

| 12/2/24 | Resource Reading | Resource Math 4th |
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| When | 9:30-10:15 | 12:00-12:45 |
| Activity | Small Group Instruction- Unit 10 Lesson 1: 1: Grapheme-phoneme and heart words | 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. |
| 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.PAR.3.4: Identify composite numbers and prime numbers and explain the relationship with the factor pairs. |
| LT: | I am learning letter-sound relationship. | Learning Target: Learning Target: We are learning to identify prime and composite numbers |
| Success Criteria | I can articulate letter-sound relationship. | Success Criteria: I can identify composite numbers and explain what makes a number composite. |

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| | | <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> |
| Teaching Strategy | <ul style="list-style-type: none"> -Choral reading/ Partner reading -Visual Aides -phonemic awarness | <ul style="list-style-type: none"> -Mathematical Discourse -Hands on activity -Real World Connection |
| Notes | | |

| 12/3/24 | Resource Reading 4th | Resource Math 4th |
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| When | 9:30-10:15 | 12:00-12:45 |
| Activity | Small Group Instruction- Unit 10 Lesson 2: 2: Phonemic Awareness- Review short and long E. Phonemes with segmenting and Dictation Sentences. | Small Group Instruction- Exploring multiples on a hundreds chart. Activity- Proving a statement The students will practice exploring the connection between factors and multiples. |
| 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 | 4.PAR.3.4: Identify composite numbers and prime numbers and explain the relationship with the factor pairs. |

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

| 12/4/24 | Resource Reading 4th | Resource Math 4th |
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| When | 9:30-10:15 | 12:00-12:45 |
| Activity | Small Group Instruction- Unit 10 Lesson 3: Phonics concept trigraphs tch and dge and reading passage | 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. |

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

12/5/24

Resource Reading 4th

Resource Math 4th

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

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| Teaching Strategy | -Choral reading/ Partner reading -Visual Aides -phonemic awarness | -Mathematical Discourse -Hands on activity -Real World Connection |
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| 12/6/24 | Resource Reading 4th | Resource Math 4th |
| When | 9:30-10:15 | 12:00-12:45 |

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

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