

11/18/24	Resource Reading	Resource Math 4th
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<b>Small Group Instruction- Unit 10 Lesson 1: 1: Grapheme-phoneme and heart words</b>	<b>Small Group Instruction- Exploring factors in open ended word problems. Activity: Exploring Arrays The students will practice solving open ended word problems by thinking about all possible factors.</b>
<b>Standard:</b>	<b>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.</b>	<b>4.PAR.3.4: Identify composite numbers and prime numbers and explain the relationship with the factor pairs.</b>
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target: Learning Target: We are learning to identify prime and composite numbers</b>
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria: I can identify composite numbers and explain what makes a number composite.</b>

		<p>I can identify prime numbers and explain what makes a number prime.</p> <p>I can explain the relationship between prime and composite numbers.</p>
<b>Teaching Strategy</b>	<p><b>-Choral reading/ Partner reading</b></p> <p><b>-Visual Aides</b></p> <p><b>-phonemic awarness</b></p>	<p><b>-Mathematical Discourse</b></p> <p><b>-Hands on activity</b></p> <p><b>-Real World Connection</b></p>
<b>Notes</b>		

11/19/24	Resource Reading 4th	Resource Math 4th
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<p><b>Small Group Instruction- Unit 10 Lesson 2: 2: Phonemic Awareness- Review short and long E. Phonemes with segmenting and Dictation Sentences.</b></p>	<p><b>Small Group Instruction- Exploring multiples on a hundreds chart. Activity- Proving a statement The students will practice exploring the connection between factors and multiples.</b></p>
<b>Standard:</b>	<p><b>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</b></p>	<p><b>4.PAR.3.4: Identify composite numbers and prime numbers and explain the relationship with the factor pairs.</b></p>

	<b>inconsistent but common spelling-sound correspondences.</b>	
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target: Learning Target:</b> We are learning to identify prime and composite numbers
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can identify composite numbers and explain what makes a number composite. I can identify prime numbers and explain what makes a number prime. I can explain the relationship between prime and composite numbers.
<b>Teaching Strategy</b>	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
<b>Notes</b>		

11/20/24	Resource Reading 4th	Resource Math 4th
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<b>Small Group Instruction- Unit 10 Lesson 3: Phonics concept trigraphs tch and dge and reading passage</b>	<b>Small Group Instruction- Prime vs. composite Activity: Prime vs. composite sort The students will practice determining whether a number is a prime number or a composite number.</b>

<b>Standard:</b>	<b>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.</b>	<b>4.PAR.3.4:</b> Identify composite numbers and prime numbers and explain the relationship with the factor pairs.
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target: Learning Target:</b> We are learning to identify prime and composite numbers
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can identify composite numbers and explain what makes a number composite. I can identify prime numbers and explain what makes a number prime. I can explain the relationship between prime and composite numbers.
<b>Teaching Strategy</b>	-Choral reading/ Partner reading -Visual Aides -phonemic awareness	- <b>Mathematical Discourse</b> - <b>Hands on activity</b> - <b>Real World Connection</b>
<b>Notes</b>		

11/21/24

**Resource Reading 4th**

**Resource Math 4th**

<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<b>Small Group Instruction- Unit 10 Lesson 4: Student Practice and reading passage.</b>	<b>Small Group Instruction- Post Test</b>
<b>Standard:</b>	<b>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.</b>	<b>4.PAR.3.4: Identify composite numbers and prime numbers and explain the relationship with the factor pairs.</b>
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target: Learning Target: We are learning to identify prime and composite numbers</b>
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can identify composite numbers and explain what makes a number composite. I can identify prime numbers and explain what makes a number prime. I can explain the relationship between prime and composite numbers.

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

11/22/24	<b>Resource Reading 4th</b>	<b>Resource Math 4th</b>
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>



<b>Activity</b>	<b>Small Group Instruction- Unit 10 Lesson 5: Wrap up and show what you know.</b>	<b>Small Group Instruction- Factor Turkeys</b> <b>The students will practice determining all the factors for a number and if it is prime or composite.</b>
<b>Standard:</b>	<b>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.</b>	<b>4.PAR.3.4:</b> Identify composite numbers and prime numbers and explain the relationship with the factor pairs.
<b>LT:</b>	<b>I am learning letter-sound relationships.</b>	<b>Learning Target: Learning Target:</b> We are learning to identify prime and composite numbers
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can identify composite numbers and explain what makes a number composite. I can identify prime numbers and explain what makes a number prime. I can explain the relationship between prime and composite numbers.

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