters Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)	1- 20. LT: I am learning to count one object at a time. SC: ❏ I can recall the names of numbers. ❏ I can count numbers in order. ❏ I can say number names in order when counting objects. **SEE IT, COUNT IT, WRITE IT** Lesson/Activity: *Song/ Movement Intro: Teen # song* *Smartboard Group Practice: Teen numbers wordwall games* *Back group: One less pocket chart with playing cards* *Trap Table/ Manips and # work (writing some days) : My group- teen number creation with unifix cubes (need house paper and cubes)*	rectangular array. ❏I can illustrate and explain my multiplication calculation by using an area model. C and V start with IXL skill sheet ind while I work with J and T and then swap Continue with mid-module review - test tomorrow! Mountain Math spiral review if time allows Pair not working with teacher at this time will work on IXL modified checksheet for the week (see bottom of plans for this)	

	Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Th- Take your Time Thursday- Letter Tt writing sample Letter writing for alphabet practice Rug : If time allows, Letter eye spy on board		*(half of group will work with teacher table while other half has choice of math games on floor- then will swap tomorrow)* *Ticket out Door: shape review at door*		
Friday	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: ❑ I can name all of the uppercase letters of the alphabet. ❑ I can name all of the lowercase letters of the alphabet. ❑ I can use uppercase and lowercase letters correctly when I write.	RAL- Bud, Not Buddy **Media Center Day 9:15 -** *This day will also be a checkin day for AR goal and Reading on the Map-* **media center takes up majority of segment on this day -**	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: ❑ I know number names. ❑ I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-5) SC: ❑ I can count from 1-20. ❑ I can recognize numbers from 1- 20	Standard(s): 4.NBT.5, 4.OA.1, 4.OA.2, 4.NBT.1 LT: I am learning to multiply multi-digit whole numbers (4-digit by 1-digit and 2-digit by 2-digit). SC: ❑ I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number. ❑ I can correctly use the standard algorithm to multiply two two-digit numbers. ❑I can illustrate and explain my multiplication calculations by using a	

	LT: (print concepts) I am learning to read the words in a book in the right order. SC: ❑ I can track (words) text from left to right. ❑ I can track (words) text from top to bottom. ❑ I can track (words) text page by page I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc) Lesson/Activity: Rug (BM tools, read) : *Read MOP in partners , focus on pointer power, Lips the Fish, and Eagle Eye* Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - complete the sentence word family pocket chart (cont) Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (		❑ I can write numbers 1- 20. LT: I am learning to count one object at a time. SC: ❑ I can recall the names of numbers. ❑ I can count numbers in order. ❑ I can say number names in order when counting objects. **SEE IT, COUNT IT, WRITE IT** Lesson/Activity: *Song/ Movement Intro: One more one less song* *Smartboard Group Practice: One More One Less Wordwall game* *Back group: no back group today* *Trap Table/ Manips and # work (writing some days) : All at tables today for group closing activity- all students*	rectangular array. ❑I can illustrate and explain my multiplication calculation by using an area model. All 4:Check morning work and 0-8 X sheet - will spend 2 weeks on 8s facts Split time (v/c and t/ j) - 2 X 1 digit X worksheet- some on own, some ind. - WACKY X facts fun Mountain Math spiral review Pair not working with teacher at this time will work on IXL modified checksheet for the week (see bottom of plans for this)	

expos)
Wed- Word Word Wed
Th- Writing Sample
Friday- magnet beginning
sounds for word family
words

Tiket out the door: review
ALL the letters and sounds
we have learned so far !

will go to table spot for Base Ten with Pretzel Rods and Marshmallows (Base ten building teen numbers) (needs mats and snacks)

Panel 1

LEARNING TARGET

I am learning to :

to find and say the beginning, middle and last sound in simple words.

I CAN :

SUCCESS CRITERIA

❑ I can say the first sound in a word.

❑ I can say the middle sound in a word.

❑ I can say the ending sound in a word.

❑ I can say the whole word.

Panel 2

LEARNING TARGET

I am learning to :

Write legibly in cursive .

I CAN :

SUCCESS CRITERIA

❑ I can print the letters of the alphabet legibly.

❑ I can practice legibly writing the letters of the alphabet individually in cursive.

❑ I can legibly write individual letters in cursive.

❑ I can practice legibly writing two letters in cursive.

❑ I can legibly write two letters connected in cursive.

❑ I can practice legibly writing words in cursive.

❑ I can legibly write words in cursive.

Panel 3

LEARNING TARGET

I am learning to :

multiply multi-digit whole numbers (4-digit by 1-digit and 2-digit by 2-digit).

I CAN :

$4 \times 10 =$

$21 \times 1{,}000 =$

$9 \times 2{,}000 =$

SUCCESS CRITERIA

❑ I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number.

❑ I can correctly use the standard algorithm to multiply two two-digit numbers.

❑ I can illustrate and explain my multiplication calculations by using a rectangular array.

❑ I can illustrate and explain my multiplication calculation by using an area model.

LEARNING TARGET

I am learning to :

use specific details to describe the character, setting, and events in a text.

SUCCESS CRITERIA

I CAN :

❏ I can identify the character, setting, or event in a story or drama.
❏ I can identify specific details about the character, setting, or event.
❏ I can use details from a text to describe a character's thoughts, words, or actions.
❏ I can think about why authors make the choice that they make as I read (e.g., for what reason is the story set in a small town rather than a big city).

LEARNING TARGET

I am learning to :

compose and decompose numbers from 11-19.

SUCCESS CRITERIA

I CAN :

❏ I can form a group of 10 ones and some more ones using objects. (linking cubes, straws, double 10-frames)

❏ I can draw 10 ones and some more ones to explain my thinking.

❏ I can match my drawing with numerals.

LEARNING TARGET

I am learning to :

produce complete sentences when writing or speaking.

SUCCESS CRITERIA

I CAN :

❏ I can explain the parts of a sentence.

❏ I can explain that the subject of the sentence contains the noun or pronoun.

❏ I can explain that the predicate of the sentence contains the verb or the form of the verb.

❏ I can identify a complete sentence.

❏ I can write a complete sentence.

Week of Oct. 31- Nov 4 (due 11/4) SHEA/ COLLINS

Name: _____

THINGS to complete ON YOUR OWN		$$
Achieve (75% or higher) - _ (ind) Geese Police		$1.00
Independent Reading (Epic or book basket) AR cafe goal is Nov. 18) ! (ind.)		Each AR test that is in zone >80 % = $1.00
THINGS WE WILL START TOGETHER		
Cursive s and z (we will start this together on Monday)		$1.00
Achieve (75% or higher) - *What Kids Eat at School* (We will start this together on Tuesday)		$1.00
Character Traits intro and Paper copy of Character Trait passages- answer ind. With help as needed :) - Will do this on Wednesday		$1.50
IXL - Complete Sentence or Fragment ? (9VB) - Will start together on Thursday!		$2.00
Weekly Language Review (M- F) (In class daily)		$2.50

B O N U S

BONUS ACTIVITIES $$

IXL- Character Traits - code PQQ- 80% or higher		$5.00
KAHOOT on Character Traits - 70% or higher		$3.00
Flocabulary- Characters - Video, Vocab and Quiz		$5.00