

**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](#)

<p><b>Week of:</b> March 14- 17</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 Vv ( and WH)</p> <p>Book for week: Reread: The Baby New Book: Going SLeDding</p> <p>See bottom of plans for extra reading LT and SC for this week- Continue a focus on CVC words, and sight words</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 / 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><b>FOCUS SKILL :</b> Reading Passages ( 1:!) with comprehension questions!</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 0-20</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- subtraction is main focus area</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><b>No School- PLanning Day</b> 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.</p>	<p><b>No School- PLanning Day</b> Lesson/Activity: Look at checklist for this week and discuss/ answer any questions about the checklist</p> <p>Briefly introduce Achieve Article, Cracking the Color Code and talk about the type of</p>	<p><b>No School- PLanning Day</b> 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><b>No School- PLanning Day</b> Standard(s): 4.NF.3b, 4.NF.4a, 4.NF.1, 4.NF.2, 4.NF.3ad</p> <p>LT: <i>In Module 5 we have learned to...</i> <input type="checkbox"/> <i>decompose a fraction.</i> <input type="checkbox"/> <i>multiply whole numbers by fractions using models.</i></p>	<p>Print/Copy for week</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 Ww and verbal formation- Ww big book and letter book/ song</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR</p>	<p>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.</p> <p><i>Achieves for this week</i></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><b>SEE IT, COUNT IT, WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Smartboard Group Practice: Count to 80</i> <i>INtro to Number words with file 1-5 and match</i></p>	<p><input type="checkbox"/> <i>explain how fractions are equivalent.</i></p> <p><input type="checkbox"/> <i>compare fractions with different numerators and denominators.</i></p> <p><input type="checkbox"/> <i>add and subtract fractions.</i>fractions..</p> <p>Lesson/Activity:</p> <p>T/J together C 1:1</p> <p>Today- C will start on Mid - Module assessment ( 2 days to complete this)</p> <p>J and TJ will start with me / whiteboard practice of key skills of Module 5 ( Use review as guide) and then work on mid- module assessment</p> <p>Then swap</p>	
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	<p>MONDAY- say sound and watch in mirrors ( OG) Today: Letter W with mirrors and letter W 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) : moving clip on the number line</p>		<p><i>My group (( kidney table today) :Subtraction Activity Sheet with Manips</i></p> <p><i>Ticket out Door: teen numbers at door</i></p>	<p>Options on GC- Quizizz and Kahoot on Fractions</p>	
<p><b>Tuesday</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</p>	<p>Lesson/ Activity:</p> <p>Go over weekly checklist and explain, answer any questions regarding expectations</p> <p>Help with checklist items and Achieve today - remind of expectation of <b>all</b> work complete by Friday</p> <p>Pre- printed article for Sand Sculptures today- practice underlining or highlighting text</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. ( 0-6 ) SC:</p>	<p>Standard(s): 4.NF.3b, 4.NF.4a, 4.NF.1, 4.NF.2, 4.NF.3ad</p> <p>LT: <i>In Module 5 we have learned to...</i> <input type="checkbox"/> <i>decompose a fraction.</i> <input type="checkbox"/> <i>multiply whole numbers by fractions using models.</i> <input type="checkbox"/> <i>explain how fractions are equivalent.</i> <input type="checkbox"/> <i>compare fractions with different numerators and</i></p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

	<p>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> <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) <i>Map age opener ( new)</i> INtro Letter Vv with verbal formation, song and Big book, small book</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Mirrors with SOUNDS and V soup</p>	<p>evidence</p> <p><i>Achieves for this week</i></p> <p>"Sensational Sand Sculptures" and "The Incredible Frederick Douglass"</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can count from 1-40.</li> <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><i>Smartboard Group Practice: Math MAP file page ( new) Teen # Boom card game as group</i></p> <p><i>My group ( pocket chart today) : Pull a teen number from the pocket chart- ID # and practice showing this number on rekenrek</i></p>	<p><i>denominators.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>add and subtract fractions.fractions..</i></li> </ul> <p>C with me-Lcount by 4s on whiteboard with no X chart - ession 26 Exit ticket together ( use butterfly method to compare fractions)</p> <p>J and TJ to work on Google Classroom 4s facts activities ( several options) while I work with Ca'morie and then swap to work on comparing fractions ( lesson 26 with me)</p>	
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	<p>Trap Table ( Kinesthetic) M/Th- Sand Tues- Try it out Tues ( expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Sand trays</p> <p>Math Minute ( Kidney table) : Writing # 1- 10 with expos</p>		<p><i>If time allows, continue to Mountain Math page on Whiteboards and number recall practice</i></p> <p><i>Ticket out door-shape review</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: Revisit Elements of Poetry PPT file and practice naming the elements of poetry ( recap from last week)</p> <p>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)</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. ( 0-5 )</p> <p>SC: <input type="checkbox"/> I can count from 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p>	<p>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 denominator in order to add those two fractions together. <input type="checkbox"/> I can show and explain that taking apart fractions</p>	<p>Working Wed- V and J over lunch checklist ELA</p>

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

SC:

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

I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)

Lesson/Activity:

Map Page opener ( New)  
Mini - Letter Vv wordwall game and RE: read of The Baby

Sound Station OG/ Today:  
Try letter Vv on boards and then sight words look at my

Trap Table ( Kinesthetic)  
M/Th- Sand  
Tues- Try it out Tues ( expos)

LT: I am learning to count one object at a time.

SC:

- I can recall the names of numbers.
- I can count numbers in order.
- I can say number names in order when counting objects.

**SEE IT, COUNT IT, WRITE IT**

Lesson/Activity:

*Song/ Movement Intro: Math MAP page ( new) Counting to 80- Subtraction BOOM Cards as group*

*My Group (( Kidney table today): Subtraction Rockets ( use cubes as manips for this)*

*Ticket out door: longer, shorter review*

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.

Ca'morie - work ind, on 4s facts resources on GC for week

TJ/J- county by 4s on wb with no X chart as opener, then lesson 27 exit ticket - comparing fractions , then swap

**MOUNTAIN MATH AND GREEN CARDS**

Today will be IXL skill day for most needed( we are now basing this on the MAP skill plan and is individualized to


	<p>Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Magnetic CVC words</p> <p>Math Minute: Show numbers 1- 20 with rekenrek</p>			<p>each students' highest need with choice of code ( sub group)</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> <p>SC: <input type="checkbox"/> I can track (words) text</p>	<p>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.</p> <p>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)</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 time.</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>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) : MAP opener page ( new)  WH lesson ( quick)  I spy letter Vv game around the room  New Book: Going Sledding</p> <p>Sound Station : OG/ phonics- Letter soup “ dump and sort” - quickly!</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 Vv writing sample page</p> <p>Math Minute ( Kidney</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: MAP MATH page ( new)  Teen # Boom card game as group</i></p> <p><i>My Group : ( pocket chart today) pull addition or subtraction card from pocket chart and practice solving on whiteboards  Continue with Mountain Math page if time allows</i></p> <p><i>Ticket out Door: shape review-</i></p>	<p>C will start with me-count by 4s on wb with no help, Lesson 28 - Line Plot- recap from 3rd grade and practice plotting points and discuss , then swap and pull TJ/J</p> <p>Pair not working with teacher at this time will work on 4s facts activities on GC or IXL green card skills</p>	
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	Table): ZAP number game				
<b>Friday</b>	<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 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</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 checklist is also an option. <b>Payout day \$\$\$</b></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>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</p>	<p>LStandard(s):          Standard(s): 4.NF.3ad          LT: I am learning to add and subtract fractions.</p> <p>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>J and TJ start with me - count by 4s on wb with no help , then a few problems from lesson 31 sprint</p>	

	<p>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>Map opener page ( new)</i> <i>ESGI sight word practice ( list 1 for some groups, list 2 for others) - partner read of Going Sledding</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: Letter Cards and Blending board</p> <p>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</p> <p>Math Minute ( Kidney Table): writing teen numbers with expos</p>		<p>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: ESGI checkin/ Practice and Subtraction word problems with expos as group</i></p> <p><i>My table ( kidney table today) :</i> <i>Jelly Bean Subtraction Activity and sheet ( did addition only last week, this week will focus on subtraction)</i></p> <p><i>Ticket out door- how high can we count with NO help from Mrs. Collins?</i></p>	<p>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!</p> <p>INd group work on 4s facts resources and green cards today</p> <p>Will swap groups after 15- 18 minutes</p>	
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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 March 14-17 SHEA/ COLLINS

Name: \_\_\_\_\_



<b><u>THINGS to complete ON YOUR OWN</u></b>		<b>\$\$</b>
Achieve ( 75% or higher ) - <b>"Sensational Sand Sculptures" and "The Incredible Frederick Douglass"</b> <i>( we will read Sand Sculptures together and find text evidence)</i>		\$3.00
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	<i>Each AR test that is in zone &gt;80 % = \$1.00</i>	
IXL - 95A- Complete Sentence or Run On ? <i>We will practice this Thursday together and then complete on your own.</i>		\$2.00
IXL Diagnostic- Step into the Arena		\$3.00
Leveled Reading passage with questions ( Mrs. Collins will give to you ) :)		\$4.00

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Achieve ( 75% or higher ) Free Choice		\$3.00
4s Facts QUIZZZ		\$3.00
The Jumblies FLOCABULARY (80% or <u>highest</u> )		\$4.00

### BONUS ACTIVITIES

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