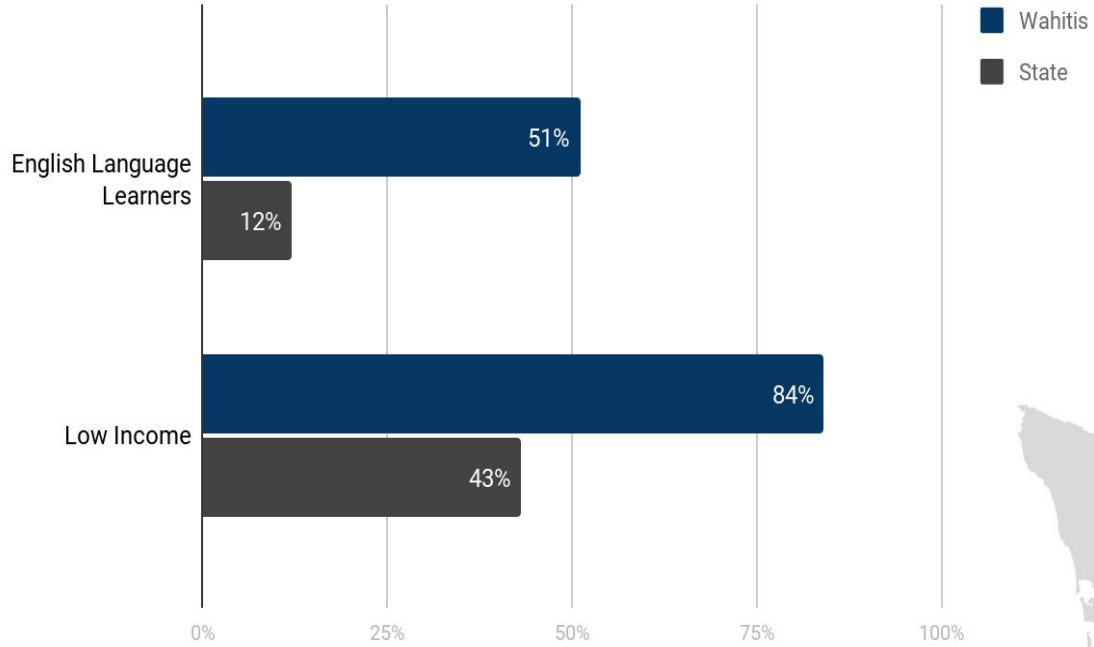
Meet
our
awesome
students
and
staff!

Go Hawks!

Challenging the Narrative of COVID Learning Loss - Accelerating Learning For All

Wahitis Elementary School
Othello School District

WAHITIS ELEMENTARY

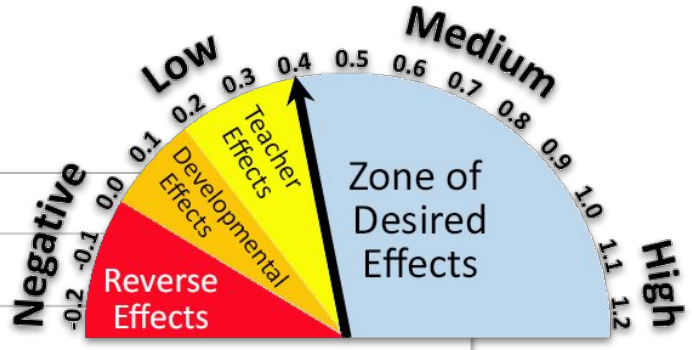


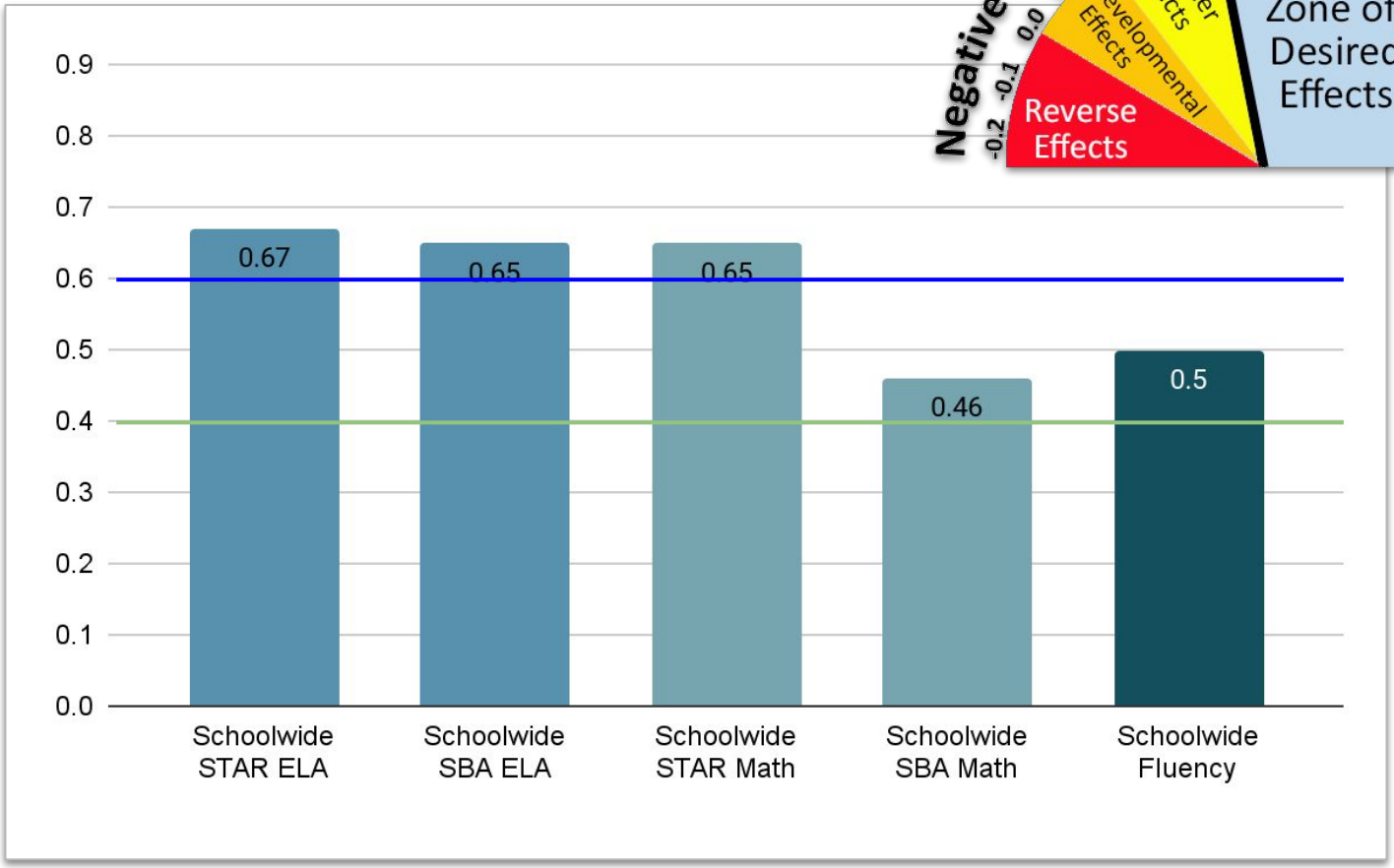
LEARNING INTENTION

Learn components of one school's systematic approach to closing the achievement gap

How you can apply these components to the work in your school/organization

Know thy impact





2021-2022 SCHOOL YEAR

2021-2022 SCHOOL YEAR

- 6th Grade accurate readers

- 5th Grade STAR Reading percent meeting benchmark
- 5th Grade accurate readers
- 5th Grade percent strong decoders
- 5th Grade ELA SBA
- 5th Grade Math SBA

- 4th Grade STAR Reading percent meeting benchmark
- 4th Grade percent strong decoders

- 3rd Grade STAR Reading percent meeting benchmark
- 3rd Grade percent fluent readers

Create a system and structure of high quality instruction to accelerate learning for all students.

01

Guaranteed and Viable curriculum

Set the Road Map - Instructional framework created for all Core Instruction

02

Common Assessments

Interim Assessments every 6-8 weeks, written together before instruction takes place

03

Lesson Planning

Content before Craft

If content doesn't match rigor of what students need, craft won't be enough to get them there.

04

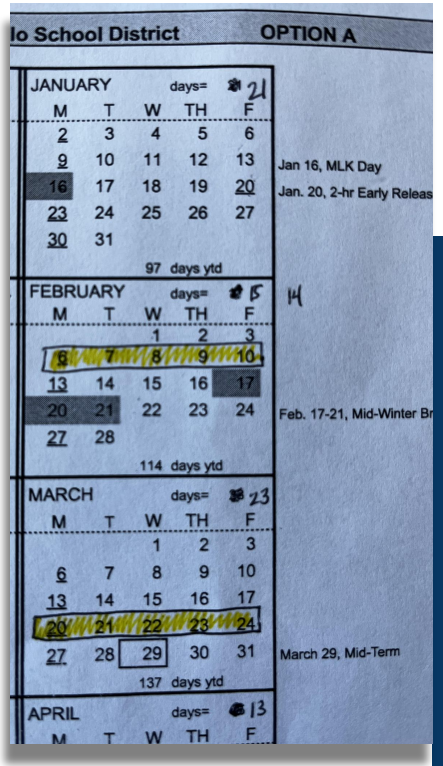
Teacher Feedback

Accelerate development of all teachers

1: GUARANTEED AND VIABLE CURRICULUM

Met with each grade level team for full day to Scope & Sequence/Calendar

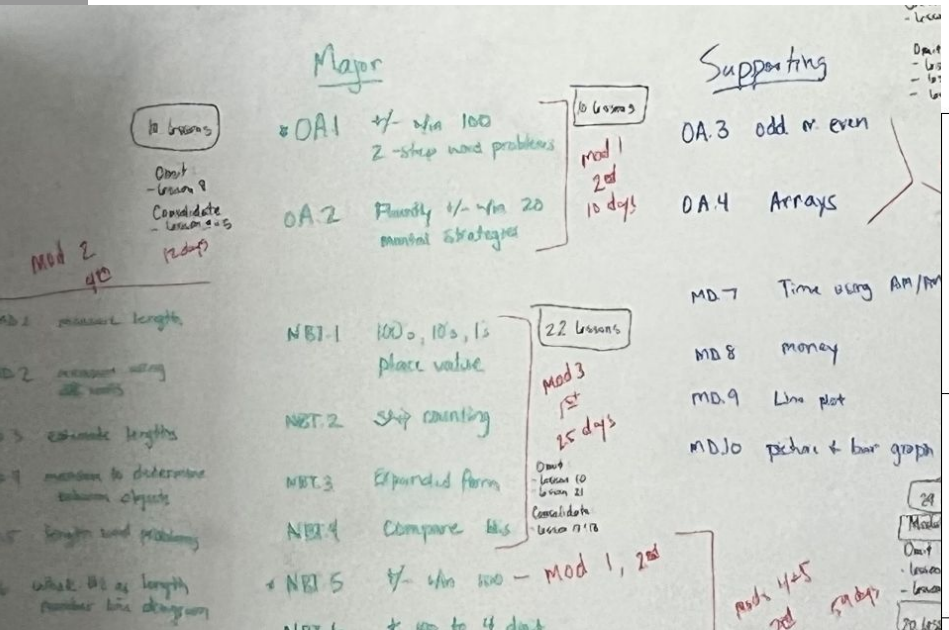
1) **Count instructional days…** create the urgency and focus



1: GUARANTEED AND VIABLE CURRICULUM

Met with each grade level team for full day to Scope & Sequence/Calendar

1) **Count instructional days…** create the urgency and focus
2) **Identify priority standards/targets…** what are we teaching, and what is most important



Reading

	Print Concepts	Phonemic Awareness	Phonics	Fluency	Vocabulary/ Building Background	Listening Comprehension
Priority Standards:	• RF.K.1.A: Read left to right, top to bottom • RF.K.1.B: Spoken words can be written	• RF.K.2.A: Recognize & produce rhyming words • RF.K.2.B: Syllables • RF.K.2.C: Onset/Rime • RF.K.2.D: Initial, Medial, Final sounds • RF.K.2.E: Add & Substitute phonemes	• RF.K.3.A: 1-to-1 letter-sound correspondence • RF.K.3.B: Short and Long sounds for 5 vowels • RF. K.3.C: Sight Words • RF.K.3.D: distinguish between similarly spelled words	• RF.K.4: read emergent-reader texts	LK.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. LK.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Literary: * Main Idea - Characters, Settings, major events * Key Details Informational: * Main Idea * Key Details * Sequence * Answer "Why" question
Measure/ Assessment:	• RF.K.1.A: WA Kids, Countdown, or Reading Rocket • RF.K.1.B: Aggressive monitor - Letter Tiles • Ask Tiffaney to help	• Pre-Decoding Survey • DIBELS - CLS /WWR • Heggerty •	• Aggressive Monitor & Tracking: Hand movements for short and long vowels • Countdown MOYK - Sections 6-8 OR EOYK	• Aggressive Monitor & Tracking: chosen fluency passages throughout the year… Progress Monitoring	Weekly comprehension assessment Show pictures of vocabulary words - point to the picture when teacher says the word Bringing Words to Life	• CGC • Weekly/Unit Assessments • Mind Maps

1: GUARANTEED AND VIABLE CURRICULUM

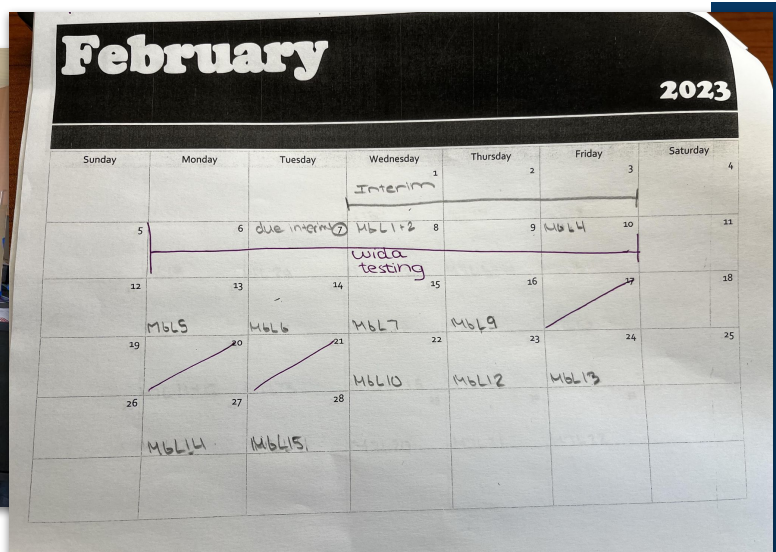
Met with each grade level team for full day to Scope & Sequence/Calendar

1) **Count instructional days…** create the urgency and focus
2) **Identify priority standards…** what are we teaching, and what is most important
3) **Use current curriculum as starting point to create road map/instructional framework...**
   a) In what order are we going to teach the concepts?
   b) Where are we going to Interim Assess?
   c) Put together units and determine # of instructional days for each, using total actual instructional days to guide us.

1: GUARANTEED AND VIABLE CURRICULUM

Met with each grade level team for full day to Scope & Sequence/Calendar

1) **Count instructional days**
2) **Identify priority standards**
3) **Use current curriculum as starting point to create road map/instructional framework**
4) **Physical calendar (Year-Long Plan)...** write out day by day what will be taught, and when.



1: GUARANTEED AND VIABLE CURRICULUM

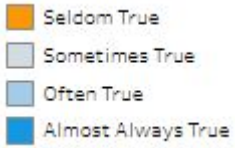
Wahitis 3rd Grade Instructional Framework
2022-2023
(Please let Justin know when anything is missing)

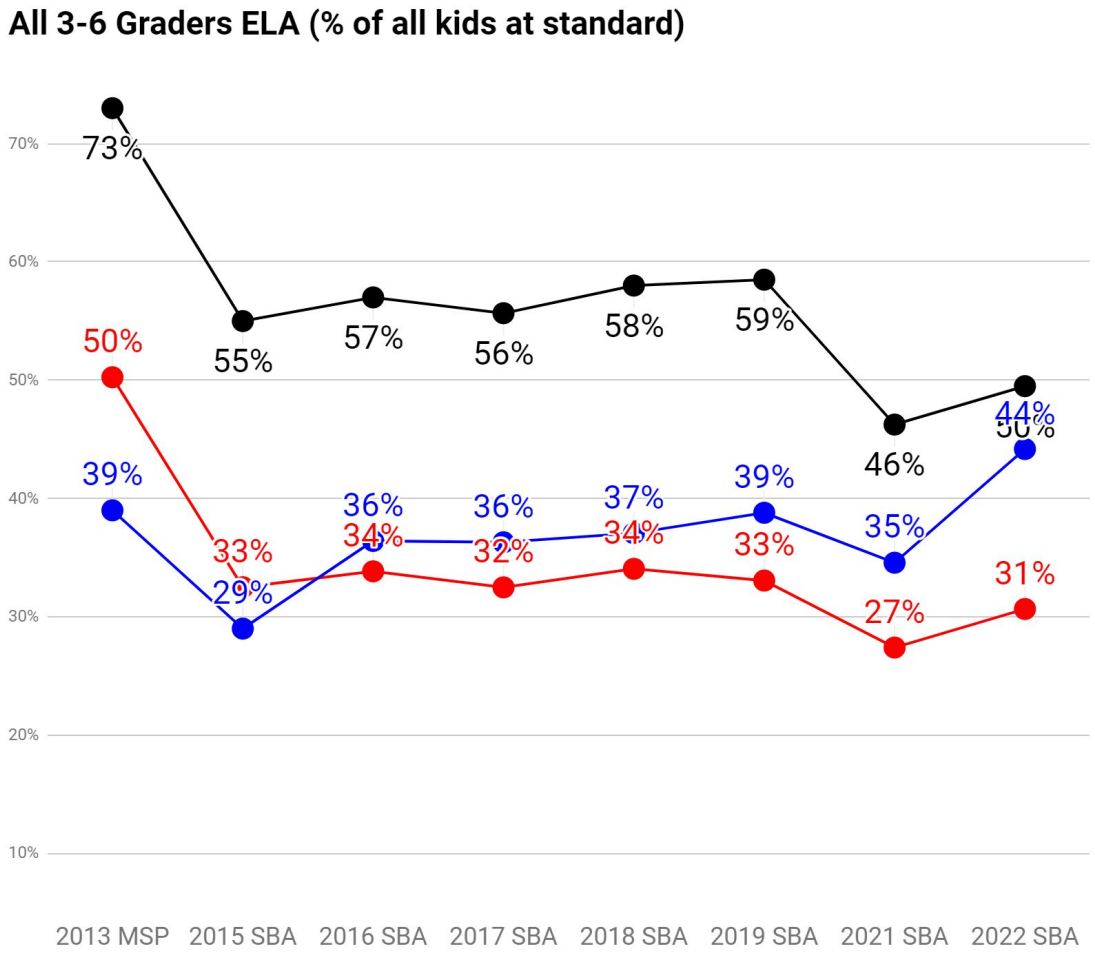
Week	Calendar Weeks	CCSS Standard(s) addressed Major Supporting Additional	Eureka										SBA Aligned				Auburn Performance Tasks	Academic SBA Vocabulary related to each module
			Teachers Manual	Parent Letter	Lessons	Powerpoint Presentations	Application Problems	Sprints	Patterns	Problem Sets	Exit Tickets	Homework	SBA Claim 1 Stems	Entry Tasks (Daily SBA Review)	Auburn Problem Sets			
Week 1	Aug. 29-Sept. 2	3.OA.1 3.OA.3 3.OA.2 3.OA.4	Module 1 *Spanish*	Module 1 *Spanish*	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	 Add or Subtract Using 2 Add Equal Groups Repeated Addition as Multiplication 		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	3.OA.1 3.OA.3 3.OA.2 3.OA.4	Lessons 1-5 Answer Key	3.OA.1 Practice Formative / Answer Key 3.OA.3 Practice Formative / Answer Key			add addend array difference divide
Week 2	Sept. 6-9	3.OA.6 3.OA.5			Lesson 6 Lesson 7 Lesson 8 Lesson 9	Lesson 6 Lesson 7 Lesson 8 Lesson 9	Lesson 6 Lesson 7 Lesson 8 Lesson 9			Lesson 6 Lesson 7 Lesson 8 Lesson 9	Lesson 6 Lesson 7 Lesson 8 Lesson 9	Lesson 6 Lesson 7 Lesson 8 Lesson 9	3.OA.6 3.OA.5	Lessons 6-9 Answer Key	3.OA.4 Practice Formative / Answer Key			equal equation estimate estimation
Week 3	Sept. 12-16	3.OA.7 3.OA.8			Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	 Multiply or Divide by 2 Multiply or Divide by 3	 Multiply by 3 Multiply by 3 	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	3.OA.7 3.OA.8	Lessons 10-14 Answer Key	3.OA.5 Practice Formative / Answer Key 3.OA.6 Practice Formative / Answer Key			expression factor grams kilograms liquid volume
Week 4	Sept. 19-23				Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	***could delete this l*** Multiply or Divide by 4 Add or Subtract Using 5 ***could delete this lesson***	Multiply by 4 Multiply by 4 	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19		Lessons 15-19 Answer Key	3.OA.7 Practice Formative / Answer Key 3.OA.8/9 Evidence 1 (all operations)	3.OA.8/9 Evidence 1 (+/-) Practice Formative / Answer Key 3.OA.8/9 Evidence 1 (x/÷)		liters mass multiply operation patterns
					Lesson 20	Lesson 20	Lesson 20	Skip Count by 5		Lesson 20	Lesson 20	Lesson 20						product

What are our teachers saying?

The curricula we teach are aligned with state learning standards.

Our staff believes that all students can meet state standards.



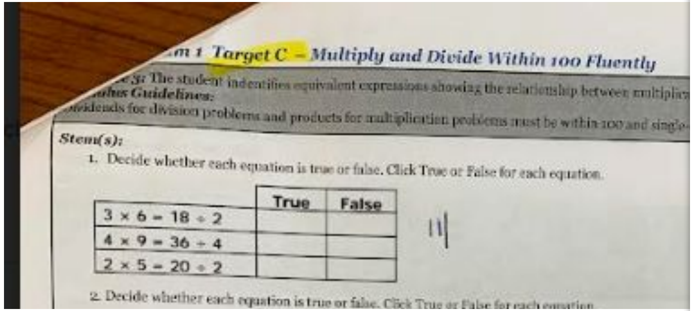


Highest % of students ever passing ELA SBA.

2: COMMON ASSESSMENTS

- Common grade level assessment
- Based on instructional sequence
  - Every 6-8 weeks
  - Build on themselves
- Tightly aligned to state test
  - Format
  - Font
  - Item Specifications
  - Length
- Written by teachers
  - Transparency
  - Clear understanding of expectations
- Starting point - written before instruction
  - Defines rigor of instruction
  - Used while lesson planning

2: COMMON ASSESSMENTS



m 1 Target C – Multiply and Divide Within 100 Fluently

3: The student indentifies equivalent expressions showing the relationship between multiplic

Guidelines:

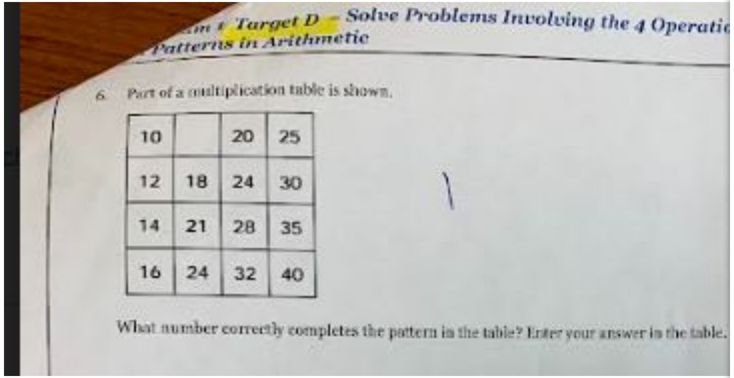
dividends for division problems and products for multiplication problems must be within 100 and single-

Stem(s):

1. Decide whether each equation is true or false. Click True or False for each equation.

	True	False
3 × 6 = 18 ÷ 2		
4 × 9 = 36 ÷ 4		
2 × 5 = 20 ÷ 2		

2. Decide whether each equation is true or false. Click True or False for each equation.



m 1 Target D – Solve Problems Involving the 4 Operatio Patterns in Arithmetic

6. Part of a multiplication table is shown.

10		20	25
12	18	24	30
14	21	28	35
16	24	32	40

What number correctly completes the pattern in the table? Enter your answer in the table.

Wahitis 3rd Grade Math Interim #3

10

Decide whether each equation is true or false. Click True or False for each equation.

	True	False
1 × 4 = 8 ÷ 2	☐	☐
4 × 2 = 4 ÷ 2	☐	☐
2 × 2 = 20 ÷ 5	☐	☐

3.OA.B.7

11

Part of an multiplication table is shown.

8	12	16	20
	15	20	25
12		24	30
14	21		35

What three numbers correctly complete the pattern in the table? Enter your answers in the table.

3.OA.8

2: COMMON ASSESSMENTS

Interim #1 | Grade 4

5

Jana solved a multiplication problem using two different methods. She made a mistake in either Method A or D.

Method A 45 x 83	Method D 83 x 45
45 x83 135 +3600 3735	40 + 5 80 + 3 → 3200, 400, 43 + 15

Which method was solved incorrectly, and where did the mistake first occur?

A. Method D because the area model should have the product of 40 and 3 instead of the sum of 40 and 3.

B. Method A because 2 ten should have been added to the product of 40 and 3.

C. Method D because only 2 numbers should be added together, not 4 numbers.

D. Method A because only 3 tens should have been added to the product of 40 and 80.

Interim #1 | Grade 4

13

Ryder has 9 stamps in his collections. Aiden has 360 stamps in his collection. How many times more stamps does Aiden have than Ryder?

Enter your answer in the space below.

14

Julisa has 30 suckers. Abigail has 5 times as many suckers as Julisa. Barbara has 17 times as many suckers as Julisa. The girls have bags that will hold no more than 50 suckers.

Part A:
Write a multiplication equation, with a missing variable, that represents the number of suckers Barbara has.

Part B:

How many suckers does Abigail have? ☐ suckers

Part C:
Julisa and Abigail decide to put all of their suckers into bags with equal amounts. What is the smallest number of bags they can use?

☐ bags

2: COMMON ASSESSMENTS

Followed by a ½ day data analysis

	Question		Item Types			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Claims		
	Claim	Total	Multiple Choice	Keypad	Table Checkbox	Claim 1	Claim 1	Claim 1	Claim 1	Claim 3	Claim 1	Claim 1	Claim 1	Claim 1	Claim 1	Claims 2/4	Claim 1	Claim 1	Claim 1	Claim 1	Claim 3	Claims 2/4	Claim 1	Claim 1	Claim 1	Claim 1	Claim 1	Claim s 2/4	Claim 3
	Standard					NF.1	NF.2	NF.3c	NF.3c	NF.3d	NF.3d	OA.3	OA.5	OA.6	OA.7	OA.9	OA.8	NBT.1	NBT.2	NBT.3			MD.1	MD.2	MD.5/6/7	OA.4			
	DOK					1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	2	2	2	2	1			
	Item Type					Multiple Choice	Keypad	Keypad	Keypad	Checkbox	Keypad	Keypad	Checkbox	Multiple Choice	Checkbos	Keypad	Keypad	Keypad	Keypad	Keypad	Multiple Choice	Keypad	Keypad	Keypad	Keypad	Keypad	Claim 1	Claim s 2/4	Claim 3
	Correct Answer					C	1/4	9	8	T,F	<	5	Y,Y,N,N	C	T,F,T	14,26,38	11	835	434	80	C	15 or 27	39	778	26	2 points			
		Total	Item Types			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Claims		
	Average	66%	78%	57%	66%	100%	95%	95%	80%	90%	80%	90%	65%	75%	50%	35%	65%	50%	65%	45%	60%	0%	45%	55%	55%	64%	65%	18%	75%
	DeLeon	95%	100%	87%	100%																	29,29				2	95%	50%	100%
	DeLeon	94%	100%	87%	100%																	3,3				1.75	95%	50%	100%
	DeLeon	93%	100%	87%	100%																	18				1.5	95%	50%	100%
RADO	DeLeon	87%	100%	73%	100%											16,26,38						40,40		770		1.5	84%	0%	100%
Progressi	DeLeon	85%	67%	80%	100%															20	A	9STUDENTS				1.75	89%	50%	50%
Progressi	DeLeon	81%	67%	73%	100%											16,26,38		705			B	18,18				1.25	84%	0%	50%
	DeLeon	78%	67%	80%	67%										T,T,T				433		A	17,17				1.25	84%	50%	50%
Proficient	DeLeon	75%	100%	60%	67%										T,F,F	16,26,38	21					29,29		775	36	1.75	68%	0%	100%
	DeLeon	68%	67%	67%	67%									B	F, T, F			839				22	38	787		1	68%	50%	100%
Progressi	DeLeon	66%	100%	60%	33%								N, N, N, Y		F, T, F			830	424			20	38		30	1.5	63%	50%	100%
	DeLeon	64%	100%	53%	33%				8/8				N, Y, N, N		F, F, F	41, 26, 38			424	20		18			18	1.5	58%	0%	100%
Progressi	DeLeon	64%	100%	53%	67%						>		Y,N,Y,N			16,26,38				324		30,30	60		27	0.5	63%	0%	100%
Progressi	DeLeon	60%	67%	47%	100%				8/8					A		16,26,38				5		2,2	50	788	29	0.5	58%	0%	100%
	DeLeon	55%	67%	53%	0%					F, F			N, Y, N, N		F, T, F	14, 26, 40	41	800		12	B	81	44			1.5	53%	0%	0%
Progressi	DeLeon	53%	67%	40%	67%							20		A	F,T,F	14,25,38	49	820		6		29	22		8	1	47%	0%	100%
Progressi	DeLeon	51%	67%	33%	67%						>		Y,Y,N,Y	B		14,26,39	49	850	324	37		39,39	329	106		1.5	42%	0%	100%
Progressi	DeLeon	50%	67%	33%	67%		2/1								T,T,F	14,26,28	49	32		7	A	34	125	12	8	1.25	47%	0%	50%
Emerging	DeLeon	35%	67%	20%	33%			1/9	1/8		>		N,N,N,Y		F,T,F	19,12,23		845	1154	220	B	20,20	329	101016	49	1.75	32%	0%	50%
Progressi	DeLeon	34%	33%	27%	67%						>			B	F, T, F	30, 40, 20	1/5	48	453.1	120	A	19	35	48	6m	0.5	37%	0%	50%
Progressi	DeLeon	33%	67%	27%	33%				9	T, T		12	Y, N, N, Y			12, 80, 88	20	855	549	10	B	35	1.3	1more		0.25	37%	0%	0%
	DeLeon																												
Progressi	DeLeon																												

2: COMMON ASSESSMENTS

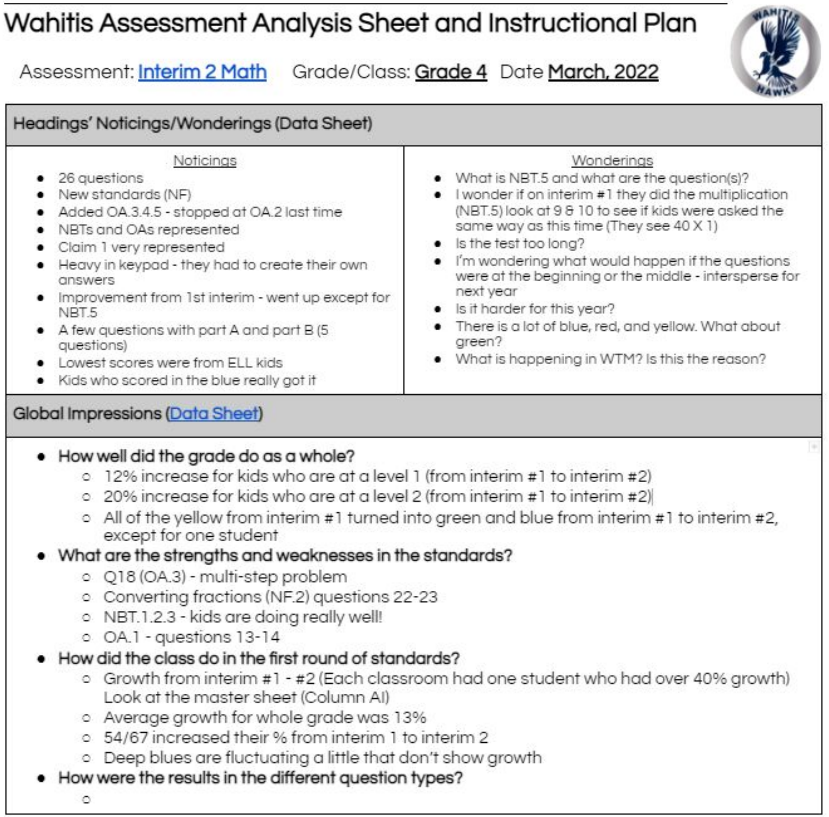
Followed by a ½ day data analysis

All OA Standards	All NBT Standards	All MD Standards	All NF Standards		Review													New			
					OA.1.2.3	OA.4	OA.5	OA.6	OA.7	OA.8	OA.9	NBT.1	NBT.2	NBT.3	MD.1	MD.2	MD.5.6.7	NF.1	NF.2	NF.3c	NF.3d
46%	36%	34%		Interim #1	38%	52%	38%	55%				29%	43%		24%	43%					
60%	59%	64%		Interim #2	73%	66%	32%	77%	50%	61%	61%	32%	68%	77%	50%	73%	69%				
63%	53%	52%	92%	Interim #3	90%	64%	65%	75%	50%	65%	35%	50%	65%	45%	45%	55%	55%	100%	95%	88%	85%
100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
98%	100%	100%	100%		100%	88%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
96%	100%	100%	100%		100%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
82%	100%	67%	100%		100%	75%	100%	100%	100%	100%	0%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%
98%	67%	100%	100%		100%	88%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%
80%	67%	100%	100%		100%	63%	100%	100%	100%	100%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%
80%	67%	100%	100%		100%	63%	100%	100%	0%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%
55%	100%	33%	100%		100%	88%	100%	100%	0%	0%	0%	100%	100%	100%	100%	0%	0%	100%	100%	100%	100%
64%	67%	33%	100%		100%	50%	100%	0%	0%	100%	100%	0%	100%	100%	0%	0%	100%	100%	100%	100%	100%
68%	33%	33%	100%		100%	75%	0%	100%	0%	100%	100%	0%	0%	100%	0%	100%	0%	100%	100%	100%	100%
54%	33%	67%	88%		100%	75%	0%	100%	0%	100%	0%	100%	0%	0%	100%	100%	0%	100%	100%	50%	100%
61%	67%	33%	88%		100%	25%	0%	100%	100%	100%	0%	100%	100%	0%	0%	100%	0%	100%	100%	100%	50%
61%	67%	0%	88%		100%	25%	100%	0%	100%	100%	0%	100%	100%	0%	0%	0%	0%	100%	100%	50%	100%
39%	33%	67%	88%		100%	75%	0%	100%	0%	0%	0%	0%	100%	0%	0%	100%	100%	100%	100%	100%	50%
21%	33%	33%	100%		0%	50%	100%	0%	0%	0%	0%	0%	100%	0%	0%	100%	0%	100%	100%	100%	100%
39%	0%	33%	88%		100%	75%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	50%
52%	33%	0%	75%		100%	63%	100%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	100%	100%
55%	0%	0%	63%		100%	88%	0%	100%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	0%	50%
32%	0%	0%	88%		100%	25%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	50%
30%	0%	33%	75%		0%	13%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	50%	50%

2: COMMON ASSESSMENTS

Followed by a ½ day data analysis

- Questions that didn't meet 80% passing
- Misunderstandings/misconceptions
- How/when will material be taught to mastery?



Wahitis Assessment Analysis Sheet and Instructional Plan

Assessment: Interim 2 Math Grade/Class: Grade 4 Date March, 2022

Headings' Noticings/Wonderings (Data Sheet)

Noticings

- 26 questions
- New standards (NF)
- Added OA.3.4.5 - stopped at OA.2 last time
- NBTs and OAs represented
- Claim 1 very represented
- Heavy in keypad - they had to create their own answers
- Improvement from 1st interim - went up except for NBT.5
- A few questions with part A and part B (5 questions)
- Lowest scores were from ELL kids
- Kids who scored in the blue really got it

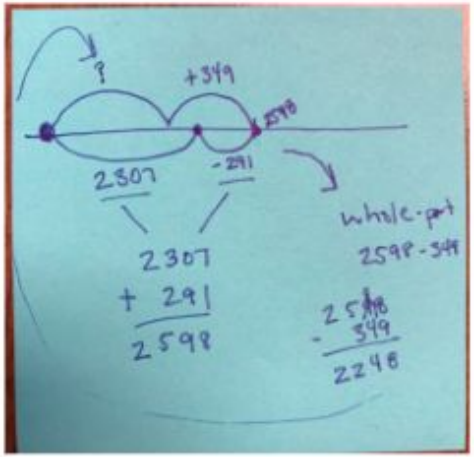
Wonderings

- What is NBT.5 and what are the question(s)?
- I wonder if on interim #1 they did the multiplication (NBT.5) look at 9 & 10 to see if kids were asked the same way as this time (They see 40 X 1)
- Is the test too long?
- I'm wondering what would happen if the questions were at the beginning or the middle - intersperse for next year
- Is it harder for this year?
- There is a lot of blue, red, and yellow. What about green?
- What is happening in WTM? Is this the reason?

Global Impressions (Data Sheet)

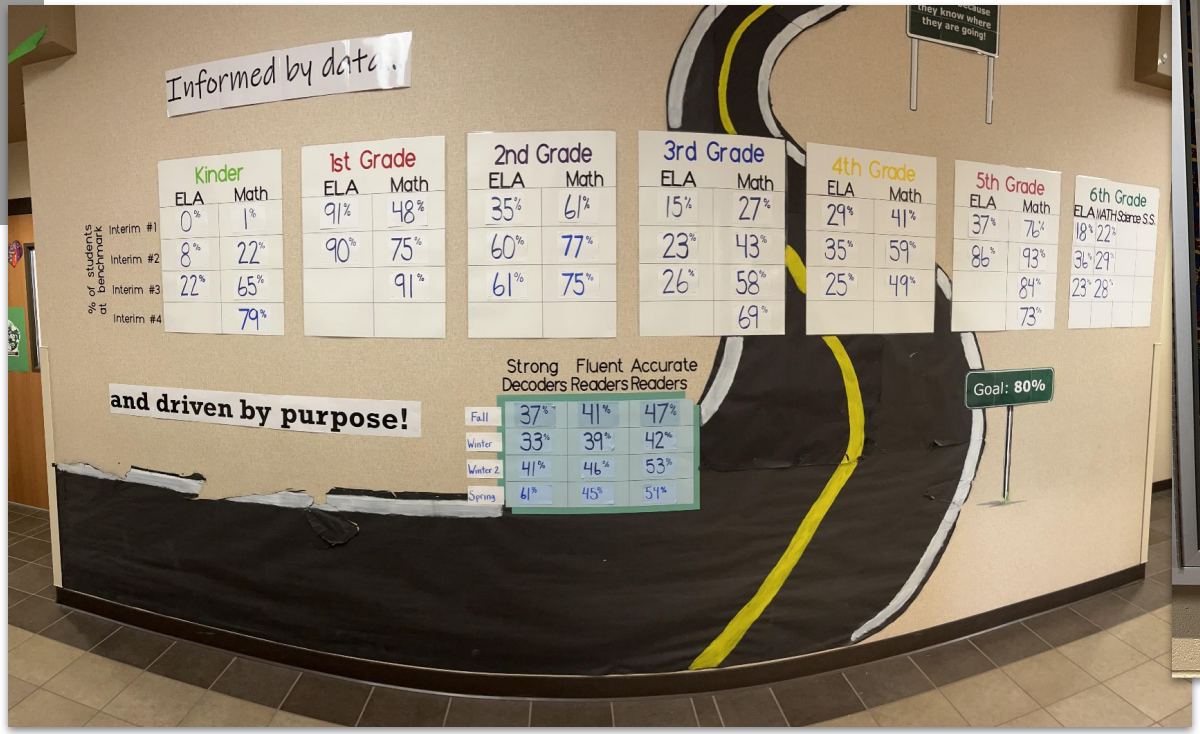
- **How well did the grade do as a whole?**
  - 12% increase for kids who are at a level 1 (from interim #1 to interim #2)
  - 20% increase for kids who are at a level 2 (from interim #1 to interim #2)
  - All of the yellow from interim #1 turned into green and blue from interim #1 to interim #2, except for one student
- **What are the strengths and weaknesses in the standards?**
  - Q18 (OA.3) - multi-step problem
  - Converting fractions (NF.2) questions 22-23
  - NBT.1.2.3 - kids are doing really well!
  - OA.1 - questions 13-14
- **How did the class do in the first round of standards?**
  - Growth from interim #1 - #2 (Each classroom had one student who had over 40% growth) Look at the master sheet (Column AI)
  - Average growth for whole grade was 13%
  - 54/67 increased their % from interim 1 to interim 2
  - Deep blues are fluctuating a little that don't show growth
- **How were the results in the different question types?**
  -

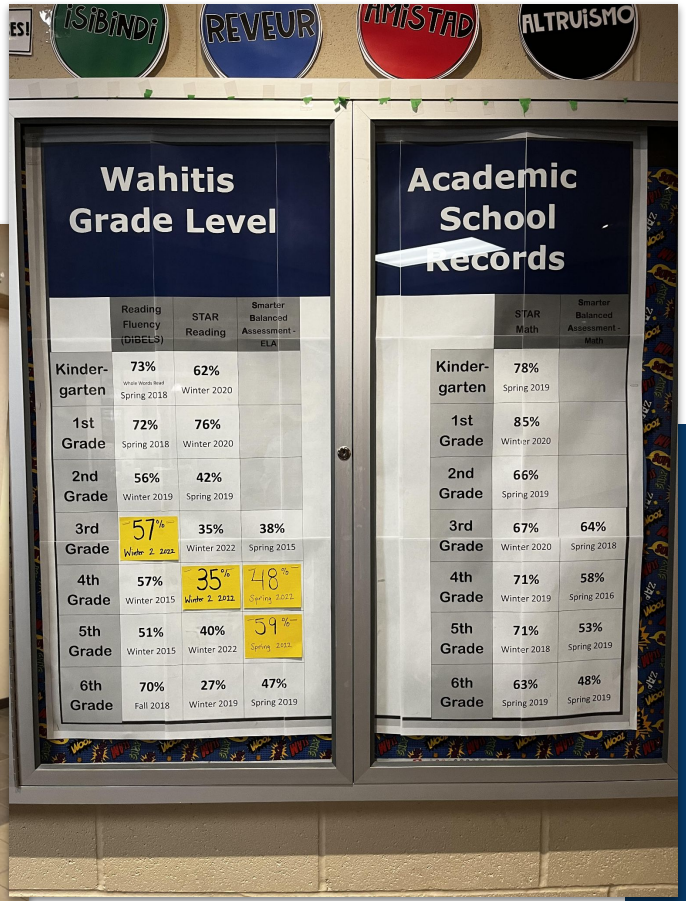
2: COMMON ASSESSMENTS

		What were the areas of struggle? Misunderstandings? Misconceptions?	What solutions/strategies will help kids achieve mastery?
NBT.4	Q7 56% (26%)	• The variable is still hard to find 	• Make the numbers smaller • Act out the problems - don't use numbers to begin with • Make the problems without numbers on the first day and act them out with the kids • Use a number line to represent what happens in the problem • Use examples already given to discuss why the strategies work • Make up your own story to go along with the strategy • Teach the process 1st and use numbers to 10.
	Q8a 65% (33%)	• When to add and subtract • Kids didn't know the distance; they wrote the number right at the tick mark (location)	• Use known locations to act out these problems - identify the location between two points (idea of closing the distance the closer you get to the end point) • Use chalk and draw outside • Keep teaching part-part-whole & use the number line (kids jumped from last year to this year) • Make a copy of this problem to add to the turtleback for next year

2: COMMON ASSESSMENTS

Can’t be shy about goals.

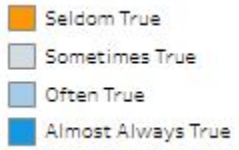




What are our teachers saying?

We reflect upon instructional practice to inform our conversations about improvement.

Assessment data are used to identify student needs and appropriate instructional intervention.

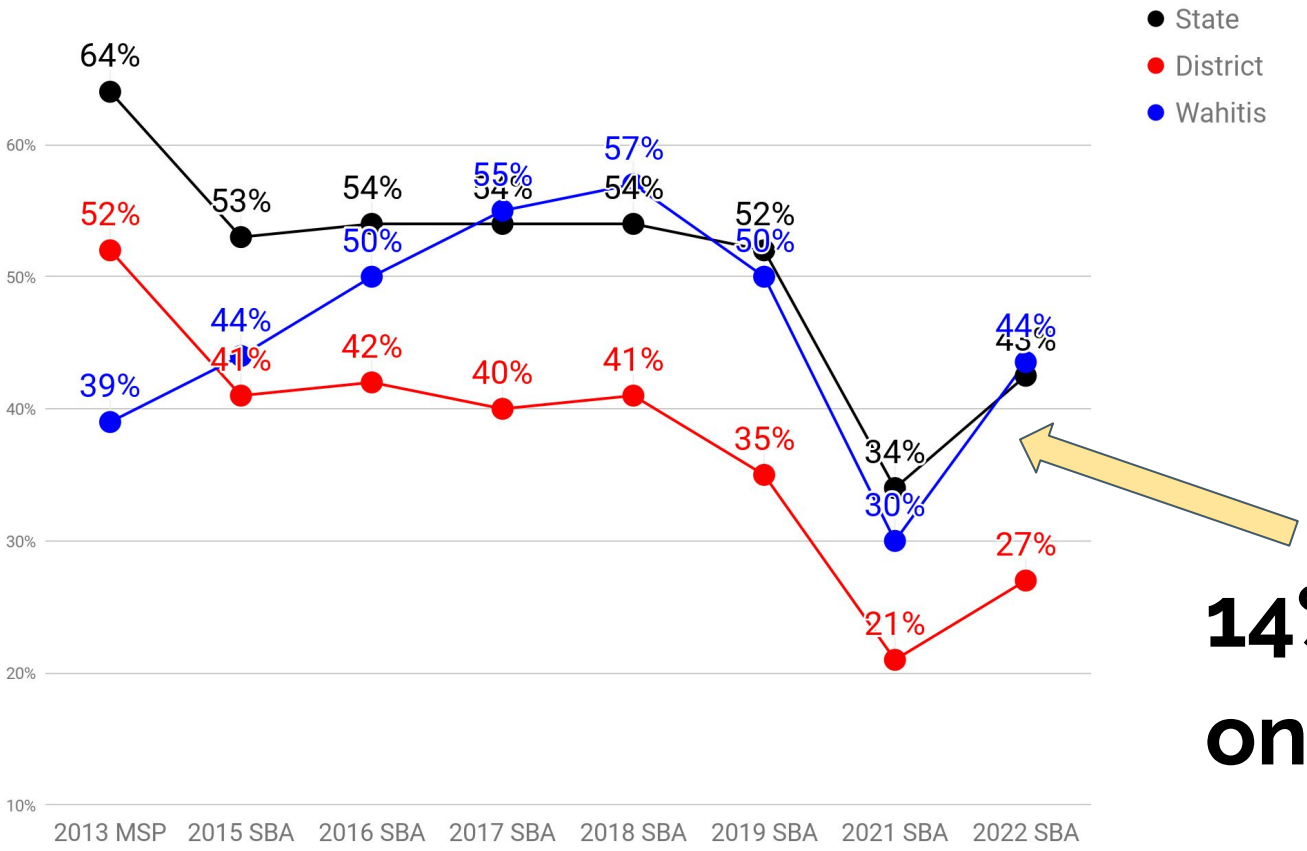


“Nice to have a cohesive plan so we can talk about instruction and data.”

“Appreciated that we focused on what we could control.”

“This process has brought me soooo much clarity as a new teacher!”

All 3-6 Graders Math (% of all kids at standard)



14% Growth on Math SBA

3: LESSON PLANNING

Teach the right material in the most effective way possible on the first try.

- Developed a shared understanding around what makes quality instructional planning at Wahitis.
  - common components
  - common template
- Create, as grade teams, daily lesson plans using PLC and common planning time

3: LESSON PLANNING

Math Framework		Standard: 4.NF.4				
		Monday	Tuesday	Wednesday	Thursday	Friday
		2/28/22	3/1/22	3/2/22	3/3/22	3/4/22
10 min	Entry Tasks - Daily Review	Standards Reviewed: 88 4.NBT.A.2 4.NBT.B.4 4.OA.A.3 4.OA.C.5	Standards Reviewed: 89 4.NBT.A.1 4.NBT.A.2 4.NF.A.1	Standards Reviewed: 90 4.NBT.A.3 4.NBT.B.5 4.NBT.B.6 4.OA.B.4	Standards Reviewed: 92 4.NBT.A.3 4.NBT.B.5 4.OA.B.4	Standards Reviewed: 92 4.NBT.A.3 4.NBT.B.5 4.OA.B.4
10 min	Daily Fact Fluency	Xtra Math, or flashcards, or whiteboard skip counting, or fluency game, or sprint from Eureka				
5-10 min	Daily Application Problem Solving	Daily Problem Solving *Focus on students completing VEPS process with as little scaffolding as possible!*	Daily Problem Solving *Focus on students completing VEPS process with as little scaffolding as possible!*	Daily Problem Solving *Focus on students completing VEPS process with as little scaffolding as possible!*	Daily Problem Solving *Focus on students completing VEPS process with as little scaffolding as possible!*	Daily Problem Solving *Focus on students completing VEPS process with as little scaffolding as possible!*
35-40 min	Concept Development: Eureka Lesson to use as Conceptual Development Ideas	Module 5 Lesson 24	Module 5 Lesson 35	Module 5 Lesson 35		
	Concept Development: Objective	**I can use a visual fraction model to justify multipling a fraction by a whole number**	**I can use a visual fraction model to justify multipling a fraction by a whole number**	**I can use a visual fraction model to justify multipling a fraction by a whole number**	**I can use a visual fraction model to justify multipling a fraction by a whole number**	**I can use a visual fraction model to justify multipling a fraction by a whole number**
	Concept Development: Know/ Show (I DO)	Teacher will first show a short video: Khan Academy Video: 4.NF.4obc Teacher will then explicitly model multiplying fractions by a whole number on an anchor chart using repeated addition and visual models.	Review anchor chart from yesterday with the whole class. Teach method to multiply fractions by whole numbers. Model to students the concept of what is really happening when you multiply a whole number by a fraction. (repeated addition) Work on example problems from teaching set #2	Review past concepts such as (improper, mixed, and simplifying fractions) Set #3 focuses on multiplying fractions by whole numbers and then writing the answer in both mixed and improper numbers and making sure its simplified. (Teacher will pull out past anchor charts and do a quick review before students practice on their own.	Discuss as a whole class that the same way we have word problems for adding, subtracting, dividing and multiplying numbers theres also word problems for multiplying fractions with whole numbers. Review VEPS strategy for word problems. Complete set #4 practice set as a whole class using VEPS strategy.	Review a few problems together on multiplying fractions and converting the answer.
	Concept Development: Know/ Show (We DO)	Complete set 1 together as a class. (practice problems)	Complete set #2 practice problems (individually) and aggressivley monitor	Complete set #3 practice problems (individually) and aggressivley monitor snd support students who need extra help with past concepts and putting it into practice.	Continue to complete practice problems for sets 1-3. Agressivley monitor sudents and support those in need.	Continue to complete practice problems for sets 1-3. Agressivley monitor sudents and support those in need
	Concept Development: Exit Ticket (YOU DO)	Show 5/8 as repeated addition.	Show 7/8 as repeated addition.	Multiply 3x5/6		

Know/Show

Standard **4.NF.4**
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Know	Show
-converting fraction -key vocabulary (decomposing/composing fractions, unit fractions) *repeated addition * reduce/simplifying	*practice writing with repeated addition *picture model *reduce if needed

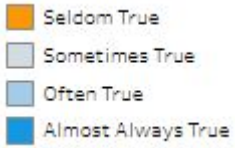
GOAL: 47 wcpm with 90% Accuracy by June 3, 2022

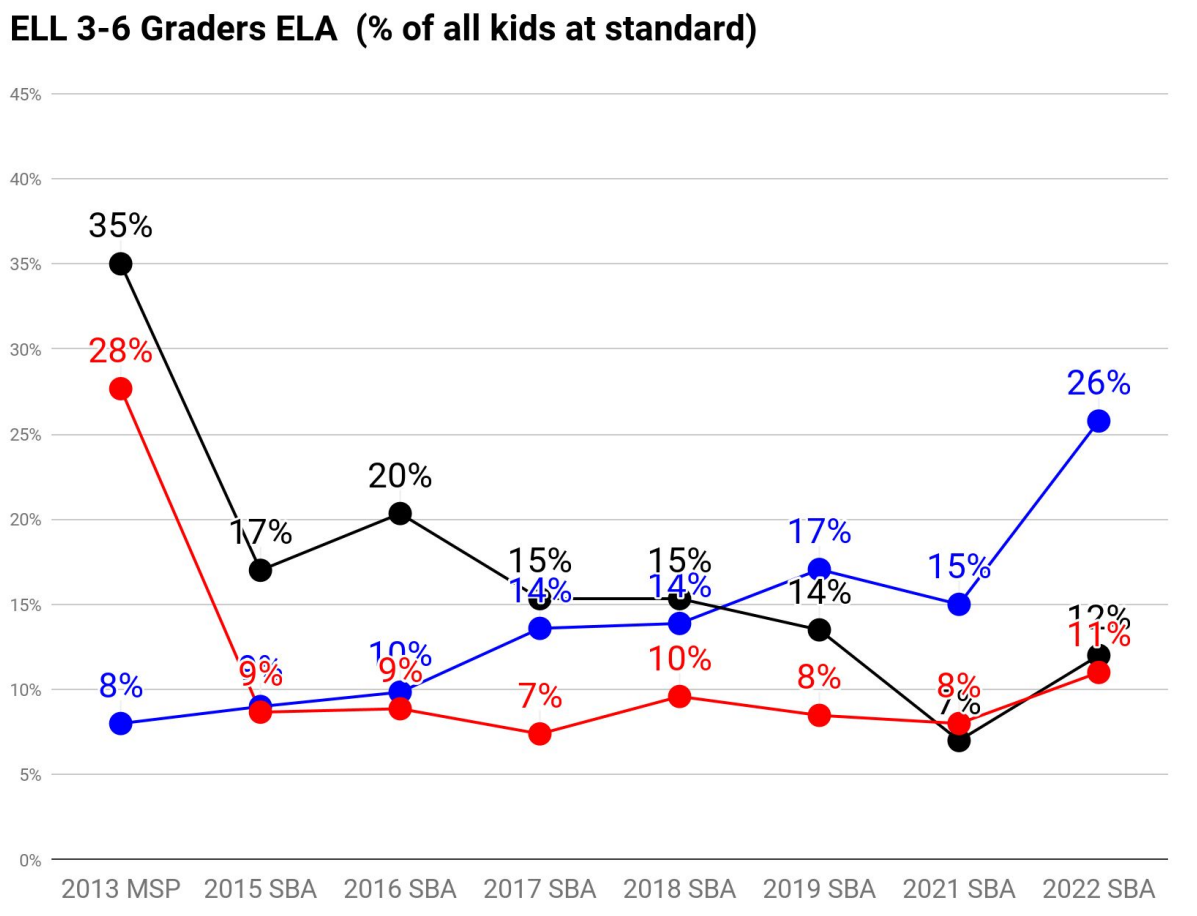
			Monday	Tuesday	Wednesday	Thursday	Friday
			1/10/22	1/11/22	1/12/22	1/13/22	1/14/22
8:15-9:05 Tuesday - Friday 9:45-10:30 Monday	10-15 min	Phonemic Awareness	Heggerty Week 1 Day 1	Heggerty Week 1 Day 2	Heggerty Week 1 Day 3	Heggerty Week 1 Day 4	Heggerty Week 1 Day 5
	20-25 min	Phonics – Lesson	**Unit 7 Lesson 1 -** Example Lesson - Vicky here at Wahitis Example Lesson - youtube	**Unit 7 Lesson 2 -** Example Lesson - Vicky here at Wahitis Example Lesson - youtube	**Unit 7 Lesson 3 -** Example Lesson - Vicky here at Wahitis Example Lesson - youtube	**Unit 7 Lessons 4 -** Example Lesson - Vicky here at Wahitis Example Lesson - youtube	**Unit 7 Lesson 5 -** Example Lesson - Vicky here at Wahitis
		Materials Needed	Blast Online Login	Blast Online Login	Blast Online Login - Letter Tiles and Working Board	Blast Online Login - Student Workbook	Blast Online Login - Student Workbook
		Skill/ Task	Phonemes and Heart Words	Phonemic Awareness	Phonics Concepts	Phonics Practice	Wrap Up & Spelling
	10-15 min	Fluency	Blast Decodables (from Unit 6, pg 1) 1) chorally read the passage together as a class - ALL read, even the first time 2) give them 3 minutes to underline each digraph ***th*** and **short o** If they finish before the 3 minutes is up, have them start whisper reading to practice.	Blast Decodables (from Unit 6, pg 1) 1) give them 3 minutes to circle heart words. If they finish before the 3 min is up, have them start whisper reading to practice. 2) chorally read the passage together as a class, again.	DYAD Reading *Same decodable as yesterday* 1) Read passage 2-3 times with DYAD partner 2) whisper read (loud enough for teacher to hear when walking by) passage 1 time by yourself	DYAD Reading *Same decodable as yesterday* 1) Read passage 2-3 times with DYAD partner 2) whisper read (loud enough for teacher to hear when walking by) passage 1 time by yourself	DYAD Reading *Same decodable as yesterday* 1) Take turns reading to a partner as partner tracks 2) repeat so each student reads at least twice
11:15-11:45 Monday- Friday	10-15 min	Writing – Materials	Hermiston Portfolio - Reindeer	Hermiston Portfolio - Reindeer	Hermiston Portfolio - Reindeer	Hermiston Portfolio - Reindeer	Hermiston Portfolio - Reindeer
		Standard	**W.1.5 & W.1.8**	**W.1.5 & W.1.8**	**W.1.5 & W.1.8**	**W.1.5 & W.1.8**	**W.1.5 & W.1.8**
		Objective	Learn what makes a text information. Learn about my main topic.	Identify facts from a text/video to write about.	Organize facts about reindeer so I can help my reader understand my thinking.	Organize facts about reindeer so I can help my reader understand my thinking. Get ideas from my classmates to make my writing better.	Identify the main topic for my writing.
		Text	YouTube Video on Reindeer	YouTube Video on Reindeer	YouTube Video on Reindeer	YouTube Video on Reindeer	YouTube Video on Reindeer
		Task	1. Tell students they are going to learn about informational writing. Informational writing tells real facts and information about a topic (people, places, things, events, etc). 2. Tell students that they will be learning about reindeer. Ask students to share what they know about reindeer. 3. Handout portfolios. Have students write their names on the line using the correct pencil strokes. 4. Show students the Art Hub for Kids video with the Reindeer directed drawing: https://safeyoutube.net/w/6nZz 5. Have students draw and color their reindeer the correct colors. Model outlining and coloring in one direction.	1. Introduce the "What Am I Thinking?" head organization tool. Tell students as they hear facts about reindeer, they will pause and draw it in the space. Remind them that they must be able to tell you the fact they are drawing. 2. View Reindeer video: https://safeyoutube.net/w/XkZz Pause every few facts to allow students to draw any facts they hear. Model the first 2 facts and have students help you decide what to draw. Do a think aloud as you do it. 3. Show students how they can put similar facts together (i.e. reindeer have hooves shaped like snow shovels. They use them to dig and find food in the snow. 4. View the 4 Facts about Reindeer video: https://safeyoutube.net/w/XkZz Pause every few facts to allow students to draw any facts they hear. 5. Show the Reindeer PowerPoint. Pause after each slide to draw facts students heard. Remember to keep thinking aloud as you model your drawings. 6. On day 4, students should share with a partner and add any ideas they heard from their partner to their drawing. Next, pair the partners into groups of 7. Students share with their group and add facts to their own paper.	1. Introduce the "What Am I Thinking?" head organization tool. Tell students as they hear facts about reindeer, they will pause and draw it in the space. Remind them that they must be able to tell you the fact they are drawing. 2. View Reindeer video: https://safeyoutube.net/w/XkZz Pause every few facts to allow students to draw any facts they hear. Model the first 2 facts and have students help you decide what to draw. Do a think aloud as you do it. 3. Show students how they can put similar facts together (i.e. reindeer have hooves shaped like snow shovels. They use them to dig and find food in the snow. 4. View the 4 Facts about Reindeer video: https://safeyoutube.net/w/XkZz Pause every few facts to allow students to draw any facts they hear. 5. Show the Reindeer PowerPoint. Pause after each slide to draw facts students heard. Remember to keep thinking aloud as you model your drawings. 6. On day 4, students should share with a partner and add any ideas they heard from their partner to their drawing. Next, pair the partners into groups of 7. Students share with their group and add facts to their own paper.	On day 4, students should share with a partner and add any ideas they heard from their partner to their drawing. Next, pair the partners into groups of 4. Students share with their group and add facts to their own paper.	1. Explain to students that "T=" means topic. Sound out and write "Reindeer Facts" on the line. Remember, students should sound it out and NOT copy. 2. Have students cut apart the 12 pictures that represent reindeer facts. 3. Ask students to tell you the facts for each picture. 4. Ask students how you could sort the pictures into 2 categories. 5. Sort facts by "look" and "other".
	15-20 min	Comprehension – Standard	**RL.1.1; RL.1.2 & RL. 1.10**	**RL.1.1; RL.1.2 RL.3 & RL. 1.10**	**RL.1.2 & RL. 1.10**	**RL.1.1 & RL.2**	**RL.1.1 & RL.2**
		Task	Read the Passage Read the passage to students while they track. Reread the passage again where you use a Cloze Read or Repeat Strategy. Stop after each paragraph and ask, "Who is this paragraph mostly about? What are they (he/she) doing?" Continue until the story is complete. After reading the passage together, students practice orally retelling the story to a partner.	Read the Passage Read the passage to or with students while they track. Think & Comprehend. After each page, stop and use the questions from the teacher's manual. These question are text-dependent and will provide your students with the scaffolding necessary to begin thinking about and analyzing the text. After reading, students orally retell the story with a different partner. Use the tool B1-27b to teach students how to sequence the story. Teacher and Students sketch in the boxes.	Read the passage Read the passage to or with students while they track. Go back to the Teacher's Edition and select questions to teach students hwot to answer questions. 1. Read the question to students: ask yourself, "What is the question asking?" 2. Find it: ask yourself, "Where can I find the answer to this question?" 3. Read EVERY answer choice: ask yourself, "Could this be the right answer? Why?" Students orally retell the story with a different partner.	Read the passage. Read the passage to or with students while they track. Tech the section on "Making Inferences-Story" from Step Up to Writing p. 82 and use tool B1-36b. Create a question (how or why questions work well - there may be a question you can select from the TE) and ask students to answer what they think on the left. Allow a drawing OR a written sentence. Share your thinking with a partner.	Read the passage. Read the passage to or with students while they track. With a partner, teach students how to use the Summaries without words graphic organizer from Step Up to Writing (B1-31b) to summarize the story.

What are our teachers saying?

In our school we expect all staff to perform responsibilities with a high level of excellence.

My professional learning community work results in improved student learning.

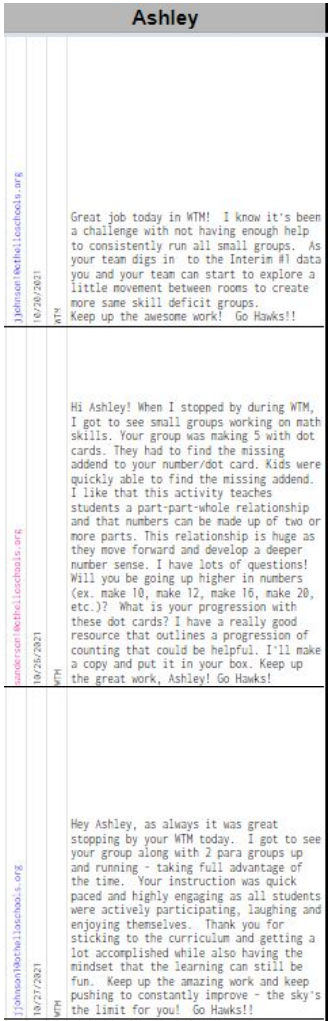




ELL students outperformed their state peers by 14%.

4: TEACHER FEEDBACK

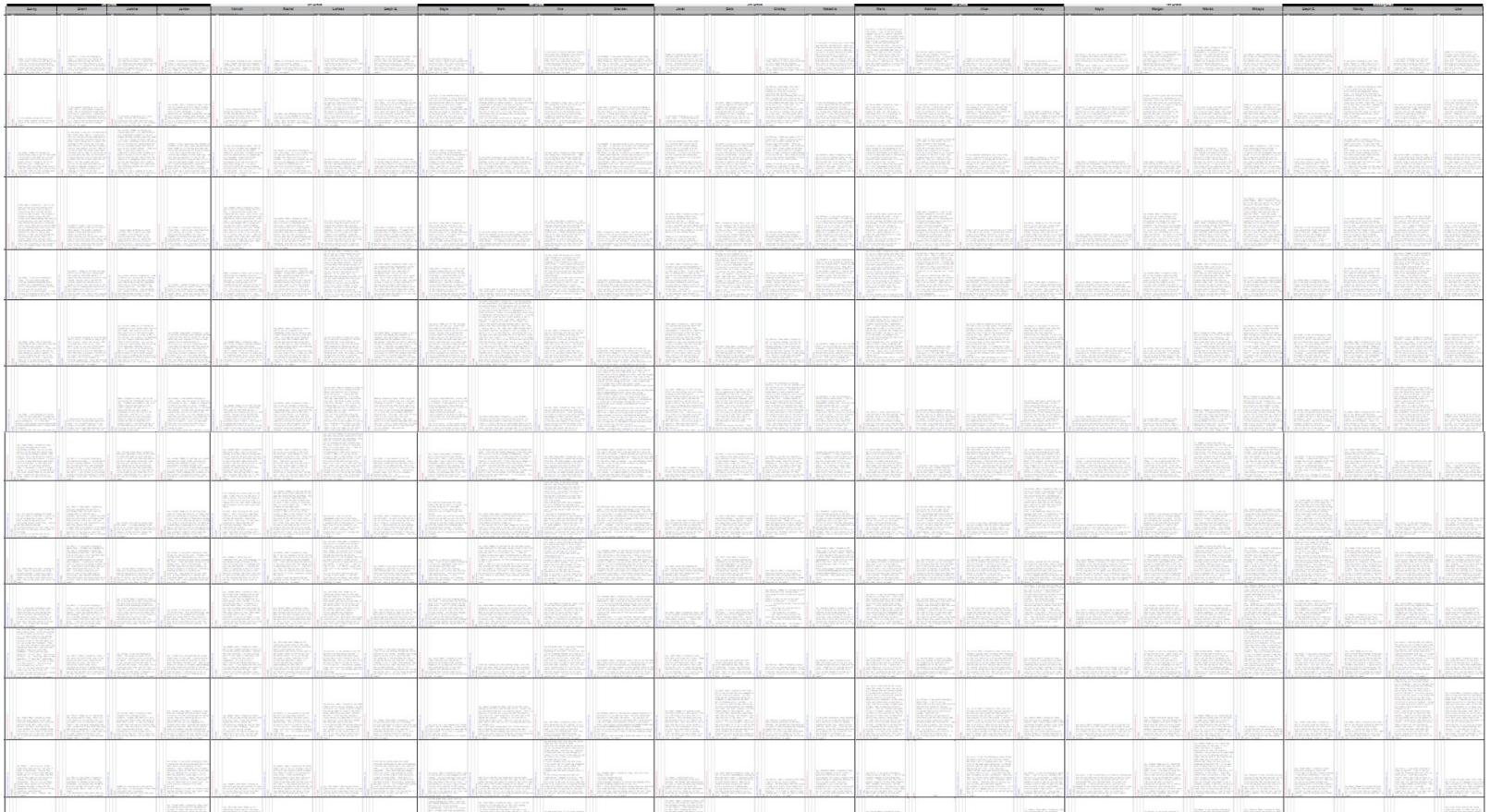
- Accelerate development of all teachers.
  - “Get Better Faster” professional development
  - Used “Get Better Faster” Scope and Sequence *(top action steps used by instructional leaders to launch a teacher’s development)*
- Gave feedback weekly to all teachers.
  - Goal was for each of us to visit every classroom at least 1x per week.
  - 45-55 pieces of feedback to each teacher in 21-22 school year
  - Tracked feedback “string” for each teacher
- Coaching Conversations
  - 1-2x per month
  - Each teacher meets with Admin to discuss recent feedback *(determine type of support & PD teachers need)*



Ashley

jjohnson1@bethelschools.org	10/20/2021	WTM	Great job today in WTM! I know it's been a challenge with not having enough help to consistently run all small groups. As your team digs in to the Interim #1 data you and your team can start to explore a little movement between rooms to create more same skill deficit groups. Keep up the awesome work! Go Hawks!!
janderson1@bethelschools.org	10/25/2021	WTM	Hi Ashley! When I stopped by during WTM, I got to see small groups working on math skills. Your group was making 5 with dot cards. They had to find the missing addend to your number/dot card. Kids were quickly able to find the missing addend. I like that this activity teaches students a part-part-whole relationship and that numbers can be made up of two or more parts. This relationship is huge as they move forward and develop a deeper number sense. I have lots of questions! Will you be going up higher in numbers (ex. make 10, make 12, make 16, make 20, etc.)? What is your progression with these dot cards? I have a really good resource that outlines a progression of counting that could be helpful. I'll make a copy and put it in your box. Keep up the great work, Ashley! Go Hawks!
jjohnson1@bethelschools.org	10/27/2021	WTM	Hey Ashley, as always it was great stopping by your WTM today. I got to see your group along with 2 para groups up and running - taking full advantage of the time. Your instruction was quick paced and highly engaging as all students were actively participating, laughing and enjoying themselves. Thank you for sticking to the curriculum and getting a lot accomplished while also having the mindset that the learning can still be fun. Keep up the amazing work and keep pushing to constantly improve - the sky's the limit for you! Go Hawks!!

4: TEACHER FEEDBACK



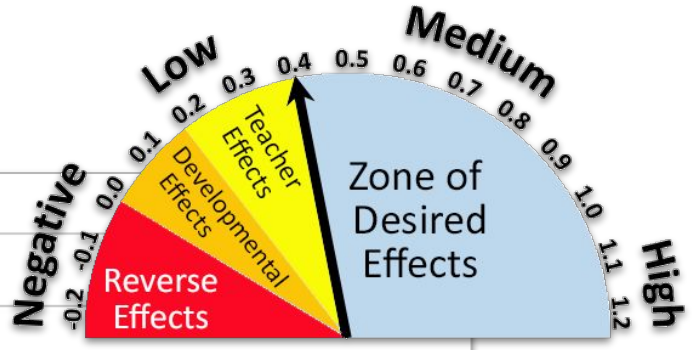
What are our teachers saying?

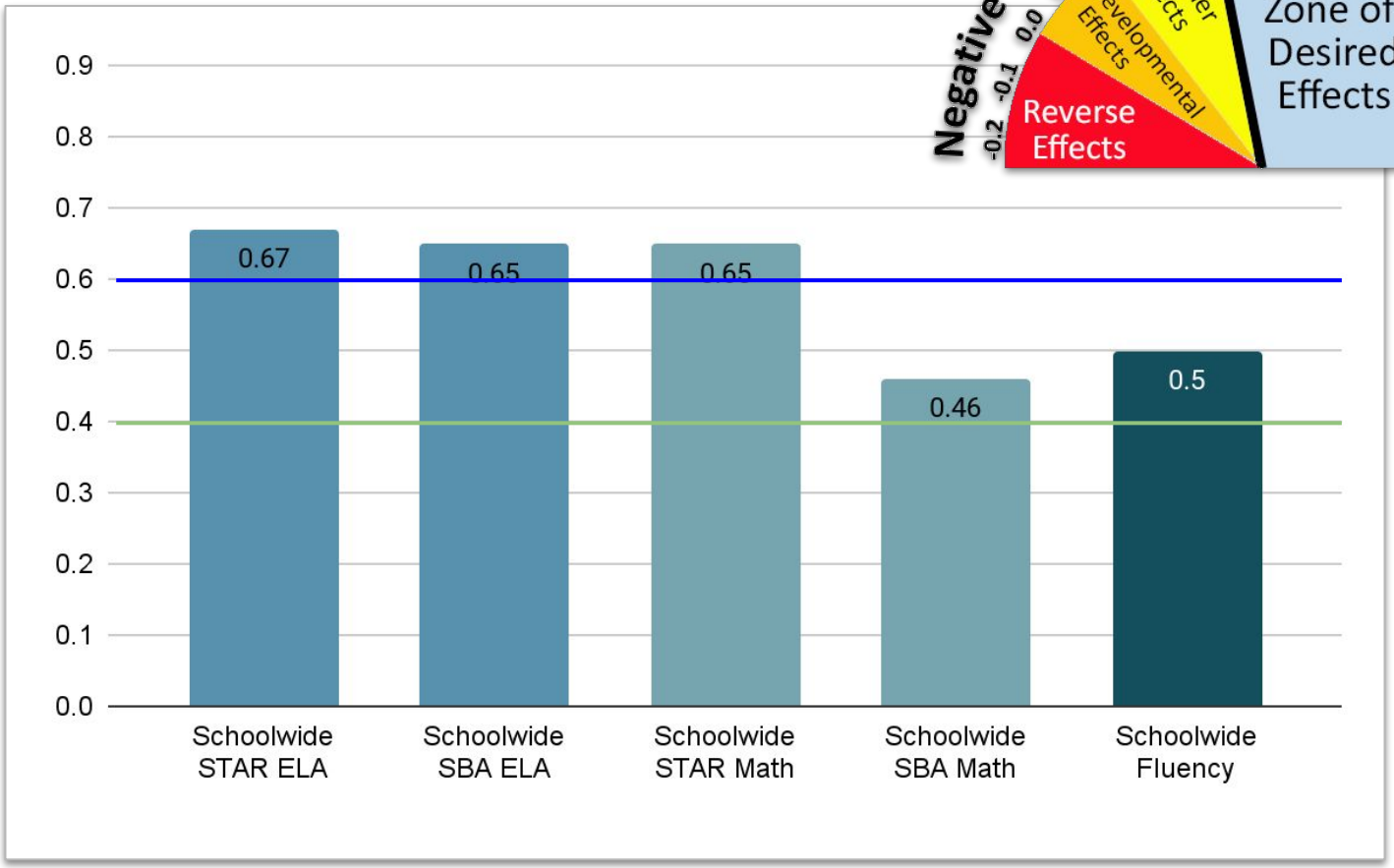
Teacher: “Thanks for the feedback! I thought about that after and in the moment with giving the kids the same thing I was doing on the board. In my head as I was prepping this morning I thought, I want them to do more than just write on the leaves of their turkey but I definitely could have given them a blank page like mine! Next time around!”

Admin: Observation is a great form assessment, too. What do you see kids having the hardest time understanding right now?

Teacher: In one of my groups today I was having them put 5 blue cubes on the top of a 10 frame and four red on the bottom. They had one more red cube in their hand. We then counted and knew there was 9 on the 10 frame. When I asked them how many more they needed to make 10...they said 9. I then asked them to look at the 10 frame and we counted again and then I said..how many do you need to make 10. They gave me all sorts of answers. Then I told them to look in their hand and look at the empty square. Then they said 1. This was my middle scoring group. There is more they are struggling with but we will keep working.

Accelerating learning for all students.





Contact Information:

Sandy Anderson
Email: paulsonsandra@hotmail.com
Ph: (509)-346-3794

Justin Johnson:
Email: jjohnson1@othelloschools.org
Ph: (509) 855-3661

Pete Perez
Email: pperez@othelloschools.org
Ph: (509) 488-2659