

11/11/24 No School	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-</b>	<b>Small Group Instruction-</b>
<b>Standard:</b>		
<b>LT:</b>		
<b>Success Criteria</b>		
<b>Teaching Strategy</b>		
<b>Notes</b>		

11/12/24	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 9 Lesson 1:</b>  <b>1: Grapheme-phoneme and heart words</b>  <b>2: Phonemic Awareness- Review short and long O, and U. Phonemes with segmenting and Dictation Sentences.</b></p>	<p><b>Small Group Instruction- Multiplying using partial products.</b>  <b>Activity- Box office math</b>  <b>The students will practice multiplying 2 digit by 2 digit numbers using the strategy of partial products.</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</b></p>	<p><b>4.NR.2.3:</b>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.</p>

	<b>words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</b>	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target:</b> We are learning to multiply using equations, arrays and area models to understand place value
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can illustrate and explain multiplication using dot arrays and equations with an understanding of place value and properties of operations.
<b>Teaching Strategy</b>	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	- <b>Mathematical Discourse</b> - <b>Hands on activity</b> - <b>Real World Connection</b>
<b>Notes</b>		

11/13/24	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 9 Lesson 3: Phonics concept Diagraph ck and reading passage</b>	<b>Small Group Instruction- Connecting Models to the standard algorithm. Activity: Fill in the Blanks The students will practice 2 digit by 2 digit multiplication using various strategies and comparing it to the standard algorithm.</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.NR.2.3:</b> 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.
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target:</b> We are learning to multiply using equations, arrays and area models to understand place value
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can illustrate and explain multiplication using dot arrays and equations with an understanding of place value and properties of operations.
<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>		

11/14/24

**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 9 Lesson 4: Student Practice and reading passage.</b>	<b>Small Group Instruction- Pre test Exploring factors through arrays Activity: Exploring Arrays The students will practice determining all factors for a number using hands-on materials.</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>		

11/15/24	<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 9 Lesson 5: Wrap up and show what you know.</b>	<b>Small Group Instruction- Exploring factors on grid paper. Activity: Building Playgrounds The students will practice determining all factors for a number using grid paper.</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>		