10/28/24	Resource Reading	Resource Math 4th
When	**9:30-10:15**	**12:00-12:45**
Activity	**Small Group Instruction-** **Unit 8 Lesson 1:** **1: Grapheme-phoneme and heart words** **2: Phonemic Awareness- Review short A, and I and long A, and I phonemes and Dictation Sentences**	**Small Group Instruction-** **Multiplication review, arrays, area model, and standard algorithm.**
Standard:	**ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.**	**4.NR.2.3:** Solve real-life problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
LT:	**I am learning letter-sound relationship.**	**Learning Target:** We are learning to multiply using equations, arrays and area models to understand place value
Success Criteria	**I can articulate letter-sound relationship.**	**Success Criteria:** I can multiply a number with up to four digits by a 1-digit whole number and two two-digit whole numbers using strategies based on place value and the properties of operations.

Teaching Strategy	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
Notes		

10/29/24	Resource Reading 4th	Resource Math 4th

When	9:30-10:15	12:00-12:45
Activity	**Small Group Instruction-Unit 8 Lesson 3: Phonics concept Diagraph ch and wh and reading passage**	**Small Group Instruction-Multiplication review, arrays, area model, and standard algorithm.**
Standard:	**ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.**	**4.NR.2.3:** Solve real-life problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
LT:	**I am learning letter-sound relationship.**	**Learning Target:** We are learning to multiply using equations, arrays and area models to understand place value
Success Criteria	**I can articulate letter-sound relationship.**	**Success Criteria:** I can multiply a number with up to four digits by a 1-digit whole number and two two-digit whole numbers using strategies based on place value and the properties of operations.

Teaching Strategy	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
Notes		

10/30/24	Resource Reading 4th	Resource Math 4th
When	9:30-10:15	12:00-12:45
Activity	Small Group Instruction- Unit 8 Lesson 4: Student Practice and reading passage.	Small Group Instruction- Multiplication review, arrays, area model, and standard algorithm.
Standard:	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c.	4.NR.2.3: Solve real-life problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value

	Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
LT:	**I am learning letter-sound relationship.**	**Learning Target:** We are learning to multiply using equations, arrays and area models to understand place value
Success Criteria	**I can articulate letter-sound relationship.**	**Success Criteria:** I can multiply a number with up to four digits by a 1-digit whole number and two two-digit whole numbers using strategies based on place value and the properties of operations.
Teaching Strategy	**-Choral reading/ Partner reading** **-Visual Aides** **-phonemic awareness**	**-Mathematical Discourse** **-Hands on activity** **-Real World Connection**
Notes		

10/31/24	**Resource Reading 4th**	**Resource Math 4th**
When	**9:30-10:15**	**12:00-12:45**
Activity	**Small Group Instruction-** **Unit 8 Lesson 5: Wrap up and show what you know.**	**Small Group Instruction-Multiplication review, arrays, area model, and standard algorithm.**
Standard:	**ELAGSE2RF3: Know and apply grade-level phonics and word analysis**	**4.NR.2.3:** Solve real-life problems involving multiplication of a

	skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
LT:	I am learning letter-sound relationship.	**Learning Target:** We are learning to multiply using equations, arrays and area models to understand place value
Success Criteria	I can articulate letter-sound relationship.	**Success Criteria:** I can multiply a number with up to four digits by a 1-digit whole number and two two-digit whole numbers using strategies based on place value and the properties of operations.
Teaching Strategy	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
Notes		

11/1/24	Resource Reading 4th	Resource Math 4th
When	9:30-10:15	12:00-12:45

Activity	**Small Group Instruction-Unit 9 Lesson 1:** **1:Grapheme-phoneme and heart words** **2: Phonemic Awareness- Review short O, and U and long O, and U phonemes and Dictation Sentences**	**Small Group Instruction-Multiplication review, arrays, area model, and standard algorithm.**
Standard:	**ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.**	**4.NR.2.3:** Solve real-life problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
LT:	**I am learning letter-sound relationships.**	**Learning Target:** We are learning to multiply using equations, arrays and area models to understand place value
Success Criteria	**I can articulate letter-sound relationship.**	**Success Criteria:** I can multiply a number with up to four digits by a 1-digit whole number and two two-digit whole numbers using strategies based on place value and the properties of operations.

Teaching Strategy	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
Notes		