


**Teacher: Collins** - WAG ( Week at a Glance) : snacks, candy for sight word Bingo , print pocket chart games ( see Monday) , protractors , rekenrek

<p><b>Week of:</b> Jan. 9-13</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><b>READING/ EIP Kinder</b> <b>Kinder ELA standards <a href="#">here</a></b> <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 :Review Letters ( due to MAP testing week)</p> <p>Book for week: Fox, Cat Plays, Look!, Under the Umbrella</p> <p>See bottom of plans for extra reading LT and SC for this week- Sight word focus this week</p>	<p><b>Reading/ 4th Shea</b> <b>4th ELA standards <a href="#">here</a></b></p> <p>Monday- go over checksheet, practice skill with task cards , then work on checklist while I work with reading groups</p> <p>Tuesday- Storybook RAL and reading groups</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><b>READING FOCUS SKILL :</b> Summarizing, SWBST</p>	<p><b>Math/ Kinder EIP</b> <b>Kinder Math Standards <a href="#">here</a></b></p> <p><b>1:05- 1:35 - group 1</b> <b>1:40- 2:10- Group 2</b></p> <p><i>Numbers review numbers 0-10</i> <i>Counting to 60</i> <i>Small group:</i></p> <p><i>Extra LT and SC for the week:</i> <i>3D shapes</i></p>	<p><b>MATH/ 4th SPED</b> <b>4th Math Standards <a href="#">here</a></b></p>	<p>Progress Monitoring for week ( goals) 10:45- 11:10</p> <p><a href="#">Link to district LT and SC here for reference</a></p> <p><a href="#">My LT and SC slides</a></p>
<p><b>Monday</b></p> <p><a href="#">Look at the pocket chart and response sheet</a></p> <p><a href="#">Picnic Time</a> <a href="#">Sight word Poem</a></p> <p><a href="#">Sight Word Bingo</a></p> <p><i>Printn</i></p>	<p><b>Kinder MAP Testing this week :</b> <b>9:45- 10:30-</b> <b>Monday - Reading</b> <b>Tuesday - Fluency</b> <b>Wed- Math</b></p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet. <b>SEE IT, SAY IT, WRITE IT</b> SC: <input type="checkbox"/> I can name all of the</p>	<p><b>4th MAP testing this week</b> <b>8:15- 9:45</b> <b>Monday- Reading</b> <b>Tuesday - Fluency</b> <b>Wed- Math</b> <b>Thursday- ELA</b></p> <div data-bbox="724 1128 976 1453"> <p>LEARNING TARGET</p> <p> 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>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</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.</p>	<p>Print/Copy for week</p>

<p><i>alphabet linking chart for groups and pull play dough</i></p> <p><a href="#">3D Shape sort</a></p> <p><a href="#">3D shapes practice sheet</a></p> <p><a href="#">Numbers for wikistix</a></p> <p><a href="#">Hide # bee game</a></p>	<p>uppercase letters of the alphabet.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.</li> <li><input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</li> </ul> <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"> <li><input type="checkbox"/> I can track (words) text from left to right.</li> <li><input type="checkbox"/> I can track (words) text from top to bottom.</li> <li><input type="checkbox"/> I can track (words) text page by page</li> </ul> <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 sight words Sees the Letter review with Mystery Box</p> <p>SOund Station : OG/</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- <b>Telescopes - Bigger and Better Than Ever"</b> Score - %</p> <p>#2- <b>"Now Playing - Sounds From the Past"</b></p>	<p>1-50.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize numbers from 1- 20</li> <li><input type="checkbox"/> I can write numbers 1- 20.</li> </ul> <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recall the names of numbers.</li> <li><input type="checkbox"/> I can count numbers in order.</li> <li><input type="checkbox"/> I can say number names in order when counting objects.</li> </ul> <p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Smartboard Group Practice: COunt to 60 as group- 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) :</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures.</li> <li><input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures.</li> <li><input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures.</li> <li><input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</li> </ul> <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 module skills</p> <p>J and TJ will start with me / finish up geometry gold</p>	
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	<p>phonics- 3 part drill : do letter sound cards and blending board / MIRROR</p> <p>MONDAY- say sound and watch in mirrors ( OG)</p> <p>Today: INtro book FOX ( Edge) using reading strategies</p> <p>Trap Table ( Kinesthetic)</p> <p>M/Th- Sand</p> <p>Tues- Try it out Tues ( expos)</p> <p>Wed- Word Word Wed</p> <p>Th- Writing Sample</p> <p>Friday- Fun group activity</p> <p>Today: Sand Trays</p> <p>Rug : Letter review</p> <p>wordwall games if time allows</p>		<p><i>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>sheet from last week sheet goal- 15- 18 minutes and then swap</p>	
<p><b>Tuesday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:</p> <p>LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.</p> <p><b>SEE IT, SAY IT, WRITE IT</b></p> <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.</li> <li><input type="checkbox"/> I can name all of the</li> </ul>	<p>My room on Tuesdays / Resource Day</p>	<p>Standard(s): CC1, CC2, CC3, CC4</p> <p>LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names.</p> <p><input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write</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>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

lowercase letters of the alphabet.  
 I can use uppercase and lowercase letters correctly when I write.

LT: ( print concepts) I am

learning to read the words in a book in the right order.

SC:

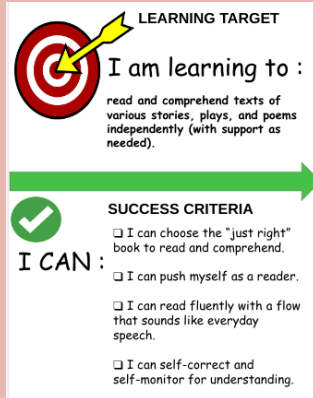
- I can track (words) text from left to right.
- I can track (words) text from top to bottom.
- I can track (words) text page by page

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, Reread) create CVC words together

Sound Station : OG/ phonics- Try it Tuesday- Look at the - sight word sort on pocket chart - put in right order



**LEARNING TARGET**  
I am learning to :  
read and comprehend texts of various stories, plays, and poems independently (with support as needed).

**SUCCESS CRITERIA**

**I CAN :**

- 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.

Lesson/ Activity: Look at flocab for summarizing  
Go over checklist for week again quickly-Quickly preview Achieve article for week

Practice SWBST with RAL

Then, reading groups for remaining time while others work on checklist and RAZ plus reading

numbers 0-20. ( 0-6 )

SC:

- I can count from 1-40.
- I can recognize numbers from 1- 20
- I can write numbers 1- 20.

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**

*Smartboard Group Practice: Pull a number - count onward from that #other 3d shape song*

*Back group: WRITE IT- 3D shape pocket chart game*

OpenerFlocab - types of angles

Intro to protractors


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)

Will conference with students 1:1 About their 2 skill codes for week

If completed, can work on new IXL checksheet for module 3

	<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:Look at the _____ response sheet ( goes along with pocket chart activity</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>Trap Table/ Manips and # work ( writing some days) : Practice making # 1- 10 with Wikistix</i></p> <p><i>Ticket out door- teen number recognition</i></p>		
<p><b>Wednesday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet. <b>SEE IT, SAY IT, WRITE IT</b> 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</p> <p>After Achieve is complete, students will begin IXL code M8H- we will revisit this tomorrow- dictionary entries</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</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</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"> <li><input type="checkbox"/> I can track (words) text from left to right.</li> <li><input type="checkbox"/> I can track (words) text from top to bottom.</li> <li><input type="checkbox"/> I can track (words) text page by page</li> </ul> <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) : sight words look at</p> <p>Sight words wordwall game</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders New Edge Book- LOOK!</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( expos) Wed- Word Word Wed</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"> <li><input type="checkbox"/> I can recall the names of numbers.</li> <li><input type="checkbox"/> I can count numbers in order.</li> <li><input type="checkbox"/> I can say number names in order when counting objects.</li> </ul> <p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Count to 60 as group Review 2 d Shapes with poster and 3d shapes with wordwall sort</i></p> <p><i>Back group: Mountain Math # 4,5,6, page 2 together with expos</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : 3d shape activity sheet cone</i></p>	<p>angles in two-dimensional figures.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures.</li> <li><input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</li> </ul> <p>Tj and J start with 0-1 X facts sheet ( easy review) and new IXL skill sheet for Module 4 ( modified)</p> <p>Ca'morie and Vanessa start with me : intro vocab for Geometry Unit ( angles, lines, line segments, rays, points. Practice with PPT and whiteboards , then flip groups</p> <p>New IXL Checksheet to work on when ind.</p>	
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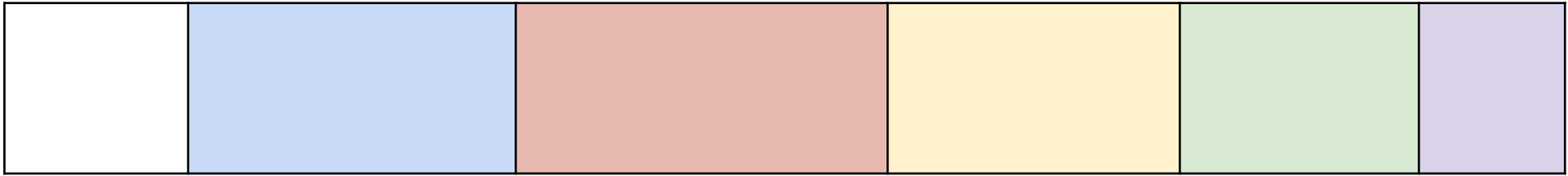
	<p>Th- Writing Sample          Friday- Fun group activity          Today:Sand trays ( blue)          Today: create Play dough letters</p> <p>Rug : if time allows, close withsight word ww games</p>		<p>and cylinder</p>		
<p><b>Thursday</b></p>	<p>Standard(s): ELAGSEKRF2:          and ELAGSEKRF1:          LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.  <b>SEE IT, SAY IT, WRITE IT</b>          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 learning to read the words in a book in the right order.</p>	<div data-bbox="724 570 1037 967" data-label="Complex-Block">  <p><b>LEARNING TARGET</b></p> <p>I am learning to :          read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <hr/> <p><b>SUCCESS CRITERIA</b></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>Lesson/Activity : Begin with Dictionary multiple meaning words sheet , then work on group jam on M8H together, then ind.          If time allows, pull a reading group, but most of today will be 1:1 conferencing on weekly skills</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 1- 20.</p> <p>LT: I am learning to</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.  <input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures.</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</p>

	<p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can track (words) text from left to right.</li> <li><input type="checkbox"/> I can track (words) text from top to bottom.</li> <li><input type="checkbox"/> I can track (words) text page by page</li> </ul> <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 Letter Kk and formation - sight word game on wordwall</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board Sight word Picnic Time pocket chart with recording sheet</p> <p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( expos) Wed- Word Word Wed Th- Writing Sample</p>		<p>count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recall the names of numbers.</li> <li><input type="checkbox"/> I can count numbers in order.</li> <li><input type="checkbox"/> I can say number names in order when counting objects.</li> </ul> <p><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Count from a number that is not one- review 3d shapes with WW game</i></p> <p><i>Back group: Find bumblebee # game on pocket chart</i></p> <p><i>Trap Table/ Manips and # work ( writing some days) : What number comes NEXT? Whiteboards and markers at table spots</i></p> <p><i>Ticket out Door: one more one less</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures.</li> <li><input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</li> </ul> <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>J and T- continue with PPT on Geometry, this time focusing on parallel, perpendicular and intersecting lines- introduce angles and practice on whiteboards with PPT</p> <p>Mountain Math spiral review if time allows</p> <p>Pair not working with teacher at this</p>	
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	<p>Friday- Fun group activity Th- Take your Time Thursday-sight word with magnets in expos</p> <p>Rug : If time allows, wordwall sight word games</p>			<p>time will work on IXL modified checksheet for the week ( see bottom of plans for this)</p>	
<p><b>Friday</b></p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet. <b>SEE IT, SAY IT, WRITE IT</b> 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 learning to read the words in a book in the right order.</p> <p>SC: <input type="checkbox"/> I can track (words) text</p>	<p><b>Media Center Day 9:15 -</b></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 WLS is an option and 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>LT: I am learning to count one object at a time.</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 two-dimensional figures. <input type="checkbox"/> I can identify parallel and perpendicular lines</p>	

	<p>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) :  <i>Sight words plays with a Letter review WW game</i></p> <p>Sound Station : OG/ phonics- 3 part drill :  Letter cards and blending board -  Today: New Edge Book - Cat PLays</p> <p>Trap Table ( Kinesthetic)  M/Th- Sand  Tues- Try it out Tues ( expos)  Wed- Word Word Wed  Th- Writing Sample  Friday- sight word Bingo with snack/ candy?</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: circle counting and 3d shape game</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>in two-dimensional figures.  <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</p> <p>Ca'morie and Vanessa start with me</p> <p>J and TJ= Work on IXL Skill sheet ind. First and 2s X facts review sheet</p> <p>C and V- finish geometry mini PPT with angles, naming angles, , types of angles, then review together and practice with whiteboards</p> <p>Will swap groups after 15- 18 minutes</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 :

interpret text features presented visually, orally, or quantitatively.



**SUCCESS CRITERIA**

**I CAN :**

- I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements).
- I can explain why text features are used in informational text.
- I can analyze information visually, orally, or quantitatively.



**LEARNING TARGET**

I am learning to :

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



**SUCCESS CRITERIA**

**I CAN :**

- 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.