10/14/24 No School Holiday	Resource Reading	Resource Math 4th
When	**9:30-10:15**	**12:00-12:45**
Activity	**Small Group Instruction-**	**Small Group Instruction-**
Standard:		**4.NR.2.3:**
LT:		**Learning Target:**
Success Criteria		**Success Criteria:**
Teaching Strategy	**-Choral reading/ Partner reading** **-Visual Aides** **-phonemic awarness**	**-Mathematical Discourse** **-Hands on activity** **-Real World Connection**
Notes		

10/15/24	Resource Reading 4th	Resource Math 4th
When	**9:30-10:15**	**12:00-12:45**
Activity	**Small Group Instruction-** **Unit 7 Lesson 1-2:** **1: Grapheme-phoneme and heart words** **2: Phonemic Awareness- Short E and Long E**	**Small Group Instruction- White Board practice and Playing Card Array Activity.**
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		

10/16/24	**Resource Reading 4th**	**Resource Math 4th**
When	**9:30-10:15**	**12:00-12:45**
Activity	**Small Group Instruction-** **Unit 7 Lesson 3** **Grapheme long e and Hens and Pigs reading practice.**	**Small Group Instruction-White board practice, and sticker shop restock**
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**	**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

	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.	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 awareness	-Mathematical Discourse -Hands on activity -Real World Connection
Notes		
10/17/24	**Resource Reading 4th**	**Resource Math 4th**
When	9:30-10:15	12:00-12:45
Activity	Small Group Instruction- Unit 7 Lesson 4: Student Practice, Spelling words, and Hens and Pigs Reading Passage.	Small Group Instruction- White Board Practice and Area vs Algorithm and Side by Side Multiplication.

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		

10/18/24	Resource Reading 4th	Resource Math 4th
When	9:30-10:15	12:00-12:45

Activity	**Small Group Instruction- Unit 7 Lesson 5: Wrap up and Show what you know**	**Unit 7 Post Test. If time permits Unit 8 Pre-test.**
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		