

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

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

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| <p><b>Week of:</b><br/>April 3- 6</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><br/><b>Kinder ELA standards <a href="#">here</a></b><br/><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 Y and TH<br/>Book for week: Reread: Making a Snowman<br/>New Book: My Lunch</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> | <p><b>Reading/ 4th Shea</b><br/><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<br/>Tuesday-Mini Lesson on reading skill and reading groups - RAZ<br/>Wed- IXL grammar skill + Achieve help day<br/>Th- Finish Weekly Language and reading groups<br/>Fr- Media Day and Finish checklist items from week! AR checkin/ ROM checkin<br/><b>FOCUS SKILL :</b></p> | <p><b>Math/ Kinder EIP</b><br/><b>Kinder Math Standards <a href="#">here</a></b></p> <p><b>1:05- 1:35 - group 1</b><br/><b>1:40- 2:10- Group 2</b></p> <p><i>Numbers review numbers 0-20</i><br/><i>Counting to 100</i><br/><i>Making ten with addition</i></p> <p><i>Extra LT and SC for the week:</i></p> | <p><b>MATH/ 4th SPED</b><br/><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>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:<br/>LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.<br/><b>SEE IT, SAY IT, WRITE IT</b><br/>SC:<br/><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.<br/><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<br/>OPen with parts of speech task cards and then work on checklist while I read leveled passages 1 1</p> <p><i>Achieves for this week</i></p>  | <p>Standard(s): CC1, CC2, CC3, CC4<br/>LT:I am learning to count to 100 by ones.<br/>SC: <input type="checkbox"/> I know number names.<br/><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.7<br/>LT: I am learning to compare decimals to the hundredths place.<br/>SC:<br/><input type="checkbox"/> I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places.<br/><input type="checkbox"/> I can recognize that decimals can only be compared when they refer to the same whole.</p> | <p>Print/Copy for week</p>  |

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|  | <p>alphabet.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</li> </ul> <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:<br/>Rug: MAP activator questions, Letter Y song, Big Book and 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><b>Free Choice</b></p> | <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can count from 1-50.</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>Lesson/Activity:</p> <p><i>Smartboard Group Practice: Ap Math file -Counting to 100- counting from another number spinner</i></p> <p><i>My group (( kidney table today) RMeasurement with cubes</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I can correctly use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to record the results of decimal comparisons.</li> <li><input type="checkbox"/> I can correctly show and explain my comparison of two decimals using visual models.</li> </ul> <p>Lesson/Activity:</p> <p>T/J together<br/>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 /Lesson opener on GC and start lesson 7 decimals</p> <p>Then swap</p> <p>Options on GC- IXL checksheet ( fractions)<br/>6s facts resources</p> |  |
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|                       | <p>Today: Yy soup and mirrors</p> <p>Trap Table ( Kinesthetic)<br/>M/Th- Sand<br/>Tues- Try it out Tues ( expos)<br/>Wed- Word Word Wed<br/>Th- Writing Sample<br/>Friday- Fun group activity<br/>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>  |   |  |
| <p><b>Tuesday</b></p> | <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:<br/>LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.<br/><b>SEE IT, SAY IT, WRITE IT</b><br/>SC:<br/><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.<br/><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.<br/><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>Hard c, soft c, hard g, soft g practice</p> | <p>Standard(s): CC1, CC2, CC3, CC4<br/>LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names.<br/><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:<br/><input type="checkbox"/> I can count from 1-40.<br/><input type="checkbox"/> I can recognize numbers from 1- 20</p> | <p>Standard(s): 4.NF.7<br/>LT: I am learning to compare decimals to the hundredths place.<br/>SC:<br/><input type="checkbox"/> I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places.<br/><input type="checkbox"/> I can recognize that decimals can only be compared when they refer to the same whole.<br/><input type="checkbox"/> I can correctly use the symbols &gt;, &lt;, and = to record the results of decimal comparisons.<br/><input type="checkbox"/> I can correctly show and explain my comparison of two</p> | <p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p> |

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|  | <p>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:<br/>Rug ( BM tools, Reread)<br/><i>Map age opener ( new)</i><br/>Letter Yy game and Reread<br/>Making a Snowman</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Letter cards and blending board- Y on whiteboard with expo</p> <p>Trap Table ( Kinesthetic)<br/>M/Th- Sand<br/>Tues- Try it out Tues ( expos)</p> |  | <ul style="list-style-type: none"> <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)<br/>Aht # is missing?</i></p> <p><i>Counting from another number and teen number recognition</i></p> <p><i>My group ( pocket chart today) : Mountain Math with whiteboards</i></p> <p><i>If time allows, continue to Mountain Math page on Whiteboards and number</i></p> | <p>decimals using visual models.</p> <p>C with meFinish lesson 7 and practice using place value discs</p> <p>J and TJ to work on Google Classroom 6s facts activities, and then swap</p> |  |
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|                         | <p>Wed- Word Word Wed<br/>Th- Writing Sample<br/>Friday- Fun group activity<br/>Today: Letter Yy writing sample page</p> <p>Math Minute ( Kidney table) : Teen numbers with rods and cubes</p>   |  | <p><i>recall practice</i></p> <p><i>Ticket out door-shape review</i></p>   |   |  |
| <p><b>Wednesday</b></p> | <p><b>FIELD DAY - KINDER</b></p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:<br/>LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.<br/><b>SEE IT, SAY IT, WRITE IT</b><br/>SC:<br/><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.<br/><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.<br/><input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: ( print concepts) I am</p> | <p>Activity:<br/>Start with Group Jam on IXL skill code MNB - Hard and soft G/C and then release to do ind.<br/>This will also be a day to talk about tricky questions with Achieve and offer help</p> <p>1:1 Raz ral if time allows</p> | <p>Standard(s): CC1, CC2, CC3, CC4<br/>LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names.<br/><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:<br/><input type="checkbox"/> I can count from 1-40.<br/><input type="checkbox"/> I can recognize numbers from 1- 20<br/><input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a</p> | <p>iXL Skill Day ( Resource) update green cards</p> <p>Standard(s): 4.NF.4<br/>LT: I am learning to multiply fractions by whole numbers using models.<br/>SC:<br/><input type="checkbox"/> I can represent a fraction as a multiple of unit fractions.<br/><input type="checkbox"/> I can identify multiples of a unit fraction.<br/><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</p> | <p>Working Wed- V and J over lunch checklist ELA</p> |

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|  | <p>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:<br/>Map Page opener ( New)<br/>I spy X game and new book<br/>- Making a Snowman</p> <p>Sound Station OG/ Today:<br/>LBlending board and CVC words with expos</p> <p>Trap Table ( Kinesthetic)<br/>M/Th- Sand<br/>Tues- Try it out Tues ( expos)<br/>Wed- Word Word Wed<br/>Th- Writing Sample</p> |  | <p>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>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Map file, counting by 10s review</i></p> <p><i>My Group (( Kidney table today): Roll it, write it, 10 frame ( grup1 _<br/>Roll and add ( group 2 )</i></p> <p><i>Ticket out door: longer, shorter review</i></p> | <p>TJ/J- count by 6s on wb with no X chart as opener, start Mid- Module review page together ( decimals)</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<br/>Today: Vowel tents</p> <p>Math Minute: # 13 page ( rods / Cubes)</p>  |                            |  |  |  |
| <b>Thursday</b> | <p>Standard(s): ELAGSEKRF2:<br/>and ELAGSEKRF1:<br/>LT: ( phonics ) I am learning to name the upper and lowercase letters of the alphabet.<br/><b>SEE IT, SAY IT, WRITE IT</b><br/>SC:<br/><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.<br/><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.<br/><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:<br/><input type="checkbox"/> I can track (words) text from left to right.<br/><input type="checkbox"/> I can track (words) text from top to bottom.</p> | <b>4th Grade Field Day</b> | <p>Standard(s): CC1, CC2, CC3, CC4<br/>LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names.<br/><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:<br/><input type="checkbox"/> I can count from 1-70.<br/><input type="checkbox"/> I can recognize numbers from 1- 20<br/><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:<br/><input type="checkbox"/> I can recall the names</p> | <p>Standard(s): 4.NF.7<br/>LT: I am learning to compare decimals to the hundredths place.<br/>SC:<br/><input type="checkbox"/> I can correctly compare two decimals by reasoning about their size based on the digits in the tenths and hundredths places.<br/><input type="checkbox"/> I can recognize that decimals can only be compared when they refer to the same whole.<br/><input type="checkbox"/> I can correctly use the symbols &gt;, &lt;, and = to record the results of decimal comparisons.<br/><input type="checkbox"/> I can correctly show and explain my comparison of two decimals using visual models.</p> <p>C will start with me-cMid MOdule review and place value discs</p> | Pull kinder during lunch to progress monitor/ ESGI in cafeteria- |

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|                      | <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:<br/>Rug ( BM tools, read) : MAP opener page ( new)<br/>Letter Yy Eye Spy- New Book- My Lunch</p> <p>Sound Station : OG/ phonics- Find the Monkey sight word game</p> <p>Trap Table ( Kinesthetic)<br/>M/Th- Sand<br/>Tues- Try it out Tues ( expos)<br/>Wed- Word Word Wed<br/>Th- Writing Sample<br/>Friday- Fun group activity<br/>Th- Labeling activity</p> <p>Math Minute ( Kidney Table): # 15 page with rods / cubes</p> |   | <p>of numbers.</p> <ul style="list-style-type: none"> <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>Lesson/Activity:</p> <p><i>Song/ Movement Intro: MAP MATH page ( new)<br/>ESGi practice</i></p> <p><i>My Group : ( pocket chart today) find the monkey # recognition and Mountain Math</i></p> <p><i>Ticket out Door: shape review-</i></p> | <p>Pair not working with teacher at this time will work on 6s facts activities on GC or IXL green card skills</p> |  |
| <p><b>Friday</b></p> | <p><b>Planning Day</b><br/>Standard(s): ELAGSEKRF2: and ELAGSEKRF1:<br/>LT: ( phonics ) I am learning</p>  | <p><b>Planning Day</b><br/><b>Media Center Day 9:15 -</b></p> | <p><b>Planning Day</b><br/>Standard(s): CC1, CC2, CC3, CC4</p>   | <p><b>Planning Day</b><br/>Standard(s): 4.NF.6<br/>LT: I am learning to write fractions with</p>                  |  |



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|  | <p>to name the upper and lowercase letters of the alphabet.<br/> <b>SEE IT, SAY IT, WRITE IT</b><br/> SC:<br/> <input type="checkbox"/> I can name all of the uppercase letters of the alphabet.<br/> <input type="checkbox"/> I can name all of the lowercase letters of the alphabet.<br/> <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:<br/> <input type="checkbox"/> I can track (words) text from left to right.<br/> <input type="checkbox"/> I can track (words) text from top to bottom.<br/> <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:</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>LT:I am learning to count to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names.<br/> <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:<br/> <input type="checkbox"/> I can count from 1-20.<br/> <input type="checkbox"/> I can recognize numbers from 1- 20<br/> <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:<br/> <input type="checkbox"/> I can recall the names of numbers.<br/> <input type="checkbox"/> I can count numbers in order.<br/> <input type="checkbox"/> I can say number names in order when counting objects.</p> <p><b>SEE IT, COUNT IT,</b></p> | <p>denominators of 10 or 100 as decimals.<br/> SC:<br/> <input type="checkbox"/> I can explain how a tenth in fraction form is interpreted as a tenth in a decimal.<br/> <input type="checkbox"/> I can explain how a hundredth in fraction form is interpreted as a hundredth in a decimal.<br/> <input type="checkbox"/> I can write a given fraction with a denominator of 10 as a decimal.<br/> <input type="checkbox"/> I can write a given fraction with a denominator of 100 as a decimal.<br/> <input type="checkbox"/> I can write a decimal up to the hundredths place as a fraction.</p> <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>Rug ( BM tools, read) :<br/> <i>Map opener page ( new)</i><br/> <i>ESGI sight word practice (</i><br/> <i>IPartner Read Making a</i><br/> <i>Snowman</i></p> <p>Sound Station : OG/<br/> phonics- 3 part drill :<br/> Letter cards and blending<br/> board -<br/> Today: th / digraph sort</p> <p>Trap Table ( Kinesthetic)<br/> M/Th- Sand<br/> Tues- Try it out Tues ( <br/> expos)<br/> Wed- Word Word Wed<br/> Th- Writing Sample<br/> Friday- BINGO ( digraphs for<br/> groups 2-4 and letters for<br/> group 1 )</p> <p>Math Minute ( Kidney<br/> Table): ZAP</p> |  | <p><b>WRITE IT</b></p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: ESGI<br/> checkin/ Counting sheet with<br/> tallies on clipboards ( print)</i></p> <p><i>My table ( kidney table today)</i><br/> :<br/> <i>1-5 board game</i></p> <p><i>Ticket out door- how high can<br/> we count with NO help from<br/> 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 April 3- 6 SHEA/ COLLINS

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



| <b>THINGS to complete ON YOUR OWN</b>  |  | <b>\$\$</b> |
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| Achieve ( 75% or higher ) Free Choice Achieve this week   |  | \$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 - (MNB) - Soft C/ Hard C and Soft G/ Hard G words   |  | \$2.00      |
| IXL Diagnostic ( Reading and Math)  |  | \$5.00      |



Short Week =  
Short Checklist

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| Achieve ( 75% or higher )<br>Free Choice  |  | \$3.00 |
| Cursive letters for week (any 2 letters!) |  | \$3.00 |

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### BONUS ACTIVITIES