

Grade: K

Subject: Science

Standards

- K.L.01.A, Print many upper-and lowercase letters.
- K.L.01.F, Produce and expand complete sentences in shared language activities.
- K.L.02.A, Capitalize the first word in a sentence and the pronoun I.
- K.RI.01, With prompting and support, ask and answer questions about key details in a text.
- K.SL.03, Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.05, Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.06, Speak audibly and express thoughts, feelings, and ideas clearly.
- K.W.02, Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.05, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.07, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Objective

SWBAT recall facts from background building on Ocean facts and use the scaffolded writing process to write facts.

Essential Questions

What did you learn about the ocean? cephalopods? dolphins? sharks? deep sea fish? sea turtles?

Anticipatory Set/Direct Instruction

Read Aloud: One Tiny Turtle

Activity Flow (STRUCTURE/PROCESS) 5 minutes

- Scaffolded Writing is modeled by T each day in Shared Scaffolded Writing activity.
- T creates a message in relation to the story lab discussion (background building or MTH chapter) using the Comprehension Strategy as a prompt.
- T tells children the message, children repeat it, and then T models saying the message again, slowly, as she begins to write the lines. After writing all lines & 'rereading' together, teacher writes words on each line spelled correctly and focuses on one or two teaching points/writing concepts. Sound Map is available and used by the class.
- T erases her message and asks children what they plan to write about. Encourage the children to come up with their own message. Quickly reference the Comprehension Strategy Card to foster ideas.
- T has children tell their buddies what their message will be before going to their tables for individual scaffolded writing.

STRUCTURE Approx. 20 minutes

- Specific SW Paper, Sound Maps, Vowel Maps, skinny markers, pencils are used in Scaffolded Writing Activities.
- Every child is engaged in Scaffolded Writing, working at individual level; planning verbally, drawing, then writing. T's circulate and have 1:1 scaffolding interactions with children; every child gets 1:1 time with teacher or assistant teacher. Short and focused T interactions occur where the child is left with 'one more thing' to add or do after teacher leaves.
- In any activity, Scaffolded Writing always includes 5 steps:

Step 1 Writer plans and draws the message (in some activities plans orally with Buddy)

Step 2 Words in message are repeated aloud, as writer makes lines to represent each word

Step 3 Empty lines are reread as writer points to the line that stands for each word

Step 4 Each word is represented on the line with letters – (depending on child's level)

Step 5 Writer rereads completed sentence aloud, pointing to each line/word as each is read.

- T actively supports children's motivation to write by accepting and valuing all attempts to represent thoughts on paper.
- Emphasis is on estimated spelling: T does not focus on conventional spelling rules (e.g. "silent e") until the child reaches the WP level of writing. (Teacher may write the child's message under the lines.)
- T saves one writing sample a week for assessment purposes and sends the others home.

Anticipatory Set/Direct Instruction

Shared Reading Books: A Dolphin Communicates, Sharks, Orca Whales, Save the Sea Turtles

resource All About Sea Turtles, One tiny Turtle, The Ocean Floor, Exploring the Ocean

Leveled Readers: A Day at the Aquarium, The Aquarium, I Love the Beach

Learning Activities

Centers

Yellow: RAZ on I pads

Word work: Building sight words

Read to self : WALT Read to self using pictures, words or retelling

Work on Writing: (Scaffold)

WALT draw a diagram to represent what we learned

WALT have an oral message and draw lines for each word, then touch and read

WALT write initial sounds for words on lines

WALT write ending sounds for words

WALT write middle sounds

WALT write using Alphabetic principal

WALT write using formal word patterns

Homework

Waterford Reading

video practice on google classroom

Readers on google classroom

Activity Flow (PROCESS)

- Children plan message before writing (or drawing). In most activities they brainstorm and say their message to a Buddy before writing.
- Child works first on drawing, then writing.
- T uses Dynamic Assessment to observe what child can do independently and determine scaffold she will use. T observes child's level in the particular activity at that particular time (children may not be writing at same level in every activity).
- T circles code indicating most advanced skill child is currently demonstrating independently
- T scaffolds child (reference Teacher Scaffolds - Working on One More Thing) at appropriate level making an X or / on code for the level she scaffolded.
- IS level and higher: T leaves child with a specific prompt about what child can and should try to do independently (e.g.; "now you do this word"). Child should attempt what the T scaffolded on own for one word.
- T returns to child later to observe/comment on child's progress (may attempt scaffold again).
- Children may share their writing samples with buddies before putting them away.

Closure

Tell child 1 more thing to work on to increase dynamic assessment independence.

Dynamic Assessment: The Developmental Trajectory of Scaffolded Writing

P = Picture; M = Message; L = Line ("concept of word"); IS = Initial Sound; ES= End Sound; MS= Medial Sound(vowels); AP= Alphabetic Principle; WP=Word Patterns

Step 1 Writer plans and draws the message (in some activities plans orally with Buddy)

Step 2 Words in message are repeated aloud, as writer makes lines to represent each word

Step 3 Empty lines are reread as writer points to the line that stands for each word

Step 4 Each word is represented on the line - depending on child level

Step 5 Writer rereads completed sentence aloud, pointing to each line/word as each is read.

Teacher Scaffolds "Working on One More Thing"

- Prompt child to add detail to drawing if not symbolic of message
- Model message with stem
- Ask child to say the message while making the lines
- Ask child to read the message while pointing at the lines
- Read the message with the child to see if too many/few lines
- Encourage child to draw own lines
- Show how to add lines, or uses handover-hand method to redraw lines on back
- Use a * to indicate where to start or return sweep
- Encourage child to sound out one sound in a word
- Have child say/repeat word with sound emphasized
- Encourage child to work with a Buddy using Sound Map
- Encourage child to continue independently after scaffolding
- Scaffold use of Sound Map – initial sound
- Scaffold use of Sound Map – end sound
- Scaffold use of Sound Map –medial sound/vowels
- Ask child "Do you hear more sounds in that word?"
- Scaffold use of alphabetic principle
- Scaffold use of word patterns
- Scaffold writing multiple sentences

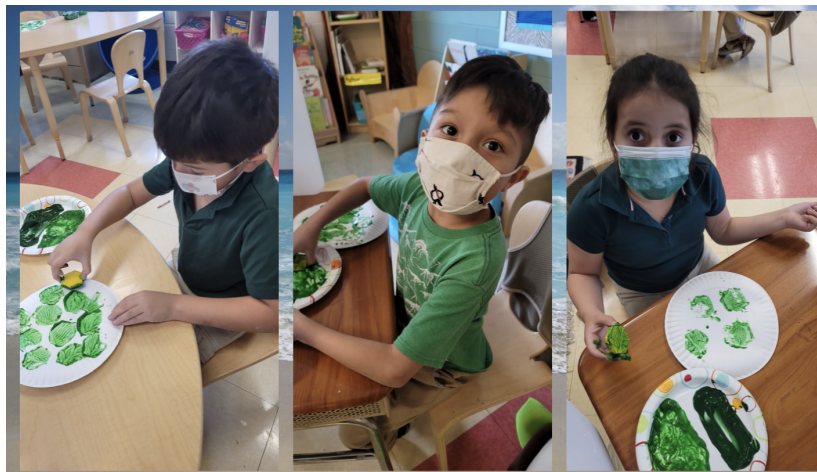
Student Samples for this Lesson



Secret Message

Sea turtles have lungs.
They hatch from eggs.
Sea turtles eat jelly fish.





Grade: 1

Subject: Math

Unit 4

Lesson 4.8 Combinations of 10

Scheduled to be taught on 02/02

Standards

- 01.MD.01, Order three objects by length; compare the lengths of two objects indirectly by using a third object.
 01.MD.02, Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
 01.NBT.01, Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
 01.OA.01, Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
 01.OA.06, Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
 01.OA.08, Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

Objective

SWBAT record addition facts they know and use combinations of 10 as a strategy for adding and subtracting within 20.

Essential Questions

What does combination of 10 mean? How can you make 10?

Anticipatory Set/Direct Instruction

Number Talk - Use quick look cards. Show 10 frame and dots cards. What do you notice on the 10 frame? How do you make 10? Use unifix cubes. Show dots card, play splat. How many dots did I cover?

Learning Activities

Vocabulary Review: Combination, Total, Sum

Whiteboard Activity: today we are making combinations of 10. Show me on your whiteboard any combinations of 2 numbers that make 10. How do you know? Do you see any on my anchor chart?

Closure

Jack Hartmann Make 10

Hokey Pokey Dance make 10

Small Groups:

1. Breakout Rooms- SeeSaw activity and then choice board.
2. Group 1 - Jamboard with rekenrek. Show me how to make 10
3. Group 2 - Jamboard with 2 hands. 2 fisted penny addition. How many are in the closed hand.

Student Samples for this Lesson

In response to: Making 10

February 2, 2021, 9:49 AM

February 2, 2021, 10:00 AM

Total Number of Pennies = 10

Math easy

3 + 7 = 10

10

3 + 7 = 10

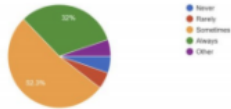
0 1 2
4 0 6
8 9 5

Grade: 2	Science
Standards: K-2-ETS1: Engineering Design Students who demonstrate understanding can: <ul style="list-style-type: none"> • K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. • K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. • K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. 	
Objective: This lesson plan will introduce students to the principles of waste management. It will be a hands-on experience to brainstorm, collect data, interpret the data, make solutions and to communicate why this is an important project.	
Essential Questions: What will we use to carry our belongings at a store if plastic and paper bags are banned? What is something we can do so it won't cost people a lot of money and they could reuse something instead of wasting?	
Anticipatory Set/Direct Instruction: <ul style="list-style-type: none"> • REFUSE material or products • REUSE something again that you would normally throw out • RECYCLE products 	
Learning Activities: Learning Activity: Before they began the project, students sent out a survey to staff and students to understand and see how much our school community knows about recycling and what best practices they are doing from home. 155 responses from the survey were shared with the entire school building. By raising awareness by using our donation drive, students wanted to be able to make sure our community was using single less single use bags, and more reusable ones. The students decided to have a donation drive for unused t-shirts. Bins were placed inside and outside of the school for collection. Students and staff collected over 225 t-shirts at this time T-shirts have been collected daily and at the time of a monthly total count from the beginning of the donations the total of 100 t-shirts have been counted. As of April 30, a total of 150 have been made into totes due to a new donation of t-shirts. Students worked together to take each shirt they received, and turn into reusable totes. From there they found a simple YouTube tutorial on how to turn a regular t-shirt into a bag/tote. The best way to take your groceries home is in your own bag . You can use it as many times as you like. You never have to throw away.	
Closure: Students were evaluated on the learners understanding of environmental and sustainable causes based on various learning levels and scoring out of 24 points <u>Student Rubric</u>	
Student Samples for this Lesson	

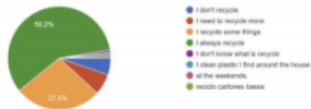


100%					
Applying Sustainable Practices	Beginning 1	Developing 2	Accomplished 3	Mastery 4	Total Points: 24 points/100%
Learner demonstrates awareness of the ecological issues related to his or her chosen area of study	Learner is aware of some of the environmental issues	Learner identifies which environmental issues are impacted within his/her area of study	Learner demonstrates how the project impacts the environment	Learner develops sustainable strategies that can decrease the impact on the environment	4
Learner identifies environmental conservation strategies	Learner is aware of some of the environmental issues	Learner identifies conservation strategies to address environmental concerns	Learner demonstrates effective environmental conservation practices	Learner articulates how specific conservation strategies impact our immediate environment	4
Students identify how sustainable practices produce a lean work environment	Learner is aware of different sustainable initiatives in his/her work environment	Learner identifies which sustainable initiatives can streamline process within his/her field	Learner demonstrates how sustainable initiatives produce a lean work environment and improve workplace safety or performance	Learner identifies emerging technologies/practices that have the potential to streamline his/her work environment	4
Students implement green project and show peer relationship skills. Also working with other kids	Learners/teachers participate in service projects	Learners/teachers participate in multiple green economy service projects	Learners/teachers work with some community partners in an ongoing baseline community service as an educational strategy to meet learning goals	Learners/teachers define most sustainable goals through real-world problem solving projects that benefit the community and environment	4
Students participate in green community service projects	Learner implements peer-teaching and peer relationship skills while working with kids	Learners from different classroom levels work with each other on collaborative hands-on green projects (such as teaching kids)	Learners and student groups are supported in taking leadership roles in green school activities (such as teaching kids)	Learners are active participants on School Green Team	4
Learner incorporates sustainable practices environmental, economic, social during the decision-making process	Learner is aware of current environmental issues but often does not incorporate them into his/her decision-making process	Learner connects sustainable practices to environmental impact and incorporates them into his/her decision-making process	Sustainable practices guide the learner's decision-making process in his/her life and workplace	Learner creates a culture of decision-making based on sustainable practices within his/her workplace. Learner models sustainability based decision-making within his/her workplace	4

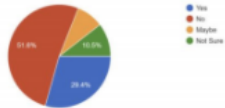
Do you use reusable bags?
153 responses



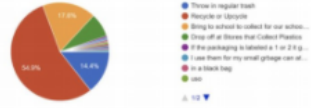
How do you recycle at home?
153 responses



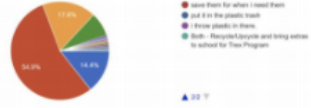
Did you know paper bags take more energy to make and thus produce more greenhouse gases?
153 responses



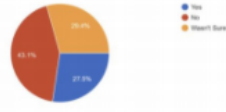
What do you do with the plastic packaging on items?
153 responses



What do you do with the plastic packaging on items?
153 responses



Did you think paper is environmentally friendly?
153 responses



What will you be using instead of paper or plastic bags? Please type in your answers.
153 responses

Reusable bags
reusable bags
reusable
Reusable bags
Reusable bags
I will use my own bag
no
plastic bags
Reusable bags

reusable bags
Reusable totes
Reusable bag
Water bags
cloth
short bags
yes
tote
Bianca L

What will you be using instead of paper or plastic bags? Please type in your answers.
153 responses

I will use plastic bags.
snaks
I use reusable cloth, canvas, and mesh bags. I also use reusable produce bags. I try not to buy any materials in plastic packaging.
short
boxes
Reusable
My reusable bags
Reusable totes

use reusable bags or old plastic bags that I save at home.
Reusable cloth bags
Tote handbag/basket
bags
I'm not sure what to use
reusable bags
reusable
recycled bags
my short bag the one I made

Lesson Plans for the Week of 12/07/2020
Michele Morey

	12/07/2020 Monday	12/08/2020 Tuesday	12/09/2020 Wednesday	12/10/2020 Thursday	12/11/2020 Friday
7:50-8:10: Homeroom/Morning Meeting 2HRC4	Math Talk Board, Energizers, Number Talks, Word Problems	Math Talk Board, Energizers, Number Talks, Word Problems	Math Talk Board, Energizers, Number Talks, Word Problems	Math Talk Board, Energizers, Number Talks, Word Problems	Math Talk Board, Energizers, Number Talks, Word Problems
	Objective	Objective	Objective	Objective	Objective
	SWBAT work on solving daily calendar activities (money, subitize, number bonds, place value, greater than/less than, odd/even, tallies); work on various standard based energizers, and number talks as a class using Think Mats; solve word problems, review math vocabulary, patterns)	SWBAT work on solving daily calendar activities (money, subitize, number bonds, place value, greater than/less than, odd/even, tallies); work on various standard based energizers, and number talks as a class using Think Mats; solve word problems, review math vocabulary, patterns)	SWBAT work on solving daily calendar activities (money, subitize, number bonds, place value, greater than/less than, odd/even, tallies); work on various standard based energizers, and number talks as a class using Think Mats; solve word problems, review math vocabulary, patterns)	SWBAT work on solving daily calendar activities (money, subitize, number bonds, place value, greater than/less than, odd/even, tallies); work on various standard based energizers, and number talks as a class using Think Mats; solve word problems, review math vocabulary, patterns)	SWBAT work on solving daily calendar activities (money, subitize, number bonds, place value, greater than/less than, odd/even, tallies); work on various standard based energizers, and number talks as a class using Think Mats; solve word problems, review math vocabulary, patterns)
	Warm Up Song : https://youtu.be/IAQ2HTqTl2w I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann	Warm Up Song : https://youtu.be/IAQ2HTqTl2w I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann	Warm Up Song : https://youtu.be/IAQ2HTqTl2w I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann	Warm Up Song : https://youtu.be/IAQ2HTqTl2w I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann	Warm Up Song : https://youtu.be/IAQ2HTqTl2w I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann
	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
	How can we interpret data? How can we make or represent a given number? How do we prove our answers? How do we go about solving a problem?	How can we interpret data? How can we make or represent a given number? How do we prove our answers? How do we go about solving a problem?	How can we interpret data? How can we make or represent a given number? How do we prove our answers? How do we go about solving a problem?	How can we interpret data? How can we make or represent a given number? How do we prove our answers? How do we go about solving a problem?	How can we interpret data? How can we make or represent a given number? How do we prove our answers? How do we go about solving a problem?
	Anticipatory Set/Direct Instruction	Anticipatory Set/Direct Instruction	Anticipatory Set/Direct Instruction	Anticipatory Set/Direct Instruction	Anticipatory Set/Direct Instruction
	An energizer warm-up to get students to start thinking of math	An energizer warm-up to get students to start thinking of math	An energizer warm-up to get students to start thinking of math	An energizer warm-up to get students to start thinking of math	An energizer warm-up to get students to start thinking of math
	Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
	Energizer/Number Talk/Word Problem to solve with the class/Subitize with number cards	Energizer/Number Talk/Word Problem to solve with the class/Subitize with number cards	Energizer/Number Talk/Word Problem to solve with the class/Subitize with number cards	Energizer/Number Talk/Word Problem to solve with the class/Subitize with number cards	Energizer/Number Talk/Word Problem to solve with the class/Subitize with number cards
	Closure	Closure	Closure	Closure	Closure
	Share and Response Time of given Number Talk activity and go over I Don't Have it Yet as a question and response to a given math activity	Share and Response Time of given Number Talk activity and go over I Don't Have it Yet as a question and response to a given math activity	Share and Response Time of given Number Talk activity and go over I Don't Have it Yet as a question and response to a given math activity	Share and Response Time of given Number Talk activity and go over I Don't Have it Yet as a question and response to a given math activity	Share and Response Time of given Number Talk activity and go over I Don't Have it Yet as a question and response to a given math activity
	Standards	Standards	Standards	Standards	Standards

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Lesson Plans for the Week of 12/07/2020
Michele Morey

	12/07/2020 Monday	12/08/2020 Tuesday	12/09/2020 Wednesday	12/10/2020 Thursday	12/11/2020 Friday
	02.NBT.02 02.NBT.03 02.NBT.05 02.NBT.08 02.NBT.09 02.OA.01 02.OA.02 02.OA.03	02.NBT.02 02.NBT.03 02.NBT.05 02.NBT.08 02.NBT.09 02.OA.01 02.OA.02 02.OA.03	02.NBT.02 02.NBT.03 02.NBT.05 02.NBT.08 02.NBT.09 02.OA.01 02.OA.02 02.OA.03	02.NBT.02 02.NBT.03 02.NBT.05 02.NBT.08 02.NBT.09 02.OA.01 02.OA.02 02.OA.03	02.NBT.02 02.NBT.03 02.NBT.05 02.NBT.08 02.NBT.09 02.OA.01 02.OA.02 02.OA.03



PARTS OF A CLOCK



What do you notice on the clock? 🧐

Click to add speaker notes



Show me what 7 am would look like on the clock.

Make sure to write the time.

7:00 am

[View Original](#)

[View Google Doc](#)

December 8, 2020, 10:20 AM

Where do we see time?

2/7

On a clock at
School

[View Original](#)

[View Google Doc](#)

December 8, 2020, 10:20 AM

Like Comment

In response to: Lesson 4-1 Tell Me What You Know About Time

1/7

PARTS OF A CLOCK



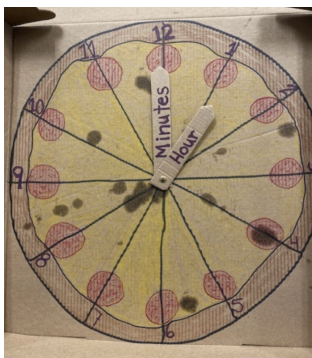
What do you notice on the clock?



I notice the hour hand and the minute hand on the second hand and minute lines and hour number

[View Original](#)

[View Google Doc](#)



A colorful educational graphic. On the left, there are small illustrations of children and animals. In the center, a yellow house has math problems on its windows: $5 + 10 = 15$, $10 + 5 = 15$, $15 - 10 = 5$, and $15 - 5 = 10$. To the right of the house is a vertical number line from 0 to 20, with numbers 19 and 20 at the top. The word "Craftments" is written at the bottom.

Lesson Plans for the Week of 03/22/2021
Kalliope Papaiyanis

	03/22/2021 Monday	03/23/2021 Tuesday	03/24/2021 Wednesday	03/25/2021 Thursday	03/26/2021 Friday
	Lesson 6.11	Lesson 6.6	Assessment Unit 6	Assessment Unit 6	Course does not meet
	Objective SWBAT solve two-step number stories and represent them with equations	Objective SWBAT use multiplication/division diagrams to make sense of an solve number stories	Objective SWBAT complete the Unit 6 Assessment	Objective SWBAT complete the Unit 6 Assessment	
	Essential Questions What makes a problem a two-step problem?	Essential Questions How is a diagram useful?	Anticipatory Set/Direct Instruction Pass out materials	Anticipatory Set/Direct Instruction Pass out materials	
	Anticipatory Set/Direct Instruction Mental Math	Anticipatory Set/Direct Instruction Mental Math	Learning Activities Students will complete the Unit 6 Math Assessment	Learning Activities Students will complete the Unit 6 Math Assessment	
	Learning Activities 1. Math Message- 2. Representing a Number Story: children write number models to fit number stories 3. Organizing Information from Number Stories: children organize number stories into situation diagrams 4. Writing Number Models: children represent multistep number stories	Learning Activities 1. Math Message- children write equations to represent a number story 2. Representing Unknowns: children represent unknown quantities in equations 3. Introducing Multiplication/Division Diagrams: children organize information from number stories 4. Representing and Solving Number Stories: children write equations and solve number stories	Closure Assessment	Closure Assessment	
	Closure Math Boxes Summarize: Children explain how they write a number stories to match an equation	Closure Math Boxes Students make observations about what they notice on pages 200-201 and discuss in their teams			
	Homework Home Link 6.11 & Facts	Homework Home Link 6.6 & Facts			
	Standards 03.NBT.02 03.OA.07 03.OA.08	Standards 03.MD.07.B 03.MD.07.D			

Student Samples for this Lesson

Copy of Lesson 6-6 Making Sense of the Problem-Whole Group Share Screens



What do you understand from reading the story?

Anna has 8 bags of rubber bands. Each bag has the same number of rubber bands. Anna has 56 rubber bands in all. How many rubber bands are in each bag?

bags	rubber bands per bag	rubber bands in all
8	7	56

What do you need to find out?

Make a plan.

Copy of Lesson 6-6 Making Sense of the Problem-Whole Group Share Screens


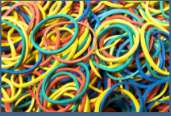


Anna has 8 bags of rubber bands. Each bag has the same number of rubber bands. Anna has 56 rubber bands in all. How many rubber bands are in each bag?

What do you understand from reading the story?

bags	rubber bands per bag	rubber bands in all
8	9	56

Make a plan.

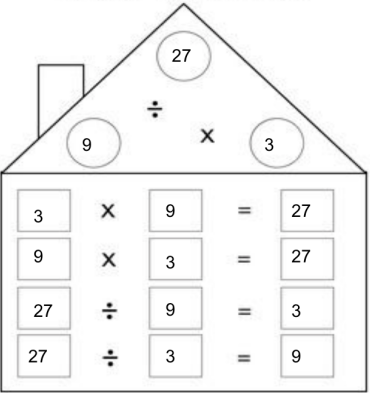
What do you need to find out?


Equation

$$7 \times 5 = 35$$

Fact Families



3	\times	9	$=$	27
9	\times	3	$=$	27
27	\div	9	$=$	3
27	\div	3	$=$	9



What number is missing in this fact family?

Let's solve this message together using what we know about multiplication and division.

Annette has bags of grapes for her team. In each bag there are 5 grapes. There are 45 grapes in all. How many bags does Annette have?

What do we know?

What do we need to find out?

- $5 \times 9 = 45$
- $45/5 = 9$



Grade: 4

Reading

Lesson Planner Lesson Books x (2 New) WebMailPRO - K12USA x Untitled presentation - Google Slides x +

genesis.genisisedu.com/longbranch/sis/view?module=lessonplanner&category=mybooks&tab1=lessons&action=showLesson&lessonObjectid=2779132

MAIL Video Conferencing... ClassDojo ClassLink Genesis Login Snack & Lunch count MP4 Gr 3-5 Bussers... i-Ready Dashboard Raz-Plus: The online... Apps

Scheduled to be Taught: 3/08 3/09 3/10 3/11 3/12

Lesson Book: ELA - Whole Group Unit Plan: Data Analysis View Unit Fields

Lesson Title: SRV/SPI Data Analysis & Goal Setting

Lesson Template: Default Lesson Plan*

Days: 5 Time: Sharable: ☒ Public Library: ☐

Standards: No standards have been assigned to this lesson Search for Standards

Objective:
(Custom 1)

SW work on the SRI and SPI (as needed) Assessments.

SW reflect on last month's personal reading goal & use the most recent SRI data to set a new goal for this month.

SW work with the teacher to develop a plan to achieve the new goal.

Essential Questions:
(Custom 2)

Did you reach your goal? Why or why not?

2:18

Student Samples for this Lesson

Mathias Monthly Goals:

You can become a better reader by setting monthly goals for yourself. Each month, think of 1 or 2 things that you'd like to work on as a reader. Then, decide on a plan to help you reach that goal. Finally, at the end of the month, reflect on your goal and plan for the next month.



Month	My Goal	My Plan	Reflection
JANUARY	My goal is to score at least 425 on the next SRI.	My plan is to read books that are between 500-600 Lexile in Epic every day. I will also work in iReady for 100 minutes each week.	I passed my goal (465). I made sure to do at least 100 iReady minutes each week. I used my iReady strategies when I took the SRI. I also pushed myself to read harder books in Epic (past 600).
FEBRUARY			
MARCH	My goal is to score at least 500 on the next SRI.	My plan is to read books that are between 600-700 Lexile in Epic every day.	
APRIL		I will also work in iReady for at least 35 minutes on Wednesday, Thursday & Friday.	
MAY			

My Reading Progress:

Throughout the year you will track the progress of your "Just Right" reading level. Have your teacher fill in the chart below as you progress through different reading levels during the year.

Date	My "Just Right" Book Level
September 2020	SRI: 247 iReady: 486
December 2020	SRI: 326 iReady: 505
March 2021	SRI: 465



Progress to College and Career Report

STUDENT: [REDACTED] MATHIAS

School: George L. Catrambone

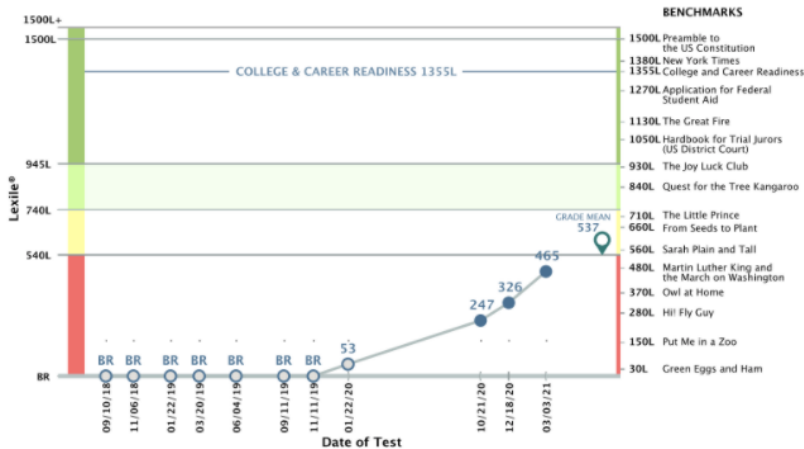
Teacher: Michelle Newberry

Grade: 4

Time Period: 03/01/18 - 03/09/21



Reading Comprehension Assessment



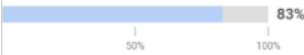
YEAR-END PROFICIENCY RANGES

Grade 1	190-534L	Grade 5	830-1014L	Grade 9	1050-1264L
Grade 2	420-054L	Grade 6	925-1074L	Grade 10	1080-1339L
Grade 3	520-824L	Grade 7	970-1124L	Grade 11	1185-1389L
Grade 4	740-944L	Grade 8	1010-1189L	Grade 12	1185-1389L

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 19/23



This student has made 83% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

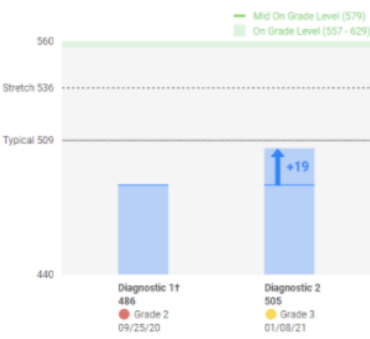
Scale Points: 15/50



This student has made 38% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 4 is a Mid On-Grade Level scale score of 579.

Overall Diagnostic Growth



†This Diagnostic used to establish Growth Measures.

Domain	Diagnostic 1	Diagnostic 2
Overall ↑	● Grade 2	● Grade 3
Phonological Awareness*	● Tested Out	● Tested Out
Phonics* ↑	● Grade 1	● Grade 2
High-Frequency Words*	● Tested Out	● Tested Out
Vocabulary ↑	● Grade 2	● Grade 3
Comprehension: Literature	● Grade 2	● Grade 2
Comprehension: Informational Text ↑	● Grade 2	● Grade 3

↑ Placement Improved from Initial

* Foundational Domains