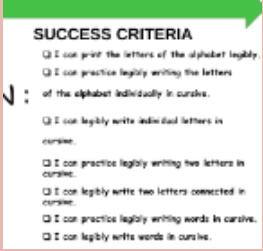


**Teacher: Collins** - WAG ( Week at a Glance) : District LT and SC posted for all, SPED checklist, parent , , ! Load digital activities for week to GC, writing slides Unit 2 for kinder, , , , *next week's plans* , to do list from Core Team , continue progress mon for kinder and update , new sub group skills (2) for IXL , writing slides kinder, doritoes and cheezit gripz for Thursday shape snack, make checksheet, 4th , Vanessa needs to make up test from module 3 modified- grade Mod 3 test for all,

<p><b>Week of:</b> Nov 7- 11</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</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 :Hh Book for week: Mom</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> <p>Sight words LT at bottom of plans</p>	<p><b>Reading/ 4th Shea</b> <b>4th ELA standards <a href="#">here</a></b></p> <p>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 <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 50</i> <i>Shape review and friends that make 10 ( decomposing 10 )</i></p> <p><i>Extra LT and SC for the week:</i></p>	<p><b>MATH/ 4th SPED</b> <b>4th Math Standards <a href="#">here</a></b></p> <p><b>9s facts, IXL day , focus on distributive property</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><a href="#">Shape sort for pocket chart ( print)</a></p> <p>Print partner to 10 LT for math, <a href="#">Letter Hh</a></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>Readaloud for week: Bud not Buddy</p> <p>Standard(s): LT: I am learning to write legibly in cursive. SC:</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>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.</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</p>

<p><a href="#">house paper</a> and <a href="#">handwriting</a> <a href="#">sheet</a> Print sight words LT/SC page Print writescore lesson pages and simile /metaphor practice page and LT/SC</p> <p>Count by 9's sheet, print and copy X 0-9 short sheet print and copy as well</p>	<p>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, Pointer Power etc)</p> <p>Lesson/Activity: Rug: INtro Letter Hh with Benchmark tab and verbal formation - letter Hh 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>see bottom of plans for LT and SC</p> <p>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- r and f ( while working on cursive, I will work 1:1 with character trait task card inferencing)</p> <p>Part of today we will work on Writescore prep for next week</p>	<p>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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p>Song/ Movement Intro: counting to 50 songs -</p> <p>Smartboard Group Practice: Shapes wordwall games ( stil having trouble identifying 2d shapes )</p>	<p><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: Going to try splitting time this week to base instruction on ind. Needs C/V together T/ J together</p> <p>Today- C and V start with count by 9's sheet for folder X by 9 short sheet and IXL checksheet for module skills</p> <p>J and TJ will start with me / first check morning work and then</p>	
---	---	--	--	---	--

	<p>MONDAY- say sound and watch in mirrors ( OG) Today: Mirror MOnday and Latter Hh 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 : 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- Friends that make 10 ( use all week) with counters</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 cards making ten in different ways</i></p>	<p>work on solving hard X problems using the distributive property on whiteboards / move to MM if time allows - 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 lowercase letters of the alphabet. <input type="checkbox"/> I can use uppercase and</p>	<p>My room on Tuesdays / Resource Day</p> <p>Standard(s): <a href="#">LT and SC for Achieve</a> LT: SC:<a href="#">LT and SC for Achieve</a> Lesson/Activity: Begin by checking Weekly Grammar Sheet</p> <p>May use a good bit of today</p>	<p>Veteran's Day Performance- no math groups today</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>iXL Skill Day ( Resource) grab green cards</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 <math>2L + 2W</math> or</p>	<p>J and Z pull for lunch, fine motor and name practice</p>



	<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:  <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) : Hh song and introduce new book- MOM - focus on sight words is, go, to, the - let them try to read ind and focus on reading strategies as they do so</p> <p>Sound Station : OG/ phonics- Try it Tuesday-</p>	<p>focusing on Writescore prep carry over from yesterday! Informational essay</p> <p>Teens change the World go through together and look at article and vocab- assist students as needed with questions based on their reading levels</p> <p>Whose Idea Was This? s the other Achieve they will do this week- can do this one ind.</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 f</p>	<p>LT: I am learning to write numbers 0-20. ( 0-6 )</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:  Smartboard Group Practice:  virtual Rek and Rek for teen numbers</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:  PULL TO MY RESOURCE ROOM ON TUESDAYS</p> <p>Opener: 99 math 9's facts  And 2 tricky problems using the distributive property of X on whiteboards</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>practice writing letters we have learned with expos and whiteboards - use verbal formation</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: Mom is _____ page for class book ( LLI lesson)</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>Back Station-</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : My group-</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- stomp out #</i></p>	<p>Will conference with students 1:! About their 2 skill codes for week</p> <p>New skills are above for green card If completed, can work on new IXL checksheet for module 3</p>	
<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</p>	<p>Readaloud for week: Bud, not Buddy</p> <p>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.</p> <p>SC: <input type="checkbox"/> I can identify the character, setting, or event in a story or drama.</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</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.</p>	<p><b>KINDER FAIR</b></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:  <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) :  Hh virtual room and eye spy - Hh wordwall game sort - show sight words that we are going to work on today go, like, is, the , to</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders (</p> <p>Trap Table ( Kinesthetic)</p>	<p><input type="checkbox"/> I can identify specific details about the character, setting, or event.  <input type="checkbox"/> I can use details from a text to describe a character's thoughts, words, or actions.  <input type="checkbox"/> 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).</p> <p>Activity: check weekly Language Sheet, go through a few <a href="#">inferencing cards</a> together - make sure to answer the question- how did you know? Then assist with <a href="#">character trait passages</a> ( 2) one together and one independently</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet ( see bottom of plans)</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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 50 song - 2d shape song review</i></p> <p><i>Smartboard Group Practice: Shape review with poster and wordwall games</i></p> <p><i>Back group:</i></p>	<p><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- 9 and IXL checksheet , then swap</p> <p>C and V to look at morning work, and then exit ticket for lesson 35 together and practice 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>	
--	---	--	--	---	--

	<p>M/Th- Sand  Tues- Try it out Tues ( expos)  Wed- Word Word Wed  Th- Writing Sample  Friday- Fun group activity  Today: Word Work with sight words - build the words go, like, is, the , to with magnets - will write the word on the board and students will build words with letters ( help as needed)</p> <p>Rug ( New Book): if time allows, close with rhyming word wall game</p>		<p><i>Continue with shape pocket chart activity</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : My group- Friends that make 10 ( use all week) with counters</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><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.</p>	<p>Grammar Day  Similes and Metaphors</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>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</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</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 ( BM tools, read) : Wordwall game for letter sound sorting and read MOM 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</p>	<div data-bbox="730 154 1134 673" style="border: 1px solid black; padding: 5px;">  <p><b>LEARNING TARGET</b></p> <p>I am learning to : explain the meaning of similes and metaphors.</p> <hr/> <p> <b>SUCCESS CRITERIA</b></p> <p><b>I CAN :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define what similes and metaphors are.</li> <li><input type="checkbox"/> I can list examples of similes and metaphors.</li> <li><input type="checkbox"/> I can identify examples of similes and metaphors in a text.</li> <li><input type="checkbox"/> I can correctly use similes and metaphors in my writing.</li> </ul> </div> <p>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 simile and metaphor then will begin IXL skill code UVX together and then give time to work ind on this skill with help as needed.</p> <p>Additional Bonus option- Z59- determine the meaning of similes</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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 50 in a circle and sing</i></p> <p><i>Smartboard Group Practice: Shapes wordwall game</i></p> <p><i>Back group: shapes snack</i></p>	<p>to multiply two two-digit numbers.</p> <p><input type="checkbox"/> I can illustrate and explain my multiplication calculations by using a rectangular array.</p> <p><input type="checkbox"/> I can illustrate and explain my multiplication calculation by using an area model.</p> <p>C and V start with 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 2 X 1 digit X ( carry over from last week - in bin)</p> <p>Mountain Math spiral review if time allows</p> <p>Pair not working with teacher at this time will work on IXL modified</p>	
--	--	---	--	---	--



	<p>time for writing sample for Tt</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: no back group today so there is time for writing letter Hh and sand trays</p> <p>Th- Take your Time Thursday- Letter Hh writing sample <a href="#">Letter writing for alphabet practice</a></p> <p>Rug : If time allows, Letter eye spy on board</p>	<p>Flocab option for similes another option</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet ( see bottom of plans)</p>	<p><i>Trap Table/ Manips and # work ( writing some days) : My group- Friends that make 10 ( use all week) with counters</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>checksheet for the week ( see bottom of plans for this)</p>	
<p><b>Friday</b></p>	<p><b>NO SCHOOL- VETERANS DAY</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</p>	<p><b>NO SCHOOL- VETERANS DAY</b></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-</i> <b>media center takes up majority of segment on</b></p>	<p><b>NO SCHOOL- VETERANS DAY</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><b>NO SCHOOL- VETERANS DAY</b></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</p>	

	<p>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, 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/</p>	<p><b>this day -</b></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 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>Song/ Movement Intro:</p> <p>Smartboard Group Practice:</p>	<p>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>All 4:Check morning work and 0-8 X sheet - will spend 2 weeks on 8s facts</p> <p>Split time ( v/c and t/ j ) - 2 X 1 digit X worksheet- some on own, some ind.  - WACKY X facts fun</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>	
--	--	--------------------------	--	--	--

	<p>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><i>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>	<p>week ( see bottom of plans for this)</p>	
--	--	--	--	---	--



#### LEARNING TARGET

I am learning to :  
Write legibly in  
cursive .



#### SUCCESS CRITERIA

I CAN :

- 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.



#### 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 :

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 find the partner to 10.



### SUCCESS CRITERIA

**I CAN :**

- Given 1-9 objects, I can determine how many more to make 10.
- Given a drawing of 1-9 objects, I can determine how many more to make 10.
- I can write an equation for the problem
- I can explain how I solved the problem



### 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.



<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

\$\$

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

B  
O  
N  
U  
S