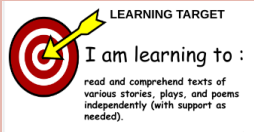



Teacher: Collins - WAG (Week at a Glance) : Writing Slides Kinder, candy corn for greater than less than, print math resources (Monday sidebar) , make fluency folders for 4th group, new weekly checklist 4th and commas sheet on back , copy 3s facts short sheet and modify mid-module on angles,

[Jakaylah passages to print](#) , [C/T passages to print](#) , [V passages to print](#)

<p>Week of: Jan. 17-21</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 :Pp</p> <p>Book for week: Reread On the Way to School- New Read - The Park</p> <p>See bottom of plans for extra reading LT and SC for this week- Sight word focus this week Also introduction to punctuation</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 / leveled passages</p> <p>Tuesday- Storybook RAL and reading groups - RAZ</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 0-20</i> <i>Counting to 70</i> <i>Small group: Finish 3 D shapes, Mountain Math, Greater than less than intro and practice</i></p> <p><i>Extra LT and SC for the week:</i> <i>Greater than Less than</i></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><i>print/copy comparing numbers</i> practice sheet</p>	<p>NO SCHOOL TODAY- MLK HOLIDAY</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:</p>	<p>NO SCHOOL TODAY- MLK HOLIDAY</p> <div data-bbox="724 1177 976 1502">  <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> </div> <p>I CAN :</p>	<p>NO SCHOOL TODAY- MLK HOLIDAY</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</p>	<p>NO SCHOOL TODAY- MLK HOLIDAY</p> <p>Standard(s): 4.G.1 LT: I am learning to identify and draw points, lines, line segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line</p>	<p>Print/Copy for week</p>


<p><u>and fun activity for Thursday</u> <i>Greater than , less than equal to pocket chart activity (find) , Fun greater than activity with manips or candy (find on pint)</i> <i>Print LT and SC for shapes</i></p>	<p><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 the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug:</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><i>AR test- Mercy Watson</i></p> <p><i>Achieves for this week</i></p> <p>#1- Telescopes - Bigger and Better Than Ever</p> <p>Score - %</p> <p>#2- Now Playing - Sounds From the Past</p>	<p>from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-10)</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>Smartboard Group Practice: Count to 60 as group-</i></p>	<p>segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</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</p>	
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	<p>blending board / MIRROR MONDAY- say sound and watch in mirrors (OG) Today:</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 review wordwall games if time allows</p>		<p><i>Review 2d shapes with poster and intro 3d shapes with song</i></p> <p><i>Back group: Mt. Math Questions 4,5,6 page 1 together on whiteboards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : cube/sphere practice sheet and practice making 1:1 with clay</i></p> <p><i>Ticket out Door: teen number recognition at door</i></p>	<p>module skills</p> <p>J and TJ will start with me / finish up geometry gold sheet from last week 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. <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</p>	<p>My room on Tuesdays / Resource Day</p> <div data-bbox="724 961 1037 1357" data-label="Complex-Block">  <p>LEARNING TARGET 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 checked="" type="checkbox"/> I CAN : <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> </div> <p>Lesson/ Activity: Look at flocab</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>SC: <input type="checkbox"/> I can count from</p>	<p>iXL Skill Day (Resource) grab green cards</p> <p>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>Review angles with ppt / slides- Update green cards</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

	<p>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 (BM tools, Reread) Intro Letter Pp with Big Book, Letter Pp book, BM tab and verbal formation</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Mirror Sounds , SOup can letter Pp on pocket chart</p> <p>Trap Table (Kinesthetic) M/Th- Sand</p>	<p>for summarizing Go over checklist for week again quickly-Quickly preview Achieve article for week - do commas in a series WS together as practice</p> <p>Practice SWBST with RAL - Read a Chapter of Buddy Files Mystery</p> <p>Then, reading groups for remaining time while others work on checklist and RAZ plus reading</p>	<p>1-40. <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><i>Smartboard Group Practice: COunto to 60 using 100 chart - Intro to greater than, less than equal to with GC slides</i></p> <p><i>Back group: WRITE IT- practice greater than , less than, equal to signs with expos - pull cards and compare</i></p>	<p>If time allows- finish with types of angles GIMKIT</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 1:1 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>Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Sand Trays wit letters we have learned - intro “ you know 2 ways to make this sound”</p> <p>Rug :Letter Pp Word wallgames if time allows</p>		<p><i>Trap Table/ Manips and # work (writing some days) : Greater than less than sheet (start this if time allows)</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 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</p>	<p>Activity: Intro Achieve- - help as needed- refer to TEXT for evidence - 2 choices on checksheet</p> <p>After Achieve is complete, students will begin IXL code (N74) Commas in a series we will revisit this tomorrow-</p> <p>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.</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 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p>	<p>Standard(s): 4.G.1 LT: I am learning to identify and draw points, lines, line segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in</p>	<p>Working Wed- V and J over lunch checklist ELA</p>

	<p>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) : Review verbal formation of letter Pp and sound Reread book On the Way to School- focus on reading strategies wall</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders Blending board and trying out letters with expos and whiteboards (varied depending on group)</p>		<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>Lesson/Activity:</p> <p><i>Song/ Movement Intro: 3D shape review / recap - 3D real world shapes</i></p> <p><i>Back group: Mountain Math # 4,5,6, page 2 together with expos (may be able to go to page 3?)</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Greater than less than practice (same WS from yesterday)</i></p>	<p>two-dimensional figures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures. <p>Tj and J start with 3s facts short sheet and IXL skill sheet/ green card</p> <p>Ca'morie and Vanessa start with me : Angles digital task cards and google form quiz on measuring angles- first few together,then ind.</p> <p>New IXL Checksheet to work on when ind.</p>	
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	<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 (blue) Today: BM sight word list with expos and magnets</p> <p>Rug : if time allows, close with sight word ww games</p>				
<p>Thursday</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>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>Lesson/Activity: Review PPT on commas in a series - students to complete this IXL today with help as needed</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. (0-10)</p> <p>SC: <input type="checkbox"/> I can count from 1-70. <input type="checkbox"/> I can recognize</p>	<p>Standard(s): Standard(s): 4.G.1 LT: I am learning to identify and draw points, lines, line segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</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 (BM tools, read) : Review SOAR tickets (new) - Recap LetterPp and formation Intro to punctuation lesson (, . !, ?)</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board Punctuation practice with pocket chart</p> <p>Trap Table (Kinesthetic) M/Th- Sand</p>	<p>If time allows, pull a reading group, but most of today will be 1:1 conferencing on weekly skills</p>	<p>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: COunt to 60 - Greater than less than group activity on board</i></p> <p><i>Back group: greater than less than equal to pocket chart activity (TPT)</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Greater than Less than candy activity with candy corn</i></p>	<p>two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</p> <p>Mid Module Assessment</p> <p>J and TJ will start with me C and V IXL skill sheet ind while I work with J and T and then swap</p> <p>Mountain Math spiral review if time allows</p> <p>Pair not working</p>	
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	<p>Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Th- Take your Time Thursday-Letter Pp writing sample page</p> <p>Rug : If time allows, wordwall sight word games</p>		<p><i>Ticket out Door: one more one less</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>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</p>	<p>Media Center Day 9:15 -</p> <p><i>This day will also be a check in 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 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>Standard(s): 4.G.1 LT: I am learning to identify and draw points, lines, line segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in</p>	

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, read) :
Partner read "The Park" (other books we have read will be available when finished)

Sound Station : OG/
phonics- 3 part drill :
Letter cards and blending board -

Today: No sound station today- straight to tables for sight word Bingo

Trap Table (Kinesthetic)
M/Th- Sand

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: circle counting and 3d shape final review

Back group: WRITE IT- no back group today due to 1:1 conferencing

Fridays: Students choose a " math job" while I pull 1:1 to ESGI - this week -number recognition 1-20

two-dimensional figures.

- I can identify parallel and perpendicular lines in two-dimensional figures.
- I can draw parallel and perpendicular lines in two-dimensional figures.

Ca'morie and Vanessa start with me Finish Mid-Module from yesterday- if time allows finish digital task cards on angles

J and TJ= Work on IXL Skill sheet ind. First and 3s X facts review sheet Then swap

Will swap groups after 15- 18 minutes

	<p>Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- sight word Bingo using BM list 1 with snack/candy?</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</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 :
and draw points, lines,
line segments, rays
and angles.



SUCCESS CRITERIA

- I CAN :**
- I can identify and draw points, lines, line segments and rays in two-dimensional figures.
 - I can use a protractor to draw angles.
 - I can identify right, acute, and obtuse angles in two-dimensional figures.
 - I can draw right, acute, and obtuse angles in two-dimensional figures.
 - I can identify parallel and perpendicular lines in two-dimensional figures.
 - I can draw parallel and perpendicular lines in two-dimensional figures.



LEARNING TARGET

I am learning to :

read and comprehend texts of various stories, plays, and poems independently (with support as needed).



I CAN :

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.



LEARNING TARGET

I am learning to :

name the punctuation at the end of a sentence.



I CAN :

SUCCESS CRITERIA

- I can see that punctuation is used in all sentences.
- I can identify and name the period.
- ? I can identify and name the question mark.
- ! I can identify and name the exclamation point.



LEARNING TARGET

I am learning to :
compare groups of
objects.



LEARNING TARGET

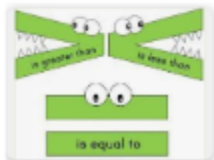
I am learning to :
build and draw
shapes.



SUCCESS CRITERIA

I CAN :


- I can identify two sets of objects that have the same number of items (same as)
- I can identify which set is greater than, less than, or equal.
- I can identify how many more or how many fewer items one set has than another.



SUCCESS CRITERIA

I CAN :

- I can draw flat (two dimensional) shapes. (square, triangle, rectangle, circle, hexagon)
- I can build solid (three dimensional) shapes. (cubes, cones, cylinders and spheres)

THINGS to complete ON YOUR OWN 	\$\$
Achieve (75% or higher) - <u><i>The Dream Lives On</i></u> OR <u><i>Colonial Era- America Looks Back</i></u>	\$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 is Feb. 24 (ind.)	<i>Each AR test that is in zone >80 % = \$1.00</i>
IXL - (N74) Commas in a series - Will start together on Wednesday	\$2.00
Commas in a series practice page (on back of this sheet)	\$2.00
Reading aloud to Mrs. Collins (passage or short book)	\$5.00

Math IXL Checksheet (High)	\$5.00
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Week of Jan. 17- 20 SHEA/ COLLINS

Name: _____



BONUS ACTIVITIES

\$\$

B
O
N
U
S

Achieve (75% or higher) Free Choice	\$3.00
Cursive letters for week (W and Y)	\$3.00
Flocabulary- Summarizing - 70% or higher on quiz	\$4.00