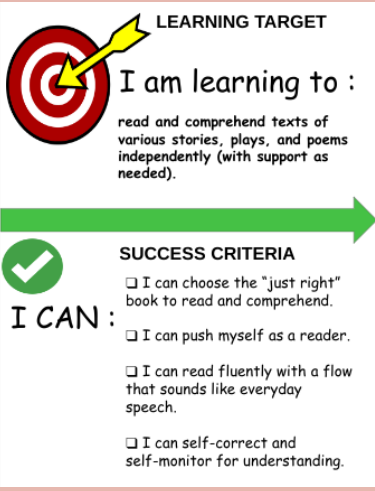
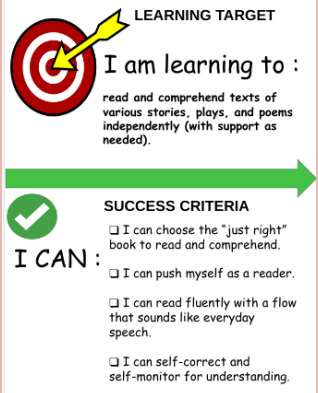


Teacher: Collins - WAG (Week at a Glance) : District LT and SC posted for all, SPED checklist, parent contact? , , ! Load digital activities for week to GC, writing slides Unit 3 for kinder, , , , next week's plans , to do list from Core Team , continue progress mon for kinder and update , new sub group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

<p>Week of: Dec 12-16</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 :Kk Book for week: The Park</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> <p>No extra LT /SC this week - extra time will be spent on VOWEL sounds this week</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 : Summarizing, SWBST</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>Numbers review numbers 0-10 Counting to 50 Small group:</p> <p>Extra LT and SC for the week:</p>	<p>MATH/ 4th SPED 4th Math Standards here</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>Print copy parts of speech quiz</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 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>I CAN :</p> <ul style="list-style-type: none"> <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>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>Green card skills need to be completed by tomorrow! 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</p>	<p>Print/Copy for week</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: <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 Ee and INtro Letter Kk with Benchmark tab and verbal formation - letter Kk 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</p> <p>Will practice summarizing these short stories this week using SWBST strategy</p>	<p>SC: <input type="checkbox"/> I can count from 1-50. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a time.</p> <p>SC: <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting snowflakes song</i></p> <p><i>Smartboard Group Practice: Flashcard practice for numbers 1- 10</i></p> <p><i>Back group: WRITE IT- practice recalling and writing</i></p>	<p>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 remainder in the answer to a division problem. <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 IXL checksheet for module skills</p> <p>J and TJ will start with me / 2 X 1 digit multiplication MOUNTAIN MATH sheet goal- 15- 18 minutes and then</p>	
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	<p>MONDAY- say sound and watch in mirrors (OG) Today: Mirror MOnday and Letter Kk 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 / INstead of sand trays today (sub) we will do beginning and ending sounds WS holiday</p> <p>Rug : Letter Kk Wordwall games if time allows</p>		<p>numbers 0-5 with verbal formation (no back group today (sub)</p> <p>Trap Table/ Manips and # work (writing some days) : Christmas Counting pages at trap tables today</p> <p>Ticket out Door: teen number recognition at door</p>	<p>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</p>	<p>My room on Tuesdays / Resource Day</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</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. (0-6)</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>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

	<p>alphabet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write. <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) :Reread MOUSE Intro new book, The Park , let them try to read ind and focus on reading strategies as they do so</p> <p>Sound Station : OG/</p>	<p>Lesson/ Activity: Look at flocab for helping verbs Go over checklist for week again quickly-Quickly preview Achieve article for week</p> <p>then a group RAL (FreckleJuice) and talk about how we would summarize this story using SWBST strategy on board</p> <p>Then, reading groups for remaining time while others work on checklist and RAZ plus reading</p>	<p>SC:</p> <ul style="list-style-type: none"> <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>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>HOLIDAY MUSICAL at 1:00 today- no math groups</p> <p><i>Song/ Movement Intro: counting by 10s songs -</i></p> <p><i>Smartboard Group Practice: Number bond example problem in preparation for</i></p>	<p>Opener: Review</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>	
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	<p>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: Sand Trays (since we didn't do Mon)</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>small group</i></p> <p><i>Back group: WRITE IT- practice recalling and writing numbers 6-10 with verbal formation</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : My group-number bond missing number activity- use cubes as visual representation, discuss part, part, whole and addition sign.</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 number bond missing number with cubes</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</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.</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:</p>	<p>Working Wed- V and J over lunch checklist ELA</p>

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

learning to read the words in a book in the right order.

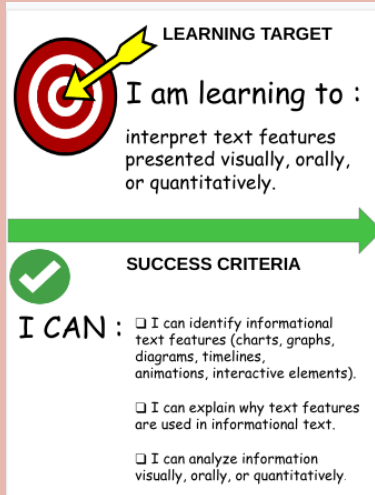
SC:

- 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) : Kk virtual room and eye spy - Kk wordwall game



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.

Activity: do parts of speech sheet some together, rest ind then revisit verbs with GC and start a group jam on IXL skill SRA- main verbs and helping verbs

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.

- I can count in order from 1- 100

LT: I am learning to write numbers 0-20. (0-5)

SC:

- I can count from 1-40.
- 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:

- I can use the standard algorithm to divide a number having up to four digits by a one-digit number.
- I can illustrate and explain my division calculations by using a rectangular array.
- I can illustrate and explain my division calculations by using an area model.
- I can explain why there might be a remainder in the answer to a division problem.
- I can explain how multiplication is related to division.

End of MOdule 3 modified test

Lesson/Activity: T and J to start with 1/4 of AIMS (3rd grade) and IXL checksheet , then swap

C and V to look at morning work, and then practice 2 X 1 digit X r- then MOUNTAIN MATH (sheet) (15- 18 minute goal then

	<p>sort -</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders Today we will do Holiday beginning sounds on clipboards at the sound station</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 table today b/c of beg sounds sheet at back group</p> <p>Rug : if time allows, close with letter Kk wordwall game at rug</p>		<p><i>Counting with Santa song</i></p> <p><i>Smartboard Group Practice: Erase the # smartboard game</i></p> <p><i>Back group: WRITE IT- practice tracing and writing numbers 1- 10 on clipboards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Choice time today at trap tables (math jobs) - I will catch up on ESGI</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 number bond missing number with cubes</i></p>	<p>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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Thursday

CORE TEAM- NO EIP GROUPS

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:

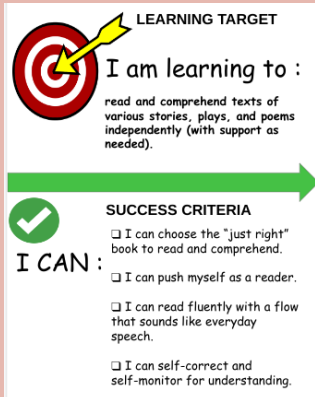
- I can name all of the uppercase letters of the alphabet.
- I can name all of the lowercase letters of the alphabet.
- I can use uppercase and lowercase letters correctly when I write.

LT: (print concepts) I am

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



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: 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 on weekly skills

Additional Bonus option - Flocab video and quiz on helping verbs / main verbs

CORE TEAM- NO EIP GROUPS

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 1-70.
 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.

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:
 I can use the standard algorithm to divide a number having up to four digits by a one-digit number. I can illustrate and explain my division calculations by using a rectangular array.
 I can illustrate and explain my division calculations by using an area model.
 I can explain why there might be a remainder in the answer to a division problem.
 I can explain how multiplication is related to division.

C and V IXL skill sheet ind while I work with J and T and then swap

J and T- first check morning work together , then

Pull kinder during lunch to progress monitor/ ESGI in cafeteria-

	<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 At the Zoo together, then whisper/partner read The Park (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 Kk</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 Kk and sand trays</p> <p>Th- Take your Time Thursday- Letter Kk writing sample</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: Brainpop for numbers 1- 10</i></p> <p><i>Smartboard Group Practice: Number bond example problem in preparation for small group</i></p> <p><i>Back group: WRITE IT- practice recalling and writing numbers 6-10 with verbal formation</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Write the room holiday numbers with clipboards</i></p> <p><i>Ticket out Door: shape review at door</i></p>	<p>work on counting \$\$\$ (using fake money) Then MOUNTAIN MATH</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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	<p>Rug : If time allows, Letter eye spy on board</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 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>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 <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.</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 remainder in the answer to a division problem. <input type="checkbox"/> I can explain how multiplication is related to division.</p> <p>J and TJ= Work on IXL Skill sheet ind. First</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>Letter Kk game as opener</i></p> <p>Sound Station : OG/ phonics- 3 part drill : LLI sound sort sheet (orange folder) 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- no table today- end at rug with game</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</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: Holiday Counting</i></p> <p><i>Smartboard Group Practice: Number bond example problem in preparation for small group</i></p> <p><i>Back group: WRITE IT- no back group today</i></p> <p><i>ALL at tables today for Dec the tree counting and shape recognition activity</i></p>	<p>C and V- mini quiz on division with remainder and 2 by 1 digit X (need to make)</p> <p>Will swap groups after 15- 18 minutes</p>	
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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 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 :
to decompose
numbers into pairs.



SUCCESS CRITERIA

I CAN :

- I can use objects to show different ways that a number can be broken (decomposed) into sets.
- I can write the answer to the problem.
- I can identify addition, subtraction and equal to.
- I can write an equation to match the problem.



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.



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.


Name: _____ Due Date: Week of Dec 5 and Dec 12- DUE 12/14

IXL Learning Station & Skill Tracking Sheet
MODULE 3- Modified - # 5

Login via CLEVER

Goal- 90 % - Mrs. High will take average of scores for a grade!

Code/ Skill	Score	Date
5WV- Division with remainder *** harder one- will help you		
2JB- Division Facts		
U9Q- Even or Odd ?		
WZA- Missing Factors		
EFB- Multiples of a given number		
****IXL GREEN CARD SKILLS LISTED BELOW ****		

THINGS to complete ON YOUR OWN 		\$\$
Achieve (75% or higher) - Pollyanna, the Submarine Reindeer		\$2.00
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 - (SRA) Main Verbs and Helping Verbs - Will start together on Wednesday		\$2.00
Parts of Speech Worksheet (will start together Wednesday)		\$2.50

Math IXL Checksheet (High)		\$5.00
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Weeks of Dec. 12-16 SHEA/ COLLINS

Name: _____



BONUS ACTIVITIES \$\$

B
O
N
U
S

Achieve (75% or higher) How Can I Help?		\$4.00
Cursive letters for week (N and M)		\$3.00
Helping Verbs FLOCAB and quiz (>70 %)		\$3.00