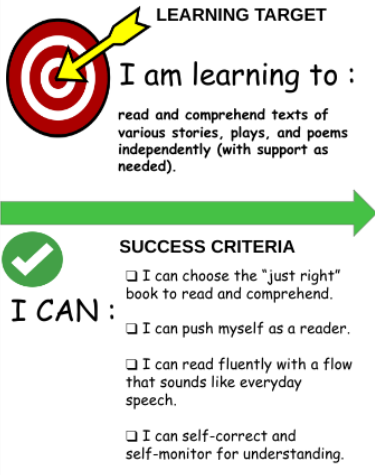
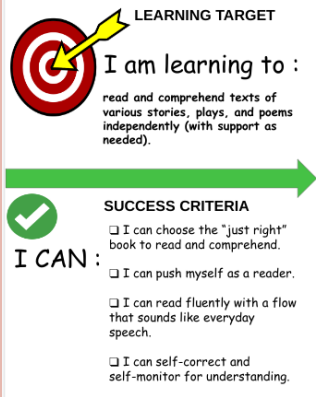



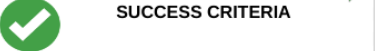
Teacher: Collins - WAG (Week at a Glance) : District LT and SC posted for all, SPED checklist, parent contact? , , , ! Load digital activities for week to GC, writing slides Unit 3 for kinder, , , , next week's plans , to do list from Core Team , continue progress mon for kinder and update , new sub group skills (2) for IXL , finish last few kinder ESGI progress monitoring , Morning Work to Molly for month of Dec,

<p>Week of: Nov 28- Dec 2</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>READING/ EIP Kinder Kinder ELA 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 :Jj</p> <p>Book for week: At the Zoo</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> <p>Sight Words</p>	<p>Reading/ 4th Shea 4th ELA standards here</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>READING FOCUS SKILL :</p>	<p>Math/ Kinder EIP Kinder Math Standards here</p> <p>1:05- 1:35 - group 1 1:40- 2:10- Group 2</p> <p><i>Numbers review numbers 0-10</i> <i>Counting to 70</i> <i>Smallll group:</i></p> <p><i>Extra LT and SC for the week:</i> <i>Positional words introduced</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p> <p>12s facts (count by) 0-12 X shortsheets IXL checksheet (modified) + green card skills</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>Letter Jj Benchmark bookshelf, Letter Jj songs, Letter Jj wordwall games, sight word WW games, Letter Jj virtual</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.</p>	 <p>LEARNING TARGET</p> <p>I am learning to : read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <p>SUCCESS CRITERIA</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>I CAN :</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><i>Green card skills need to be completed by tomorrow!</i> Standard(s): 4.NBT.5, 4.NBT.6 LT: I am learning to divide multi-digit whole numbers with remainders (4-digit by 1-digit). SC: <input type="checkbox"/> I can use the standard algorithm to divide a number having up to four digits by a one-digit number. <input type="checkbox"/> I</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria- HAVE TO FINISH THIS THIS WEEK!</p>

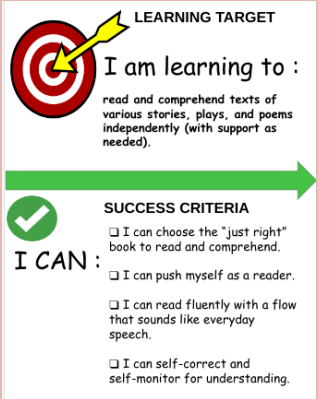

<p>room, We can see the _____ page</p> <p>Letter Jj writing page</p> <p>Sight word</p> <p>Playing boards with tokens of some sort</p> <p>COunting to 70 songs</p> <p>Positional words intro</p> <p>Positional word pocket chart activity</p> <p>Get counting pieces together for my table</p> <p>Get a Media Center RAL for Tuesday 4th</p> <p>Copy count by 12s and 0- 12 shortsheets and division with remainder</p>	<p><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:</p> <p><input type="checkbox"/> I can track (words) text from left to right.</p> <p><input type="checkbox"/> I can track (words) text from top to bottom.</p> <p><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 li and INtro Letter Jj with Benchmark tab and verbal formation - letter Jj book and page in big book & BM video clip</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR</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>Read with C/T/V first and send to AR Then if time allows, read with J V to do placement test on RAZ</p>	<p>SC:</p> <p><input type="checkbox"/> I can count from 1-40.</p> <p><input type="checkbox"/> I can recognize numbers from 1- 20</p> <p><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:</p> <p><input type="checkbox"/> I can recall the names of numbers.</p> <p><input type="checkbox"/> I can count numbers in order.</p> <p><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 70 songs -</i></p> <p><i>Smartboard Group Practice: INtroduce positional words with file</i></p> <p><i>Back group: flip it: teen</i></p>	<p>can illustrate and explain my division calculations by using a rectangular array.</p> <p><input type="checkbox"/> I can illustrate and explain my division calculations by using an area model.</p> <p><input type="checkbox"/> I can explain why there might be a remainder in the answer to a division problem.</p> <p><input type="checkbox"/> I can explain how multiplication is related to division.</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 12s sheet for folder and IXL checksheet for module skills</p> <p>J and TJ will start with me / first check morning</p>	
--	--	--	--	---	--

<p>sheet</p>	<p>MONDAY- say sound and watch in mirrors (OG) Today: Mirror MOnday and Letter Jj 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</p> <p>Rug : Letter Jj Wordwall games if time allows</p>		<p>number recognition</p> <p>Trap Table/ Manips and # work (writing some days) : My group-grab a handful and count and write the number</p> <p>(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 "grab a handful"</p> <p>Ticket out Door: teen number recognition at door</p>	<p>work and then work on division with whiteboards with NO remainder - goal- 15- 18 minutes and then swap</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 alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly</p>	<p>My room on Tuesdays / Resource Day</p>  <p>Lesson/ Activity: Go over</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 LT: I am learning to write numbers 0-20. (0-6) SC: <input type="checkbox"/> I can count from</p>	<p>iXL Skill Day (Resource) grab green cards Standard(s): Standards will vary today b/c working on ind, skill codes Lesson/Activity: PULL TO MY RESOURCE ROOM ON TUESDAYS Opener: 99 math 12s facts And intro DIVISION</p>	<p>J and Z pull for lunch, fine motor and name practice</p>

	<p>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) :Reread Funny Things Intro dight words We , Can, See, intro At the Zoo , let them try to read ind and focus on reading strategies as they do so</p> <p>Sound Station : OG/ phonics- Try it Tuesday-practice writing letters we</p>	<p>checklist for week again quickly-then a group RAL and talk about character, setting</p> <p>Then, reading groups for remaining time while others work on checklist and RAZ plus reading</p>	<p>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>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Positional words song</i></p> <p><i>Smartboard Group Practice: none today- to back group</i></p> <p><i>Back Stationteen recognition flip a card</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : My group-grab a handful and</i></p>	<p>WITH REMAINDER with whiteboards - practice with skittles as opener</p> <p>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)</p> <p>Will conference with students 1:! About their 2 skill codes for week</p> <p>If completed, can work on new IXL checksheet for module 3</p>	
--	--	---	---	--	--

	<p>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: We can see the _____ page for class book</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>count and write the number</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 "grab a handful"</i></p> <p><i>Ticket out door- teen number recognition</i></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 alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly</p>	 <p>LEARNING TARGET</p> <p>I am learning to : interpret text features presented visually, orally, or quantitatively.</p> <hr/>  <p>SUCCESS CRITERIA</p> <p>I CAN :</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements). <input type="checkbox"/> I can explain why text features are used in informational text. <input type="checkbox"/> I can analyze information visually, orally, or quantitatively. 	<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</p>	<p>Standard(s): 4.NBT.5, 4.NBT.6 LT: I am learning to divide multi-digit whole numbers with remainders (4-digit by 1-digit). SC: <input type="checkbox"/> I can use the standard algorithm to divide a number having up to four digits by a one-digit number. <input type="checkbox"/> I can illustrate and explain my division calculations by using a rectangular array. <input type="checkbox"/> I can illustrate and explain my division</p>	<p>Working Wed- 4th grade over lunch to work on checklist ELA</p>

	<p>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, Reread) : Jj virtual room and eye spy - Jj 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)</p>	<p>Activity: recap figurative language with task cards and examples from sheet - then revisit NF text Features with Google Classroom and start a group jam on IXL skill FZ7- using text features</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>1-40.</p> <ul style="list-style-type: none"> <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 70 song -</i></p> <p><i>Smartboard Group Practice: Positional word WW game</i></p> <p><i>Back group: Positional word pocket chart activity</i></p>	<p>calculations by using an area model.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain why there might be a remainder in the answer to a division problem. <input type="checkbox"/> I can explain how multiplication is related to division. <p>Lesson/Activity: T and J to start with X short sheet 0- 12 and IXL checksheet , then swap C and V to look at morning work, and then practice division with remainder (sheet) (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>	
--	---	---	---	---	--

	<p>Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Word Work with sight words and magnets- I will write a sight word on board and students will build with magnets and write with expos</p> <p>Rug : if time allows, close with reread of At the Zoo</p>		<p><i>Trap Table/ Manips and # work (writing some days) : My group-grab a handful and count and write the number</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 "grab a handful"</i></p> <p><i>Ticket out Door: punch card making ten</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 lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am</p>	 <p>LEARNING TARGET  I am learning to : read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <p>SUCCESS CRITERIA <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> <p>I CAN :</p> <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.....</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 1-70. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers</p>	<p>Standard(s): 4.NBT.5, 4.NBT.6 LT: I am learning to divide multi-digit whole numbers with remainders (4-digit by 1-digit). SC: <input type="checkbox"/> I can use the standard algorithm to divide a number having up to four digits by a one-digit number. <input type="checkbox"/> I can illustrate and explain my division calculations by using a rectangular array. <input type="checkbox"/> I can illustrate and explain my division calculations by using an area model. <input type="checkbox"/> I can explain why there might be a</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</p>

	<p>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, read) : Reread DAD together, then whsiper read At the Zoo (monitor)</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 (</p>	<p>If time allows, pull a reading group, but most of today will be 1:1 conferencing on weekly skills</p> <p>Additional Bonus option-6SQ- adjectives that describe a noun</p>	<p>1- 20.</p> <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: 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-grab a handful and count and write the number</i></p>	<p>remainder in the answer to a division problem.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how multiplication is related to division. <p>C and V IXL skill sheet ind while I work with J and T and then swap</p> <p>J and T- first check morning work together , then work on division with remainder sheet together</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>	
--	---	--	--	--	--

	<p>expos) 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 IJj writing sample</p> <p>Rug : If time allows, Letter eye spy on board</p>		<p>(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 "grab a handful"</p> <p>Ticket out Door: shape review at door</p>		
<p>Friday</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 lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am</p>	<p>Media Center Day 9:15 -</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>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</p>	<p>4.NBT.5, 4.NBT.6 LT: I am learning to divide multi-digit whole numbers with remainders (4-digit by 1-digit). SC: <input type="checkbox"/> I can use the standard algorithm to divide a number having up to four digits by a one-digit number. <input type="checkbox"/> I can illustrate and explain my division calculations by using a rectangular array. <input type="checkbox"/> I can illustrate and explain my division calculations by using an area model. <input type="checkbox"/> I can explain why there might be a</p>	

	<p>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, read) : <i>Sight word Wordwall game as opener</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board -</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- sight word Bingo (</p>		<ul style="list-style-type: none"> <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: count to 70</i></p> <p><i>Smartboard Group Practice: Review positional words with file</i></p> <p><i>Back group: no back group today</i></p> <p><i>Trap Table/ Manips and # work (writing some days) :</i></p> <p><i>All at tables today for</i></p>	<p>remainder in the answer to a division problem.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how multiplication is related to division. <p>J and TJ= Work on IXL Skill sheet ind. First</p> <p>C and V- division with remainder sheet (continue working on together)</p> <p>Will swap groups after 15- 18 minutes</p>	
--	---	--	--	--	--

need to make)

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

*creating teen numbers with
pretzel rods and
marshmallows!*



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 :
to write numbers 0-20.



LEARNING TARGET

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



SUCCESS CRITERIA

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



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 :
read and understand
books at my level.



SUCCESS CRITERIA

- I CAN :**
- 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 :
to use positional words
to describe shapes in
my environment.



SUCCESS CRITERIA

- VOCAB :** Above, below,
beside, in front of,
behind, next to,
square, circle,
triangle, rectangle,
hexagon, positional



LEARNING TARGET

I am learning to :


interpret text features
presented visually, orally,
or quantitatively.



SUCCESS CRITERIA

I CAN :

- I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements).
- I can explain why text features are used in informational text.
- I can analyze information visually, orally, or quantitatively.

<u>THINGS to complete ON YOUR OWN</u> 		\$\$
Achieve (75% or higher) - Teen Uses Tech to Make a Difference		\$1.00
RAZ Book and test on your level		\$1.00
RAZ Book and test on your level		\$1.00
Independent Reading (Epic or book basket) AR cafe goal if Feb. 24 (ind.)	<i>Each AR test that is in zone >80 % = \$1.00</i>	
IXL - (FZ7) Using Text Features - Will start together on Wednesday		\$2.00
Weekly Language Review (M- F) (In class daily)		\$2.50
Text Features KAHOOT on Google Classroom		\$1.50

Weeks of Nov. 28- Dec 2 SHEA/ COLLINS

Name: _____



BONUS ACTIVITIES

\$\$

B
O
N
U
S

Achieve (75% or higher) -Out of this World Caves		\$3.00
Cursive letters for week (e and o)		\$3.00
IXL code 6SQ - identify the adjective that describes the noun		\$3.00