

Teacher: Collins - WAG (Week at a Glance) :

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

<p>Week of: March 20-24</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</p> <p>4th Reading Groups- Ja'kaylah- C/D</p> <p>G/H- TJ, Vanessa, Ca'morie</p>	<p>READING/ EIP Kinder Kinder ELA standards here <i>4 Groups will rotate throughout the day (these will be varied as year progresses, but starting at same lesson for now)</i></p> <p>Letter : Letter Review and focus on long and short vowels Book for week: Reread: TREX, The Market, Over the River, Funny Things New Book: NO new book due to MAP testing</p> <p>See bottom of plans for extra reading LT and SC for this week- FOCUS on long and short vowel sounds this week</p>	<p>Reading/ 4th Shea 4th ELA standards here</p> <p>Monday- go over checksheet, practice skill with task cards , then work on checklist while I work with reading groups / leveled passages 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 : This week will be checklist only due to MAP testing all week!</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:</i> <i>Tally marks</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p>	<p>Progress Monitoring for week (goals) 10:45- 11:10</p> <p>Link to district LT and SC here for reference</p> <p>My LT and SC slides</p>
<p>Monday</p>	<p>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</p>	<p>Lesson/Activity: Look at checklist for this week and discuss/ answer any questions about the checklist</p> <p>MAP TEST - READING</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>Standard(s): 4.NF.3c LT: I am learning to add and subtract mixed numbers with like denominators. SC: <input type="checkbox"/> I can describe a "mixed number" and an "improper fraction."</p>	<p>Print/Copy for week</p>

	<p>uppercase letters of the alphabet.</p> <ul style="list-style-type: none"> <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>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: MAP activator questions, Long and Short vowel lesson/ song</p> <p>SOund Station : OG/ phonics- 3 part drill : do</p>	<p><i>Achieves for this week</i></p> <p>"Hooked on Animal Crossing" and "Super Animal Dads</p>	<p>LT: I am learning to write numbers 0-20. (0-10)</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count from 1-50. <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. <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>Smartboard Group Practice: Ap Math file - INtro to Tally marks</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how to convert a mixed number into an improper fraction. <input type="checkbox"/> I can decompose a mixed number in multiple ways. <input type="checkbox"/> I can subtract mixed numbers by replacing each mixed number with an equivalent improper fraction. <input type="checkbox"/> I can show how the addition and subtraction of mixed numbers works using visual models. <p>Lesson/Activity:</p> <p>T/J together C 1:1</p> <p>Today- C will start with new IXL checksheet ans 4s facts activities</p> <p>J and TJ will start with me / whiteboard count by 4 (rhymes) and then model how to add and subtract mixed fractions -</p>	
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	<p>letter sound cards and blending board / MIRROR MONDAY- say sound and watch in mirrors (OG) Today: Vowel sounds with mirrors (long and short) and start missing vowel pocket chart with expos</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) : write teen numbers with expos on circles</p>		<p><i>My group ((kidney table today) roll a dice and practice using popsicle sticks for tally marks</i></p> <p><i>Ticket out Door: teen numbers at door</i></p>	<p>Use lesson 32 materials on GC - then practice ind.</p> <p>Then swap</p> <p>Options on GC- IXL checksheet (fractions) 4s facts resources</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: MAP TEST - MATH</p> <p>Go over weekly checklist and explain, answer any questions regarding expectations</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.4 LT: I am learning to multiply fractions by whole numbers using models. SC: <input type="checkbox"/> I can represent a fraction as a multiple of unit fractions. <input type="checkbox"/> I can identify multiples of a unit fraction. <input type="checkbox"/> I can multiply a fraction by a whole number.</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) <i>Map age opener (new)</i> I Long/Short Vowel game Reread of REX</p> <p>Sound Station : OG/ phonics- Try it Tuesday- continue with missing</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: Math MAP file page (new) Count to 80 Practice making tally marks on board</i></p> <p><i>My group (pocket chart</i></p>	<p>C with me-Lcount by 4s on whiteboard with no X chart - Intro X fractions with anchor chart on GC and then crack the code activity sheet</p> <p>J and TJ to work on Google Classroom 4s facts activities, New IXL checksheet and then swap</p>	
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	<p>vowel pocket 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: I am _____ I like to _____ writing</p> <p>Math Minute (Kidney table) : Count by tens using cups</p>		<p>today) : Number puzzles</p> <p>If time allows, continue to Mountain Math page 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. LT: (print concepts) I am</p>	<p>Activity: MAP TEST - FLUENCY</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100 LT: I am learning to write numbers 0-20. (0-5) SC: <input type="checkbox"/> I can count from 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20</p>	<p>iXL Skill Day (Resource) update green cards</p> <p>Standard(s): 4.NF.4 LT: I am learning to multiply fractions by whole numbers using models. SC: <input type="checkbox"/> I can represent a fraction as a multiple of unit fractions. <input type="checkbox"/> I can identify multiples of a unit fraction. <input type="checkbox"/> I can multiply a fraction by a whole number.</p>	<p>Working Wed- V and J over lunch checklist ELA</p>

	<p>learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Map Page opener (New) Long/short vowel FLOCAB, Reread At the Market</p> <p>Sound Station OG/ 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</p>		<ul style="list-style-type: none"> <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. <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: Math MAP page (new) 2d and 3d shape review</i></p> <p><i>My Group ((Kidney table today): 1- 5 board game</i></p> <p><i>Ticket out door: longer, shorter review</i></p>	<p>Ca'morie - work ind, on 4s facts resources on GC for week and new IXL checksheet</p> <p>TJ/J- county by 4s on wb with no X chart as opener, then Line plot activity page and task cards</p> <p>Then swap</p> <p>MOUNTAIN MATH AND GREEN CARDS</p> <p>.</p> <p>Today will be IXL skill day for most needed(we are now basing this on the MAP skill plan and is individualized to each students' highest need with choice of code (sub group)</p>	
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	<p>Friday- Fun group activity Today: Magnetic missing vowels</p> <p>Math Minute: ZAP # recognition game</p>				
Thursday	<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>SC: <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text</p>	MAP TEST - ELA	<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>SC:</p>	<p>Standard(s): 4.NF.4 LT: I am learning to multiply fractions by whole numbers using models. SC: <input type="checkbox"/> I can represent a fraction as a multiple of unit fractions. <input type="checkbox"/> I can identify multiples of a unit fraction. <input type="checkbox"/> I can multiply a fraction by a whole number.</p> <p>C will start with me-count by 4s on wb with no help, Then revisit X fractions with group Jam IXL skill code Y5C , then pull TJ/J</p> <p>Pair not working with teacher at this</p>	<p>Pull kinder during lunch to progress monitor/ESGI in cafeteria-</p>

	<p>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) INtro Flippy the Dolphin Reread Over the River</p> <p>Sound Station : OG/ phonics- Find the monkey sight word game (list 2)</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 Fill in missing vowel act. Sheet</p> <p>Math Minute (Kidney Table): # line with clips</p>		<p><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: MAP MATH page (new) COunt to 80 - greater than less than review</i></p> <p><i>My Group : (pocket chart today) Number puzzles COntinue with Mountain Math page if time allows</i></p> <p><i>Ticket out Door: shape review-</i></p>	<p>time will work on 4s facts activities on GC or IXL green card skills</p>	
<p>Friday</p>	<p>Standard(s): ELAGSEKRF2:</p>		<p>Standard(s): CC1, CC2, CC3, CC4</p>	<p>LStandard(s): 4.NF.4</p>	

	<p>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>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>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>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 names in order when counting objects.</p> <p>SEE IT, COUNT IT,</p>	<p>LT: I am learning to multiply fractions by whole numbers using models. SC: <input type="checkbox"/> I can represent a fraction as a multiple of unit fractions. <input type="checkbox"/> I can identify multiples of a unit fraction. <input type="checkbox"/> I can multiply a fraction by a whole number.</p> <p>J and TJ start with me - count by 4s on wb with no help , then revisit previous skill of 2 X 1 digit multiplication with GC anchor chart and practice sheet</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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	<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) - reread Funny THings</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: sight words with expos</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- long short vowel bingo</p> <p>Math Minute (Kidney Table): writing teen numbers with expos</p>		<p>WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: ESGI checkin/ Counting sheet with tallies on clipboards (print)</i></p> <p><i>My table (kidney table today)</i> : <i>1-5 board game</i></p> <p><i>Ticket out door- how high can we count with NO help from Mrs. Collins?</i></p>		
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LEARNING TARGET

I am learning to :
add and subtract
within 5.



I CAN :

SUCCESS CRITERIA

- 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.



I CAN :

SUCCESS CRITERIA

- 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



LEARNING TARGET

I am learning to :
match long and short vowel
sounds with the letters
that go with them.



I CAN :

SUCCESS CRITERIA

- I can say the name of the vowels.
- I can say the short sounds for the vowels.
- I can say the long sounds for the vowels.
- I can match the long and short sounds to their letters.

Week of March 20-24 SHEA/ COLLINS

Name: _____



<u>THINGS to complete ON YOUR OWN</u>	\$\$
Achieve (75% or higher) - "Hooked on Animal Crossing" and "Super Animal Dads"	\$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	\$1.00
IXL - All you have to do this week for IXL is STEP into the ARENA (due to MAP testing) - Show Mrs. Collins you have done this please !!!!! :)	\$2.00
Score going up on Reading MAP test	\$10.00
Score going up on Math MAP test	\$10.00
Score going up on ELA MAP test	\$10.00
Mrs. High's IXL GOLD CHECKSHEET (due 3/28)	\$10.00



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B
O
N
U
S

Achieve (75% or higher) Free Choice	\$3.00
Cursive letters for week (any 2 letters!)	\$3.00
The Jumblies FLOCABULARY (80% or higher)	\$4.00

BONUS ACTIVITIES