	Feb 26 (121)	Feb 27 (122)	Feb 28 (123)	Mar 1 (124)	Mar 2 (125)
AM Planning R	oom 1201 Soucy's HR 7:15-7:				
e	2				
AM Planning R Resource Math 7:55-8:45 Location: Resource Room (WDES Room - Media Center) 2 Students Served	MGSE5.NF.4 MGSE5.NF.1 EQ: How can equivalent fractions help me add/subtract fractions? How can a fraction model help us make sense of a problem? What strategies can be used to multiply or divide fractions? Before:Spiral Review/Progress Monitoring- Fact Fluency Goal Word Problem Goal During(StationONE): TSW Student 1: Lesson 10.5 Hands on: Use models to multiply fractions Student 2: Review adding and subtracting unlike fractions Reteach Handout 9.7 Station One (1,2): 1:1 Instruction/Guided and Independent Practice Station Two (2,1): iStation Math 10 min	MGSE5.NF.4 MGSE5.NF.1 EQ: What strategies can be used to multiply or divide fractions? Before: Spiral Review/Progress Monitoring-Fact Fluency Goal Word Problem Goal During(StationONE): TSW Student 1: Extra Practice Hands on: Use models to multiply fractions Student 2: Quick Check - Adding/Subtracting Introduce: multiplying fractions Station One (2,1): 1:1 Instruction/Guided and Independent Practice Station Two (1,2):	MGSE5.NF.4 MGSE5.NF.1 EQ: What strategies can be used to multiply or divide fractions? Before:Spiral Review/Progress Monitoring-Fact Fluency Goal Word Problem Goal During(StationONE): TSW Student 1: Lesson 10.6 multiply fractions Student 2: Multiplying fractions by whole number with manipulatives Station One (1,2) : 1:1 Instruction/Guided and Independent Practice Station Two (2,1): iStation Math 10 min MobyMax Fact Fluency	MGSE5.NF.3 MGSE5.NF.4 EQ: What strategies can be used to multiply or divide fractions? Before:Spiral Review/Progress Monitoring-Fact Fluency Goal Word Problem Goal During(StationONE): TSW Student 1: Quick Check - Multiplying Fractions Review Renaming Mixed numbers to improper fractions to add/subtract/multiply or divide. Lesson 10-J (RTI Guide) Student 2: Lesson 10.5 Hands on: Use models to	EQ: How can practicite math skills prepare you the Georgia Milestone Before: Progress Mon Data Collection/Quich Check/Spiral Review During(StationONE) FLASH BACK FRID Quick Check/Spiral R TSW work on review from Unit 1, 2, and wite been covered for Unit (kinesthetic review of division) After Complete 3-2-1 three things I'm condoing in 5th Grade 2 things I may need help with thing that is still confusing
	min	10 min		iStation Math 10 min	
			After	MobyMax Fact Fluency	
	After	After		10 min	
	• share key understandings	<ul> <li>share key understandings</li> </ul>	<ul> <li>share key understandings</li> </ul>	After	

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	Students practice learning in new problem (exit ticket)	Students practice learning in new problem (exit ticket)	Students practice learning in new problem (exit ticket)	<ul> <li>share key understandings</li> <li>Times Tables the Fun Way Building Fact Fluency</li> <li>Students practice learning in new problem (exit ticket)</li> </ul>	
Science Co-Taught with Mrs. Na-Russ 8:45-9:35 Student(s) Served: 2-CoTaught 2-Para/Instructional Support	See Gen. Ed. Teacher's Plans EQ: How can floods be prevented? Parallel Teaching	See Gen. Ed. Teacher's Plans EQ: How can floods be prevented? Parallel Teaching	See Gen. Ed. Teacher's Plans EQ: How can beaches be protected? Quick Lab (Groups)	Plans EQ: How can farmland be	See Gen. Ed. Teacher' EQ:How can farmland managed? Ch.3 Review Begins Alternate Teaching

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Planning 9:40-10:25		Grade Level Meeting/Planning			
	See Gen. Ed. Teacher's Plans EQ:What were the technological advances of the 21st Century?	Plans	See Gen. Ed. Teacher's Plans EQ: What were the technological advances of the 21st Century? Small Group: Guided Reading of Text	See Gen. Ed. Teacher's Plans EQ: What were the ftechnological advances of the 21st Century? SS Weekly - Chromebook	See Gen. Ed. Teacher' EQ: What were the technological advance the 21st Century? Small Group: SS Weekly Assessmer
Co-Taught with	ELAGSE5RL6 See General Ed Teacher's Plans Parallel Teach: Point of View Intro - Nearpod quick quiz Small Group <u>Guided Reading Plans</u> Hank Zipzer: Dump Trucks and Dog Sleds	Plans	See General Ed Teacher's Plans Point of View	ELAGSE5RL6 See General Ed Teacher's Plans Small Group <u>Guided Reading Plans</u> Hank Zipzer: Dump Trucks and Dog Sleds	ELAGSE5RL6 See General Ed Teach Plans Small Group <u>Guided Reading Plans</u> Hank Zipzer: Dump T and Dog Sleds
Homeroom- Pack Up Grammar and/or Read Aloud 12:10-12:25	ELAGSE5L1 Daily Oral Grammar	ELAGSE5L1 Daily Oral Grammar	ELAGSE5L1 Daily Oral Grammar	ELAGSE5L1 Daily Oral Grammar	ELAGSE5L1 Grammar Quiz
Recess 12:30- 12:44 Lunch 12:45- 1:15	Recess 12:30-12:44 Lunch 12:45-1:15	Recess 12:30-12:44 Lunch 12:45-1:15	Recess 12:30-12:44 Lunch 12:45-1:15	Recess 12:30-12:44 Lunch 12:45-1:15	Recess 12:30-12:44 Lunch 12:45-1:15

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E.L.T. Writing	Cyber Safety	EQ: How can we use	EQ: How can we use	EQ: How can we use	EQ: How can we use
U U U U U U U U U U U U U U U U U U U	EQ: What's the difference	transitions to improve		transitions to improve our	-
Ms. Soucy	between internet friends and	our writing?	our writing?Before:	-	writing?
Room 1202	in-person friends?	Before: Engage students	-	Practice	
1:15-1:25	P	with metaphor "a		Prepositions	Before:Grammar Quiz
	Before: INVITE students to	transition word or phrase			Preposition
	share their experiences			During: Students will	During: Students will
	chatting online, instant	ideas."	0 1	work independently to	complete essays as nee
	messaging, and posting on		5 1	complete "Bridges"	1 5
	message boards	During: Group students	Building Bridges with	Activity #4 Essay practice	Students who have
	Explainchallengeexplain			on Chromebooks using	completed their essays
	"Can you ever really know if		own transition words and	Ũ	use a rubric to score th
		with transition		0 0	own writing and/or a r
	or female?how old they	words. Students will	Extra Support: provide	have sued Goldilocks for	writing.
	are?	practice incorporating	additional list of	breaking and entering, as	
		transitions by placing	suggested transition	well as damage to	After: Students share (
	During: DISTRIBUTE the	"bridges" in the	words and phrases	property. You are the	"stand out" of their per
	The Right Answer Student	appropriate blanks	Medium Support: initiate	judge who must decide	writing and one (if any
	Handout. HAVE students	to complete "Bridges"	brain storming with	whether she is innocent or	common errors
	read the scenario about Sita	Activity #1 and #2 of	questioning	guilty. State your opinion	
	and CJcool11, and then	Building Bridges with		as to whether you think	
	answer the handout questions	Transitions	After: Groups share with	Goldilocks is innocent or	
	individually. Continue to			guilty and use examples in	
	follow the DCSS provided LP	After: Groups share with	students: Which of the	the story to provide	
	for Cyber Safety.	whole group point out to	"bridge" words do you	support.	
		students that while the	think is most appropriate	-graphic organizer	
	After: students will self-	words in Activity #2 are	-	provided for extra support	
	reflect in writing journal to	similar in meaning to the		-teachers conference and	
	show understanding of lesson	5,		provide support as needed	
	by completing either a quick				
	write, graphic organizer, or	slightly different	5	After: Students will	
	by sketching	meanings.		partner share completed	
		(For example, "next" vs.		essays.	
		"immediately.")		Remind students to	
				"share" writing via email	
				to both teachers	

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Dismissals	Dismissals 2:20	Dismissals 2:20	Dismissals 2:20	Dismissals 2:20	Dismissals 2:20
D15111155a15	Ms. E's Duty:	Ms. E's Duty:	Ms. E's Duty:	Ms. E's Duty:	Ms. E's Duty:
2:20	2nd/4th Grade Stairwell		2nd/4th Grade Stairwell	2nd/4th Grade Stairwell	2nd/4th Grade Stairwe
Ms. E's Duty:	211d/4th Olade Stall well	2110/4th Orace Stall well	211d/4th Orade Stall well	211d/4th Orade Stall well	2110/4th Orace Stall we
-					
2nd/4th Grade					
Stairwell					
EMERGENCY	WEATHER EMERGENCIES AND	WEATHER EMERGENCIES	WEATHER EMERGENCIES	WEATHER EMERGENCIES	WEATHER EMERGENCIE
	<b>DISASTERS:</b> The staff must be prepared				<b>DISASTERS:</b> The staff must l
INOCEDURES	to act in case of other civil defense	be prepared to act in case of other	be prepared to act in case of other	be prepared to act in case of other	prepared to act in case of other
		civil defense emergencies such as	civil defense emergencies such as	civil defense emergencies such as	defense emergencies such as to
	procedures to follow for such emergencies is in the emergency handbook. Both the	follow for such emergencies is in	tornadoes. A set of procedures to follow for such emergencies is in	tornadoes. A set of procedures to follow for such emergencies is in the	A set of procedures to follow fc
	teacher and class must be familiar with the		the emergency handbook. Both the	emergency handbook. Both the	handbook. Both the teacher and
	procedures.	teacher and class must be familiar	teacher and class must be familiar	teacher and class must be familiar	must be familiar with the proce
	<b>INTRUDER ALERT:</b> The code that will		with the procedures.	with the procedures.	<b>INTRUDER ALERT:</b> The co
	be used during the school year is as	<b>INTRUDER ALERT:</b> The code	<b>INTRUDER ALERT:</b> The code	<b>INTRUDER ALERT:</b> The code that	
		that will be used during the school	that will be used during the school	will be used during the school year is	follows: "Teachers, please sec
		year is as follows: <b>"Teachers,</b>	year is as follows: <b>"Teachers,</b>	as follows: "Teachers, please secure	
	and have the children sit quietly out of	please secure your children in	please secure your children in	your children in your classroom."	and have the children sit quietly
	sight line of both door and	your classroom." Lock door and	your classroom." Lock door and		sight line of both door and
	window. When the concern or drill is	have the children sit quietly out of	have the children sit quietly out of		window. When the concern or
	over the statement "Teachers, you may return to normal routines" will be made.	sight line of both door and window. When the concern or drill	sight line of both door and	and window. When the concern or drill is over the statement "Teachers,	over the statement "Teachers, y return to normal routines" will
	<b>FIRE DRILL:</b> Exit out the door taking		is over the statement "Teachers, you		<b>FIRE DRILL:</b> Exit out the do
	the blue emergency folder with you as you				the blue emergency folder with
		be made.	be made.	FIRE DRILL: Exit out the door	you leave the room. Then turn r
	the end of the hall to the double doors on	FIRE DRILL: Exit out the door	FIRE DRILL: Exit out the door	taking the blue emergency folder with	
	the left to go immediately outside. The	taking the blue emergency folder	taking the blue emergency folder	you as you leave the room. Then turn	doors on the left to go immedia
	students should walk with zero sound	with you as you leave the room.	with you as you leave the room.		outside. The students should w
	towards the tree line. Join the other		Then turn right and go to the end of		zero sound towards the tree line
	6	the hall to the double doors on the	the hall to the double doors on the	immediately outside. The students	other homeroom students and le
	teacher know you have joined them. Once a class has assembled in the designated	students should walk with zero	students should walk with zero	should walk with zero sound towards the tree line. Join the other	general ed teacher know you ha them. Once a class has assembl
	location, the teacher will hold-up the		sound towards the tree line. Join the		designated location, the teacher
			other homeroom students and let the		hold-up the appropriate color to
	"FF- 0F- 100 000 00 00 000 00 000 000 000	general ed teacher know you have	general ed teacher know you have	joined them. Once a class has	the following:
		joined them. Once a class has	joined them. Once a class has	assembled in the designated location,	
	<ul> <li>Green – all students are present and accounted for</li> </ul>	assembled in the designated	assembled in the designated	the teacher will hold-up the	
	accounted for	location, the teacher will hold-up	location, the teacher will hold-up	appropriate color to signify the	<ul> <li>Green – all students are pre accounted for</li> </ul>
	<ul> <li>Red – all students are not with the homeroom teacher and their location is not known</li> </ul>	the appropriate color to signify the	the appropriate color to signify the	following:	<ul> <li>Red – all students are not w</li> </ul>
	not known	following:	following:		homeroom teacher and thei
				• Green – all students are present	is not known
	TORNADO DRILL: Go out into the	• Green – all students are present	• Green – all students are present		
	hall and have the students get into	and accounted for	and accounted for	• Red – all students are not with the	TORNADO DRILL: Go out i
	"covered position."			homeroom teacher and their	hall and have the students get ir
				location is not known	"covered position."

	Feb 26 (121)	Feb 27 (122)	Feb 28 (123)	Mar 1 (124)	Mar 2 (125)
		• Red – all students are not with the homeroom teacher and their location is not known	• Red – all students are not with the homeroom teacher and their location is not known	<b>TORNADO DRILL:</b> Go out into the hall and have the students get into "covered position."	
		<b>TORNADO DRILL:</b> Go out into the hall and have the students get into "covered position."	<b>TORNADO DRILL:</b> Go out into the hall and have the students get into "covered position."		
After School	3:30 Tutoring at DCPL	3:30 Tutoring at DCPL	2:45 Faculty Meeting TBA 3:30-4:30 Tutoring at MJCC		3:00-4:00 Tutoring at