Unit 1: Multiplicative Thinking

Big Ideas	Essential Questions	Smart Goals
- Modeling multiplication and division strategies. - Understanding and explaining prime and composite numbers. - Understanding multiplicative comparisons (x times longer)	- What are efficient strategies you can use to show multiplication and division? - How can you show multiplication using a number line, array, etc.? - What is the difference between prime and composite? - What is the difference between factor and multiple? - How can you use multiplication (or division) to find the unknown?	90% of our students can fluently skip count by numbers 1-10 at the end of unit 1. The remaining 10% will be able to skip count by 2, 5, 10s and will have gained skip counting fluency with 2 additional numbers. Skip Counting Tracking Sheet

Standards Addressed in This Unit

Major Clusters	Supporting Clusters	Additional Clusters
4.OA.A: Use the four operations with whole numbers to solve problems.	4.OA.B: Gain familiarity with factors and multiples.	

Sandwiched Standards/Learning Progressions

Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities 3.OA.B.6 Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	4.OA.1 Interpret a multiplication equation as a comparison 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Key Vocabulary

prime	composite	factor
multiple	factor pair	product
expression	equation	Situational equation (4 X f = 24)
variable	dimension	How many times more?
Ratio Table		

Student-Friendly Learning Targets

Module 1
  - I can choose and use efficient strategies to solve a story problem.
  - I can model multiplication and division using a number line.
  - I can model multiplication and division using an array.
  - I can model multiplication using a ratio table.

Module 2
  - I can explain the difference between prime and composite numbers.
  - I can explain the difference between multiples and factors.

Module 3
  - I can choose and use an efficient strategy to show multiplicative comparisons.

Links to Assessments/Evidence

Unit 1 Pre Assessment

Unit 1 Post Assessment

Bridges Assessments and Checkpoints:

  Bridges Multiplication & Division Checkpoint

  Bridges Unit 1 Pre Assessment

  Teacher Created Formative 1 (2017-2018)

  Teacher Created Formative 1 (2018-2019)

  Prime and Composite Formative (2018-2019)

Baseline for Number Corner not required

IAB for Operations and Algebraic Thinking

IAB for OA Thinking - Google Form

Additional Resources	
GAMES (links) **Arithmetic Four**: connect four with whole number operations **Drag Race Division**: multi-player division up to 12	**Home Connections** **Module 1** **Module 2**
Math Madness: missing addend, subtrahend, and factor game **Grand Prix Multiplication**: math fact fluency Xtramath.com **The Product Game**: multiplication fact fluency	**Module 3** **Module 4**
WORK PLACES (links) 1A Cover Up 1B Arrays to 100 1C The Multiple Wheel 1D Spinning Around Multiplication 1E Products Four in a Row 1F Dragon's Gold **Other Games** Trash Fast Facts Bump	**Entrance Slips** - used as kids come into the classroom after recess or during a transition into math to practice strategies or small concepts previously taught **Daily Problem Solving** - used to practice multiplication and division strategies in real life context. Daily Problem Solving Folder (2017-2018) Daily Problem Solving Folder (2018-2019)

Reflection Notes:

Previous Years Notes:

2017-2018: Students came in a lot stronger this year with skip counting. We noticed that because of this students struggled with finding strategies to show multiplication and division. We created story problems with greater number choice that challenged the students to move past skip counting and to use various multiplication and division strategies. As a team, we differed on the importance of writing a complete equation to match both the story problem and the student work. As the concepts continue to increase in difficulty and the story problems begin to get more complex, it might be beneficial to begin placing an emphasis on writing equations with parentheses to show each step of the problem in unit 1 to set students up for success later in the year. Changing number corner to factors, multiples, prime and composite was really important that led to student success with these concepts. Giving students daily practice with these concepts allowed for the majority of the math block to be dedicated to the essential standards of solving multiplication and division problems that are more complex while number corner was focused on a specific skill. Because this unit was more of a review on concepts taught in third grade, we did not find it necessary to pull students for math interventions at this time.

Capistrano School District, Kim Bailey
Adapted by Laurie Robinson-Sammons, 2014
Adapted by WRSD, 2015

DRAFT WRSD Math Pacing Guide 2018-2019 Grade 4

Units 1-3 for 1st Semester, Units 4-7 for 2nd Semester   *to be updated 08/30/18 as a grade level team*

Unit	Name	Clusters Assessed	Lessons	Dates
1	Multiplicative Thinking	**4.OA.A:** use the four operations with whole numbers to solve problems **4.OA.B:** gain familiarity with factors and multiples	4 Modules (Post Mod 3, Ses 5)	• Post assessment by Oct 5 • TACA Oct 15
2	Multi-Digit Multiplication & Early Division	**4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic.	4 Modules (Post Mod 4, Ses 5)	• Post assessment by Nov 9 • TACA Nov 19
	IAB for 4.OA (Questions 1 - 16) 4.OA Instructional Next Steps			
3	Fractions & Decimals	**4.NF.B:** Build fractions from unit fractions	4 Modules (Post is Mod 4, Ses 4)	• Post assessment by Dec 19 • TACA Jan 14
	IAB for 4.NF (Questions 1 - 10) 4.NF Instructional Next Steps			
4	Addition, Subtraction & Measurement	**4.NBT.A:** Generalize place value understanding for multi-digit whole numbers. **4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic.	4 Modules (Post is Mod 4, Ses 4)	• Post assessment by Feb 1 • TACA Feb 11
	IAB for 4.NBT			
6	Multiplication & Division, Data & Fractions	*Use of an efficient math strategy (or series of strategies) to solve:* **4.OA.A:** use the four operations with whole numbers to solve problems **4.MD.A:** word problems involving measurement and time	4 Modules (Post is Mod 4, Ses 3)	• Post assessment by Mar 8 • TACA Mar 18
	IAB for 4.NF (Questions 11 - 15) 4.NF Instructional Next Steps			
	IAB for 4.OA			
5	Geometry & Measurement	**4.MD.C:** Geometric measurement: understand concepts of angle and measure angles.	4 Modules (Post is Mod 4, Ses 3)	• Post assessment by Apr 19 • TACA Apr 29
	IAB for 4.G			
7	Reviewing & Extending Fractions, Decimals & Multi-Digit Addition	**4.NF.A:** Explain fraction equivalence and compare fractions with unlike denominators **4.NF.C:** Understand the relationship between fractions and decimals, add and subtract to the 10ths and 100ths	4 Modules (Post is Mod 4, Ses 3)	• Post assessment by Jun 1 • TACA Jun10
	IAB for 4.NF			
8	Playground Design		4 Modules	• No assessment

Name: _____   Date: _____

Grade 4 Unit 1 Pre/Post Assessment
Multiplicative Thinking

4.OA.B

1. Write a prime number in the space below and tell how you know it is prime.

4.OA.B

2. Write a composite number in the space below and tell how you know it is composite.

4.OA.B

3. Complete the chart.

	List all factors of the number.	List two multiples of the number.	Write P if the number is prime or C if the number is composite.
23			
36			
95			

4.OA.A

4. Claire saw 4 columns of markers in a box of 36 markers. How many markers are in each column?

4.OA.A

5. Jorge bought a video game and a DVD. The video game cost $36. The DVD cost $9. How many times more than the DVD did the video game cost?

4.OA.A

6. The Hawks table group has 5 students, and each student brought 3 pencils. The Eagle table has 5 students, and each student brought 5 pencils. After they collected the pencils, Mrs. Raptor divided them evenly among the students at those two tables. How many pencils did each student get?

A. Solve the problem above. Show your thinking with numbers, sketches, or words.

B. Which equation best represents this story problem? (The letter p stands for the number of pencils each student got).

○ $5 + 3 + 5 + 5 = p$ ○ $((5 \times 3) + (5 \times 5)) \div 10 = p$

○ $(5 \times 3) + (5 \times 5) = p$ ○ $((5 \times 3) + (5 \times 5)) \times 10 = p$

4.OA.A

7. There are 5 students in the purple group. They each brought 3 packs of paper to school. The class needs 8 times as much paper as the entire purple group brought to last the whole year. How many packs of paper does the class need?

4.OA.A

8. Fill the bubbles beside the two equations that best represent this situation: Jalen picked 20 flowers. That is 4 times as many as his little brother, Andre, picked. How many flowers did Andre pick? (In the equation below, f stands for Andre's flowers.)

○ $20 \times 4 = f$ ○ $20 = 4 \times f$ ○ $20 \div f = 4$ ○ $20 - 4 = f$

○ $20 \div f = 4$ ○ $20 - 4 = f$

Unit 1 Post Reflection

Name: _____ Date: _____

Skills:

- Identify factors, multiples, and determine whether a number is prime or composite.
- Solve word problems involving addition, subtraction, multiplication, division (including multi-step problems and problems with remainders)

Student Reflections:

1. How did you feel about questions 1, 2 and 3? Why? Explain your thinking in detail.

2. How did you feel about questions 6, 7, and 8? Why? Explain your thinking in detail.

Feedback:

Parent Signature: _____

Level of Proficiency:

1—needs support   2—developing skill   3—meets expectations   4— exceeds expectations

		1	1.5	2	2.5		
4.OA.B: Students understand the relationship between factors and prime/composite, identify multiples	Questions 1-3	1	1.5	2	2.5	N/A	N/A
4.OA.A: Students use of an efficient math strategy (or series of strategies) to solve a multiplication or division word problem.	Questions 4-8	1	1.5	2	2.5	N/A	N/A

General Directions

Teachers, please use this tool to identify which clusters to enter as events in Skyward and to score by proficiency scale in your TACA process. Through June of 2018, we are reporting cluster scores as a 4 (exceeds expectations), 3 (meets expectations), 2 (developing skills), or 1 (needs support). Scores of 2.5 and 1.5 need to be rounded down until Skyward's settings are changed over the summer.

It is important that students are choosing from a variety of strategies as they solve their problems in order to keep the DOK at a level 2 or higher. Please take care not to teach a single strategy for a specific word problem for the purpose of "passing the test," as this changes items allowing for student choice into recall/reproduction of a teacher's method, making the results of the assessment inaccurate.

Unit 1 Assessment: Multiplicative Thinking

Cluster 4.OA.A
- Solve word problems involving addition, subtraction, multiplication, and division - including multi-step problems and problems including remainders

Score	The preponderance of the evidence shows that the student can:	Evidence
4	Not available on this assessment	
3	* Standards listed as 2.5 would qualify as level 3, however this assessment does not have end of year level of rigor necessary to receive a 3. Success on this assessment only allows students to score a 2.5.	
	• Represent word problems using equations with a letter standing for the unknown quantity (4.OA.A.3)	Item 8
2.5	• Solve multistep word problems posed with whole number and having whole number answers using the four operations, including division word problems in which remainders must be interpreted (4.OA.A.3)	Items 6, 7
	Successfully demonstrates the skills from the 2.0 list	
	• Recognize or recall mathematical vocabulary in context.	
	• Interpret a multiplication equation as a comparison (4.OA.A.1)	
2	• Represent verbal statements of multiplicative comparisons as multiplication equations (4.OA.A.1)	Item 5
	• Multiply or divide to solve one-step word problems involving equal groups or arrays, including problems where the remainder must be interpreted (4.OA.A.2)	Item 4
1.5	With help, the student may demonstrate partial success with the 2.0 list.	
1.0	There is not yet evidence of partial success with the 2.0 list.	

Cluster 4.OA.B
- Students demonstrate an understanding of factors, multiples, prime and composite.

Score	The preponderance of the evidence shows that the student can:	Evidence
4	Not available on this assessment	
	Summary: students understand the relationship between factors and prime/composite.	
3	• Determine whether a given whole number in the range of 1-100 is prime or composite. (4.OA.B.4)	Item 3
	• Find all factor pairs for a whole number in the range of 1-100 (4.OA.B.4)	Item 3
	Successfully demonstrates the skills from the 2.0 list	
2.5	Partially successful with the 3.0 list.	
	Summary: students are able to determine factors or prime/composite, but are unable to determine both	
2	• Recognize or recall mathematical vocabulary in context.	Items 1, 2
	• Determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number (4.OA.B.4)	Item 3b
1.5	With help, the student may demonstrate partial success with the 2.0 list.	
1.0	There is not yet evidence of partial success with the 2.0 list.	

Unit 1 Multiplicative Comparison—Formative 1

Name: _____ Date: _____

Directions: Show your thinking to solve the story problems below. Be sure to write an equation and include a labeled solution.

1. Mr. Bishop has 7 packs of cookies with 6 cookies in each pack. Mr. Curran has 4 times as many packs of cookies as Mr. Bishop. How many cookies does Mr. Curran have?

Equation: _____ Solution: _____

2. Nickall has 9 packs of Pokemon cards. There are 10 cards in each pack. He has 3 times as many Pokemon cards as David. How many Pokemon cards does David have?

Equation: _____ Solution: _____

Prime and Composite Formative

Name: _____ Date: _____

Directions: Complete the chart below.

	List all of the factors of the number.	List two multiples of the number.	Write P if the number is prime or C if the number is composite.
21			
22			
23			

MATH TACA

Date	9/24/2018	
School	Moutnain Meadow	
Team	Grade 4	
Unit	Unit 1	

What did you learn from revisiting last year's TACA process?
prime/composite, factors and multiples. Some of the misconceptions from the post-assessment last year were related to students' ability to follow directions (choose 2 equations) -- maybe we need to push students to write

Resources   Unit 1 Pre   Unit 1 Post   Scoring Guide   Cover/ Reflection Sheet   Answer Key Pre   Answer Key Post   Unit Plan

Common Core Clusters Measured
4.OA.A (Solve word problems including multi-step problems and problems including remainders.)
4.OA.B (Determine factors, multiples, primes, and composites.)

What concepts, skills, or reasoning did our students do well with? (see scoring guide)

Team Generated Formative Assessments **PRE:** Considering students were only exposed to number corner for a few days before given this assessment, students did well on choosing a prime and composite number. Students did a great job reading through the word problem to identify what was being asked and were able to approach the problem (first part of a multi-step problem). Students did better on the single-step story problems than the multi-step or choose an equation to represent the situation. **FORMATIVE:** For the most part, students were able to successfully identify they were solving 2-step story problems. Many students were able to successfully solve the first step of the story problems. We noticed many students were much more successful with multiplication than division. Students did well understanding which operation was needed to solve the story problem. Students did well organizing their work and this allowed them to be organized in solving a multi-step story problem (making it easier for us to track their work and possible misconceptions).

District Assessment **POST:** Students did really well identifying prime and composite numbers and identifying multiples. Students demonstrated they understand what factors are (had a difficult time as the numbers got greater). Students did significantly better on the multiplicative comparisons (#5).

What instructional strategies and/or lessons supported student success?

Team Generated Formative Assessments **PRE:** Starting prime/composite, factors and multiples in number corner on the first day of school allowed students exposure to the concepts. We also worked together to team-teach number corner the first week of school. We encouraged students to use any strategy they could remember (when in doubt, draw it out). Students that did well on this assessment (especially questions 1-3, are students that need minimal exposure). **FORMATIVE:** We have done a lot of work with ratio table (labeling the ratio tables with "packs and cookies"). We have also had a lot of discussion about the progression on strategies and understanding where they are at and where they need to go. Encouraging students to think *before* they work -- who has more cookies? who has more Pokemon cards? What is the problem asking you to do? We have done a lot of work with modeling variables in mental math and this allowed students to write equations before they work.

District Assessment **POST:** Students were given daily exposure to prime/composite, factors and multiplices in number corner. Our SMART goal that pushed studets to be able to skip count by all numbers really helped students find factors quickly. Daily problem solving tasks with encouragement to use more efficient strategies (number choices that pushed students to be more efficient in their work). Daily mental math modeled what efficient strategies looked like for students. We provided students with a variety of multiplicative comparison problem types that required students to think more critically about what the problem is asking.

What misconceptions do we see in student work?

Team Generated Formative Assessments **PRE:** Students seemed to mix up prime and composite, and factors and multiples. Students may not have understood that when it asks for **all** factors, they can stop after they have found a few. Mistaking factors and factor pairs. Students misunderstood the multiplicative language of number 5 (how many times more). Students had a difficult time understanding all of the steps in a multi-step story problem (number 6 and 7) and keeping their work organized through the entire problem. Students seemed uncomfortable with the variable in number 8, and/or students aren't understanding the relationship between multiplication and division (both operations can be used the solve the situation). **FORMATIVE:** Students sovled only one part of the multi-step problem, rather than the entire problem. Students made simple computational errors -- students tried to solve the problems mentally and left a lot of room for mistakes. Students were unsure of which operation to use and weren't clear on if their answers were reasonable or not. Students are having a difficult time with the multiplicative comparison language -- particularly when the problem says *times* as many, but they need to divide to solve. Lacks had a difficult time keeping their work organized with labels to solve the entire problem. Students had a hard time connecting the equation with the story problem and their work. Many students didn't even have an equation -- they aren't planning before they are executing the problem.

District Assessment **POST:** As the number choices became greater, students had a difficult time finding all of the factors of a number -- either students knew a strategy but were not diligent in their work, or did not understand generalized rules (multiples of even numbers, multiples of fives, etc.). When asked to choose 2 equations to represent a problem, we noticed students either only chose 1 equation, or chose 2 wrong equations -- students may not understand the relationship between multiplication and division. Students are now able to work with greater numbers and are not thinking through what the story problem is asking (#4 -- box of 36 markers dividied into 4 rows, many students multiplied because they can rather than thinking about what the problem is asking).

What concepts, skills, or reasoning do students need to become proficient?
Team Generated Formative Assessments PRE: Students need to understand the difference between factors and multiples. Students need to become more comfortable with skip counting (or their math facts) to identify all of the factors of a given number. They also need know and be able to explain the different between prime and composite. Students need to understand how to use different rules and logic to identify prime or composite numbers. Students need to identify and explain the relationship between multiplication and division and how both operations can be used to solve certain story problems. Students need to understand how to organize and label their work to track a multi-step story problem. FORMATIVE: Students need work with the vocabulary around multiplicative comparison. We need to model parenthesis in equations more for the students and explain how and why we wrote an equation a certain way. Students need additional time working on division strategies and developing an understanding of the relationship between multiplication and division.
District Assessment POST: Students need to continue to work on reading questions more carefully and understanding the step(s) needed to solve the problem. Students still need to understand what it means to multiply and what it means to divide.

Which students did not master essential learning?
Team Generated Formative Assessments 4.OA.B Number Corner Formative: Cooper, Hope, Riley M., Devin, Zach, Liam, Addison E., Silly Mistake - Weber: Audrey, Gunner, Maylee, Kaleb Curran: Corbin, Caleb, Hayli, June, Keira, Colin, Emery, Mason, Brady, Krisha, Akins: Payton, Ayden, Adriana, Jessica, Melot, Emma, Bishop: Derek, Aspen, Hudson, Chaz, Naomi, Violet, Adrian, Sammy, Wyatt Multiples: Sydnee, Lila, Gavin, Nickali, Avalon, Juli, Rylie, Tyson, Kylie 4.OA.B Multiplicative Comparisons Formative: Curran - Hayli, June, Evelyn, Tessa, Dayton, Bryce, Gracie, McKenzie, Colin, Corbin, Mason, Hope Weber - Taylor, Ava, Avalon, Maddy, Cyndee, Kaleb, Audrey, Liam Bishop - Juli, Hannah, Tyson, Riley S., Naomi, Norris, Kylie, Hudson, Derek, Violet Akins - Liam K., Jessica, Syndee H., Zach, Keeley, Payton, Ayden, Melat, Malia, Ema , Lila, Gavin
District Assessment POST: 4.OA.A (1.0 & 1.5) - Evelyn, Gracie, Colin, Corbin, Lucas, Hope, Maverick, Hayli, June, Brodee, Caleb, Gavin, Malia, Sydnee, Liam K., Hunter, Devin, Zach, Melat, Rylie M., Payton, Jessica, Ellie, Violet, Naomi, Derrek, Tyson, Kylie, Rylie S., Chaz, Emma, Juli, Hudson, Darren, Taylor, Kaleb, Skylan, Liam B., Ava, Arianna, Audrey, Nickali, Maddy 4.OA.B (1.0 & 1.5) - Lucas, Hope, Maverick, Hayli, Tessa, Caleb, Sara, Sydnee, Liam K., Devin, Zach, Jessica, Rylie M., Derek, Tyson, Kylie, Juli, Hudson, Taylor, Skylan, Ava, Cooper, Nickali, Maddy

How will we provide extra time and support for unlearned skills?   -   What are we going to do about it?   -   How will we check for success?
Team Generated Formative Assessments 4.0A.B Formative: We will be allowing students (or student teachers) to "teach" number corner while we are able to check in with the "silly mistake" group to uncover any misconceptions. We will then start pulling students that need additional support with the formative overall by focusing on just multiples, then just factors, and finally prime or composite. 4.OA.A Multiplicative Comparison: The majority of our group needs additional support with multiplicative comparisons. We will take this week to do additional re-teaching and providing students with more examples and opportunities to solve story problems involving multiplcative comparisons.
District Assessment 4.OA.A -- these students will be specifically targeted in day-to-day work and will be given small group time in class to monitor their progress because this is an end of year standard. 4.OA.B -- these students demonstrated they understand these concepts, but are making silly mistakes. We will continue to work on these concepts throughout unit 2 and will give an IAB as a check in at the end of unit 2.

How will we support learners in need of enrichment? - What are we going to do about it?
Team Generated Formative Assessments 4.OA.B Formative: We will start pushing these students to start generalizing rules and think logically when identifying whether numbers are prime or composite.
District Assessment POST: We will continue to offer more challenging story problems for students that have completed daily work (more challenging number choses, multi-step story problems, asking for more efficient strategies -- thinking more logically).

| Do we need to tweak or improve the assessment? |
| --- |
| Team Generated Formative Assessments: |
| District Assessment: Fix the typo in number 8! |

4.OA.A (Solve word problems including multi-step problems and problems including remainders.)

	Akins Pre	Akins Post	Bishop Pre	Bishop Post	Curran Pre	Curran Post	Weber Pre	Weber Post	Moutnain Meadow Post Totals
# of Students	26	27	27	27	25	25	27	27	106
Needs Support (1.0-1.5)	17	11	15	11	22	11	17	10	43
Developing Skills (2.0)	5	9	11	12	3	8	8	9	38
Meeting Some Expectations (2.5)	4	7	1	4	0	6	2	8	25
Meeting All Expectations (3.0)	0	0	0	0	0	0	0	0	0
Exceeding Expectations (4.0)	0	0	0	0	0	0	0	0	0

Problem Solving
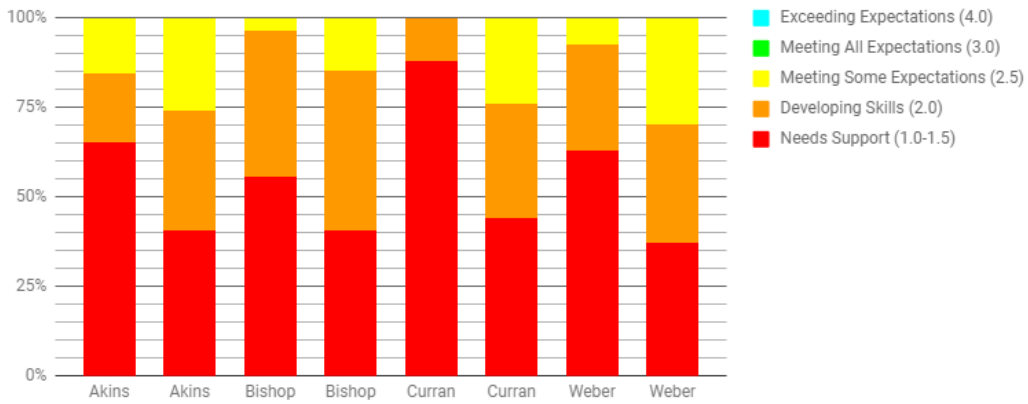
	Akins Pre	Akins Post	Bishop Pre	Bishop Post	Curran Pre	Curran Post	Weber Pre	Weber Post	Moutnain Meadow Post Totals
# of Students	27	27	27	27	25	25	27	27	106
Needs Support (1.0-1.5)	23	6	22	5	16	7	19	6	24
Developing Skills (2.0)	1	3	1	4	6	5	0	3	15
Meeting Some Expectations (2.5)	1	16	4	14	3	11	6	13	54
Meeting All Expectations (3.0)	2	2	0	4	0	2	1	5	13
Exceeding Expectations (4.0)	0	0	0	0	0	0	0	0	0

Factors, Multiples, Primes, & Composites
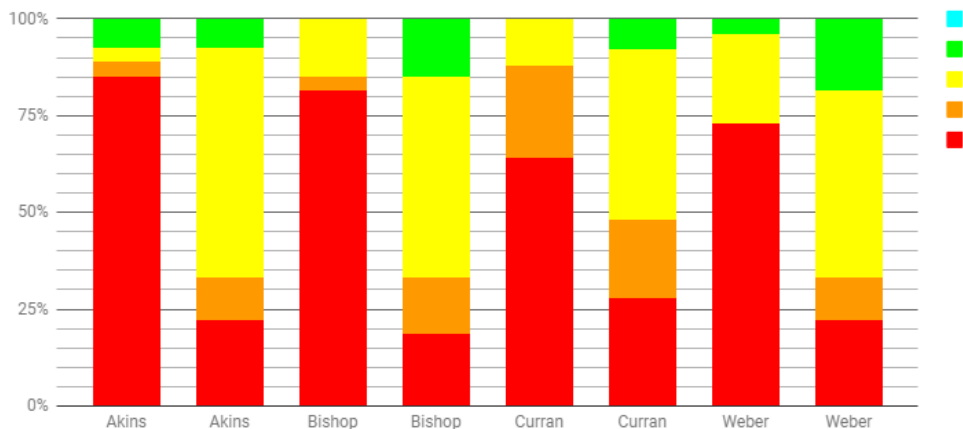
PLC Expectations
4 Questions of PLC
* What do we expect our students to learn? *
* How do we know they learned it? *
* What will we do if they have not learned it? *
* What will we do if they have learned it? *

Unit Plans
Formative Assessments
Unit Assessments
Analyze Common Assessments with TACA
Update Unit Plans
Plan Interventions

Grade 4

September

September 10 - PLAN:

What we accomplished: We completed the TACA process for the baseline writing assessment. We also planned our assessment schedule for the week. Reviewed the PLC process and expectations.

Next Steps: Begin teaching narrative writing story structure through backwards planning.

What we need help with: Nothing at this time.

September 17 - PLAN: Review reading assessment data.

What we accomplished: We finished entering the unit 1 pre-assessment data and talked about the essential questions based on takeaways from the assessments. We also finished grouping students into intervention groups and reviewed materials for when groups start.

Next Steps: Start reading groups and re-evaluate materials and process for implementation as needed.

What we need help with: Discussing a new idea for supporting our Tier 3 students when we meet on Wednesday during RTI time.

September 24 - PLAN: Review Math pre-assessments/determine next course of action

What we accomplished: We used the scoring guide to identify levels of proficiency on the unit 1 math pre-test. Used formative unit 1 assessment data to determine misconceptions and areas of focus for the coming week. Sorted those students into groups for extra practice during number corner.

Next Steps: Use number corner time to reteach concepts and giving a problem solving formative on Wednesday.

What we need help with:

October

October 1 - PLAN: Analyze problem-solving formative assessments/determine what is needed moving forward

What we accomplished: We were able to analyze formatives to determine strengths and needs of students in regards to problem solving. We realized we need to do more work with mutliplcative comparison and multi-step story problems.

Next Steps: Reteach strategies whole group and additional exposure and opportunities to solve multi-step story problems and multiplicative comparision scenarios.

What we need help with:

October 8 - PLAN: Grade Level PLC at Wilkeson (Unit 1 Math)

What we accomplished: Worked together as a grade level team to score profiency levels on unit 1 math assessment. We also looked ahead and okayed the unit 3 assessment revisions.

Next Steps: Finish analyzing the assessments using the guiding questions fo the TACA. Intervene on prime/composite, factors and multiples as needed.

What we need help with: Nothing at this time!

October 15 - PLAN: Analyze Unit 1 Post Assessment (Math)

What we accomplished: Reviewed unit 1 assessment data and determined areas of strength and misconceptions. Students that haven't mastered these skills will receive multiple exposures to help reinforce them. Went over conference folder information and checklist for students to complete with their parents.

Next Steps: Continue working with and monitoring students on daily math activities. The IAB for a check-in on these standards will be given after Unit 2. Complete Unit 2 proficiency scales this week.

What we need help with: Nothing.