

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

[Jakaylah passages to print](#) , [C/T passages to print](#) , [V passages to print](#) , finish emailing EIP parents with progress,

<p>Week of: April 24-28</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 Q nd TH review Book for week: Reread: Toys New Book: Little Things</p> <p>See bottom of plans for extra reading LT and SC for 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 :</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 100</i> <i>Making ten with addition</i></p> <p><i>Extra LT and SC for the week:</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 GMAS practice questions and exploring tools in GMAS</p> <p><i>Achieves for this week</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. (0-10)</p>	<p>Standard(s): 4.MD.1 LT: I am learning how to express larger units in terms of smaller units within the same measurement system. SC: <input type="checkbox"/> I can correctly compare units of time. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the metric system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the U.S.</p>	<p>Print/Copy for week</p>

	<p>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>Lesson/Activity: Rug: MAP activator questions, Letter Q 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><i>Free Choice this week</i></p>	<p>SC: <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> <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, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Smartboard Group Practice: Map Activator File Counting ON game (WordWall)</i></p> <p><i>My group ((kidney table today) Counting ON card game</i></p>	<p>standard system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of time to smaller units and record in a 2-column table.</p> <p>Lesson/Activity:</p> <p>T/J together C 1:1</p> <p>Today- C will start with 7s X practice and GC</p> <p>J and TJ will start with me /Units of Time chart and practice page</p> <p>Then swap</p> <p>Options on GC-7s Flocab</p>	
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	<p>Today: Qq 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>		
<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 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>GLC DAY 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</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. (0-6) 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.MD.1 LT: I am learning how to express larger units in terms of smaller units within the same measurement system. SC: <input type="checkbox"/> I can correctly compare units of time. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the metric system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the U.S. standard system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of time to smaller</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 Qq game and Reread Toys</p> <p>Sound Station : OG/ phonics- Try it Tuesday- Letter cards and blending board-Qq on whiteboard with expo</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos)</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><i>Smartboard Group Practice: MAP color file activator - COunt to 100 and count by tens song</i></p> <p><i>Kinder Math Jeopardy</i></p> <p><i>My group (pocket chart today) : 3D shape sort/review</i></p>	<p>units and record in a 2-column table.</p> <p>C with me UNits of Length practice page</p> <p>J and TJ to work on Google Classroom 7 s facts activities, and then swap</p>	
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	<p>Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Here is a _____ writing activity</p> <p>Math Minute (Kidney table) : Teen numbers with rods and cubes</p>		<p><i>Ticket out door-shape review</i></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.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p>	<p>Activity: Start with Grammar Review Sheet (punctuation and capitalization) and start IXL (short/ long vowels) as a group jam- students finish ind.</p> <p>Practice GMAS tools if time allows</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</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 7s</p> <p>TJ/J- UNits of weight practice</p>	<p>Working Wed- V and J over lunch checklist ELA</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) I spy Qq game and new book - Little Things</p> <p>Sound Station OG/ Today: Blending board and Qq pocket chart sort</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: Alphabet linking chart - QU spinners</p>		<p>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: Map file, Kinder Math Jeopardy</i></p> <p><i>My Group ((Kidney table today): Counting on practice sheet</i></p> <p><i>Ticket out door: longer, shorter review</i></p>	<p>page</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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	Math Minute: # 13 page (rods / Cubes)				
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:</p> <ul style="list-style-type: none"> <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>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</p>	<p>GLC DAY</p> <p>Grammar Review Sheet today first (will need help) , the work on checklist inf (will pull TJ for fluency today on RAZ leveled book)</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:</p> <ul style="list-style-type: none"> <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>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. 	<p>Standard(s): 4.MD.1 LT: I am learning how to express larger units in terms of smaller units within the same measurement system. SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can correctly compare units of time. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the metric system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the U.S. standard system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of time to smaller units and record in a 2-column table. <p>C will start with me-UNits of Capacity practice page</p> <p>Pair not working with teacher at this time will work on</p>	<p>Pull kinder during lunch to progress monitor/ ESGI in cafeteria-</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) : MAP opener page (new) S/w slides - QU video and and partner read- Little Things</p> <p>Sound Station : OG/ phonics- Alph soup mix up</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- Letter Qq writing sample</p> <p>Math Minute (Kidney Table): # 15 page with rods / cubes</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>Song/ Movement Intro: MAP MATH page (new) Kinder Math Review</i></p> <p><i>My Group : (pocket chart today) - 2D Shape sort and review</i></p> <p><i>Ticket out Door: shape review-</i></p>	<p>7s facts activities on GC or IXL green card skills</p>	
<p>Friday</p>	<p>CORE TEAM Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the</p>	<p>Media Center Day 9:15 - <i>This day will also be a check in day for AR goal and Reading on the Map- media</i></p>	<p>CORE TEAM Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p>	<p>Standard(s): 4.MD.1 LT: I am learning how to express larger units in terms of smaller units within the same measurement system.</p>	

	<p>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>Lesson/Activity: Rug (BM tools, read) : <i>Map opener page (new)</i></p>	<p>center takes up majority of segment on this day - bring red folders to media so working on checklist is also an option. Payout day \$\$\$</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, WRITE IT</p> <p>Lesson/Activity:</p>	<p>SC: <input type="checkbox"/> I can correctly compare units of time. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the metric system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of measurement to smaller units in the U.S. standard system and record in a 2-column table. <input type="checkbox"/> I can convert larger units of time to smaller units and record in a 2-column table.</p> <p>J and TJ start with me -Review units of measurement from week</p> <p>INd group work on 7s facts resources and green cards today</p> <p>Will swap groups after 15- 18 minutes</p>	
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	<p><i>ESGI sight word practice (Partner Read - Toys</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: Mt. Language</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>Song/ Movement Intro: ESGI checkin/</i></p> <p><i>My table (kidney table today) Teen number SCOOT Game! Move around the table as we play!</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 :

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 17- 21 SHEA/ COLLINS

Name: _____



<u>THINGS to complete ON YOUR OWN</u>	\$\$
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 - (UYA) Identifying text structures (we will start this together on Wednesday)	\$2.00
Reading a RAZ book aloud to Mrs. Collins	\$5.00
Grammar Review Sheet (we will start this together Thursday)	\$4.00



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Achieve (75% or higher) Free Choice	\$3.00
Parts of Speech BLOOKET]	\$3.00
7s Facts Flocabulary (75% or higher)	\$3.00

BONUS ACTIVITIES