


**Teacher: Collins** - WAG ( Week at a Glance) : District LT and SC posted for all, SPED checklist, parent , , ! Load digital activities for week to GC, writing slides Unit 3 for kinder, , , , next week's plans , to do list from Core Team , continue progress mon for kinder and update , new sub group skills (2) for IXL , book from Parm for small groups and from media for J.B.

<p><b>Week of:</b> Nov 14-18</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</p> <p>4th Reading Groups- Ja'kaylah- C/D</p> <p>G/H- TJ, Vanessa, Ca'morie</p>	<p><b>READING/ EIP Kinder</b> <b>Kinder ELA standards <a href="#">here</a></b> <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 :li Book for week: Dad</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> <p>Beginning Sounds</p>	<p><b>Reading/ 4th Shea</b> <b>4th ELA standards <a href="#">here</a></b></p> <p>Monday- go over checksheet, practice skill with task cards , then work on checklist while I work with reading groups</p> <p>Tuesday- Storybook RAL and reading groups</p> <p>Wed- IXL grammar skill + Achieve help day</p> <p>Th- Finish Weekly Language and reading groups</p> <p>Fr- Media Day and Finish checklist items from week! AR checkin/ ROM checkin</p> <p><b>READING FOCUS SKILL :</b> Character Traits/evidence</p>	<p><b>Math/ Kinder EIP</b> <b>Kinder Math Standards <a href="#">here</a></b></p> <p><b>1:05- 1:35 - group 1</b> <b>1:40- 2:10- Group 2</b></p> <p><i>Numbers review numbers 0-10</i> <i>Counting to 60</i> <i>Shape review and number recognition 1- 20 ( number bingo at small group)</i></p> <p><i>Extra LT and SC for the week:</i> <i>Positional words introduced</i></p>	<p><b>MATH/ 4th SPED</b> 4th Math Standards <a href="#">here</a></p> <p><b>11s facts -</b> <b>0-11 shortsheets ,</b> <b>new greencard IXL skills</b> <b>2 X 1 digit multiplication , Bar graphs, and Mountain Math Spiral Review</b></p> <p><b>Xtra Math?</b></p>	<p>Progress Monitoring for week ( goals) 10:45- 11:10</p> <p><a href="#">Link to district LT and SC here for reference</a></p> <p><a href="#">My LT and SC slides</a></p>
<p><b>Monday</b></p> <p><i>Letter li songs and ww activities to GC, copy verbal formation alphabet and beginning sounds alphabet. Letter li books, soup can and verbal formation, Letter li house paper and writing</i></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet. <b>SEE IT, SAY IT, WRITE IT</b> 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>	<div data-bbox="730 1019 1102 1497">  <p><b>LEARNING TARGET</b></p> <p><b>I am learning to :</b> read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <hr/> <p><b>SUCCESS CRITERIA</b></p> <p><input type="checkbox"/> I can choose the "just right" book to read and comprehend.</p> <p><input type="checkbox"/> I can push myself as a reader.</p> <p><input type="checkbox"/> I can read fluently with a flow that sounds like everyday speech.</p> <p><input type="checkbox"/> I can self-correct and self-monitor for understanding.</p> <p><b>I CAN :</b></p> </div>	<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><i>Green card skills need to be completed by tomorrow!</i> 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: <input type="checkbox"/> I can correctly use the standard algorithm to multiply a four-digit number by a one-digit</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria- <b>HAVE TO FINISH THIS THIS WEEK!</b></p>

<p><i>paper</i>  <a href="#">Number bingo sheets</a>, <b>count to 60 songs and shapes, positional words ww games, pull notebooks for math groups</b></p> <p><b>Pull reading small group books for 4th Start using RAZ ind.</b></p> <p>11s count by, 0-11 short sheet  <a href="#">Graphing sheet</a></p> <p><a href="#">2 x 1 digit quiz</a></p>	<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: Review Letter Hh and INtro Letter li with Benchmark tab and verbal formation - letter li book and page in big book</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR</p>	<p>Readaloud for week: Bud not Buddy</p> <p>Lesson/Activity: start by pulling a couple simile/ metaphor task cards and character trait task cards ( focus skills for week) , then straight to reading groups</p> <p>If a student is not working with me in reading groups, they are to work on checklist for week and RAZ plus reading</p>	<p>SC:  <input type="checkbox"/> I can count from 1-40.  <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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 60 songs -</i></p> <p><i>Smartboard Group Practice: Shapes wordwall games ( stil having trouble identifying 2d shapes ) carry over from last week</i></p>	<p>number.  <input type="checkbox"/> I can correctly use the standard algorithm to multiply two two-digit numbers.  <input type="checkbox"/> I can illustrate and explain my multiplication calculations by using a rectangular array.  <input type="checkbox"/> I can illustrate and explain my multiplication calculation by using an area model.</p> <p>Lesson/Activity:</p> <p>Going to try splitting time this week to base instruction on ind. Needs</p> <p>C/V together  T/ J together</p> <p>Today- C and V start with count by 11's sheet for folder and IXL checksheet for module skills</p> <p>J and TJ will start with me / first check morning work and then</p>	
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	<p>MONDAY- say sound and watch in mirrors ( OG)          Today: Mirror MOnday and Latter li soup can with items</p> <p>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 and letter Hh writing sample ( missed from last week due to storm)</p> <p>Rug : Beginning Sound          Wordwall games if time allows</p>		<p><i>Back group: shapes pocket chart activity</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) :          My group- number recognition Bingo in partners</i></p> <p><i>( will send students to fin an ind. Activity for the last 10 minutes of EIP group, during this time I will pull students to work with friends of ten 1:1)</i></p> <p><i>Ticket out Door: teen number recognition at door</i></p>	<p>work on solving 2 X 1 digit Multiplication problems - Show PPT and use mystery pic on GC - goal- 15- 18 minutes and then swap</p>	
<p><b>Tuesday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:          LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.  <b>SEE IT, SAY IT, WRITE IT</b>          SC:  <input type="checkbox"/> I can name all of the uppercase letters of the alphabet.  <input type="checkbox"/> I can name all of the</p>	<p>My room on Tuesdays / Resource Day</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</p>	<p>iXL Skill Day ( Resource) grab green cards          Standard(s):          Standards will vary today b/c working on ind, skill codes</p> <p>Lesson/Activity:          PULL TO MY RESOURCE ROOM ON TUESDAYS</p>	<p>J and Z pull for lunch, fine motor and name practice</p>

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.

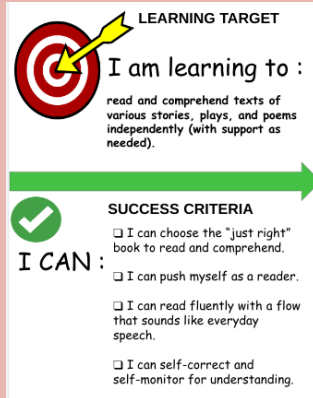
SC:

- 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 ( BM tools, Reread) : li song and reread last week's book- MOM, then introduce new book- Dad - focus on sight words is, go, to, the - let them try to read ind and focus on reading strategies as they do so



**LEARNING TARGET**  
I am learning to :  
read and comprehend texts of various stories, plays, and poems independently (with support as needed).

**SUCCESS CRITERIA**

**I CAN :**

- I can choose the "just right" book to read and comprehend.
- I can push myself as a reader.
- I can read fluently with a flow that sounds like everyday speech.
- I can self-correct and self-monitor for understanding.

Lesson/ Activity: Go over checklist for week again quickly- then a group RAL and talk about character, setting \_\_\_\_Martina the Beautiful Cockroach AR test on RAL ( comprehension)

Then, reading groups for remaining time while others work on checklist and RAZ plus reading

numbers 0-20. ( 0-6 )

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:*  
2d shape song

*Smartboard Group Practice:*  
none today- to back group

*Back Station-writing numbers*



Opener: 99 math 11s facts  
And review [types of graphs](#) from third grade

Today will be IXL skill day for most needed( we are now basing this on the MAP skill plan and is individualized to each students' highest need with choice of code ( sub group)


Will conference with students 1:!  
About their 2 skill codes for week

If completed, can work on new IXL checksheet for module 3

	<p>Sound Station : OG/ phonics- Try it Tuesday- practice writing letters we have learned with expos and whiteboards - use verbal formation ( also write sight words from book)</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues (  expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: magnets with alphabet linking chart ( has letters to match)</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>we have learned on whiteboards with expos</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : My group- Bumber Bingo in partners</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- teen number recognition</i></p>		
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<p><b>Wednesday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:          LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.  <b>SEE IT, SAY IT, WRITE IT</b>          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 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,</p>	<div data-bbox="730 159 1129 662" style="border: 1px solid black; padding: 5px;">  <p><b>LEARNING TARGET</b>          I am learning to : explain the meaning of similes and metaphors.</p> <hr style="border: 2px solid green;"/>  <p><b>SUCCESS CRITERIA</b>  <input type="checkbox"/> I can define what similes and metaphors are.  <input type="checkbox"/> I can list examples of similes and metaphors.  <input type="checkbox"/> I can identify examples of similes and metaphors in a text.  <input type="checkbox"/> I can correctly use similes and metaphors in my writing.</p> </div> <p>Readaloud for week: Bud, not Buddy</p> <p>Activity: recap figurative language with task cards and examples from sheet - then start a group jam on IXL simile metaphor - to finish this skill ind to 80%</p> <p>Today will be IXL/ Achieve day- while students are working to complete their Achieve and IXL for week, I will assist as needed. Can move to RAZ plus or checksheet when finished.</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:  <input type="checkbox"/> I can count from 1-40.  <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>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:  <input type="checkbox"/> I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number.  <input type="checkbox"/> I can correctly use the standard algorithm to multiply two two-digit numbers.  <input type="checkbox"/> I can illustrate and explain my multiplication calculations by using a rectangular array.  <input type="checkbox"/> I can illustrate and explain my multiplication calculation by using an area model.</p> <p>Lesson/Activity: T and J to start with X short sheet 0- 11 and IXL checksheet , then swap C and V to look at morning work, and then practice one bar graph question</p>	<p>Working Wed- 4th grade over lunch to work on checklist ELA</p>
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	<p>Pointer Power etc)</p> <p>Lesson/Activity: Rug ( BM tools, Reread) : li virtual room and eye spy - li wordwall game sort -</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders (</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Word Work with alphabet chart WITHOUT letters listed- goal is to search for beginning sounds of pictures listed.</p> <p>Rug : if time allows, close with reread of DAD</p>		<p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 60 song -</i></p> <p><i>Smartboard Group Practice: Shape review with poster</i></p> <p><i>Back group: Continue with shape pocket chart activity</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : My group- NUmber Bingo in partners</i></p> <p><i>( will send students to fin an ind. Activity for the last 10 minutes of EIP group, during this time I will pull students to work with friends of ten 1:1)</i></p> <p><i>Ticket out Door: punch card making ten</i></p>	<p>together , a couple 2 by 1 digit X problems on whiteboards MM if time allows ( 15- 18 minute goal then swap)</p> <p>If time allows, move forward with Mountain Math groups</p> <p>New IXL Checksheet to work on when ind.</p>	
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<p><b>Thursday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet. <b>SEE IT, SAY IT, WRITE IT</b> 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 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,</p>	<div data-bbox="724 154 1039 552" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p><b>LEARNING TARGET</b> I am learning to : read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <hr/> <p><b>SUCCESS CRITERIA</b> <input type="checkbox"/> I can choose the "just right" book to read and comprehend. <input type="checkbox"/> I can push myself as a reader. <input type="checkbox"/> I can read fluently with a flow that sounds like everyday speech. <input type="checkbox"/> I can self-correct and self-monitor for understanding.</p> </div> <p>Lesson/Activity: Begin with parts of speech task cards , send students off to work on RAZ and checklist and today pull 1 1 to look at weekly language sheet and AR goal together..... If time allows, pull a reading group, but most of today will be 1:1 conferencing</p> <p>Additional Bonus option- Z59- determine the meaning of similes Flocab option for similes another option</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. ( 0-10 )</p> <p>SC: <input type="checkbox"/> I can count from 1-40. <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>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: <input type="checkbox"/> I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number. <input type="checkbox"/> I can correctly use the standard algorithm to multiply two two-digit numbers. <input type="checkbox"/> I can illustrate and explain my multiplication calculations by using a rectangular array. <input type="checkbox"/> I can illustrate and explain my multiplication calculation by using an area model.</p> <p>C and V start with 1 bar graph question ind. , then IXL skill sheet ind while I work with J and T and then swap J and T- first check morning work</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</p>
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	<p>Pointer Power etc)</p> <p>Lesson/Activity: Rug ( BM tools, read) : Wordwall game for letter sound sorting and read MOM and DAD in partners ( send home to read as well)</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board No back group today - need time for writing sample for li</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( exos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: no back group today so there is time for writing letter li and sand trays</p> <p>Th- Take your Time Thursday- Letter li writing sample <a href="#">Letter writing for alphabet practice</a></p>		<p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: wheres the monkey positional words ( pint)</i></p> <p><i>Smartboard Group Practice: POsitional words wordwall game</i></p> <p><i>Back group:no back group today</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : My group- BUmber Bingo</i></p> <p><i>( will send students to fin an ind. Activity for the last 10 minutes of EIP group, during this time I will pull students to work with friends of ten 1:1)</i></p> <p><i>Ticket out Door: shape review at door</i></p>	<p>together , then work on another bar graph question and a couple 2 X 1 digit X on whiteboards</p> <p>Mountain Math spiral review if time allows</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>	
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	Rug : If time allows, Letter eye spy on board				
<b>Friday</b>	<p><b>NO GROUPS- CORE TEAM</b></p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:          LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.  <b>SEE IT, SAY IT, WRITE IT</b>          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 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</p>	<p>RAL- Bud, Not Buddy</p> <p><b>Media Center Day 9:15 -</b></p> <p><i>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 - bring red folders to media so working on WLS is an option and working on checklist is also an option.</i></p>	<p><b>NO GROUPS- CORE TEAM</b></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:  <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</p>	<p>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:  <input type="checkbox"/> I can correctly use the standard algorithm to multiply a four-digit number by a one-digit number.  <input type="checkbox"/> I can correctly use the standard algorithm to multiply two two-digit numbers.  <input type="checkbox"/> I can illustrate and explain my multiplication calculations by using a rectangular array.  <input type="checkbox"/> I can illustrate and explain my multiplication calculation by using an area model.</p> <p><b>2 digit by 1 digit multiplication quiz</b></p>	

	<p>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, read) : <i>Read MOP in partners , focus on pointer power, Lips the Fish, and Eagle Eye</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - complete the sentence word family pocket chart ( cont)</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( expos) Wed- Word Word Wed Th- Writing Sample Friday- magnet beginning sounds for word family words</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</p>		<p>of numbers.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can count numbers in order.</li> <li><input type="checkbox"/> I can say number names in order when counting objects.</li> </ul> <p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro:</i></p> <p><i>Smartboard Group Practice: One More One Less Wordwall game</i></p> <p><i>Back group: no back group today</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) :</i></p>		
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### LEARNING TARGET

I am learning to :

read and comprehend texts of various stories, plays, and poems independently (with support as needed).



### LEARNING TARGET

I am learning to :

read and understand books at my level.



I CAN :

### SUCCESS CRITERIA

- I can choose the "just right" book to read and comprehend.
- I can push myself as a reader.
- I can read fluently with a flow that sounds like everyday speech.
- I can self-correct and self-monitor for understanding.



I CAN :

### SUCCESS CRITERIA

- I can recognize (find) sight words around me (in my classroom, in text).
- I can read sight words in a snap.



### LEARNING TARGET

I am learning to :

identify and describe objects  
( squares, circles, triangles,  
rectangles, hexagons).



### SUCCESS CRITERIA

**I CAN :**

- I can identify and name a square, circle, rectangle, and hexagon.
  
- I can describe objects in the environment using the shape names.



### LEARNING TARGET

I am learning to :

to write numbers 0-20.



### SUCCESS CRITERIA

**I CAN :**

- I can count from 1-20.
- I can recognize numbers from 1- 20
- I can write numbers 1- 20.



LEARNING TARGET

I am learning to :  
explain the meaning  
of similes and  
metaphors.



**SUCCESS CRITERIA**

**I CAN :**

- I can define what similes and metaphors are.
- I can list examples of similes and metaphors.
- I can identify examples of similes and metaphors in a text.
- I can correctly use similes and metaphors in my writing.



LEARNING TARGET

I am learning to :  
to find and say the  
beginning, middle and  
last sound in simple  
words.



**SUCCESS CRITERIA**

**I CAN :**

- 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.

<b>THINGS to complete ON YOUR OWN</b> ↓		\$\$
Achieve ( 75% or higher ) - Whose Idea Was This? ( ind)		\$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	
<b>THINGS WE WILL START TOGETHER</b> ↓		
Cursive r and f ( we will start this together on Monday)		\$1.00
Achieve ( 75% or higher ) - <u>Teens Change the World</u> ( We will start this together on Tuesday)		\$1.00
Writescore INFORMATIONAL PRACTICE essay - typed on google doc - Start Tuesday with Mrs. Collins		\$4.00
IXL - Simile Pictures ( UVX) - Will start together on Thursday!		\$2.00
Weekly Language Review ( M- F) ( In class daily)		\$2.50

## Week of Nov. 7- 10- Due Nov 10 - SHEA/ COLLINS

Name: \_\_\_\_\_



### BONUS ACTIVITIES

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IXL- Similes - Z59 - Determining Meaning of Similes - 80% or higher		\$3.00
KAHOOT on Figurative Language 70% or higher		\$3.00
Flocabulary- Similes and Metaphors- Video, Vocab and Quiz - 70% or higher		\$5.00

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