Harrington October Vertical Team Meeting

October 20, 2021

Sign In

T-TESS Evidence Share

In your group, share your T-TESS goal and artifact(s)

20.00

Group 1	Group 2	Group 3
Joan Patrick	Jamie Edmonson	Molly Davis
Linda Culbreth	Linda Westenhiser	Renea Miller
Sarah Clopton	Chia Ming Wu	Sandy Wang
Lana Smith	Robyn Regan	Amy Taggart
Julie Krupa	Jennifer Nguyen	Anika Jones
Denise Schneider	Ashley Duehr	Scott Herndon
Alex Birdwell	Brenda Thompson	Michelle Lu
Katie Lutz	Julie Weaver	Sydni Sonnier
Valerie Bailey	Aimee Edwards	Blair Flores
	Maegan Gill	Debbie Delaney

T-TESS Goal and Artifact Debrief
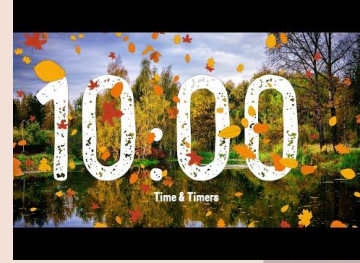
What is one new thing that you learned today?

What is one thing that you found interesting?

What is one new thing that you would like to try?

Learning Target Share

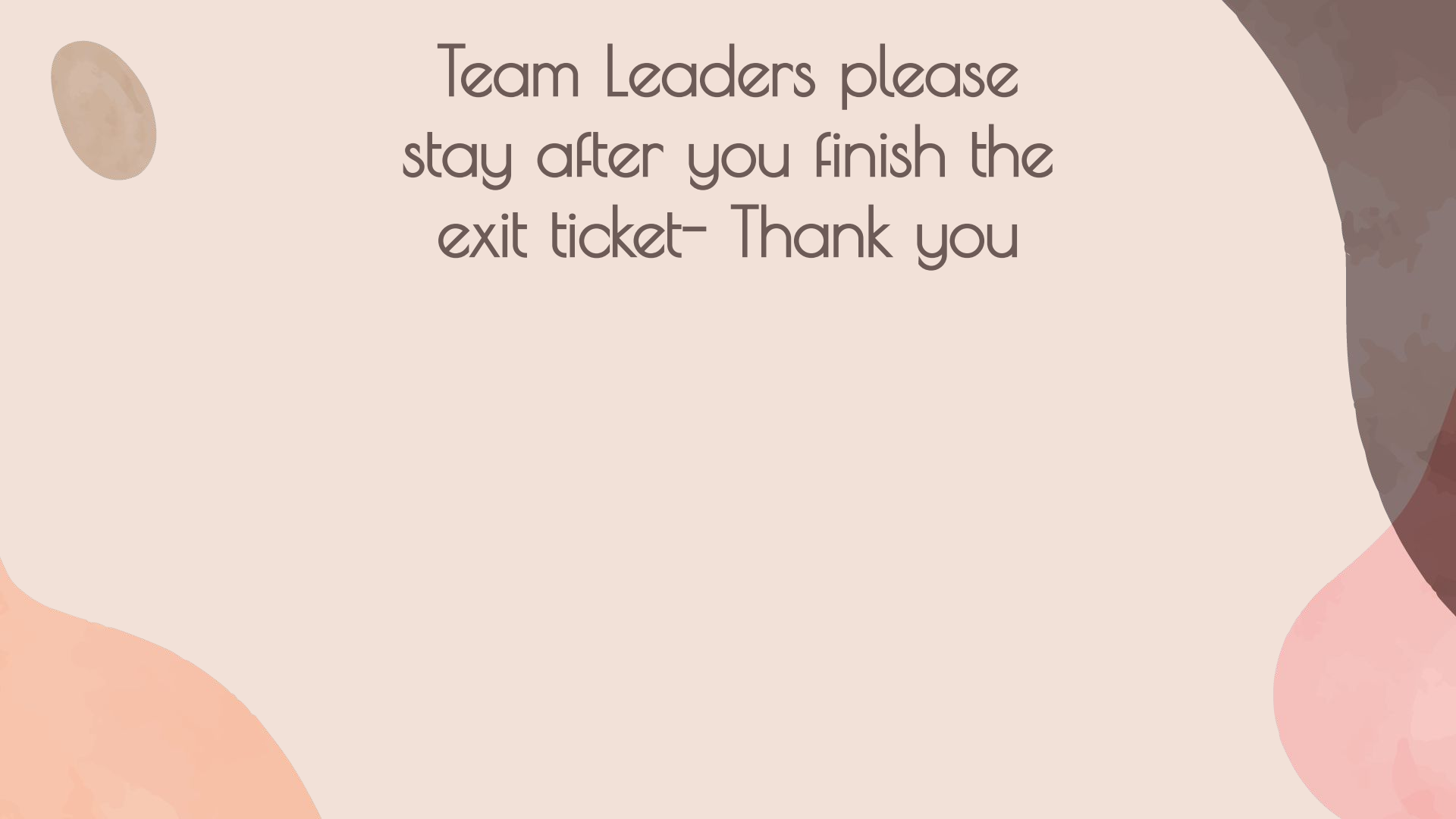In your group, share your grade's student friendly "I can..." statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comparing and Ordering Numbers					
(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:	(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:	(2) Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:	(2) Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:
(G) compare sets of objects up to at least 20 in each set using comparative language. (H) use comparative language to describe two numbers up to 20 presented as written numerals.	(E) use place value to compare whole numbers up to 120 using comparative language. (F) order whole numbers up to 120 using place value and open number lines. (G) represent the comparison of two numbers to 100 using the symbols >, <, or =.	(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.	(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =. (F) compare and order decimals using concrete and visual models to the hundredths.	(B) compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =.

Learning Target Share

In your group, share your grade's student friendly "I can..." statements

	Kinder	1st	2nd	3rd	4th	5th
Reading	K.7(C) Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance. I can	1.8(C) Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. I can identify the beginning, middle and end of a story.	2.8(C) Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. I can retell the beginning, middle and end of a story.	3.8(C) Analyze plot elements, including the sequence of events, the conflict and the resolution. I can retell the beginning, middle and end of a story.	4.8(C) Analyze plot elements, including the rising action, climax, falling action, and resolution. I can analyze or explain the plot elements within a literary text.	5.8(C) Analyze plot elements, including the rising action, climax, falling action, and resolution. I can tell the difference between rising action and climax.
Math	K.2(G) compare sets of objects up to at least 20 in each set using comparative language. I can	1.2(E) use place value to compare whole numbers up to 120 using comparative language. I can determine if a number is great than, less than, or equal to a given number.	2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =). I can use place value to compare and order whole numbers up to 1,200 using symbols (<,>, or =)	3.2(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =. I can compare and order numbers up to 100,000 using symbols >, < or =.	4.2(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =. I can compare and order whole numbers up to 1,000,000,000.	5.2(B) compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =. I can compare decimals using symbols.

Team Leaders please stay after you finish the exit ticket- Thank you

Exit