

PLC Agenda and Notes

Team: 4/5

Date: 9/28/22

Guiding Questions:

1. What do we want every student to learn?
2. How will we know when each student has learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Norms:

- Open Communication
- Assume Positive Intent
- Prepared and Focused
- Honor ALL Students

Celebrations (3 min):

- Finished our first CFA cycle on Math
- Finished our first Writing unit
- Students are increasing Lexia minutes and Lexia units each week
- Students are passing levels on XtraMath and excited about it

Curriculum, Assessment & Intervention (35 min):

<u>Topic</u>	<u>Discussion</u>	<u>Next Steps</u>
15 Day Data Challenge: Unit 1 Everyday Math	Final results: 5th grade test was administered and 4th grade test will be administered on 9/29 and 9/30. Reteaching groups will follow next week for student misconceptions.	Reteaching groups based on data found within unit assessments.
15 Day Data Challenge: Unit 2 Everyday Math	4th Grade: 10/5 - 10/26 <ul style="list-style-type: none">• Operations and Algebraic Thinking 4.OA4 4.OA5<ul style="list-style-type: none">◦ Square numbers,	Create 4th and 5th grade CFA's and administer them as the topics are being taught.

	<p>factors/factor pairs, multiples, prime/composite numbers, multiplicative comparisons (with number stories)</p> <ul style="list-style-type: none"> • Numbers and Operations in Base 10 4.NBT4 4.NBT5 <ul style="list-style-type: none"> ◦ Area of a rectangle • Measurement and Data 4.MD3 <ul style="list-style-type: none"> ◦ Units of Time • Geometry 4.G1 4.G2 4.G3 <ul style="list-style-type: none"> ◦ Classifying triangles and quadrilaterals by their properties ◦ Symmetry <p>5th Grade: 10/3 - 10/21</p> <ul style="list-style-type: none"> • Number and Operations in Base 10 5.NBT1 5.NBT2 5.NBT5 5.NBT6 <ul style="list-style-type: none"> ◦ Place value, exponents, multi-digit multiplication (2x1, 3x1, 4x1, 2x2, 3x2), partial quotient division (interpreting the remainder) • Measurement and Data 5.MD1 <ul style="list-style-type: none"> ◦ U.S. customary unit conversions in multistep problems 	
<p>15 Day Data Challenge: R.4.1 - Refer to details and examples in a text when</p>	<p>Access the summative assessment for the standard</p> <p>Accessed lessons in Drive and looked through the Passages for Comprehension Tool box and selected</p>	<p>Contact Kari for more information and update on when the assessment will be provided to us.</p>

<p>explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>materials/resources</p> <ul style="list-style-type: none"> ● PreAssess with CFA ● Think & Search intro lesson to R4.1 ● Graphic Organizer to teach the four kinds of questioning ● Sample stories from IRA & GR for continued practice ● Summative assessment 	
--	---	--

Student Concerns (5 min):

Jess -

- - Attendance; Plan for cell phone usage at school; Soft start; County workers on vacation/plan, IEP meeting on Friday, 9/30.

Ashley -

- - Self-regulation, using physical aggression, tone, honest reports to mom and dad,

Gwen -

- - distracted/disengaged/disoriented, zoned out, confused of surroundings, misplaces items, makes a mess of items (seat proximity, remove distractions, provide alternative locations to complete work in quiet environments - Kreblin's)
- - hyperactive, impulsive, egotistical, easily frustrated, talks down to others, distracted and distracting, inappropriate, wants attention (build a strong relationship, provide positive incentives, breaks with Ms. Kreblin or other staff if possible, logical consequences)

Agenda Items for Next Meeting (5 min):

- Make math CFA's
- R.4.1 check in
- Review Unit 1 math results