

Teacher: Collins - WAG (Week at a Glance) : LT and SC posted for all, SPED checklist, parent email EIP, ,,cut laminate and GA Numeracy games, V. BIP , Math Manip Center! Load digital activities for week to GC, writing slides Unit 2 for kinder, Start tapping out CVC words this week with OG , **need to finish MATH** - copy task cards for metric system , Print ESGI flashcards and send home with all Kinder! Need to test 2 students that were absent!

<p>Week of: Sept. 26- 30</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>Letter : Gg Gum?</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 Choice sheet for ind. Time</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 3, 4, 5 / counting, writing, recognition</i></p> <p><i>Additional skill- bigger / smaller- greater than less than</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- Test Wed- IXL skill day- Tuesday</i></p>	<p>Progress Monitoring for week (goals) 10:45- 11:10</p>
<p>Monday Pull Gg books and soup can Pull soup cans for c, o, a, d for pocket chart sort New letter G printable for writing day Print and cut pocket chart</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter Gg) 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</p>	<p><i>Next week: wrap up main idea and assess</i></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 Google Form _</p> <p>We will go through a few together and they will complete 4 ind.</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. I am learning to sort items by an attribute. SEE IT, COUNT IT, WRITE</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 1 time problem</p>	<p>Pull 4th group during lunch to go over checksheet expectations for week</p>

<p>game beginning sounds</p>	<p>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 Gg tab in Benchmark and in GC</p> <p>SOund Station : OG/ phonics- 3 part drill : Introduce Gg 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) add g</p> <p>Rug (New Book): 2 days a week to start - Letter Gg alphabet Benchmark activity on board - review alphabet book if time allows - Letter Gg</p>	<p>Begin with Weekly Language Sheet - practice cursive n and m on whiteboards briefly (these are assigned this week)</p>	<p>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 4 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 # 4 , writing, dots, etc.</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : greater than less than- card game WAR</i></p>	<p>with clock</p> <p>All 4: I Make counting by 6 X sheet - will need this for 0-6 X timed sheets this week A practice question for g/kg, cm, m , and mL , L (use task cards from</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 - heavy focus on area and perimeter</p>	
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	BENCHMARK tab		<p><i>Model choice station for the other half</i></p> <p><i>(half of group will play >< with teacher table while other half has choice of math games on floor- then will swap tomorrow)</i></p> <p><i>Ticket out Door: Number recognition 1,2,3 , 4, 5 at the door</i></p>		
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>Standard(s): LT and SC for Achieve LT: SC:LT and SC for Achieve Lesson/Activity: Begin by checking Weekly Grammar Sheet Go through <i>A Really Wild Ride</i> _on teacher computer then students complete ind. Other Achieve Tasha Tudor Dies 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</p>	<p>IXL Skill Day (Resource) 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 - 6 1 time problem with clock All 4: a couple of metric system problems from this</p>	<p>Pull a kinder group for PM during lunch</p>

	<p>Lesson/Activity: Rug (BM tools, Reread) : Letter Gg tab in Benchmark and verbal formation of Dd (New Book): 2 days a week to start - Introduce Making Soup - Revisit reading strategies Eagle Eye and Lips the fish</p> <p>Sound Station : OG/ phonics- 3 part drill : revisit Gg words and practice air writing - Then TRY it Out Tuesday with Expos and whiteboards with verbal formation - Pocket chart game- _beginning sounds of letters we have already learned _____(soup cans) —</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 Gg activity page if time allows</p> <p>Rug : Letter Gg BM / GC tab and letter mystery box</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 song - reminder of verbal formation of number 4 and I spy # 4 on Smartboard</i></p> <p><i>Smartboard Group Practice: eureka alternate page on smartboard</i></p> <p><i>Back Station- Sorting on pocket chart</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Same as yesterday but with different group (><) cards</i></p> <p><i>(half of group will >< t 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>ormath review (test tomorrow) Today will be IXL skill day for most needed (usually lowest skill from diagnostic.)</p> <p><i>Skills for today : start as group jam but them send to do ind.</i></p> <p>C- UJM- telling time</p> <p>V and J : J9R- volume T- SKH- metric length</p>	
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<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 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 (Making SOup focus on reading strategies) - BM tab - Gg sound dictation and video clip - phonics games for letter Gg- wordwall (GC)</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards- POcket Chart game -</p>	<p>Reading Groups</p> <p>Recap on Main Idea - read Healthy Choices article together and use task cards to answer questions based on the text and then students need to spend time working on ELA weekly checksheet for grade</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>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>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 : shapes intro - poster and song</i></p> <p><i>Smartboard Group Practice: Shapes word wall game</i></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:</p> <p>TEST: modified test on metric system</p>	<p>Pull a kinder group for PM during lunch</p>
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	<p>beg sounds sort</p> <p>Trap Table (Kinesthetic) M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Writing Sample Phonics skill LLI Soup printable to go along with LLI book - practice labeling</p> <p>Rug (New Book): 2 days a week to start - no new book today- close with letter Gg tab on Benchmark</p>		<p><i>Back group: whiteboards and practice writing the 4 numbers we have learned 0,1,2,3 , 4 - playing cards or dice to choose #?</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : One MORE sticker game (unless we still need to do cards and greater than less than, then stickers can move to next week)</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: intro shape-rectangle - how many sides ?</i></p>		
<p>Thursday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the letter Gg) 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.</p>	<p>Standard(s): ELAGSE4L1: LT: Grammar Day . I am learning how to identify prepositions in a sentence. SC: Lesson/Activity: Begin with Weekly Language Review sheet = PPT on prepositions Grammar Flocab ZQR - Identifying prepositions - group jam</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</p>	<p>See topic A focus at bottom of plans Standard(s): 4.OA.1, 4.OA.2, 4.MD.3 LT: I am learning to determine area of a given rectangle. Lesson/Activity: Opener: Check</p>	<p>Pull a kinder group for PM during lunch</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, New read) : BM tab and read Making SOup (only 1 book this week due to Core Team Friday) use reading strategies) BM tab- letter Gg game</p> <p>Sound Station : 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 - F: Writing Sample SAND TRAYS</p> <p>Th- Writing sample from Benchmark printable- letter Gg - use verbal formation</p> <p>Rug Letter Gg Benchmark games and pull a card for beginning sound</p>	<p>Grammar Flocab- prepositions</p> <p>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 checksheet (see bottom of plans)</p>	<p>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 - one more song</i></p> <p><i>Smartboard Group Practice: Eureka Materials file</i></p> <p><i>Back group: One more with playing cards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Trap Table/ Manips and # work (writing some days) : One MORE sticker game (unless we still need to do cards and greater than less than, then stickers can move to next week)</i></p> <p><i>Ticket out Door: one more one less with our line</i></p>	<p>Morning work for day and X short sheet 0 - 6 1 time problem with clock</p> <p>All 4: revisit area from third grade with formula- show a rectangle with given side lengths and practice finding area with expos and whiteboards</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>	
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<p>Friday</p> <p>CORE TEAM</p>	<p>CORE TEAM - NO GROUPS TODAY</p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to RECOGNIZE, SAY, and WRITE my letters. (the 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 books to each other in pairs</p> <p>No Sound Station today</p> <p>Trap Table (Kinesthetic)</p>	<p>Media Center Day 9:15 -</p> <p>Standard(s):ELAGSE4RI5: and ELAGSE4RI1: LT: I can identify the MAIN IDEA of a Nonfiction passage or book. SC: Lesson/Activity:Media Center Day and finish checksheet before lunch!</p> <p>Begin with Weekly Language Sheet</p>	<p>CORE TEAM - NO GROUPS TODAY</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. Lesson/Activity:</p>	<p>4.OA.1, 4.OA.2, 4.MD.3</p> <p>LT: I am learning to determine area of a given rectangle Lesson/Activity: Opener: Check Morning work for day and X short sheet 0- 6 1 time problem with clock</p> <p>All 4: Area problems with whiteboards (will move to perimeter next week) Attempt one area word problem as group</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</p>	<p>4th for vending machine snack during lunch if checksheet completed</p>
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	<p>M/W: Sand/ Wiki stix T/Th- Word work from LLI or BM F: Fun Friday!</p> <p>Rug (No New Book): Letter games to close</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><i>Ticket out Door: Hopping to the number said</i></p>	<p>week (see bottom of plans for this)</p>	
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Words to know

- Area (A)
- Perimeter (P)
- Unknown Factor
- Units
- Area Model
- $A = l \times w$
- $P = 2(l + w)$
- l (length)
- w (width)
- Compare

Things to Remember!!!

- The formula for area is $A = l \times w$
- The area is always in square units.
- Perimeter is the distance around the figure. (The rim of the figure.)
- Perimeter of a shape can be found using 3 different formulas:
 - $P = 2(l + w)$
 - $P = l + w + l + w$

OBJECTIVE OF TOPIC A

- 1 Investigate and use the formulas for area and perimeter of rectangles.
- 2 Solve multiplicative comparison word problems by applying the area and perimeter formulas
- 3 Demonstrate understanding of area and perimeter formulas by solving multi-step real world problems.

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

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!

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

Achieve (75% or higher) - A Really Wild Ride	
Achieve (75% or higher) - Tasha Tudor Dies	
MAIN IDEA Google Form practice (in Class)	
IXL - Prepositions (ZQR)	
Flocabulary - Prepositions (Video, Vocab beat, and quiz)	
Independent Reading (Epic or book basket)	
Cursive letters for week (usually 2 letters) - n and m	
Weekly Language Review (M- F) (In class)	
Healthy Choices NF passage and Main Idea Task cards (In class)	

Week of Sept. 26- 30

Name: _____

