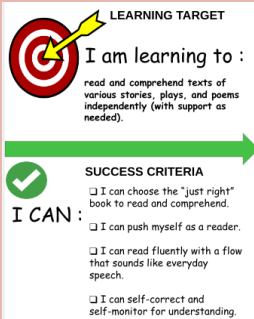
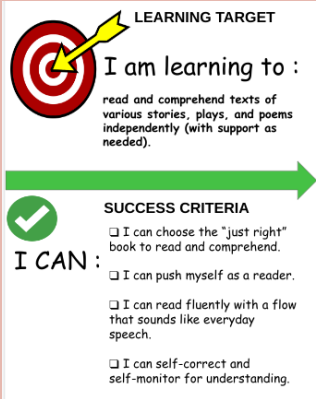


Teacher: Collins - WAG (Week at a Glance) : Writing Slides Kinder, next week use reken rek with kinder math,

[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 :Nn</p> <p>Book for week: Reread The Park - New Read - Tom</p> <p>See bottom of plans for extra reading LT and SC for this week- Focus on CVC words/ word families 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 / 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>RAL- Buddy / Missing Files</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 60</i> <i>Counting out objects - 1:1 correspondence- practice this EVERY day this week at tables</i></p> <p><i>Extra LT and SC for the week: Longer/ Shorter (Measurement)</i> <i>MM questions intro to #7,8,9</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>Pull coins, chips, cubes and a snack for counting Prep measurement pocket chart</i></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</p>	 <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 <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> <p>I CAN :</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</p>	<p>Standard(s):</p> <p>LT: I am learning to classify two-dimensional figures based on their lines and angles. <input type="checkbox"/> I can correctly identify parallel or perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can correctly define quadrilateral, parallelogram, and</p>	<p>Print/Copy for week</p>


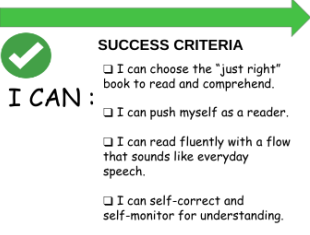
<p>Laminate word family strips and prep Cvc digital activity</p> <p>Pull soup cans for pocket chart sort for Thursday</p> <p>Find and copy triangles mini quiz for Friday</p> <p>Print and copy (gold) new IXL skill sheet for 4th</p> <p>Copy possessive noun and summary matching sheet and color coding sheet for 4th with checksheet</p>	<p>lowercase letters of the 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:</p> <p><input type="checkbox"/> I can track (words) text from left to right.</p> <p><input type="checkbox"/> I can track (words) text from top to bottom.</p> <p><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: INtro to Letter Nn and verbal formation- Nn big book and letter book/ song</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR MONDAY- say sound and</p>	<p>Lesson/Activity: Start with review of SWBST strategy and recap Frindle using this strategy on whiteboards (summarizing(</p> <p>Model how to do swbst matching in GC</p> <p>Then go over weekly checklist ad pull for reading fluency passages</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>Achieves for this week</i></p> <p><i>Keeping the past alive</i></p>	<p>numbers 0-20. (0-10)</p> <p>SC:</p> <p><input type="checkbox"/> I can count from 1-50.</p> <p><input type="checkbox"/> I can recognize numbers from 1- 20</p> <p><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:</p> <p><input type="checkbox"/> I can recall the names of numbers.</p> <p><input type="checkbox"/> I can count numbers in order.</p> <p><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: CCount to 60 as group- Counting brainpop and review ways we can count on our own (use chart in back of room)</i></p>	<p>polygon..</p> <p><input type="checkbox"/> I can describe and draw a pentagon, hexagon, and octagon.</p> <p><input type="checkbox"/> I can describe and draw a rhombus and trapezoid.</p> <p><input type="checkbox"/> I can classify two-dimensional figures with or without parallel or perpendicular lines.</p> <p><input type="checkbox"/> I can classify triangles based on the size of their angles.</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>Go to miller's room for types of triangles IXL lesson- video for code 7QK - then return to classroom</p> <p>Today- C and V new IXL</p>	
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	<p>watch in mirrors (OG) Today: Letter Nn with mirrors and letter Nn soup can on chart</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 Nn eview wordwall games if time allows</p>		<p><i>Back group: Roll the dice (take tirns) practice writing this number on whiteboard - number bond for 2 rolls if time allows</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Pull a number card and students will count out that many chips at the table (observe and take notes)</i></p> <p><i>Ticket out Door: teen number recognition at door</i></p>	<p>checksheet for module skills and 4s X facts review</p> <p>J and TJ will start with me /intro tryeps of triangles with GC file and sheet 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. SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-6) SC: <input type="checkbox"/> I can count from</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 ON TUESDAYS Review shapes lesson from third with quadrilateral</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) Letter Nn wordwall game and reread of The Park</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Letter cards, blending board and try out letter Nn with expos on whiteboards - review sight words am, is, he on whiteboards as well</p>	<p>for summarizing Go over checklist for week again quickly-Quickly preview Achieve article for week - do possessive sheet 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: INtroduce measurement with longer / shorter file</i></p> <p><i>Back group: WRITE IT- Question 7,8,9 Mountain Math on whoteboards</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Pull a number card and</i></p>	<p>file and review polygon as well - types of 2d shapes - end with shapes 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>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: word family laminated cards with expos and magnets for beginning sounds</p> <p>Rug :Letter Nn Word wallgames if time allows</p>		<p><i>students will count out that many cubes at the table (observe and take notes)</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 (74E - Possessive Nouns with help as needed</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</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</p>	<p>Standard(s): 4.G.1 LT: I am learning to classify two-dimensional figures based on their lines and angles. <input type="checkbox"/> I can correctly identify parallel or perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can correctly define quadrilateral, parallelogram, and polygon.. <input type="checkbox"/> I can describe and draw a pentagon, hexagon, and octagon. <input type="checkbox"/> I can describe and draw a rhombus and trapezoid. <input type="checkbox"/> I can classify two-dimensional</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: Letter Nn vernal formation and virtual room " i spy" New read- TOM - point out sight words and make predictions before reading</p> <p>Sound Station OG/ Today: What ELSE can Tom do? Usign expos- sound out other things tom could do- use stretchy snake as a visual for this activity</p> <p>Trap Table (Kinesthetic)</p>	<p>checksheet when finished.</p>	<p>1- 20.</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: count to 60 Look at longer and shorter again with gc files</i></p> <p><i>Back group: Measure with cubes pocket chart activity</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Pull a number card and students will count out that many coins at the table (</i></p>	<p>figures with or without parallel or perpendicular lines.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can classify triangles based on the size of their angles. <p>Tj and J start IXL skill sheet/ green card</p> <p>Ca'morie and Vanessa start with me : Mty math pick up from where we left off last week (sticky note)</p> <p>New IXL Checksheet to work on when ind.</p>	
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	<p>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: Tom can _____ Recording sheet</p> <p>Rug : if time allows, close with sight word ww games</p>		<p><i>observe and take notes)</i></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>LT: (print concepts) I am</p>	 <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 <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> <p>Lesson/Activity: iWhile students are working to complete checklist, I will pull 2 at a time (or 1 :1 if needed) to go over short passage and identifying SWBST for summary strategy.</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 numbers from 1- 20 <input type="checkbox"/> I can write numbers</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 two-dimensional figures.</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</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, read) : Practice building CVC words with word families using CVC file on board</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board Soup can sort with 4 different beginning sounds we have learned already</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (</p>	<p>(color coding and locating each essential element of a summary)</p>	<p>1- 20.</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: measurement recap from week with GC</i></p> <p><i>Back group: Question 7,8,9 mountain math</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Pull a number card and students will count out that many snack at the table (observe and take notes)</i></p>	<ul style="list-style-type: none"> <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>J and TJ will start with me - types of triangles practice sheet</p> <p>C and V 4s X sheet IXL skill sheet ind while I work with J and T and then swap</p> <p>Mountain Math spiral review if time allows</p>	
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	<p>expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Th- Take your Time Today -Letter Nn 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>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>CORE TEAM</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>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>CORE TEAM</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>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 classify two-dimensional figures based on their lines and angles. <input type="checkbox"/> I can correctly identify parallel or perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can correctly define quadrilateral, parallelogram, and polygon.. <input type="checkbox"/> I can describe and draw a pentagon, hexagon, and octagon. <input type="checkbox"/> I can describe and draw a rhombus and trapezoid. <input type="checkbox"/> I can classify two-dimensional figures with or without parallel or perpendicular lines. <input type="checkbox"/> I can classify triangles based on the</p>	

	<p>LT: (print concepts) I am 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, read) : <i>Partner read " The Park" (other books we have read will be available when finished)</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: No sound station today- straight to tables for sight word Bingo</p> <p>Trap Table (Kinesthetic)</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: circle counting and 3d shape final review</i></p> <p><i>Back group: WRITE IT- no back group today due to 1:1 conferencing</i></p> <p><i>Fridays: Students choose a " math job" while I pull 1:1 to ESGI - this week -number recognition 1-20</i></p>	<p>size of their angles.</p> <p>Ca'morie and Vanessa start with me Types of Triangles mini quiz-check in</p> <p>J and TJ= Work on IXL Skill sheet ind. First and 3s X facts review sheet Then swap</p> <p>Will swap groups after 15- 18 minutes</p>	
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	<p>M/Th- Sand 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 :
compare two objects.



SUCCESS CRITERIA

I CAN :

- I can line up two objects to compare the length
- I can see which object is smallest or largest. (longer or shorter, etc.)
- I can describe and compare two objects.



LEARNING TARGET

I am learning to :
classify two-dimensional
figures based on their
lines and angles.



SUCCESS CRITERIA

I CAN :

- I can correctly identify parallel or perpendicular lines in two-dimensional figures.
- I can correctly define quadrilateral, parallelogram, and polygon.
- I can describe and draw a pentagon, hexagon, and octagon.
- I can describe and draw a rhombus and trapezoid.
- I can classify two-dimensional figures with or without parallel or perpendicular lines.
- I can classify triangles based on the size of their angles.

Add math digital activities to weekly checklist *****