

Teacher: Collins - WAG (Week at a Glance): Writing Slides Kinder, marsh and gummies,

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

<p>Week of: Feb 27- March 3</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</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 :Ff</p> <p>Book for week: Reread: Little Cub</p> <p>New Book: My Room</p> <p>See bottom of plans for extra reading LT and SC for this week- Continue a focus on CVC words, CH sound and OO sound</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-Mini Lesson on reading skill 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>FOCUS SKILL : Reading Passages (1:!) and the purpose of a text (inform, entertain, persuade)</p> <p>RAL- No new RAL this week, use morning time to model how to use boxes and bullets to plan for your writing</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 80</i> <i>Making ten with addition</i></p> <p><i>Extra LT and SC for the week: No extra this week- addition is main focus</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p> <p>REDO AIMS this week!</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>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>Lesson/Activity: Look at checklist for this week and</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>Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: <input type="checkbox"/> I can define "unit fraction." <input type="checkbox"/> I can explain and show how a fraction is made up of unit fractions.</p>	<p>Print/Copy for week</p>

	<p><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.</p> <p><input type="checkbox"/> I can name all of the 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 Ff and verbal formation- Ff big book and letter book/ song</p> <p>SOund Station : OG/</p>	<p>discuss/ answer any questions about the checklist</p> <p>Briefly introduce Achieve Article, Get to Know Dinosaurs and talk about the type of questions that we will see with this article. Go through printed article with highlighters to show WHERE we found our answer ~ Send off to work ind on this while I pull for 1:1 reading fluency passages for progress monitoring</p> <p><i>Achieves for this week</i> Get to Know Dinosaurs And Sturgeons Need Saving</p> <p>Pull TJ today for reading fluency, then Calmorie if time allows</p>	<p>from 1- 100</p> <p>LT: I am learning to write 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: Count to 80</i></p>	<p><input type="checkbox"/> I can show and explain how joining fractions from the same whole is adding fractions.</p> <p><input type="checkbox"/> I can add the numerators of two fractions having the same denominator in order to add those two fractions together.</p> <p><input type="checkbox"/> I can show and explain that taking apart fractions from the same whole is subtracting fractions</p> <p><input type="checkbox"/> I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions..</p> <p>Lesson/Activity:</p> <p>Going to try splitting time this week to base instruction on ind. Needs</p> <p>T/J together C 1:1</p> <p>Today- C will watch adding and subtracting videos ind and work on IXL</p>	
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	<p>phonics- 3 part drill : do letter sound cards and blending board / MIRROR MONDAY- say sound and watch in mirrors (OG) Today: Letter Ff with mirrors and letter Ff 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>Math Minute (Kidney Shaped Table) : Play ZAP number recognition game</p>		<p><i>My group ((kidney table today) :Goldfish # bond addition</i></p> <p><i>Ticket out Door: teen numbers at door</i></p>	<p>until she comes to small group table</p> <p>J and TJ will start with me / sample problems from Eureka Lesson 16 - adding and subtracting fractions with like denominators</p> <p>Then swap</p> <p>Options on GC- Fraction WW games , Brainpop Jr, Quizizz</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</p>	<p>Lesson/ Activity:</p> <p>Intro purpose of a text with file on GC and practice sheet (IXL will be on this skill this week as well - Y2F- purpose of a text - start tomorrow)</p> <p>Help with checklist items and Achieve today - remind of expectation of all work</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): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: <input type="checkbox"/> I can define "unit fraction." <input type="checkbox"/> I can explain and show how a fraction is made up of unit fractions. <input type="checkbox"/> I can show and explain how joining fractions from</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</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 (BM tools, Reread) Letter Ff Game and Reread Little Cub</p> <p>Sound Station : OG/ phonics- Try it Tuesday- usually Letter cards, blending</p>	<p>complete by Friday</p> <p>Reading passage progress monitoring with Jakaylah today</p> <p>#Get to Know Dinosaurs And Sturgeons Need Saving</p>	<p>numbers 0-20. (0-6)</p> <p>SC:</p> <p><input type="checkbox"/> I can count from 1-40.</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><i>Smartboard Group Practice: Count to 80, count by tens to 100 - Ten Frame addition practice (use virtual ten frame)</i></p> <p><i>My group (pocket chart</i></p>	<p>the same whole is adding fractions.</p> <p><input type="checkbox"/> I can add the numerators of two fractions having the same denominator in order to add those two fractions together.</p> <p><input type="checkbox"/> I can show and explain that taking apart fractions from the same whole is subtracting fractions</p> <p><input type="checkbox"/> I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions.</p> <p>C with me- sample problems from lesson 17 Eureka and intro to mixed numbers with whiteboards</p> <p>J and TJ to work on IXL checksheet and fraction games and then swap</p>	
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	<p>board, practice letter Ff using expos and whiteboards</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: Magnet CVC words</p> <p>Math Minute (Kidney table) : Spot the # sheet-I Spy</p>		<p>today) : Pull a ten frame and write the addition sentence</p> <p>If time allows, do question 10, 11 of Mountain Math on Whiteboards and number recall practice</p> <p>Ticket out door-shape review</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>Pronoun PRACTICE Sheet- Grammar</p> <p>Activity: Recap PIE (Author's Purpose) with task cards and then do Y2F as a group jam and then ind. (purpose of a text)</p> <p>Then can work on Achieve and remaining items on checklist</p> <p>~ first with V and TJ, then with J and C</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</p>	<p>iXL Skill Day (Resource) update green cards</p> <p>Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: <input type="checkbox"/> I can define "unit fraction." <input type="checkbox"/> I can explain and show how a fraction is made up of unit fractions. <input type="checkbox"/> I can show and explain how joining fractions from the same whole is adding fractions. <input type="checkbox"/> I can add the numerators of two fractions having the same</p>	<p>Working Wed- V and J over lunch checklist ELA</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: Mini - lesson on sound of OO I spy Letter Ff around Room and New Read- My Room</p> <p>Sound Station OG/ Today: Hold up a picture of a CVC card and practice stretching out on whiteboards together (then try ind)</p> <p>Trap Table (Kinesthetic) M/Th- Sand</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: Counting to 80- addition to ten practice using virtual rekenrek</i></p> <p><i>My Group ((Kidney table today): Knock it out addition game with dice in 2 teams</i></p> <p><i>Ticket out door: longer, shorter review</i></p>	<p>denominator in order to add those two fractions together. <input type="checkbox"/> I can show and explain that taking apart fractions from the same whole is subtracting fractions <input type="checkbox"/> I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions.</p> <p>AIMS REDO for all 3</p> <p>Ca'morie - work ind, on IXL sheet, green cards and GC</p> <p>IXL Checksheet to work on when ind-</p> <p>MOUNTAIN MATH AND GREEN CARDS</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'</p>	
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	<p>Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: CVC Bingo</p> <p>Math Minute: ZAP # recognition game</p>			<p>highest need with choice of code (sub group)</p>	
<p>Thursday</p> <p>WRITESCORE ASSESSMENT</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 learning to read the words in a book in the right order.</p>	<p>WRITESCORE ASSESSMENT</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 count one object at a</p>	<p>Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: <input type="checkbox"/> I can define “unit fraction.” <input type="checkbox"/> I can explain and show how a fraction is made up of unit fractions. <input type="checkbox"/> I can show and explain how joining fractions from the same whole is adding fractions. <input type="checkbox"/> I can add the numerators of two fractions having the same denominator in order to add those two fractions together. <input type="checkbox"/> I can show and explain that taking apart fractions from the same whole is subtracting fractions <input type="checkbox"/> I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions.</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</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) : Ch/Sh lesson review</p> <p>Sound Station : OG/ phonics- 3 part drill : Say a sh/sh word and students hold up card they think it begins with</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 Th- Take your Time Today -Letter Ff writing sample page</p> <p>Math Minute (Kidney</p>		<p>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: Addition Brainpop and easy quiz</i></p> <p><i>My Group : (pocket chart today)Mountain Math with expos today</i></p> <p><i>Ticket out Door: shape review-</i></p>	<p>C will start with me-Start Module 5 REVIEW pack in preparation for mid module next week</p> <p>Pair not working with teacher at this time will work on IXL modified checksheet for the week (see GC for this)</p>	
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	Table): Spot the number 10 activity sheet				
Friday	<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> <ul style="list-style-type: none"> <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>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>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. Payout day \$\$\$</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:</p> <ul style="list-style-type: none"> <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>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. 	<p>LStandard(s): Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define "unit fraction." <input type="checkbox"/> I can explain and show how a fraction is made up of unit fractions. <input type="checkbox"/> I can show and explain how joining fractions from the same whole is adding fractions. <input type="checkbox"/> I can add the numerators of two fractions having the same denominator in order to add those two fractions together. <input type="checkbox"/> I can show and explain that taking apart fractions from the same whole is subtracting fractions <input type="checkbox"/> I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions. <p>J and TJ start with me - continue with mid module review from yesterday (Fractions) Skill</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>View sight word list one on ESGI and practice (Jamie's account) and partner read " My Room"</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: Punctuation Practice- Teacher will say a sentence and students will decide if it ends with a . a ! , or a ? (they will also practice writing these)</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- CVC Cup stack challenge</p> <p>Math Minute (Kidney</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>Song/ Movement Intro: Addition online game (take turns)</i></p> <p><i>My table (kidney table today) : Marshmallow addition - making ten (wasn't able to do last week de to Core Team)</i></p> <p><i>Ticket out door- how high can we count with NO help from Mrs. Collins?</i></p>	<p>sheet ind. First and GC games Then swap</p> <p>Will swap groups after 15- 18 minutes</p>	
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	Table): 10 10 frame sheet (if time allows today)				
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LEARNING TARGET

I am learning to :
count to tell the
number of objects.



SUCCESS CRITERIA

I CAN :

- I can count one more and tell the name if another object was added.
- I can recall the names of numbers.
- I can count numbers in order.
- I can say number names in order when counting objects
- I can keep track when counting the number of objects.
- I can count in order and tell the last name for the number of objects counted.



LEARNING TARGET

I am learning to :
add and subtract
within 5.



SUCCESS CRITERIA

I CAN :

- I can use objects to show adding and subtraction within 5.
- I can draw objects to show adding and subtraction within 5.
- I can solve with fluency a written addition or subtraction problem within 5.



LEARNING TARGET

I am learning to :
to add and
subtract
fractions.



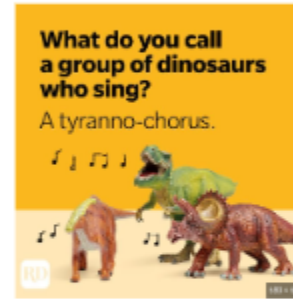
SUCCESS CRITERIA


I CAN :

- I can define "unit fraction."
- I can explain and show how a fraction is made up of unit fractions.
- I can show and explain how joining fractions from the same whole is adding fractions.
- I can add the numerators of two fractions having the same denominator in order to add those two fractions together.
- I can show and explain that taking apart fractions from the same whole is subtracting fractions

**Week of Feb. 27- March 3
SHEA/ COLLINS**

Name: _____



<u>THINGS to complete ON YOUR OWN</u> 		\$\$
Achieve (75% or higher) - Get to Know Dinosaurs or Sturgeons Need Saving		\$3..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 May 4	Each AR test that is in zone >80 % = \$1.00	
IXL - Y2F - Purpose of a Text		\$2.00
Grammar- Pronoun Practice Sheet		\$2.00
Reading a passage out loud to Mrs. Collins		\$3.00
Taking your time and trying your BEST on Writescore (Thursday)		\$5.00



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Achieve (75% or higher) Free Choice		\$3.00
Cursive letters for week (D and J)		\$3.00
Flocabulary- Opinion Writing		\$4.00

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BONUS ACTIVITIES