

Teacher: Collins - WAG (Week at a Glance) : Kinder writing slides, LT and SC posted for all, SPED checklist, parent email EIP, pull rhyming game for trap table, checksheet for 4th week ,, Modified Mid- Module date? **NEED TO UPDATE PLAN DETAILS STILL** , Letter Aa playdough mats, - find pointer power , **math morning work to High!** , print text structures task cards , print and copy weekly checksheet and new IXL checksheet , modify math test and print , email to 4th parents with HW for week , cut laminate and GA Numeracy games,

<p>Week of: Sept. 12-16</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</p>	<p>READING/ EIP Kinder KinderELA standards here</p> <p><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>Reading/ 4th Shea 4th ELA standards here</p> <p>Monday- Main Benchmark Skill</p> <p>Tuesday- Achieve</p> <p>Wed - Reading groups - LLI - refer to BM skill</p> <p>Th- Mini- lesson on Reading and/ or grammar and IXL skill day</p> <p>Fr- Reading Groups - refer to MB skill - media center 9:15</p> <p>Choice sheet for ind. Time</p>	<p>Math/ Kinder EIP Kinder Math Standards here</p> <p>1:05- 1:35 - group 1</p> <p>1:40- 2:10- Group 2</p>	<p>MATH/ 4th SPED 4th Math Standards here</p>	<p>Progress Monitoring for week (goals) 10:45- 11:10</p>
<p>Monday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter Aa) SEE IT, SAY IT, WRITE IT SC: I can recognize letters. I can make the sound for given letters. I can write the letters I have learned. LT: (print concepts) I am learning the steps to reading a book.</p>	<p>Benchmark skill for week: Standard(s):ELAGSE4RI5: and ELAGSE4RI1: LT: MB skill and reading groups SC: Lesson/Activity: Begin with Weekly Language Sheet Then recap on Text Structures from last week using practice sheet</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT: I am learning to count to 20 forwards and backwards. I am learning to write my numbers 1- 5. I am learning to count out objects 1:1. SEE IT, COUNT IT, WRITE IT SC:</p>	<p>Standard(s): 4.OA.3, 4.NBT.4 LT: I am learning to add and subtract multi-digit whole numbers. Lesson/Activity: Opener: Check Morning work for day All 4: Split time (V/ J and</p>	

	<p>SC: I can follow words left to right and page by page. I can use Eagle Eye strategy. I can use Lips the Fish Strategy. (more strategies will be added as year progresses)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : Letter A tab in Benchmark</p> <p>Tall Table: OG/ phonics- 3 part drill : Introduce A with objects - sound cards- air writing - MIRROR</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM - SAND TRAYS F: Writing Sample</p> <p>Rug (New Book): 2 days a week to start - Letter a alphabet Benchmark activity on board</p>	<p>Then students ind. To take quizizz on text structures for grade.</p>	<p>I can say what number comes next and before a given number.</p> <p>I can use writing tools to make the numbers 0,1,2,3,4,5.</p> <p>I can match ONE object each time I count and stop at a given number.</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 song : verbal formation for writing a 2 and air writing</i></p> <p><i>Smartboard Group Practice: Lesson 16 Embarc snip it - Exit ticket- How many all together ? on whiteboards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : I spy # 2 with expos and # 2 mat/ playdough</i></p> <p><i>Ticket out Door: Number recognition 1,2,3 at the door</i></p>	<p>C/ T) :</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>2 more problems and then Mountain Math spiral Review</p>	
<p>Tuesday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter Aa)</p>	<p>Standard(s): LT and SC for Achieve LT: SC:LT and SC for Achieve Lesson/Activity:</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT: I am learning to count to 20 forwards and backwards. I am learning to write my</p>	<p>Review for end of module Standard(s): 4.OA.3, 4.NBT.4 LT: I am learning to add and subtract</p>	<p>V- math test make-up</p>

	<p>SEE IT, SAY IT, WRITE IT SC: I can recognize letters. I can make the sound for given letters. I can write the letters I have learned. LT: (print concepts) I am learning the steps to reading a book. SC: I can follow words left to right and page by page. I can use Eagle Eye strategy. I can use Lips the Fish Strategy. (more strategies will be added as year progresses)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : Letter A tab in Benchmark</p> <p>Tall Table: OG/ phonics- 3 part drill : revisit Aa words and practice air writing</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI : Rhyming Game or BM - SAND TRAYS F: Writing Sample RHYMING Cards</p> <p>Rug (New Book): 2 days a week to start - Introduce</p>	<p>Begin by checking Weekly Grammar Sheet Go through To Help or Not to Help on teacher computer then students complete ind.</p> <p>Use checksheet to ind. Work when Achieve is finished (refer to bottom of plans for checksheet)</p>	<p>numbers 1- 5.</p> <p>I am learning to count out objects 1:1.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>SC:</p> <p>I can say what number comes next and before a given number.</p> <p>I can use writing tools to make the numbers 0,1,2,3,4,5.</p> <p>I can match ONE object each time I count and stop at a given number.</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 song - verbal formation for writing a 2 and practice with expos</i></p> <p><i>Smartboard Group Practice: Lesson 17 Embarc snip it - pg 5 (one more one less) and page 6 exit ticket with whiteboards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Counting chips with 10 frames Ticket out Door: one more one</i></p>	<p>multi-digit whole numbers. Lesson/Activity:</p> <p>Opener: Check Morning work for day</p> <p>All 4: One addition problem and one addition problem on whiteboards (review Steps, sc)</p> <p>Split time (V/ J and C/ T) :</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>2 more addition and subtraction problems and then Mountain Math spiral Review</p>	
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	Funny Things - Introduce reading strategies Eagle Eye and Lips the fish		<i>less at door</i>		
Wednesday 12-4 training Sub: Culver	Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter A) SEE IT, SAY IT, WRITE IT SC: I can recognize letters. I can make the sound for given letters. I can write the letters I have learned. LT: (print concepts) I am learning the steps to reading a book. SC: I can follow words left to right and page by page. I can use Eagle Eye strategy. I can use Lips the Fish Strategy. (more strategies will be added as year progresses) Lesson/Activity: Rug (BM tools, Reread) : Reread Funny Feet together (focus on reading strategies) - BM tab - A sound dictation and video clip - rhyming game on sb	Reading Groups Recap on Text structures and then students need to spend time working on ELA weekly checksheet for grade I will pull for ind. Reading and conferencing during this time Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)	Standard(s): CC1, CC2, CC3, CC4 LT: I am learning to count to 20 forwards and backwards. I am learning to write my numbers 1- 5. I am learning to count out objects 1:1. SEE IT, COUNT IT, WRITE IT SC: I can say what number comes next and before a given number. I can use writing tools to make the numbers 0,1,2,3,4,5. I can match ONE object each time I count and stop at a given number. Lesson/Activity: <i>Song/ Movement Intro: counting to 20 songs</i>	MATH TEST (Modified on + and _ with regrouping and word problems) IXL checksheet due Standard(s): 4.OA.3, 4.NBT.4 LT: I am learning to add and subtract multi-digit whole numbers. Lesson/Activity: Opener: Check Morning work for day All 4: 0- 5's X short sheet and subtraction problems on whiteboards (include one across zeroes) Split time (V/ J and C/ T) : Pair not working	G- writing folder?

	<p>Tall Table: OG/ phonics- 3 part drill : Sound cards- Air writing</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Writing Sample</p> <p>Rug (New Book): 2 days a week to start - no new book today- close with letter A tab on Benchmark</p>		<p><i>Smartboard Group Practice: Lesson 18 snip it from embarc Pg 8 - Count and match</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Number bonds with chips (part, part, whole) Beads and pipe cleaners - magic necklace / circle counting</i></p> <p><i>Ticket out Door: practice writing # 2 on smartboard</i></p>	<p>with teacher at this time will work on IXL modified checksheet for the week (see bottom of plans for this)</p> <p>Subtraction with zeroes then Mountain Math spiral review</p>	
<p>Thursday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter A) SC: I can recognize letters. I can make the sound for given letters. I can write the letters I have learned. SEE IT, SAY IT, WRITE IT LT: (print concepts) I am learning the steps to reading a book. SC: I can follow words left to right and page by page. I can use Eagle Eye strategy.</p>	<p>Standard(s): ELAGSE4L1: LT: Grammar Day .</p> <p>I am learning how to break a sentence into subject and predicate. SC: Lesson/Activity: Begin with Weekly Language Review sheet</p> <p>Then mini lesson on subject/ Predicate - Group jam? GZV</p> <p>before ind. Practice with IXL search codes to match skills See checksheet below for</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT: I am learning to count to 20 forwards and backwards.</p> <p>I am learning to write my numbers 1- 5.</p> <p>I am learning to count out objects 1:1. SEE IT, COUNT IT, WRITE IT</p> <p>SC: I can say what number comes next and before a given number.</p> <p>I can use writing tools to make the numbers</p>	<p>New IXL Sheet</p> <p>Standard(s): Metric Conversion</p> <p>Lesson/Activity: Opener: Check Morning work for day</p> <p>All 4:</p> <p>Split time (V/ J and C/ T) :</p> <p>problem and then</p>	<p>J- Reading C- Reading</p>


	<p>I can use Lips the Fish Strategy. (more strategies will be added as year progresses)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : BM tab and read Baby Animals use reading strategies) BM tab- letter A game</p> <p>Tall Table: OG/ phonics- 3 part drill : Letter cards and blending board Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM - Look at the funny _____ page (LLI) - Letter A playdough mats F: Writing Sample SAND TRAYS</p> <p>Rug (New Book): 2 days a week to start : New book intro - Baby Animals</p>	<p>modified IXL assignment codes</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)</p>	<p>0,1,2,3,4,5.</p> <p>I can match ONE object each time I count and stop at a given number.</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 songs</i></p> <p><i>Smartboard Group Practice: lesson 19 embarc snip it -page 5 - color 5 and then count total</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : # 2 mini book</i></p> <p><i>Ticket out Door: #'s 1, 2, 3 and put it order!</i></p>	<p>Mountain Math spiral review</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>Friday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter A)</p>	<p>Media Center Day 9:15 -</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT: I am learning to count to 20 forwards and backwards. I am learning to write my</p>	<p>Metric Conversion Standard(s): LT: Lesson/Activity:</p>	<p>T- Reading</p>


	<p>SEE IT, SAY IT, WRITE IT SC: I can recognize letters. I can make the sound for given letters. I can write the letters I have learned. LT: (print concepts) I am learning the steps to reading a book. SC: I can follow words left to right and page by page. I can use Eagle Eye strategy. I can use Lips the Fish Strategy. (more strategies will be added as year progresses)</p> <p>Lesson/Activity: Rug (BM tools, Reread) : Reread Baby Animals - BM tab - letter o - students read this weeks 2 books to each other in pairs</p> <p>Tall Table: OG/ phonics- 3 part drill : blending board- air write - expo boards letters C, O, A with verbal path</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Writing Sample : writing</p>	<p>Standard(s):ELAGSE4RI5: and ELAGSE4RI1: LT: I can identify the 5 different text structures SC: Lesson/Activity: recap text structures (use task cards) and then blookit on this skill I can identify the 5 different text structures</p> <p>Begin with Weekly Language Sheet</p>	<p>numbers 1- 5. I am learning to count out objects 1:1. SEE IT, COUNT IT, WRITE IT SC: I can say what number comes next and before a given number. I can use writing tools to make the numbers 0,1,2,3,4,5. I can match ONE object each time I count and stop at a given number.</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Count to 20 song</i></p> <p><i>Smartboard Group Practice: Lesson 20 - exit ticket as group</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : GA numeracy game and number matching on pocket chart</i></p> <p><i>Ticket out Door: together on SB - cunt and write how many (students use whiteboards to do this ind while teacher leads)</i></p>	<p>Opener: Check Morning work for day</p> <p>All 4: 0- 5 X short sheet</p> <p>Word problem practice and then Mountain Math Spiral Review</p> <p>Split time (V/ J and C/ T) :</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>sample for letter A (use verbal formation as well)</p> <p>Rug (New Book): 2 days a week to start</p> <p>No new book today....</p> <p>Letter A BM tab to close</p>				
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Ind. MATH options (in addition to IXL)



 Kahoot Time to Nearest Minute Posted 10:32 PM 

 KAHOOT- 0- 5 X Facts Posted 10:31 PM 

 Flocabulary: Multiply 3 Posted Aug 26 

 Flocabulary: Multiply 4 Posted 10:25 PM 

 Flocabulary: Rounding Numbers Posted 10:28 PM 

 Flocabulary: Telling Time to Five Minutes Posted 10:27 PM 

Name: _____ Due Date: Week of 9/6

IXL Learning Station & Skill Tracking Sheet

MODULE 1

Login via CLEVER

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

Code/ Skill	Score	Date
E83- <i>add two numbers up to 3 digits</i>		
CNN - <i>word problems 3 digits</i>		
CGS- <i>properties of addition</i>		
EHT- <i>subtraction up to 3 digits</i>		
DW5- <i>Multiplication as equal groups</i>		
***WS2- <i>even or odd?</i>		
***87M- <i>X patterns- true or false</i>		

***MUST do 5 - there are 2 bonus ones for extra credit!

Due Wednesday

Things to accomplish this week in Mrs. Shea's Class :)

Achieve (75% or higher) - To Help or Not to Help	
Achieve (75% or higher) - The Low Down on Low Riders	
Quizizz on Text Structures	
IXL Diagnostic- Step into the Arena	
IXL - JXU - Complete subject of a sentence	
IXL- 5QJ- Complete Predicate of a sentence	
Independent Reading (Epic or book basket)	
Cursive letters for week (usually 2 letters) -	
Weekly Language Review (M- F)	
<u>Blooket</u> on Text Structures	

Week of Sept. 12-16

Name: _____



See other side for text structures chart