

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 May 15-19 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</p> <p><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 G soft sound Book for week: Reread: Packing My Bag New Book: Setting the Table</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>See checklist for weekly skills</i></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,rhyming games - WW</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>This weel I will be helping with class projects choice boards, Achieve, final RR for year , checklist</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: COunt to 100 and shape review</i></p> <p><i>My group - rectangle tables- whiteboards and 100 Chart</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>Subtraction across zero and MM</p> <p>This weel I will be helping with class projects choice boards, Achieve, final RR for year , checklist</p>	
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	<p>Today: soft sound/hard sound sort 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: Sand</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>Lesson/ Activity: <i>See checklist for weekly skills</i></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 <input type="checkbox"/> I can write numbers 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 units and record in a 2-column table.</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work over lunch</p>

learning to read the words
in a book in the right order.

SC:

- I can track (words) text from left to right.
- I can track (words) text from top to bottom.
- 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, Reread)
Rhyming games

Sound Station : OG/
phonics- Try it Tuesday-
Letter cards and blending
board- OG letter Cards

Trap Table (Kinesthetic)
M/Th- Sand
Tues- Try it out Tues (expos)
Wed- Word Word Wed
Th- Writing Sample
Friday- Fun group activity

LT: I am learning to
count one object at a
time.

SC:

- I can recall the names of numbers.
- I can count numbers in order.
- I can say number names in order when counting objects.

**SEE IT, COUNT IT,
WRITE IT**

*Smartboard Group Practice:
Number spinner*

*My group (rectangle tables)
Math work job*

Ticket out door-shape review

C with me UNits of
Length practice
page

Area and perimeter
recap and MM

	<p>Today: all week- ind work on IXL skills while I pull for updated Running Record</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>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.</p>	<p>Activity: See checklist for weekly skills</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>SC: <input type="checkbox"/> I can recall the names</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>Angles, Lines review and MM .</p> <p>Today will be IXL skill day for most needed(we are now basing this on the MAP skill plan and is</p>	<p>Working Wed- V and J over lunch checklist ELA</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: Map Page opener (New) New Book- Setting the Table</p> <p>Sound Station OG/ Today: Find the MONkey pocket chart with digraphs/blends</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: Rhyming Act Sheet</p> <p>Math Minute: # 13 page (rods / Cubes)</p>		<p>of numbers.</p> <ul style="list-style-type: none"> <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 # spinner</i></p> <p><i>My Group ((Shape tracing and identification</i></p> <p><i>Ticket out door: longer, shorter review</i></p>	<p>individualized to each students' highest need with choice of code (sub group)</p>	
<p>Thursday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning</p>	<p>GLC DAY</p> <p>IXL for week and help with checklist due to testing week (</p>	<p>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</p>	<p>Pull kinder during lunch to progress monitor/</p>

	<p>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</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:</p>	<p>IXL and Achieve, not extra tasks this week for checklist due to GMAS)</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. <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>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>this week will be a review activity for rounding, subtraction angles, shapes (GMAS prep_ Mountain math if time allows</p>	<p>ESGI in cafeteria-</p>
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	<p>Rug (BM tools, read) : RAL</p> <p>Sound Station : OG/ phonics- - Blending Board and Find the Monkey with digraphs and blends</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 Thll week- ind work on IXL skills while I pull for updated Running Record</p> <p>Math Minute (Kidney Table): # 15 page with rods / cubes</p>		<p><i>Song/ Movement Intro: MAP ESGI checkin</i></p> <p><i>My Group : (math work job</i></p> <p><i>Ticket out Door: shape review-</i></p>		
<p>Friday</p>	<p>FIELD TRIP - 4th Grade- DARIEN</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:</p>	<p>FIELD TRIP - 4th Grade- DARIEN</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</i></p>	<p>FIELD TRIP - 4th Grade- DARIEN</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>FIELD TRIP - 4th Grade- DARIEN</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</p>	

	<p><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.</p> <p><input type="checkbox"/> I can name all of the 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, read) : <i>Map opener page (new)</i> <i>ESGI sight word practice (</i> <i>INew Read- Setting the Table</i></p>	<p>working on checklist is also an option. Payout day \$\$\$</p> <p>See checklist for weekly skills</p>	<p>LT: I am learning to write numbers 0-20. (0-5)</p> <p>SC:</p> <p><input type="checkbox"/> I can count from 1-20.</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>Song/ Movement Intro: ESGI checkin/ 100 chart practice and</i></p>	<p>smaller units in the metric system and record in a 2-column table.</p> <p><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.</p> <p><input type="checkbox"/> I can convert larger units of time to smaller units and record in a 2-column table.</p> <p>MM</p>	
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Sound Station : OG/
phonics- 3 part drill :
Letter cards and blending
board -
Today: Find the Monkey
Digraph game

Trap Table (Kinesthetic)
M/Th- Sand
Tues- Try it out Tues (exos)
Wed- Word Word Wed
Th- Writing Sample
Friday- Rhyming Game

making 10 game WW

*My table (kidney table today)
write numbers 1- 20 on own*

*Ticket out door- how high can
we count with NO help from
Mrs. Collins?*



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.

