


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 5- 9</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 :Ee</p> <p>Book for week: On the Way to School</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><i>Numbers review numbers 0-10</i> <i>Counting to 50</i> <i>Small group:</i></p> <p><i>Extra LT and SC for the week:</i> <i>Part , part whole- number bonds - decomposing numbers into paird</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p> <p>3rd grade AIMS test in strips (0-10)- green card skills</p> <p>Division with remainder 2 X 1 digit multiplication \$\$\$\$ practice (need this skill from IXL) <i>Mini quiz Friday</i></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>I see the _____ page for LLI, copy set of alphabet linking page for all, Letter Ee writing page, Make vowel tents and find</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>	<div data-bbox="730 1015 1102 1502">  <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> <hr/> <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> </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. (0-10)</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>Print/Copy for week</p>

<p>instruction page for vowels</p> <p>Print number bond activity for small group, print LT/SC page for number bonds</p> <p>Number bond sheet activity, cubes , expos for Friday</p> <p>RAL for Resource Day (4th)</p> <p>Print practice AIMS and X chart New IXL checksheet</p> <p>Make quiz on division and 2 X 1</p>	<p>alphabet.</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 Jj and INtro Letter Ee with Benchmark tab and verbal formation - letter Ee book and page in big book & BM video clip</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and</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 to 50 songs -</i></p> <p><i>Smartboard Group Practice: Number bond example problem in preparation for small group</i></p>	<p>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>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 ¼ of practice AIMS (3rd) IXL checksheet for module skills</p> <p>J and TJ will start with me / first check morning</p>	
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	<p>blending board / MIRROR MONDAY- say sound and watch in mirrors (OG) Today: Mirror Monday and Letter Ee 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 Ee Wordwall games if time allows</p>		<p><i>Back group: WRITE IT- practice recalling and writing numbers 0-5 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 at door</i></p>	<p>work and then work on division with whiteboards with remainder - then new MOUNTAIN MATH sheet 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.</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>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</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

- 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

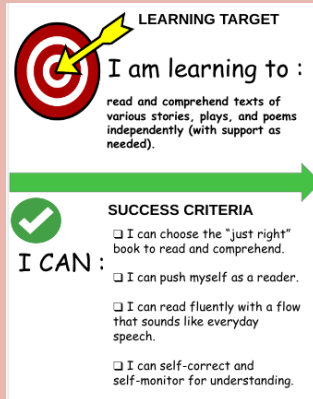
learning to read the words in a book in the right order.

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)
:Reread At the Market
Intro sight words I, see, the,my intro On the Way to School , let them try to read ind and focus on reading strategies as they



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 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-Quickly preview Achieve article for week

then a group RAL and talk about how we would summarize this story using SWBST strategy on board

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

LT: I am learning to write 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

Song/ Movement Intro: counting by 10s songs -

Smartboard Group Practice: Number bond example problem in preparation for small group

ON TUESDAYS

Opener: Review Money Lesson

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>do so</p> <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: I see the _____ page for class book</p> <p>Rug :Benchmark letter bookshelf review</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 SC: <input type="checkbox"/> I can name all of the</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</p>	<p>AIMS III</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).</p>	<p>Working Wed- V and J over lunch checklist ELA</p>

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) :
 Ee virtual room and eye spy - Ee wordwall game sort -



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: recap figurative language with task cards and examples from sheet - then revisit verbs with GC and start a group jam on IXL skill 8YP- changing to past tense 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.

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:

Lesson/Activity:

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.

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 swap)

	<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: Students will have alphabet linking chart copies at their spots- we will play a letter sound game and they will color the letter of the sound they hear.</p> <p>Rug : if time allows, close with reread of On the Way to School</p>		<p><i>Song/ Movement Intro: counting to 50 songs -</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 0-5 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>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

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.

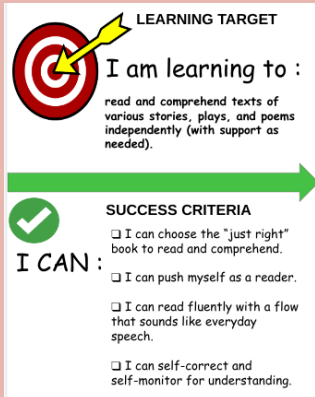
LT: (print concepts) I am

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

I will also use visual cues for
reading strategies throughout
the lesson(s) - Eagle Eye, Lips
the Fish, Stretchy Snake,



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 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 :

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 Z6T-
form regular past tense verbs

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.
- I can say number
names in order when
counting objects.

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

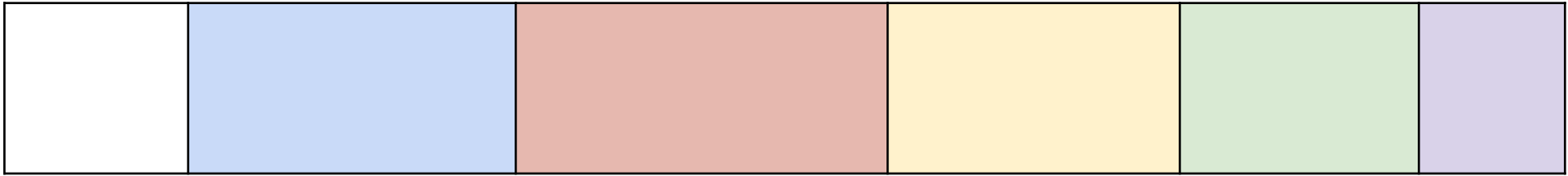
J and T- first check
morning work
together , then

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

	<p>Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, read) : Reread REX together, then whisper/partner read On the Way to School (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 (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: no back group today so there is time for writing letter Ee and sand trays</p> <p>Th- Take your Time Thursday- Letter Ee writing sample</p> <p>Rug : If time allows, Letter eye spy on board</p>		<p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting by tens songs -</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) : 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: shape</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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			review at door		
<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 by page</p> <p>I will also use visual cues for reading strategies throughout</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. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number</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>C and V- mini quiz</p>	

	<p>the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, read) : <i>Vowel 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- Vowel card intro (OG)</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</p>		<p>names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 50 circle 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- practice recalling and writing numbers 0-10 with verbal formation</i></p> <p><i>ALL at tables today for number bond practice with expos and Number bond sheet (cubes available for those that need it.</i></p>	<p>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.
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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).



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) - 'Real Life Animal Crossings'

\$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.)

Each AR test that is in zone >80 % = \$1.00

IXL - (8YP) Past Tense Verbs - Will start together on Wednesday

\$2.00

Weekly Language Review (M- F) (In class daily) - Mrs. Collins will check on Thursday and assist as needed

\$2.50

Weeks of Dec. 5-9 SHEA/ COLLINS

Name: _____



BONUS ACTIVITIES

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Achieve (75% or higher) Playing Clown for the Crown'	\$3.00
Cursive letters for week (H and K)	\$3.00
IXL code Z6T - identify the change to regular past tense verb	\$3.00

B
O
N
U
S

Math IXL Checksheet (High)	\$5.00
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