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

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

Week of: April 3- 6 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: Letter Y and TH Book for week: Reread: Making a Snowman New Book: My Lunch See bottom of plans for extra reading LT and SC for this week-	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:	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 100 Making ten with addition Extra LT and SC for the week:	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	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 lowercase letters of the	Lesson/Activity: Look at checklist for this week and discuss/ answer any questions about the checklist OPen with parts of speech task cards and then work on checklist while I read leveled passages 1 1 Achieves 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. (0-10)	Standard(s): 4.NF.7 LT: I am learning to compare decimals to the hundredths place. SC: I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places. I can recognize that decimals can only be compared when they refer to the same whole.	Print/Copy for week

☐ I can correctly use the alphabet. symbols >, <, and = to ☐ I can use uppercase and SC: record the results of ☐ I can count from lowercase letters correctly decimal comparisons. ☐ I can correctly show when I write. 1-50. Free CHoice and explain my ☐ I can recognize comparison of two LT: (print concepts) I am numbers from 1-20 decimals using visual models. ☐ I can write numbers 1-20. learning to read the words Lesson/Activity: in a book in the right order. LT: I am learning to count one object at a SC: time. ☐ I can track (words) text T/J together from left to right. C 1:1 SC: ☐ I can track (words) text ☐ I can recall the names from top to bottom. ☐ I can track (words) text page of numbers. by page ☐ I can count numbers Today- C will start in order. I will also use visual cues for with new IXL ☐ I can say number reading strategies throughout checksheet ans 6s names in order when the lesson(s) - Eagle Eye, Lips facts activities the Fish, Stretchy Snake, counting objects. Pointer Power etc) J and TJ will start SEE IT, COUNT IT, Lesson/Activity: with me /Lesson WRITE IT Rug: MAP activator opener on GC and questions, Letter Y song, Big start lesson 7 Lesson/Activity: Book and small book decimals Smartboard Group Practice: SOund Station: OG/ Ap Math file -Counting to Then swap phonics- 3 part drill: do 100- counting from another number spinner letter sound cards and Options on GC-IXL blending board / MIRROR checksheet (My group ((kidney table MONDAY- say sound and fractions) today) RMeasurement with watch in mirrors (OG) cubes 6s facts resources

	Today: Yy soup and mirrors 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): write teen numbers with expos on circles		Ticket out Door: teen numbers at door		
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 lowercase letters correctly when I write. LT: (print concepts) I am	Lesson/ Activity: 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 Hard c, soft c, hard g, soft g practice	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: I can count from 1-40. I can recognize numbers from 1- 20	Standard(s): 4.NF.7 LT: I am learning to compare decimals to the hundredths place. SC: I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places. I can recognize that decimals can only be compared when they refer to the same whole. I can correctly use the symbols >, <, and = to record the results of decimal comparisons. I can correctly show and explain my comparison of two	JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch

		1	
	☐ I can write numbers	decimals using visual	
	1- 20.	models.	
learning to read the words			
in a book in the right order.			
	LT: I am learning to		
SC:	count one object at a time.		
☐ I can track (words) text	unie.	C with meFinish	
from left to right. □ I can track (words) text	SC:	lesson 7 and	
from top to bottom.	☐ I can recall the names	practice using place value discs	
☐ I can track (words) text page	of numbers.	value discs	
by page	☐ I can count numbers	J and TJ to work on	
I will also use visual cues for	in order.	Google Classroom	
reading strategies throughout the lesson(s) - Eagle Eye, Lips	☐ I can say number names in order when	6s facts activities,	
the Fish, Stretchy Snake,	counting objects.	and then swap	
Pointer Power etc)			
	SEE IT, COUNT IT,		
Lesson/Activity:	WRITE IT		
Rug (BM tools, Reread)			
Map age opener (new)			
Letter Yy game and Reread	Smartboard Group Practice:		
Making a Snowman	Math MAP file page (new)		
	Aht # is missing?		
Sound Station: OG/	Counting from another		
phonics- Try it Tuesday- Letter cards and blending	number and teen number recognition		
board- Y on whiteboard	recognition		
with expo	My group (pocket chart		
	today) : Mountain Math with whiteboards		
Trap Table (Kinesthetic)			
M/Th- Sand	If time allows, continue to Mountain Math page on		
Tues- Try it out Tues (expos)	Whiteboards and number		
CAPOSI			

	Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Letter Yy writing sample page Math Minute (Kidney table): Teen numbers with rods and cubes		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: Start with Group Jam on IXL skill code MNB - Hard and soft G/C and then release to do ind. This will also be a day to talk about tricky questions with Achieve and offer help 1:1 Raz ral if time allows	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. LT: I am learning to count one object at a	iXL Skill Day (Resource) update green cards Standard(s): 4.NF.4 LT: I am learning to multiply fractions by whole numbers using models. SC:	Working Wed- V and J over lunch checklist ELA

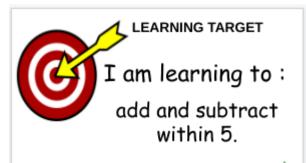
TJ/J- count by 6s time. on wb with no X SC: learning to read the words chart as opener, ☐ I can recall the names start Mid- Module in a book in the right order. of numbers. review page ☐ I can count numbers together (SC: decimals) in order. ☐ I can track (words) text ☐ I can say number from left to right. names in order when Then swap ☐ I can track (words) text from top to bottom. counting objects. ☐ I can track (words) text page MOUNTAIN MATH by page SEE IT, COUNT IT, AND GREEN CARDS WRITE IT I will also use visual cues for reading strategies throughout Lesson/Activity: Today will be IXL the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, skill day for most Pointer Power etc) Song/ Movement Intro: Map needed(we are file, counting by 10s review now basing this on the MAP skill plan Lesson/Activity: and is My Group ((Kidney table Map Page opener (New) individualized to today): Roll it, write it, 10 I spy X game and new book frame (grup1 each students' - Making a Snowman Roll and add (group 2) highest need with choice of code (sub Ticket out door: longer, group) shorter review Sound Station OG/ Today: LBlending board and CVC words with expos Trap Table (Kinesthetic) M/Th-Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample

Friday- Fun grou Today: Vowel ter Math Minute: # rods / Cubes)	nts			
Thursday Standard(s): ELA and ELAGSEKRF1 LT: (phonics) I a to name the upper lowercase letters alphabet. SEE IT, SAY IT, W SC: I can name allowercase letters alphabet. I can use upper lowercase letters alphabet. I can use upper lowercase letters when I write. LT: (print conce learning to read in a book in the result of the resu	m learning r and s of the RITE IT all of the s of the lercase and s correctly pts) I am the words light order. ds) text ds) text	Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to cout to 100 by ones. SC: I know number names. I can count in orde from 1- 100 LT: I am learning to wrinumbers 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. SC: I can recall the name	the hundredths place. SC: I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places. I can recognize that decimals can only be compared when they refer to the same whole. I can correctly use the symbols >, <, and = to record the results of decimal comparisons. I can correctly show and explain my comparison of two decimals using visual models. C will start with me-cMid MOdule review and place value discs	Pull kinder during lunch to progress monitor/ ESGI in cafeteria-

	□ 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: Rug (BM tools, read) : MAP opener page (new) Letter Yy Eye Spy- New Book- My Lunch Sound Station : OG/phonics- Find the Monkey sight word game Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Th- Labeling activity Math Minute (Kidney Table): #15 page with rods		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: MAP MATh page (new) ESGi practice My Group: (pocket chart today) find the monkey # recognition and Mountain Math Ticket out Door: shape review-	Pair not working with teacher at this time will work on 6s facts activities on GC or IXL green card skills	
	/ cubes				
Friday	Planning Day Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning	Planning Day Media Center Day 9:15 -	Planning Day Standard(s): CC1, CC2, CC3, CC4	Planning Day Standard(s): 4.NF.6 LT: I am learning to write fractions with	

to name the upper and LT:I am learning to count denominators of 10 This day will also be a check or 100 as decimals. lowercase letters of the to 100 by ones. in day for AR goal and SC: alphabet. Reading on the Map- media ☐ I can explain how a **SEE IT, SAY IT, WRITE IT** SC: I know number tenth in fraction form is center takes up majority of SC: names. interpreted as a tenth in a segment on this day - bring ☐ I can name all of the ☐ I can count in order decimal. ☐ I can explain how a uppercase letters of the red folders to media so from 1-100 hundredth in fraction alphabet. working on checklist is also form is interpreted as a ☐ I can name all of the hundredth in a decimal. an option. Payout day \$\$\$ ☐ I can write a given lowercase letters of the LT: I am learning to write fraction with a alphabet. numbers 0-20. (0-5) denominator of 10 as a ☐ I can use uppercase and decimal. ☐ I can write a given lowercase letters correctly SC: fraction with a when I write. ☐ I can count from denominator of 100 as a decimal. 1-20. ☐ I can write a decimal LT: (print concepts) I am ☐ I can recognize up to the hundredths numbers from 1-20 place as a fraction. ☐ I can write numbers learning to read the words 1-20. J and TJ start with in a book in the right order. me - Module 6 LT: I am learning to lesson 2 SC: count one object at a ☐ I can track (words) text INd group work on time. from left to right. 6s facts resources ☐ I can track (words) text from top to bottom. and green cards SC: ☐ I can track (words) text page ☐ I can recall the names today by page of numbers. ☐ I can count numbers I will also use visual cues for in order. reading strategies throughout the lesson(s) - Eagle Eye, Lips ☐ I can say number the Fish, Stretchy Snake, Will swap groups names in order when Pointer Power etc) after 15-18 counting objects. minutes Lesson/Activity: SEE IT, COUNT IT,

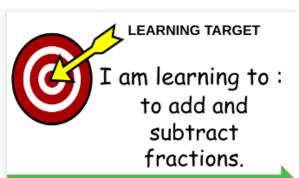
Rug (BM tools, read) Map opener page (ne ESGI sight word pract IPartner Read Making Snowman Sound Station : OG/ phonics- 3 part drill : Letter cards and blend board - Today: th / digraph so Trap Table (Kinesthet M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word We Th- Writing Sample Friday- BINGO (digray groups 2-4 and letters group 1) Math Minute (Kidney Table): ZAP	d characteristics of the control of	WRITE IT Lesson/Activity: Song/ Movement Intro: ESGI checkin/ Counting sheet with tallies on clipboards (print) My table (kidney table today): 1-5 board game Ticket out door- how high can we count with NO help from Mrs. Collins?	





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.





SUCCESS CRITERIA

☐ I can define "unit fraction."

I CAN

- ☐ 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.



SUCCESS CRITERIA

- ☐ I can say the name of the vowels.
- I CAN:

 □ 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.

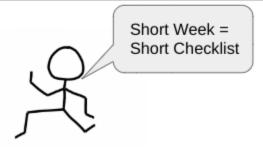
\$\$
300
1.00
51.00
\$1.00
\$2.00
55.00
0.

Week of April 3- 6 SHEA/ COLLINS

Name:

Achieve (75% or higher)
Free Choice

\$3.00



BONUS ACTIVITIES

\$3.00

Cursive letters for week (any 2

В

О

N U S letters!)