Teacher: Collins - WAG (Week at a Glance): Writing Slides Kinder, Level D passage with questions for J, print 4s mini X sheet for 4th, IXL checksheet for 4th later this week

Jakaylah passages to print, C/T passages to print, V passages to print

Week of: March 14- 17 COLLINS *for additional curriculum information, please visit the district's pacing guide LINK 4th Reading Groups-Ja'kaylah- C/D G/H- TJ, Vanessa, Ca'morie	READING/ EIP Kinder Kinder ELA standards here 4 Groups will rotate throughout the day (these will be varied as year progresses, but starting at same lesson for now) Letter Vv (and WH) Book for week: Reread: The Baby New Book: Going SLedding See bottom of plans for extra reading LT and SC for this week- Continue a focus on CVC words, and sight words	Reading/ 4th Shea 4th ELA standards here Monday- go over checksheet, practice skill with task cards , then work on checklist while I work with reading groups / leveled passages Tuesday-Mini Lesson on reading skill and reading groups - RAZ Wed- IXL grammar skill + Achieve help day Th- Finish Weekly Language and reading groups Fr- Media Day and Finish checklist items from week! AR checkin/ ROM checkin FOCUS SKILL: Reading Passages (1:!) with comprehension questions!	Math/ Kinder EIP Kinder Math Standards here 1:05- 1:35 - group 1 1:40- 2:10- Group 2 Numbers review numbers 0-20 Counting to 80 Making ten with addition Extra LT and SC for the week: No extra this week- subtraction is main focus area	MATH/ 4th SPED 4th Math Standards here	Progress Monitoring for week (goals) 10:45- 11:10 Link to district LT and SC here for reference My LT and SC slides
Monday	No School- PLanning Day 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: I can name all of the uppercase letters of the alphabet.	No School- PLanning Day Lesson/Activity: Look at checklist for this week and discuss/ answer any questions about the checklist Briefly introduce Achieve Article, Cracking the Color Code and talk about the type of	No School- PLanning Day Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: I know number names. I can count in order from 1- 100	No School-PLanning Day Standard(s): 4.NF.3b, 4.NF.4a, 4.NF.1, 4.NF.2, 4.NF.3ad LT: In Module 5 we have learned to decompose a fraction. multiply whole numbers by fractions using models.	Print/Copy for week

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 with comprehension questions- this week will have help with this, next week ind.	LT: I am learning to write numbers 0-20. (0-10) SC: I can count from 1-50. I can recognize numbers from 1-20 I can write numbers 1-20.	□ explain how fractions are equivalent. □ compare fractions with different numerators and denominators. □ add and subtract fractionsfractions	
Achieves for this week	LT: I am learning to count one object at a time. SC: I can recall the names	T/J together C 1:1	
	☐ I can count numbers in order. ☐ I can say number names in order when counting objects.	on Mid - Module assessment (2 days to complete this) J and TJ will start with me /	
	SEE IT, COUNT IT, WRITE IT Lesson/Activity: Smartboard Group Practice: Count to 80 INtro to Number words with file 1-5 and match	practice of key skills of Module 5 (Use review as guide) and then work on mid- module assessment	
	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 with comprehension questions- this week will have help with this, next week ind. Achieves for this week	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 with comprehension questions- this week will have help with this, next week ind. **Achieves for this week** **LT: I am learning to write numbers 0-20. (0-10) **SC:	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 with comprehension questions-this week will have help with this, next week ind. Can recognize numbers from 1-20 I can write numbers from 1-20 I can write numbers from 1-20. I can recognize numbers from 1-20 I can write numbers from 1-20 I can write numbers from 1-20. I can recall the names of numbers in order. 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: Count to 80 Ntro to Number words with Seessment S

	MONDAY- say sound and watch in mirrors (OG) Today: Letter W with mirrors and letter W can on chart 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 Math Minute (Kidney Shaped Table): moving clip on the number line		My group ((kidney table today) :Subtraction Activity Sheet with Manips Ticket out Door: teen numbers at door	Options on GC- Quizizz and Kahoot on Fractions	
Tuesday	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: I can name all of the uppercase letters of the alphabet. I can name all of the lowercase letters of the alphabet. I can use uppercase and	Lesson/ Activity: Go over weekly checklist and explain, answer any questions regarding expectations Help with checklist items and Achieve today - remind of expectation of all work complete by Friday Pre- printed article for Sand Sculptures today- practice underlining or highlighting text	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: I know number names. I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-6) SC:	Standard(s): 4.NF.3b, 4.NF.4a, 4.NF.1, 4.NF.2, 4.NF.3ad LT: In Module 5 we have learned to decompose a fraction. multiply whole numbers by fractions using models. explain how fractions are equivalent. compare fractions with different numerators and	JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch

☐ I can count from denominators. lowercase letters correctly evidence ☐ add and subtract when I write. 1-40. □ I can recognize Achieves for this week fractions. fractions... LT: (print concepts) I am numbers from 1-20 "Sensational Sand ☐ I can write numbers 1-20. Sculptures" and "The learning to read the words Incredible Frederick Douglass" in a book in the right order. LT: I am learning to C with me-Lcount count one object at a by 4s on SC: time. whiteboard with no ☐ I can track (words) text X chart - esson 26 from left to right. SC: ☐ I can track (words) text Exit ticket together ☐ I can recall the names from top to bottom. (use butterfly ☐ I can track (words) text page of numbers. method to compare by page ☐ I can count numbers fractions) in order. I will also use visual cues for ☐ I can say number J and TJ to work on reading strategies throughout the lesson(s) - Eagle Eye, Lips names in order when Google Classroom the Fish, Stretchy Snake, counting objects. 4s facts activities (Pointer Power etc) several options) SEE IT, COUNT IT, while I work with WRITE IT Ca'morie and then Lesson/Activity: swap to work on Rug (BM tools, Reread) comparing fractions Map age opener (new) (lesson 26 with INtro Letter Vv with verbal Smartboard Group Practice: me) Math MAP file page (new) formation, song and Big Teen # Boom card game as book, small book group Sound Station: OG/ My group (pocket chart phonics- Try it Tuesdaytoday): Pull a teen number Mirrors with SOunds and V from the pocket chart- ID # and practice showing this soup number on rekenrek

	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 Math Minute (Kidney table): Writing # 1- 10 with expos		If time allows, continue to Mountain Math page on Whiteboards and number recall practice Ticket out door-shape review		
Wednesday	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: I can name all of the uppercase letters of the alphabet. I can name all of the lowercase letters of the alphabet. I can use uppercase and lowercase letters correctly when I write. LT: (print concepts) I am	Activity: Revisit Elements of Poetry PPT file and practice naming the elements of poetry (recap from last week) Then can work on Achieve and remaining items on checklist while I pull C and TJ for reading passage with comprehension questions (this is on checklist for this week)	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: I know number names. I can count in order from 1-100 LT: I am learning to write numbers 0-20. (0-5) SC: I can count from 1-40. I can recognize numbers from 1-20 I can write numbers 1-20.	iXL Skill Day (Resource) update green cards Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: 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	Working Wed- V and J over lunch checklist ELA

from the same whole is subtracting fractions LT: I am learning to ☐ I can subtract the learning to read the words count one object at a numerators of two fractions having the same time. in a book in the right order. denominator in order to subtract those two SC: fractions. SC: ☐ I can recall the names ☐ I can track (words) text of numbers. from left to right. ☐ I can count numbers ☐ I can track (words) text from top to bottom. in order. ☐ I can track (words) text page ☐ I can say number by page names in order when Ca'morie - work counting objects. ind, on 4s facts I will also use visual cues for resources on GC for reading strategies throughout SEE IT, COUNT IT, the lesson(s) - Eagle Eye, Lips week the Fish, Stretchy Snake, WRITE IT Pointer Power etc) TJ/J- county by 4s Lesson/Activity: on wb with no X chart as opener, Lesson/Activity: Song/ Movement Intro: Math then lesson 27 exit Map Page opener (New) MAP page (new) Counting to ticket - comparing Mini - Letter Vv wordwall 80- Subtraction BOOM Cards fractions, then as group game and RE: read of The swap **Baby** My Group ((Kidney table MOUNTAIN MATH today): Subtraction Rockets (AND GREEN CARDS Sound Station OG/ Today: use cubes as manips for this) Try letter Vv on boards and Ticket out door: longer, then sight words look at Today will be IXL shorter review my skill day for most needed(we are Trap Table (Kinesthetic) now basing this on M/Th-Sand the MAP skill plan Tues- Try it out Tues (and is expos)

individualized to

	Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Magnetic CVC words Math Minute: Show numbers 1- 20 with rekenrek			each students' highest need with choice of code (sub group)	
Thursday	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: I can name all of the uppercase letters of the alphabet. I can name all of the 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	Intro to run on vs complete sentence (this is a skill that all 3 students need per IXL diagnostic): USE WS as opener and then start IXL skill 95A as group Jam- then release to work ind. Today we will make sure all checksheet items for week are completed (last Day!) Finish Fluency passages from week if not completed yet and listen to RAL of RAZ leveled passages if time allows (Reading Fluency is a PM goal for all 3 students that needs to be focused on often)	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: I know number names. I can count in order from 1-100 LT: I am learning to write numbers 0-20. (0-10) SC: I can count from 1-70. I can recognize numbers from 1-20 I can write numbers 1-20. LT: I am learning to count one object at a time.	Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: 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 I can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions.	Pull kinder during lunch to progress monitor/ ESGI in cafeteria-

from left to right. C will start with ☐ I can track (words) text SC: me-count by 4s on from top to bottom. ☐ I can recall the names wb with no help, ☐ I can track (words) text page of numbers. Lesson 28 - Line by page ☐ I can count numbers PLot- recap from 3rd grade and in order. I will also use visual cues for reading strategies throughout ☐ I can say number practice plotting the lesson(s) - Eagle Eye, Lips points and discuss, names in order when the Fish, Stretchy Snake, counting objects. then swap and pull Pointer Power etc) TJ/J SEE IT, COUNT IT, Lesson/Activity: WRITE IT Rug (BM tools, read): MAP opener page (new) Lesson/Activity: WH lesson (quick) I spy letter Vv game around Song/ Movement Intro: MAP Pair not working the room MATh page (new) with teacher at this New Book: Going Sledding Teen # Boom card game as time will work on group 4s facts activities Sound Station: OG/ on GC or IXL green My Group: (pocket chart phonics- Letter soup " today) pull addition or card skills dump and sort" - quickly! subtraction card from pocket chart and pradtice solving on Trap Table (Kinesthetic) whiteboards **COntinue** with Mountain M/Th-Sand Math page if time allows Tues- Try it out Tues (expos) Wed- Word Word Wed Ticket out Door: shape Th- Writing Sample review-Friday- Fun group activity Th- Take your Time Today -Letter Vv writing sample page Math Minute (Kidney

	Table): ZAP number game				
Friday	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: I can name all of the uppercase letters of the alphabet. I can name all of the 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	Media Center Day 9:15 - 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 \$\$\$	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: I know number names. I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-5) SC: I can count from 1-20. 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.	LStandard(s): Standard(s): 4.NF.3ad LT: I am learning to add and subtract fractions. SC: 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 from the same whole is subtracting fractions from the same whole is subtracting fractions J can subtract the numerators of two fractions having the same denominator in order to subtract those two fractions. J and TJ start with me - count by 4s on wb with no help, then a few problems from	
	I will also use visual cues for		☐ I can say number	lesson 31 sprint	

reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)

Lesson/Activity:
Rug (BM tools, read):
Map opener page (new)
ESGI sight word practice (
list 1 for some groups, list 2
for others) - partner read of
Going Sledding

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

Trap Table (Kinesthetic)
M/Th- Sand
Tues- Try it out Tues (
expos)
Wed- Word Word Wed
Th- Writing Sample
Friday- St Patrick's Day
ending sounds with gold
coins

Math Minute (Kidney Table): writing teen numbers with expos

names in order when counting objects.

SEE IT, COUNT IT, WRITE IT

Lesson/Activity:

Song/ Movement Intro: ESGI checkin/ Practice and Subtraction word problems with expos as group

My table (kidney table today) .

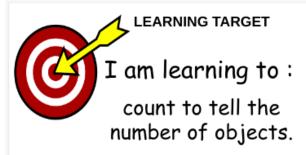
Jelly Bean Subtraction Activity and sheet (did addition only last week, this week will focus on subtraction)

Ticket out door- how high can we count with NO help from Mrs. Collins?

page (changing fractions to mixed numbers) if time allows, TRY lesson 31 exit ticket, but this will need to be teacher led for this week (stretch skill) - adding mixed numbers - 4s mini quiz X facts today!

INd group work on 4s facts resources and green cards today

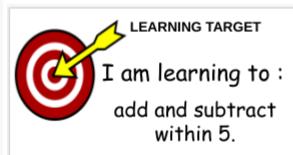
Will swap groups after 15- 18 minutes





SUCCESS CRITERIA

- ☐ 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.

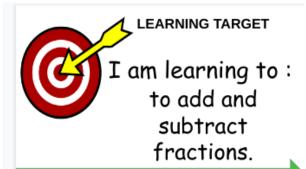




SUCCESS CRITERIA

☐ I can use objects to show adding and subtraction within

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





SUCCESS CRITERIA

☐ I can define "unit fraction."

- ☐ I can explain and show how a fraction I CAN: 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

THINGS to complete ON YOUR OWN	\$\$	
Achieve (75% or higher) - "Sensational Sand Sculptures" and "The Incredible Frederick Douglass" (we will read Sand Sculptures together and find text evidence)	\$300	
RAZ Book and test on your level: 80% or higher	\$1.00	
RAZ Book and test on your level: 80% or higher	\$1.00	
Independent Reading (Epic or book basket) AR cafe goal is May 4	Each AR test that is in zone >80 % = \$1.00	7
IXL - 95A- Complete Sentence or Run On ? We will practice this Thursday together and then complete on your own.	\$2.00	В
IXL Diagnostic- Step into the Arena	\$3.00	C
Leveled Reading passage with questions (Mrs. Collins will give to you):)	\$4.00	S

Week of March 14-17 SHEA/ COLLINS

Name:



\$\$

-1		++
	Achieve (75% or higher) Free Choice	\$3.00
	4s Facts QUIZIZZ	\$3.00
	The Jumblies FLOCABULARY (80% or highert)	\$4.00

BONUS ACTIVITIES