

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

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

<p>Week of: March 27- 31</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 X and TH Book for week: Reread: Going Sledding New Book: Making a Snowman</p> <p>See bottom of plans for extra reading LT and SC for this week- Vowels and th sound</p>	<p>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 : TReading Fluency</p>	<p>Math/ Kinder EIP Kinder Math Standards here 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 uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the</p>	<p>Lesson/Activity: Look at checklist for this week and discuss/ answer any questions about the checklist OPen with adverb vs adjective on GC and then students work on checksheet while I do fluency passages 1:1</p> <p>Reading FLuency Passages today and tomorrow</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>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.” <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.</p>	<p>Print/Copy for week</p>

	<p>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: MAP activator questions, Letter Xx song and Big Book, small book</p> <p>SOund Station : OG/ phonics- 3 part drill : do letter sound cards and blending board / MIRROR MONDAY- say sound and watch in mirrors (OG)</p>	<p><i>Achieves for this week</i></p> <p>Ask the Scientist: The Buzz on Bugs"</p> <p>"The Toy that Popped Up Everywhere" -</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: Ap Math file - ICounting from another Number large group</i></p> <p><i>My group ((kidney table today) Roll it, write it, 10 frame sheet</i></p>	<p><input type="checkbox"/> I can subtract mixed numbers by replacing each mixed number with an equivalent improper fraction.</p> <p><input type="checkbox"/> I can show how the addition and subtraction of mixed numbers works using visual models.</p> <p>Lesson/Activity:</p> <p>T/J together C 1:1</p> <p>Today- C will start with new IXL checksheet ans 6s facts activities</p> <p>J and TJ will start with me / Module 5 end of module assessment (2 days)</p> <p>Then swap</p> <p>Options on GC- IXL checksheet (fractions)</p> <p>4s facts resources</p>	
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	<p>Today: Xx soup and mirrors</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>Ticket out Door: teen numbers at door</i></p>		
Tuesday	<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</p>	<p>Lesson/ Activity:</p> <p>Go over weekly checklist and explain, answer any questions regarding expectations - practice adverbs and parts of speech task cards before working on checksheet and finishing 1:1 reading fluency</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. (0-6)</p> <p>SC: <input type="checkbox"/> I can count from 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20</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>Module 5 end of module assessment (2 days)</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</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: Rug (BM tools, Reread) <i>Map age opener (new)</i> Letter Xx game and Reread of Going Sledding</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Letter Xx on whiteboards and sight words look, at, the</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos)</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> <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><i>Smartboard Group Practice: Math MAP file page (new) Counting from another number and teen number recognition</i></p> <p><i>My group (pocket chart today) : Shake out number chart and put back in order</i></p> <p><i>If time allows, continue to Mountain Math page on Whiteboards and number recall practice</i></p>	<p>C with me-Lcount by 6s on whiteboard with no X chart -</p> <p>J and TJ to work on Google Classroom 6s facts activities, New IXL checksheet and then swap</p>	
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	<p>Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Elkonin Boxes</p> <p>Math Minute (Kidney table) : Teen numbers with rods and cubes</p>		<p><i>Ticket out door-shape review</i></p>		
Wednesday	<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</p>	<p>Activity: Start with Group Jam on IXL skill code DUC- Adverbs and then release to do ind. This will also be a day to talk about tricky questions with Achieve and offer help</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>LT: I am learning to count one object at a time.</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>Ca'morie - work ind, on 6s facts resources on GC for week and new IXL checksheet</p>	<p>Working Wed- V and J over lunch checklist ELA</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: Map Page opener (New) I spy X game and new book - Making a Snowman</p> <p>Sound Station OG/ Today: LBlending board and CVC 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- Fun group activity Today: Vowel tents</p> <p>Math Minute: # 13 page (rods / Cubes)</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: What # is missing ? Length review</i></p> <p><i>My Group ((Kidney table today): line up longest to shortest random objects and practice measuring with cubes</i></p> <p><i>Ticket out door: longer, shorter review</i></p>	<p>TJ/J- county by 6s on wb with no X chart as opener, Mountain Math and Green 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>	
Thursday	Standard(s): ELAGSEKRF2:	No mini- lesson today- will	Standard(s): CC1, CC2,	Standard(s): 4.NF.6	Pull kinder

	<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</p> <p>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>need to make sure weekly expectations are finished and give time to do IXL diagnostic as well</p>	<p>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: <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>LT: I am learning to write fractions with denominators of 10 or 100 as decimals. SC: <input type="checkbox"/> I can explain how a tenth in fraction form is interpreted as a tenth in a decimal. <input type="checkbox"/> I can explain how a hundredth in fraction form is interpreted as a hundredth in a decimal. <input type="checkbox"/> I can write a given fraction with a denominator of 10 as a decimal. <input type="checkbox"/> I can write a given fraction with a denominator of 100 as a decimal. <input type="checkbox"/> I can write a decimal up to the hundredths place as a fraction.</p> <p>C will start with me-count by 6s on wb with no help, Then Module 6 lesson 1</p> <p>Pair not working with teacher at this time will work on 6s facts activities on GC or IXL green</p>	<p>during lunch to progress monitor/ ESGI in cafeteria-</p>
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	<p>Lesson/Activity: Rug (BM tools, read) : MAP opener page (new) Th lesson and game</p> <p>Sound Station : OG/ phonics- Th/Wh pocket chart game</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 Xx writing sample</p> <p>Math Minute (Kidney Table): # 15 page with rods / cubes</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 heavier /lighter review and game</i></p> <p><i>My Group : (pocket chart today) addition and subtraction cards with expos</i></p> <p><i>Ticket out Door: shape review-</i></p>	card skills	
Friday	<p>CORE TEAM</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</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</i></p>	<p>CORE TEAM</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.6 LT: I am learning to write fractions with denominators of 10 or 100 as decimals. SC: <input type="checkbox"/> I can explain how a tenth in fraction form is interpreted as a tenth in a decimal. <input type="checkbox"/> I can explain how a hundredth in fraction</p>	

	<p>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</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: Rug (BM tools, read) : <i>Map opener page (new)</i> <i>ESGI sight word practice (</i> <i>IPartner Read Making a Snowman</i></p> <p>Sound Station : OG/</p>	<p>red folders to media so working on checklist is also an option. Payout day \$\$\$</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. <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: ESGI checkin/ Counting sheet with tallies on clipboards (print)</i></p>	<p>form is interpreted as a hundredth in a decimal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a given fraction with a denominator of 10 as a decimal. <input type="checkbox"/> I can write a given fraction with a denominator of 100 as a decimal. <input type="checkbox"/> I can write a decimal up to the hundredths place as a fraction. <p>J and TJ start with me - Module 6 lesson 2</p> <p>INd group work on 6s facts resources and green cards today</p> <p>Will swap groups after 15- 18 minutes</p>	
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	<p>phonics- 3 part drill : Letter cards and blending board - Today: th / digraph sort</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- BINGO (digraphs for groups 2-4 and letters for group 1)</p> <p>Math Minute (Kidney Table): ZAP</p>		<p><i>My table (kidney table today) : 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: _____



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

BONUS ACTIVITIES

<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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