

Ms. Ethridge - IRR Lesson Plans for the Week of February 26, 2018

	Feb 26 (121)	Feb 27 (122)	Feb 28 (123)	Mar 1 (124)	Mar 2 (125)
AM Planning Room 1201 Soucy's HR 7:15-7:55 – Tutorials Mon&Wed Reading; Tues & Thur Math					
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 MobyMax Fact Fluency 10 min After <ul style="list-style-type: none"> share key understandings 	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): iStation Math 10 min MobyMax Fact Fluency 10 min After <ul style="list-style-type: none"> share key understandings 	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 10 min After <ul style="list-style-type: none"> share key understandings 	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 multiply fractions Station One (2,1): 1:1 Instruction/Guided and Independent Practice Station Two (1,2): iStation Math 10 min MobyMax Fact Fluency 10 min After	EQ: How can practicing math skills prepare you for the Georgia Milestone? Before: Progress Monitoring/Data Collection/Quick Check/Spiral Review During(StationONE): FLASH BACK FRIDAY Quick Check/Spiral Review TSW work on review from Unit 1, 2, and what has been covered for Unit 3 (kinesthetic review of division) After <ul style="list-style-type: none"> Complete 3-2-1 three things I'm confident I can do in 5th Grade 2 things I may need help with 1 thing that is still confusing

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	<ul style="list-style-type: none"> Students practice learning in new problem (exit ticket) 	<ul style="list-style-type: none"> Students practice learning in new problem (exit ticket) 	<ul style="list-style-type: none"> Students practice learning in new problem (exit ticket) 	<ul style="list-style-type: none"> share key understandings Times Tables the Fun Way Building Fact Fluency Students practice learning in new problem (exit ticket) 	
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)	See Gen. Ed. Teacher's Plans EQ: How can farmland be managed? Parallel Teaching	See Gen. Ed. Teacher's Plans EQ: How can farmland be managed? Ch.3 Review Begins Alternate Teaching

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E.L.T. Writing Co-Taught with Ms. Soucy Room 1202 1:15-1:25	<p>Cyber Safety</p> <p>EQ: What's the difference between internet friends and in-person friends?</p> <p>Before: INVITE students to share their experiences chatting online, instant messaging, and posting on message boards... Explain...challenge...explain... "Can you ever really know if an online only friend is male or female?...how old they are?..."</p> <p>During: DISTRIBUTE the The Right Answer Student Handout. HAVE students read the scenario about Sita and CJcool11, and then answer the handout questions individually. Continue to follow the DCSS provided LP for Cyber Safety.</p> <p>After: students will self-reflect in writing journal to show understanding of lesson by completing either a quick write, graphic organizer, or by sketching</p>	<p>EQ: How can we use transitions to improve our writing?</p> <p>Before: Engage students with metaphor "a transition word or phrase is a bridge that connects ideas."</p> <p>During: Group students (2-3 with mixed abilities) to create "bridge" cards with transition words. Students will practice incorporating transitions by placing "bridges" in the appropriate blanks to complete "Bridges" Activity #1 and #2 of Building Bridges with Transitions</p> <p>After: Groups share with whole group point out to students that while the words in Activity #2 are similar in meaning to the words in Activity #1, some of them could have slightly different meanings. (For example, "next" vs. "immediately.")</p>	<p>EQ: How can we use transitions to improve our writing?</p> <p>Before:</p> <p>During: Students will continue to work in groups formed on Tuesday to complete "Bridges" Activity 3 of Building Bridges with Transitions (using their own transition words and phrases - Extra Support: provide additional list of suggested transition words and phrases Medium Support: initiate brain storming with questioning</p> <p>After: Groups share with whole group. Ask students: Which of the "bridge" words do you think is most appropriate for this story—the words from Activity #1 list, the words from Activity #2 list, or the words YOU chose for Activity #3? Why?</p>	<p>EQ: How can we use transitions to improve our writing?</p> <p>Before: Grammar Practice Prepositions</p> <p>During: Students will work independently to complete "Bridges" Activity #4 Essay practice on Chromebooks using google docs: Writing Prompt: The Three Bears have sued Goldilocks for breaking and entering, as well as damage to property. You are the judge who must decide whether she is innocent or guilty. State your opinion as to whether you think Goldilocks is innocent or guilty and use examples in the story to provide support. -graphic organizer provided for extra support -teachers conference and provide support as needed</p> <p>After: Students will partner share completed essays. Remind students to "share" writing via email to both teachers</p>	<p>EQ: How can we use transitions to improve our writing?</p> <p>Before: Grammar Quiz Preposition</p> <p>During: Students will complete essays as needed</p> <p>Students who have completed their essays use a rubric to score their own writing and/or a peer writing.</p> <p>After: Students share their "stand out" of their peer writing and one (if any) common errors</p>

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Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell	Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell	Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell	Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell	Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell	Dismissals 2:20 Ms. E's Duty: 2nd/4th Grade Stairwell
EMERGENCY PROCEDURES	<p>WEATHER EMERGENCIES AND DISASTERS: The staff must be prepared to act in case of other civil defense emergencies such as tornadoes. A set of procedures to follow for such emergencies is in the emergency handbook. Both the teacher and class must be familiar with the procedures.</p> <p>INTRUDER ALERT: The code that will be used during the school year is as follows: “Teachers, please secure your children in your classroom.” Lock door and have the children sit quietly out of sight line of both door and window. When the concern or drill is over the statement “Teachers, you may return to normal routines” will be made.</p> <p>FIRE DRILL: Exit out the door taking the blue emergency folder with you as you leave the room. Then turn right and go to the end of the hall to the double doors on the left to go immediately outside. The students should walk with zero sound towards the tree line. Join the other homeroom students and let the general ed teacher know you have joined them. Once a class has assembled in the designated location, the teacher will hold-up the appropriate color to signify the following:</p> <ul style="list-style-type: none"> • Green – all students are present and accounted for • Red – all students are not with the homeroom teacher and their location is not known <p>TORNADO DRILL: Go out into the hall and have the students get into "covered position."</p>	<p>WEATHER EMERGENCIES AND DISASTERS: The staff must be prepared to act in case of other civil defense emergencies such as tornadoes. A set of procedures to follow for such emergencies is in the emergency handbook. 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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