

Teacher: Collins - WAG (Week at a Glance) : LT and SC posted for all, SPED checklist, parent email EIP, checksheet for 4th week , , , email to 4th parents with HW for week , cut laminate and GA Numeracy games, Amendments for IEPs emailed to parents, Math Manip Center! Load digital activities for week to GC, Dots, construction paper, items to sort , writing slides Unit 1 for kinder, Lunch in room for kinder with ESGI update? One group each day? Start tapping out CVC words NEXT week with OG

<p>Week of: Sept. 19- 23</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><i>Numbers 3, 4, 5 / counting, writing, recognition</i></p> <p><i>Additional skill- sorting (noticed they are having trouble with this)</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p> <p><i>Quick Unit on Metric System - focus on X facts - 6 facts and review of facts 0- 5</i></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</p>	<p>Benchmark skill for week: Standard(s): LT: MB skill and reading groups</p> <p>I am learning to determine the MAIN IDEA in my reading. SC: Lesson/Activity: Main idea of passage and recap main idea from third grade (will stick to this topic for 2 weeks)</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.</p> <p>I am learning to sort items by an attribute.</p>	<p>Standard(s):MD1, MD2- Metric Measurement LT: I am learning to choose the appropriate unit of metric measurement for weight, capacity, and length.</p> <p>Lesson/Activity: Opener: Check</p>	<p>Pull 4th group during lunch to go over checksheet expectations for week</p>

	<p>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 Dd tab in Benchmark</p> <p>SOund Station : OG/ phonics- 3 part drill : Introduce Dd with objects - sound cards- air writing - MIRROR - model verbal formation and pretend write on mirrors</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>Sand trays with all review letters (c, o,a,d)</p> <p>Rug (New Book): 2 days a week to start - Letter Dd alphabet Benchmark activity on board - review alphabet book if time</p>	<p>Begin with Weekly Language Sheet</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 3 and air writing Spinner 1- 5 virtual manips and complete that many (jumping jacks, hops, etc)</i></p> <p><i>Smartboard Group Practice: Snip it from Module 1 materials</i></p> <p><i>Back station- whiteboards and practicing showing the # 3 , writing, dots, etc.</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Grab and count day - use rocks</i></p> <p><i>Model choice station for the other half</i></p>	<p>Morning work for day - X 0- 5 short sheet - 1 time problem with clock</p> <p>All 4: Intro to measurement unit with live Quizizz lesson</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>Mountain Math spiral Review</p>	
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	allows - Letter Dd BENCHMARK tab		(half of group will grab and count with teacher table while other half has choice of math games on floor- then will swap tomorrow) Ticket out Door: Number recognition 1,2,3 , 4, 5 at the door		
Tuesday	<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. 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 Dd tab in Benchmark and verbal formation of Dd</p>	<p>Standard(s): LT and SC for Achieve LT: SC:LT and SC for Achieve Lesson/Activity: Begin by checking Weekly Grammar Sheet Go through Raise your Hand to Vounteer on teacher computer then students complete ind. Use checksheet to ind. Work when Achieve is finished (refer to bottom of plans for checksheet)</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: 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>Standard(s): MD1, MD2- Metric Measurement LT: I am learning to choose the appropriate unit of metric measurement for weight, capacity, and length. Lesson/Activity: Opener: Check Morning work for day and X short sheet 0 - 5 1 time problem with clock All 4: give metric packet and go through together Split time (V/ J and C/ T) : Pair not working</p>	Pull a kinder group for PM during lunch

	<p>(New Book): 2 days a week to start - Introduce Over the River - Revisit reading strategies Eagle Eye and Lips the fish</p> <p>Sound Station : OG/ phonics- 3 part drill : revisit Dd words and practice air writing - Then TRY it Out Tuesday with Expos and whiteboards with verbal formation - play word/ not a word on pocket chart</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 Letter Dd activity page if time allows</p> <p>Rug : Letter Dd BM / GC tab and letter mystery box</p>		<p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting to 20 song - reminder of verbal formation of number 3 and I spy # 3 on Smartboard</i></p> <p><i>Smartboard Group Practice: eureka alternate page on smartboard</i></p> <p><i>Back Station- model practice WAYS you can count (sliding, touching, etc) students to help (1- 10) - # matching with pics on pocket chart and eye soy numbers around the room</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Grab and count day</i></p> <p><i>(half of group will grab and count with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out door- playing cards # recognition</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>Mountain Math spiral Review</p>	
<p>Wednesday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter D) SEE IT, SAY IT, WRITE IT</p>	<p>Reading Groups</p> <p>Recap on Main Idea and then students need to spend time working on ELA weekly checksheet for grade</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.</p>	<p>Standard(s): MD1, MD2- Metric Measurement LT: I am learning to choose the appropriate unit of</p>	<p>Pull a kinder group for PM during lunch</p>

	<p>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 together (Over the River focus on reading strategies) - BM tab - A sound dictation and video clip - rhyming game on sb - boom card</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards- go over rhyming words with pocket chart</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Writing Sample</p>	<p>I will pull for ind. Reading and conferencing during this time</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA checksheet (see bottom of plans)</p>	<p>I am learning to count out objects 1:1.</p> <p>SEE IT, COUNT IT, WRITE IT 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 songs : sorting file intro</i></p> <p><i>Smartboard Group Practice: sorting Boom card- virtual with help from students- ways we can sort</i></p> <p><i>Back group: whiteboards and practice writing the 3 numbers we have learned 0,1,2,3 - playing cards or dice to choose #?</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Sorting practice with manips</i></p>	<p>metric measurement for weight, capacity, and length.</p> <p>Lesson/Activity:</p> <p>Opener: Check Morning work for day and X short sheet 0 - 5 facts 1 time problem with clock</p> <p>All 4: look at packet together on metric system and few sample problems of units</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>Mountain Math spiral review</p>	
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	<p>Rhyming practice sheet (also practice cutting skills, fine motor)</p> <p>Rug (New Book): 2 days a week to start - no new book today- close with letter Dd tab on Benchmark and rhyming song</p>		<p><i>(half of group will grab and count with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out Door: intro shape-square - how many sides ?</i></p>		
<p>Thursday</p> <p>Afternoon Planning - SPED?</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter Dd) 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. I can use Lips the Fish Strategy. (more strategies will be added as year progresses)</p> <p>Lesson/Activity: Rug (BM tools, New read) :</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 or RD9- Main idea before ind. Practice with IXL search codes to match skills See checksheet below for modified IXL assignment codes</p> <p>Remaining time will be for 1:1 conferencing and competing weekly ELA</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 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>Standard(s): MD1, MD2- Metric Measurement Metric Conversion LT: I am learning to choose the appropriate unit of metric measurement for weight, capacity, and length. Lesson/Activity:</p> <p>Opener: Check Morning work for day and X short sheet 0 - 5 1 time problem with clock</p> <p>All 4: Metric practice and review units of measure</p>	<p>Pull a kinder group for PM during lunch</p>

	<p>BM tab and read My Big Bear use reading strategies) BM tab- letter Dd game</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board</p> <p>Trap Table (Kinesthetic)</p> <p>M/W: Sand/ Wiki stix</p> <p>T/Th- Word work from LLI or BM -</p> <p>F: Writing Sample</p> <p>SAND TRAYS</p> <p>Th- Writing sample from Benchmark printable- letter Dd - use verbal formation</p> <p>Rug Letter Dd Benchmark games and pull a card for rhyming</p>	<p>checksheet (see bottom of plans)</p>	<p><i>Song/ Movement Intro: counting to 20 songs - sorting file and practice - wordwall game</i></p> <p><i>Smartboard Group Practice: Eureka Materials file</i></p> <p><i>Back group: Sorting pocket chart</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Sorting practice with manips</i></p> <p><i>(half of group will grab and count with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out Door: one more one less with our line</i></p>	<p>Split time (V/ J and C/ T) :</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><i>PROGRESS MONITORING DAY- KINDER? Go in rooms and update ESGI instead of pulling out groups?</i></p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the</p>	<p>Media Center Day 9:15</p> <p>-</p> <p>Standard(s):ELAGSE4RI5: and ELAGSE4RI1: LT: I can identify the 5 different text structures</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>Metric Conversion Standard(s): MD1, MD2- Metric Measurement</p> <p>LT: I am learning to choose the appropriate unit of metric measurement for weight, capacity,</p>	<p>4th for vending machine snack during lunch if checksheet completed</p>

	<p>letter Dd) 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 My Big Bear - BM tab - letter Dd - students read this weeks 2 books to each other in pairs</p> <p>No Sound Station today</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Letter Dd dot painting and Dot Candy- Fun Friday!</p> <p>Rug (No New Book): Letter</p>	<p>SC: Lesson/Activity:recap Main Idea with Blookit https://dashboard.blooket.com/set/61e96281f965618976c591e5</p> <p>Begin with Weekly Language Sheet</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 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: Count o to 20 song : sorting song</i></p> <p><i>Smartboard Group Practice: call on students to help! - virtual manips roll the dice and write #</i></p> <p><i>Back table: pocket chart sorting game (students to have a card and decide where it goes) talk about sorting strategy - this is to have THEM decide the strategy - BUG SORT</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : all students on Friday</i></p> <p><i>Dots 10 frame fun- use dots to represent # on to frame and then have special Friday snack- could sort dots by color first?</i></p>	<p>and length. Lesson/Activity:</p> <p>Opener: Check Morning work for day and X short sheet 0- 5 1 time problem with clock</p> <p>All 4: Give hypothetical and have students name how to measure (use metric packet)</p> <p>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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	games to close		<i>Ticket out Door: Hopping to the number said</i>		
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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 

Length km = kilometers m = meters	Weight/Mass kg = kilograms g = grams	Capacity L = liters mL = milliliters
1 km = 1,000 m	1 kg = 1,000 g	1 L = 1,000 mL
2 km = 2,000 m	2 kg = 2,000 g	2 L = 2,000 mL
15 km = 15,000 m	15 kg = 15,000 g	15 L = 15,000 mL
24 km = 24,000 m	24 kg = 24,000 g	24 L = 24,000 mL

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

Achieve (75% or higher) - Raise your Hand to Volunteer	
Achieve (75% or higher) - A Real Cold Fish	
Live Quizizz on MAIN IDEA (in Class)	
IXL Diagnostic- Step into the Arena	
IXL - Main Idea RD9	
IXL- 5QJ- Complete Predicate of a sentence	
Independent Reading (Epic or book basket)	
Cursive letters for week (usually 2 letters) - d and c	
Weekly Language Review (M- F) (In class)	
<u>Blooket</u> on Main Idea (In class)	

Week of Sept. 19- 23

Name: _____



Name: _____ Due Date: week of 9/12 & 9/19

IXL Learning Station & Skill Tracking Sheet

MODULE 2 - Modified

Login via CLEVER

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

Code/ Skill	Score	Date
YWR- Which Metric Unit ?		
Z2V - Compare and Convert units in length		
C92- Compare and Convert units of weight		
RK2- Compare and Convert units volume		
*** ZEY - Missing # (X)		
*** 87M - X facts (0,2,3,4,5,10)		

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