

Randall G. Lynch Middle School AMI Waiver Request

The following slides represent Farmington Middle School's AMI days. Due to absenteeism with staff members and students, FMS pivoted on two additional days this winter. Teachers worked remotely and held Google Meets with their students in an effort to continue learning. Non-Certified employees worked on other campuses to help with the shortage of substitute teachers.

Included in the slides are percentages of participation, activities and instructional materials, as well as parent communication.

We appreciate your willingness to consider this request. If you have any questions or need additional information I am happy to assist you.

Julia Williams-RGLMS Principal

Tracy Sutton-RGLMS Assistant Principal

Randall G. Lynch Middle School 6th Grade

AMI Work

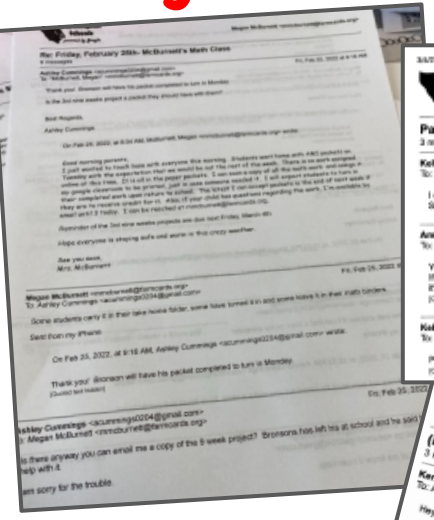
Completed: 94%

Partial: 4%

Incomplete: 2%

Attendance Percentage: 98%

6th grade Communication



A Ashley Cummings
to Willie =
Thank you!!!! Bronson will definitely have his packet Monday!

Best Regards,
Ashley Cummings

> On Feb 25, 2022, at 8:46 AM, Williams, Willie <williams@falmcards.org> wrote:
>
> Hey Everyone,
>
> So, today is another AMI day. This one is a bit different, so please read....
>
> Our school is officially on AMI day 11 because of Covid and Weather. Our school is only allowed 10 days by the state. But our Superintendent has contacted the ADE (Ark Dept of Education) and has a chance to apply for a waiver from the state so we do not have to make the day up at the end of the year (no extra day at end of May).

> So, all that means that we have to show the state that our kids are "engaged and learning" on this day. So please be sure you (or your student) finish up their AMI packets. We really need as many of them turned in as we can get.

>
> If anyone needs any help or guidance, I will be on Email and on GoGuardian all day today until 3pm.
> Just let me know.
> Have a great day!
> Mr W

3:02, 11:38 AM Farmington Public Schools Mail - Paperwork
Farmington Schools
powered by iEngage
Amy Erickson <erickson@falmcards.org>

Paperwork
 3 messages

Kelly Janssen <janssenfamily7@gmail.com> Tue, Feb 22, 2022 at 6:40 PM
 To: Amy Erickson <erickson@falmcards.org>

I didn't get your message and this evening, so we didn't get the paperwork, but thanks so much for calling to let me know. Stay safe and warm in the weather! Kelly

Amy Erickson <erickson@falmcards.org> Tue, Feb 22, 2022 at 7:22 PM
 To: Kelly Janssen <janssenfamily7@gmail.com>

You had
 If you're interested, I uploaded all of the 6th grade AMI to my google classroom. If you can print it and she feels like doing it, it's available. If not, no worries to wait and we'll get back. I know she will be caught up in no time.
 (Dates not visible)

Kelly Janssen <janssenfamily7@gmail.com> Tue, Feb 22, 2022 at 7:52 PM
 To: Amy Erickson <erickson@falmcards.org>

Perfect, Barkal
 (Dates not visible)

Farmington Schools
powered by iEngage
 Farmington Public Schools Mail - (no subject)
Amy Erickson <erickson@falmcards.org>

(no subject)
 3 messages

Kerley McConnell <kerley1mcconnell02@gmail.com> Wed, Feb 23, 2022 at 11:16 AM
 To: Amy Erickson <erickson@falmcards.org>

Hey Mrs Erickson can we annotate the 7th grade text with a pin.

Amy Erickson <erickson@falmcards.org> Wed, Feb 23, 2022 at 11:16 AM
 To: Kerley McConnell <kerley1mcconnell02@gmail.com>

Sure!
 (Dates not visible)

Kerley McConnell <kerley1mcconnell02@gmail.com> Wed, Feb 23, 2022 at 11:16 AM
 To: Amy Erickson <erickson@falmcards.org>

ok thank you i didn't want to mark on something with a pen without permission because pencil erases a lot and i know that like us using a pencil.
 (Dates not visible)

340002 11:03 AM **Email Report** Page 4 of 4

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Subject: AMI work
 Attachments:
 Good morning,

I wanted to touch base with everyone regarding the AMI work that was sent home on Tuesday because of the winter weather. This work should be turned in next week. I will be available through email until 3:00 pm in case there are any questions.

Here is a quick overview of what was assigned in Science:

- An ACT Ankle practice test - This requires the student to read through some science passages as well as analyze some data to answer questions that will be similar in nature to those that students will have to be able to answer on their assessment later this Spring. We will be using these in an upcoming lesson, with students conducting an analysis of their own work, so it is important that they all finish this.
- Data Analysis and Statistics - Students may use calculators if necessary on any of these questions. When finding measures of central tendency: mean, median, mode, and range.

1. **Mean** - Add all the numbers in the data set, get the total, and divide the total by the number of numbers that are in the data set. For example: 3, 6, 2, 6, 5, 4, 3, 2, 4 You would add all of these together, find the total, then divide by 10 because there are 10 numbers in the data set. $3 + 6 + 2 + 6 + 5 + 4 + 3 + 2 + 4 + 3 = 39 / 10 = 3.9$
2. **Median** - Put the numbers in order from least to greatest. If there are an odd number of numbers in the data set, the mean will be the number in the middle. For example: 2, 6, 7, 8, 8, 9, 10, 11 The median in this example is 8.
3. **Mode** - This is the number that occurs the most in the data set. If each number occurs only once, then we say there is **no mode**. For example, in the data set: 6, 2, 6, 2, 6, 5, 4, 3, 2, 2, 4 there are 3 2s and 3 6s, so the **mode is 2 and 6**. In the data set -2, 4, 5, 6, 7, 1, 3 there are 2 3s, so the **mode is 3**.

If there is an even number of numbers in the data set, you will add the 2 numbers in the middle and divide the answer by 2 to get the median. For example: 3, 6, 7, 8, 9, 10, 11 $7 + 8 = 15 / 2 = 7.5$ The median in this example is 7.5

4. **Range** - This is the number that occurs the most in the data set. If each number occurs only once, then we say there is **no mode**. For example, in the data set: 6, 2, 6, 2, 6, 5, 4, 3, 2, 2, 4 there are 3 2s and 3 6s, so the **mode is 2 and 6**. In the data set -2, 4, 5, 6, 7, 1, 3 there are 2 3s, so the **mode is 3**.

AM I Day Wednesday, February 23, 2022

Good evening parents, Tomorrow will be another Alternate Method of Instruction day. Because the forecast is predicting no snow, we will be using AMI packets instead of relying on electronic assignments and assignments on computers. These AMI packets were distributed today and contain enough work for the rest of the 3 AMI days. Students have Math, Science, ELA, and Block assignments. Teachers will be available via email during regular school hours for questions answered by your answer. Stay safe and warm!

Thank you for your day!
 Amy Erickson

Dear Parents,
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6th grade Literacy

For the Feb. 23-25 AMI Days, ELA lessons reviewed comprehension, plot, figurative language, context clues, theme, pronouns, and inferencing. Student completion rates are as follows:

ELA AMI Packet
February 23-25

Take this packet home today (Tuesday, February 22) in anticipation of inclement weather. However, if we have school any of these days, **BRING THIS PACKET TO SCHOOL** to work on in class. Each page is labeled, so only complete the pages at home IF WE DO NOT ATTEND SCHOOL on these days.

Wednesday, February 23, 2022

- Read "Seventh Grade" by Gary Soto (remember to annotate as you read)
- Answer the multiple choice questions on the worksheets provided

Thursday, February 24, 2022

- Review the short story "Seventh Grade"
- Complete the One Pager worksheet provided
 - Follow directions carefully
 - Examples are provided in Google Classroom (although these samples are a different story with slightly different instructions)
 - Your One Pager should be colorful (so take your colored pencils or other needed materials home with you)

Friday, February 25, 2022

- Inferencing Mystery Picture #1
- Theme Mystery Picture #3

Read each story and answer the multiple choice questions. When you are Finished, use your answer choices to color the mystery picture. **BE CAREFUL THAT YOU ARE COLORING ON THE CORRECT PAGE.** Pay attention to the headings on the pages. 1 or colored pencils. (Markers may bleed through)

Inferencing

READING BETWEEN THE LINES

Directions: Find the color next to each answer choice you choose. Then locate the number of the problem on the mystery picture. Color the square to include the color beside the answer choice you selected.

Example: If you answered C for question 1 and the color beside answer choice C is red, you would color all the squares with 1 in red.

Inferencing

READING BETWEEN THE LINES

Directions: Find the color next to each answer choice you choose. Then locate the number of the problem on the mystery picture. Color the square to include the color beside the answer choice you selected.

Example: If you answered C for question 1 and the color beside answer choice C is red, you would color all the squares with 1 in red.

at Story of the Month

Comprehension Quiz

1. Victor has shared stories over their time...
2. The teacher is a...
3. What happened when Victor shared his story?
4. Victor's teacher...
5. How did Victor respond when Thomas said...
6. Victor's teacher...
7. Victor's teacher...
8. Victor's teacher...
9. Victor's teacher...
10. Victor's teacher...

One-Pager Instructions

Seventh Grade

Use your "template" that is on the front of these instructions. Your one-pager MUST follow these directions exactly. It must be completed for full credit.

- Top rationale:** Write the **THEME** of the story. Also, include a quote or illustration that represents that theme.
- Upper left box:** Copy a sentence from the text that is an example of figurative language. Explain the meaning and why you chose it.
- Upper right box:** Sketch the setting.
- Middle left box:** Write the title of the story and your name.
- Lower left box:** Using complete sentences, describe a main character from the story.
- Lower right box:** Copy a sentence from the story that includes a person with an antecedent. Label the person and antecedent.

READING BETWEEN THE LINES

Some themes and ideas have food

Victor: ...

Thomas: ...

PROBLEMS: ...

ANSWERS: ...

SCRATCH AREA

COOPER

Inferencing


Directions: Find the color next to each answer choice you choose. Then locate the number of the problem on the mystery picture. Color the square to include the color beside the answer choice you selected.

Example: If you answered C for question 1 and the color beside answer choice C is red, you would color all the squares with 1 in red.


6TH GRADE MATH – FRIDAY, FEB 25TH

On Friday, students completed practice problems over subtracting decimals. They also completed a combination practice of adding and subtracting decimals. Along with a warm-up review question over unit rate.


Subtracting Decimals




Do you think the decimal point is important?




Chloe went to the store to buy some groceries. Her total bill was \$37.86 and she gave the cashier \$50. How much money did Chloe get back?



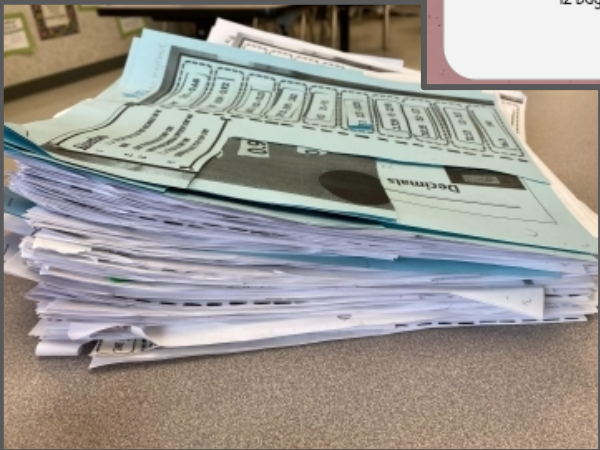

In PE, each student had to run the 50 yard dash. Isaac completed it in 14.6 seconds while Andrew completed it in 13.7 seconds. How much faster did Andrew run the 50 yard dash?



You receive \$75 for your birthday. You buy a book for \$17.95 and a board game for \$26.27. How much money do you have left?



Friday Warm-up:
Which is a better buy? Why?
6 bagels for \$4.20
Or
12 bagels for \$7.80

Grace wanted to weigh both of her cats to see which one weighed more. Her gray cat weighed 15 pounds and her orange cat weighed 13.22 pounds. How much more did her gray cat weigh?

Directions:

1. DRAW THE UNIT STRIP TO THE FIRST DECIMAL ON THE RIGHT.
2. DRAW THE WHOLE ON THE UNIT STRIP.
3. FIND THE NUMBER BETWEEN THE TWO APPROXIMATE STRIPS AND DRAW IT BELOW THE UNIT STRIP.
4. CONTINUE UNTIL YOU GET TO THE LAST STRIP.

START	5.13 + 0.68
12.53	1.2 + 15.3
24.25	8.97 - 2.82
2.339	43 - 22.45
25.1	2.37 - 0.031
20.55	15.8 - 1.27
5.81	61.04 - 0.92
6.15	21 + 4.1
16.5	END
60.12	9.02 + 15.23

6th grade Science

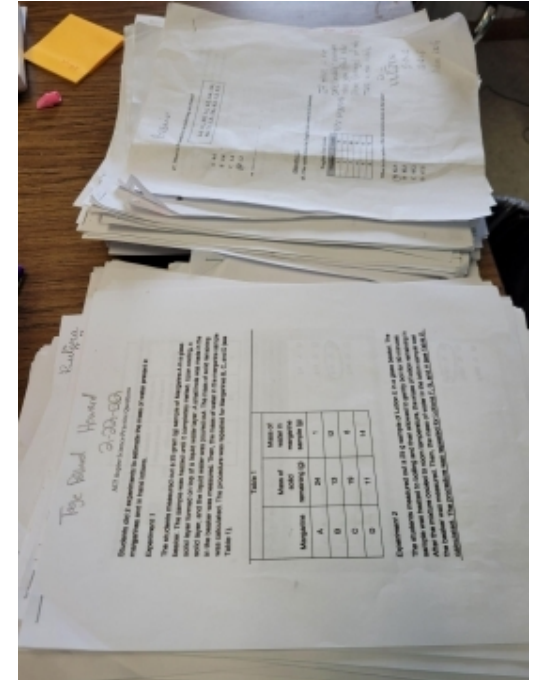
Science worked on a couple of skill based things for ACT Aspire Preparation during our AMI days.

1. We completed a practice test for the ACT Aspire Science test. The results of this will be used to drive instruction during our boot camp.
2. We completed an assignment for data analysis.

ACT Aspire Science Practice Test

Measures of Central Tendency

Assignment for Data Analysis



Randall G. Lynch Middle School 5th Grade

AMI Work

Completed: 76.1%

Partial: 11.6%

Incomplete: 12.3%

Attendance Percentage: 88%

5th Grade Communication

Friday, 2/24/22

→ Reading

♦ "Trail into Darkness"

- Read the story.
- Answer the questions and highlight where you find the answer.
- On questions number 5, write your answer in a complete sentence. Give at least TWO pieces of complete evidence to support your answer.

♦ Write Compound and Complex sentences practice.

- READ the directions carefully.

→ Math

♦ Multiplying fractions

- Show your work.

→ Science

♦ Read about tornadoes and hurricanes.

- Answer the questions in complete sentences.
- Highlight where in the stories you find the answers.
- ♦ Compare and contrast tornadoes and hurricanes using the venn diagram.

- ★ Make sure you write your name on every paper.
- ★ Bring ALL papers back to school on the DAY we RETURN--completed or not.
- ★ Those who bring their papers back to school completed will receive CARDINAL MONEY!!!

The base is 10 and the height is 10 so $10 \times 10 = 100$ cubic units.
 100 cubic units \times 10 = 1000 cubic units.

The length (base) is 3
 Length (base) is 3
 Length (base) is 3
 width (how wide?) is 4
 width (how wide?) is 4
 width (how wide?) is 4
 Volume: Length \times width \times height so in this example you would do $3 \times 3 \times 4 = 36$ cubic units.

Monday, Feb 25
 60° - 70°
 Partly cloudy
 The sky might be dark but not too dark. There are clouds and some sun so it's not too dark but it's not too bright either.

The base is 10 and the height is 10 so $10 \times 10 = 100$ cubic units.
 100 cubic units \times 10 = 1000 cubic units.

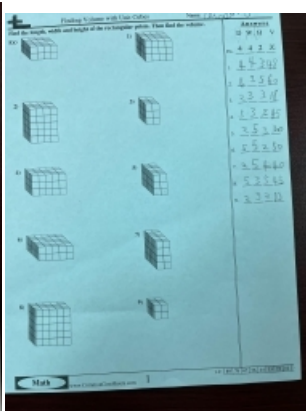
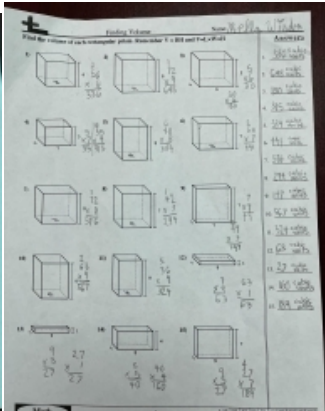
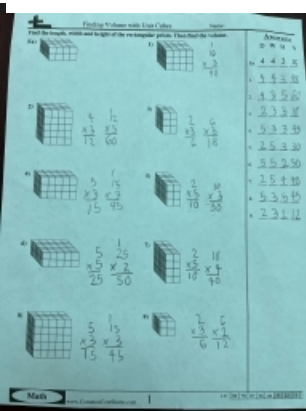
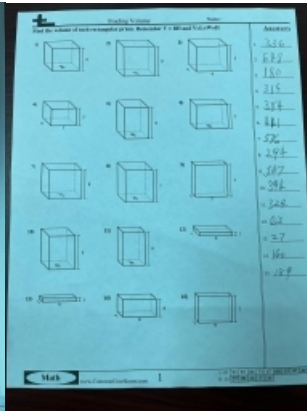
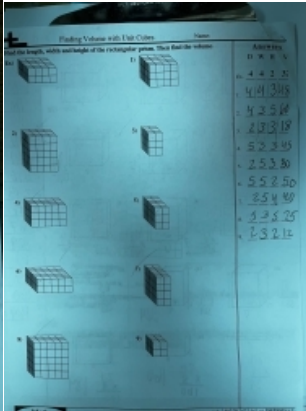
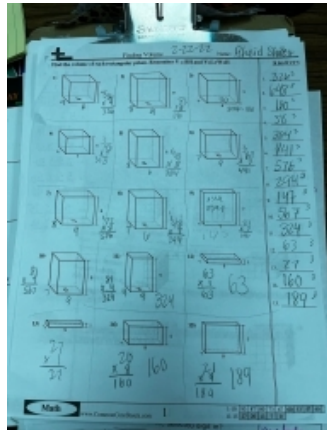
The base is 10 and the height is 10 so $10 \times 10 = 100$ cubic units.
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Melli Yelding Feb 25
 Is this a compound sentence?
 me Feb 25
 Yes, it is. It has two independent clauses.
 Melli Yelding Feb 25
 Thanks for working and have a great day!
 me Feb 25
 You're welcome. Have a great day too!

Ashlyn Reed Feb 25
 Is this a compound sentence "I want to travel to Australia to see the koala bears and kangaroos, so I asked my mom."
 me Feb 25
 No it is not...to be a compound sentence it has to have...
 Ashlyn Reed Feb 25
 Ok, thanks.
 Ashlyn Reed Feb 25
 Of course! Have a great day!
 me Feb 25
 Yes, that works.
 Reply Forward

5th grade Math

Fifth Grade math completed a volume sheet. One side, students had to find base x height and length x height x width to figure the volume. On the other side, students had to find the length, width and height using the cubes before they could figure volume.



5th Grade Literacy


AMI Day Friday, February 25

Literacy lessons focused on comprehension, figurative language, context clues, plot, theme, inferencing, showing evidence.

They also also reviewed complex/compound sentences, and punctuation.

COMMONLit

Trail Into Darkness



Read this passage for figurative or contextualizing language and vocabulary.

1. A clover with four leaves is a rare occurrence. It is said that a clover with four leaves is a good omen. It is also said that a clover with four leaves is a sign of good luck.

2. A clover with four leaves is a rare occurrence. It is said that a clover with four leaves is a good omen. It is also said that a clover with four leaves is a sign of good luck.

COMMONLit

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Good! 100% A (U)

In the boxes below, add what you need to **revise** these independent clauses (single sentences) into **complex sentences**.

Remember that a complex sentence is an independent clause joined with a dependent clause using a subordinating conjunction (WHEN, BECAUSE, SINCE, AFTER, ALTHOUGH, UNLESS, WHILE, UNTIL, BEFORE, AS, SOON AS, AS LONG AS, AS LONG AS, AS LONG AS).

Make sure to put a **comma** after the dependent clause.

Ex: Ben rode his bike to school although it was raining. (The comma)

✓ I Peter chased the neighbor's cat around the yard.
I Peter chased the neighbor's cat around the yard, so I got a good night's sleep.

✓ It snowed last night.
It snowed last night, so I didn't have school today!

✓ The Razorback football team won their game on Saturday.
Because the Razorback football team won their game on Saturday, they were out for pizza.

✓ Summer is my favorite time of year.
Summer is my favorite time of year, so I can go to camp.

✓ I made an A on my last word study quiz!
Since I studied, I made an A on my last word study quiz!

Good! 100% A (U)

Name: Jessica Cox
Date: 2/25/25

In the boxes below, add what you need to revise these simple sentences into **compound sentences**.

Remember that a compound sentence is two simple sentences joined with a coordinating conjunction (AND, BUT, OR, SO, YET, AS).

Make sure to put a **comma** before the coordinating conjunction.

Ex: Joe rode his bike to school, Ben walked.

✓ I want to travel to Australia to see the koala bears and kangaroos.
I want to travel to Australia to see the koala bears and kangaroos, so I want to go to Australia.

✓ Eddie said I should read this mystery book.
Eddie said I should read this mystery book, but I don't want to.

✓ I don't like liver and onions.
I don't like liver and onions, so I don't eat them.

✓ Sam is an excellent dancer.
Sam is an excellent dancer, so he is going to be a professional dancer.

✓ Will brought the supplies to make his bottle person.
Will brought the supplies to make his bottle person, so he got the best one.

5th grade Science


Fifth grade science worked on comparing and contrasting different natural disasters. It connected to our unit by providing information about limiting factors and how they affect populations of organisms. The graphic organizer used was a Venn Diagram.

Tornadoes

A **tornado** is a violently rotating thunderstorm that forms a **small cyclone** or **whirlwind** over land and produces a **funnel cloud** which can reach to the ground and cause great destruction. Tornadoes are generally under a mile wide in diameter. Most tornadoes have wind speeds less than 100 miles per hour, are about 250 feet across, and travel a few miles before dissipating. The most extreme tornadoes can attain wind speeds of more than 300 miles per hour, stretch about ten miles across, and stay on the ground for perhaps a hundred miles.

The **Fujita scale** rates tornadoes by damage caused. An F0 tornado damages trees, but no structures, while an F5, the highest category, rips houses clean off their foundations. **Tornadoes usually form in the spring and sometimes in the fall**, when warm and cold air fronts clash. When a tornado develops, sirens may warn people to **find shelter underground if possible. There may only be a few minutes to get to safety**.

Tornadoes rotate in a **counterclockwise motion in the Northern Hemisphere**, and in a **clockwise motion in the Southern Hemisphere**.




Hurricanes

A tropical cyclone is a rotating, organized system of clouds and thunderstorms that originates over tropical or subtropical waters and has closed, low-level circulation. The size of the storm wind field is usually a few hundred miles across. Once a tropical cyclone reaches maximum sustained winds of 74 miles per hour or higher, it is then classified as a **hurricane, typhoon, or cyclone** depending upon where the storm originates in the world.

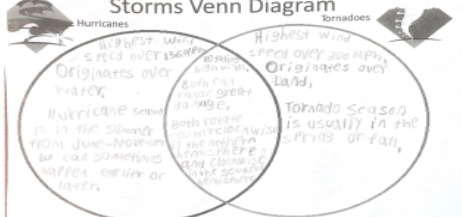
A **hurricane is a tropical cyclone**, occurring in the North Atlantic Ocean or the Northeast/North-Central Pacific Ocean, east of the International Date Line. A Northwestern Pacific tropical cyclone occurring west of the International Date Line is called a **typhoon**, while a storm that occurs in the South Pacific or the Indian Ocean is called a **cyclone**. These storms are very powerful, cause a lot of damage over wide areas, especially in coastal areas when they come ashore, and are given names by the weather service.

Hurricanes are categorized by the sustained winds on the **Saffir-Simpson hurricane wind scale**. A **Category 3 storm has sustained winds of 24-95 mph**. A Category 5 storm, the highest on the scale, has sustained winds of at least 156 mph. Storms commonly form in the summer from June - November, but they can form earlier or later. Since storms can be seen by satellite, people may have several days to evacuate (leave) their homes to get away from the storm before it hits.

A tropical cyclone rotates **counterclockwise in the Northern Hemisphere**, and **clockwise in the Southern Hemisphere**.



Storms Venn Diagram



Hurricanes (Left Circle):
 Highest wind speeds over 156 mph.
 Originates over water.
 Hurricane season is in the summer from June-November.
 Can sometimes happen earlier or later.

Tornadoes (Right Circle):
 Highest wind speed over 300 mph.
 Originates over land.
 Tornado season is usually in the spring or fall.


Intersection:
 Highest wind speeds over 74 mph.
 Originates over water and land.

Directions: Complete the Venn Diagram above. Think of at least three things to write in the outer parts of each circle and at least three things to write in the intersecting part.

Tornadoes Comprehension Questions

1. Tornadoes are a type of thunderstorm.
2. Tornadoes usually form during the spring and fall season.
3. Funnel clouds appear over land.
4. A funnel cloud extends from the clouds to the ground and causes damage from high wind.
5. Tornadoes are measured in strength on the Fujita scale.
6. Sirens warn people to seek shelter quickly from a developing tornado.
7. Tornadoes form counterclockwise in the Northern Hemisphere.
8. Tornadoes rotate clockwise in the Southern Hemisphere.
9. People seek shelter from tornadoes underground.
10. Most people only get a few minutes warning before a tornado.


Word Bank: thunderstorm, funnel cloud, Fujita, sirens, counterclockwise, clockwise, underground, minutes.



Hurricanes Comprehension Questions

1. Hurricanes are a type of tropical cyclone.
2. The temperatures that occur west of the International Date Line are called typhoon.
3. Cyclones occur in the Indian Ocean.
4. In order to be classified as a hurricane, the wind must be sustained at or over 74 mph.
5. Hurricanes are measured in strength on the Saffir-Simpson scale.
6. Hurricane season usually runs from June through November.
7. Hurricanes rotate counterclockwise in the Northern Hemisphere.
8. Hurricanes rotate clockwise in the Southern Hemisphere.
9. People often have to evacuate or leave their homes when a hurricane threatens, especially in coastal areas.
10. The funnel cloud of a hurricane is usually a few hundred miles across.

Word Bank: thunderstorm, funnel cloud, tropical cyclone, typhoon, cyclone, Saffir-Simpson, evacuate, funnel cloud, hundreds.



Vocabulary Glossary

Category - a classification of the attributes of a storm to determine its strength

Circulation - an air mass turning in a circular or spiral motion

Counterclockwise - going in the direction of how a clock moves

Cyclone - a violent spinning storm; also a tropical storm formed in the Indian Ocean

Evacuate - to leave your residence to escape from danger

Funnel - a narrow, tapering column of fine wind

Hurricane - a type of rotating tropical cyclone with high winds that can cause great damage over a large area

Rotate - to spin around an axis

Sirens - loud alarms that warn of danger


Sustained - staying at a constant level

Tornado - a violent rotating thunderstorm that forms a funnel and can cause great damage

Thunderstorm - a storm that has heavy rain, wind, thunder, and lightning

Tropical - an area around the equator between the Tropic of Cancer and the Tropic of Capricorn

Typhoon - a cyclone in the Northwestern Pacific Ocean



Randall G. Lynch Middle School 4th Grade

AMI Work

Completed: 93%

Partial: 2%

Incomplete: 5%

Attendance Percentage: 95%

4th grade Communication

Feb. 23rd-25th, 2022 AMI Documentation:

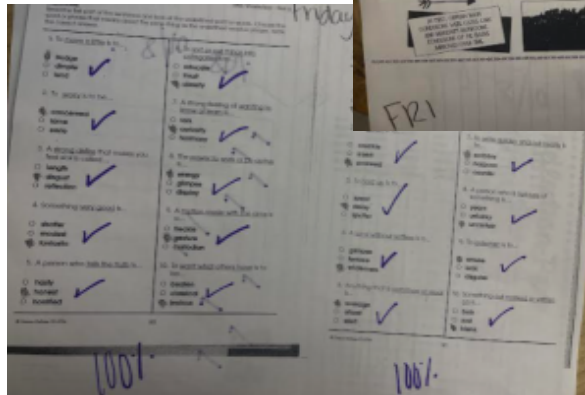
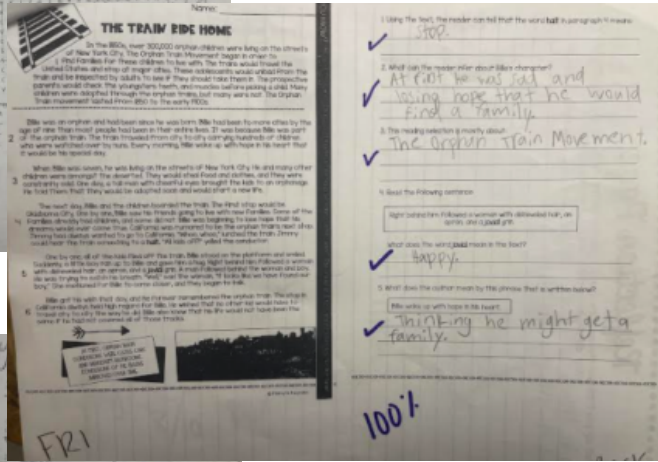
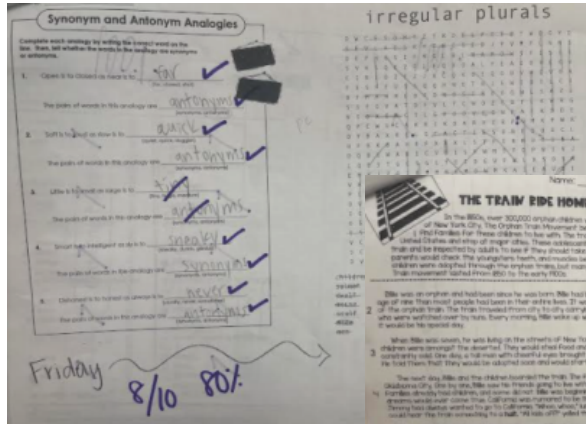
Date	Type of Communication	Parent/Student	Topic
Feb. 22nd	Email	To homeroom parents	Explaining AMI assignments
Feb. 23rd	Email	To Boynton/Nelson Homeroom	Explaining assignments, covering the 3 instructional videos posted in student Google Classroom
Feb. 23rd Learning focus:fiction reading and reflection, parts of speech, prepositions, context clues, ordering numbers with decimals, relating fractions to decimals, Let it Snow science passage/questions pages 1-3	Posted to Google Classrooms	Posted to Boynton Literacy, Nelson Literacy, Cardinals (all students with modifications or extra support needed)	Verbal | instructions for assignments Read aloud and strategies for Let It Snow and Worst Trip Ever 3 instructional videos posted
Feb. 23rd	Parent email	From Sarah T.	Appreciative of the read aloud provided
Feb. 23rd	Parent email	From Lissa .	Question about assignments
Feb. 23rd	Parent email	From Lissa B.	Questions about assignments
Feb. 23rd	Parent email	From Risley R.	Question about assignments
Feb. 23rd	Parent email	Lesly I.	Question about AMI days
Feb. 24th	Email sent	Boynton/Nelson/ Modifications -Homerooms	Explaining assignments, covering the 3 instructional videos posted in student Google Classroom
Feb. 24th Instruction focus: Nonfiction text "Titanic" questions/reflection, double negatives, plural nouns, context clues, ordering numbers, comparing 5 digit numbers, science Let It Snow part 2 -	Posted to Google Classrooms	Posted to Boynton Literacy, Nelson Literacy, Cardinals (all students with modifications or extra support needed)	1.Verbal instructions for assignments Read aloud and strategies for Let It Snow (part 2) Titanic passage 3 instructional videos posted

passage/questions			
Feb. 24th	Parent email	Sarah T.	Thanking for the read alouds and verbal instructions
Feb. 24th	Parent email	Suzi J.	Checking in letting me know work was being completed
Feb. 24th	Student email	Caralee M.	Question about assignment
Feb. 25th	Email sent	Boynton/Nelson/ Modifications -Homerooms	Explaining assignments, covering the instructional videos posted in student google classrooms
Feb. 25th Instructional focus The Train Ride Home (nonfiction -comprehension/reflection) synonym and antonym analogies, irregular plurals, context clues, ordering numbers, comparing 6 digit numbers, Let It Snow part 3 science passage	Posted to Google Classroom	Posted to Boynton Literacy, Nelson Literacy, Cardinals (all students with modifications or extra support needed)	1.Verbal instructions for assignments 2.Read aloud and strategies for Let It Snow and Worst Trip Ever 3. 2 instructional videos posted

Feb. 25th	Parent email	Sarah T.	Thanking for instructional videos
Feb. 25th	Parent email	Lesley I.	Assignment question

4th grade Literacy

- Students can identify regular and irregular plurals; as well as, synonyms and antonyms
- Students can determine the meaning of words and phrases as they are used in a text-Students can read and comprehend complex literary and informational texts independently and proficiently

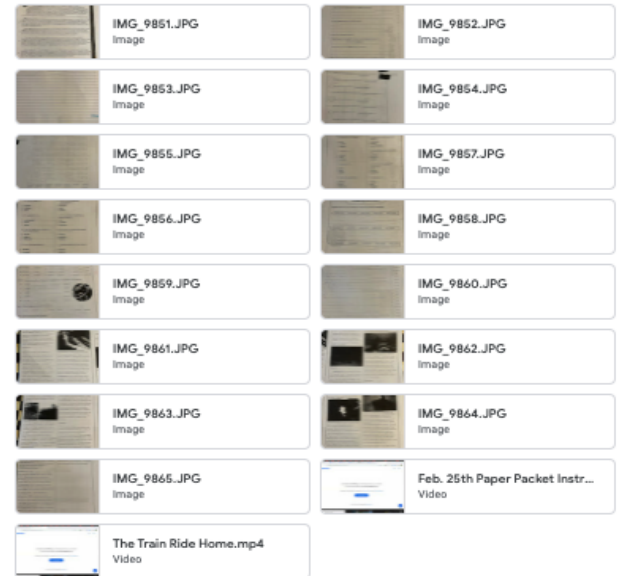


- > Picture copy of paper packet- Friday, Feb. 25th work
- > 1 video for paper packet instructions
- > 1 video for read aloud and strategies for Train Ride Home passage

Feb. 25th, Friday -Paper Packet /Video instructions/Read Aloud

Polly Boynton · Feb 25
100 points

- Make sure to give the instructional video about 30 seconds for sound to get started! :) Picture copy of paper packet- Friday, Feb. 25th work!
- 1 video for paper packet instructions
- 1 video for read aloud and strategies for Train Ride Home passage



4th grade Math

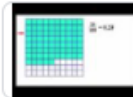
AMI Feb 25 Helpful videos

Lynley Chase • Feb 25 (Edited 2:15 PM)

Students compared, ordered, and rounded multi-digit whole numbers within 1,000,000.



Ordering Numbers, Part 1, U...
YouTube video 6 minutes



Year 4 - Introduction to Deci...
YouTube video 5 minutes

Comparing Six-Digit Numbers

Part 1: Write $<$, $>$, or $=$ on each line.

a. 254,789 254,879 b. 545,454 454,545 c. 134,312 134,312

d. 778,003 778,030 e. 32,999 102,033 f. 676,777 667,798

g. 898,820 99,929 h. 344,280 340,289 i. 34,559 304,559

j. 817,300 817,300 k. 690,609 609,690 l. \$100,020 \$100,200

n. 154,000 145,000

a. 454,070 456,992

greater than," "is less than," or "is equal to."

greater than
less than
is equal to



Part 3: Circle the greater amount in each pair.

f. 245,611 254,600 s. 470,009 48,090 t. 344,002 340,009

Part 4: Read and answer the questions.

v. There are 686,923 people living in Alaska. There are 873,092 people living in Delaware. Which state has the greater population?

insert answer here

w. The size of Texas is 268,581 square miles. Minnesota is 86,939 square miles. Which state has a smaller area?

insert answer here

x. The distance around the Earth's equator is 24,901 miles. The distance around Saturn's equator is 236,672 miles. Which planet has the shorter distance around its equator?

insert answer here

Handwritten student work for 'Comparing Six-Digit Numbers' and 'Ordering Numbers'.

Comparing Six-Digit Numbers (Handwritten: 91%, 2 21/23)

Part 1: Write $<$, $>$, or $=$ on each line.

a. 254,789 < 254,879 b. 545,454 < 454,545 c. 134,312 = 134,312

d. 778,003 < 778,030 e. 32,999 < 102,033 f. 676,777 < 667,798

g. 898,820 < 99,929 h. 344,280 < 340,289 i. 34,559 < 304,559

j. 817,300 = 817,300 k. 690,609 < 609,690 l. \$100,020 < \$100,200

Part 2: On each line, write out the words "is greater than," "is less than," or "is equal to."

m. 789,234 is greater than 789,234

n. 134,000 is greater than 143,000

o. 464,929 is less than 454,929

p. 215,013 is greater than 204,013

q. 812,789 is less than 821,789

Part 3: Circle the greater amount in each pair.

r. 386,411 386,411 s. 470,009 48,090 t. 344,002 340,009

Part 4: Read and answer the questions.

v. There are 686,923 people living in Alaska. There are 873,092 people living in Delaware. Which state has the greater population?
Delaware ✓

w. The size of Texas is 268,581 square miles. Minnesota is 86,939 square miles. Which state has a smaller area?
Texas ✓

x. The distance around the Earth's equator is 24,901 miles. The distance around Saturn's equator is 236,672 miles. Which planet has the shorter distance around its equator?
Earth ✓

Ordering Numbers (Handwritten: 100%)

Rewrite each list of numbers in order, from least to greatest.

a. 340,034 304,043 340,340 430,040 430,040

b. 409,229 69,929 699,299 690,299 69,292

c. 733,533 735,533 733,353 735,635 735,335

d. 980,001 99,800 988,001 980,001 980,100

e. 99,800 980,001 98,000 980,000 987,001

f. In the box below, write five 4-digit numbers. Have a friend rewrite them in order, from least to greatest.

672,000 950,000 876,000 971,000 233,000

223,000 710,000 477,000 816,000 934,000

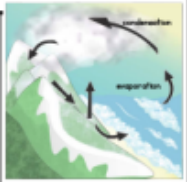
4th grade Science

Students were required to read a nonfiction text and complete the vocabulary understanding.

Read Let It Snow!

Name _____

Have you ever had a snow day? When you wake up to see a fresh layer of snow on the ground, then you will probably check your school's website to see if school will be canceled for a snow day. Snow days are fun days of building, building snow fortresses and snow forts, and having snowed-out flights. Sometimes, however, a fun snow day can turn into more serious winter storms, such as blizzards, ice storms, and nor-winters. Snow days in the mountains can even cause avalanches.



Blizzard storms begin when different air masses meet each other. Some of the most common winter storms in the midwest and east coast of the United States begin when air masses from the Gulf of Mexico and Canada meet each other. The Gulf of Mexico is considered a subtropical region of the world. It is warm there, even in winter. As the air mass on ocean water in the Gulf of Mexico, it heats up the water. Warm water begins to evaporate. Evaporation is when a liquid (ocean water) changes to a gas (water vapor) in the atmosphere.

Read Let It Snow!

Name _____

cold that the snow does not melt on its way down to the ground. The place where the warm air mass and the cold air mass meet is called the front. A weather front is where two different air masses meet. If the two air masses are different enough, the front will be very unstable. This means that the air masses around it, meeting, send. At the front, storms of hot begin.



A blizzard happens when there are heavy snows and fast winds. In blizzards, winds blow faster than 35 miles an hour for more than 3 hours.

If people do not have a way to heat their homes, their homes become dangerously cold. During a blizzard, snow piles up on roofs of buildings. If roofs are old or weak, they can be damaged by the weight of snow.



When heavy winds cause snow to blow hard, it creates a "whiteout." A whiteout is when snow is blowing so hard that people cannot see more than a few feet in front of them. Road conditions become dangerous, and drivers can get stuck in their cars on the roads. They cannot see to drive and snow piles up too high to move cars. People outside can get lost in a whiteout because they cannot see where the buildings are, even if they are very close.

Read Let It Snow!

Name _____

From the sky and lets a frozen tree. Instead of melting the tree melt, the rain freezes into ice on the tree. This is called freezing rain. Freezing rain coats everything it hits with heavy ice.



An ice storm happens when at least 16 inches of ice builds up on our trees. This creates a dangerous situation. People cannot walk on sidewalks coated with ice. Trees break under the weight of the ice. Scientists estimate that 16 inch of ice adds 500 pounds of weight on one span of power line. This causes power lines to fall down. People may lose power to their homes. They may be unable to heat their homes, which is dangerous in freezing weather.

Midwest: In the eastern part of the United States, huge winter storms come from November to March. These are the coldest, wettest months of the year for that part of the country. During winter, an air mass flows eastward across the cold plains of Canada.

Read Let It Snow!

Name _____

Depending on how melted the snow is, an avalanche will travel between 20 and 80 miles per hour. It can reach 200 miles per hour.



Experts are able to predict avalanches. The risk of avalanches depends mostly on the weather. When there is more than a foot of new snow, the chance of avalanches is higher. Strong and high winds increase the chance of avalanches. If the temperature rises, snow begins to melt. As snow melts, it becomes unstable and can cause an avalanche. As these things increase the risk of avalanches, experts check to see if a slope is at risk for avalanches by digging a snow pit. This allows them to feel the different layers of snow. When they see risks for avalanches, they will close that part of the mountain. They will not allow people to go where avalanches are likely.

Can You Handle the Cold? If people live in areas where winter storms happen, they can learn to prepare themselves for these storms. A winter



happens, they need to be prepared for all kinds of winter hazards. Long before winter storms are likely, such as in summer or autumn, people should prepare homes and businesses for harsh winter storms. Black frames and blinds should be removed. They will keep them from falling and causing damage during a blizzard. Roofs should be checked to make sure they are able to handle heavy winds and thick snow. Loose gutters, eaves, and outside pipes should be brought inside. During a winter storm, these can block around and damage buildings and cars.

During winter, people in areas where severe storms happen should pay close attention to weather reports. Before a major storm, meteorologists or scientists who study the atmosphere, will give a "winter weather watch." A winter weather watch lets people that it is possible for there to be strong winds, freezing rain, or blowing snow within the next 12 to 48 hours. People need to prepare themselves for these storms. A winter

Read Let It Snow!

Name _____

weather watch can turn into a "winter weather warning." This happens when a winter storm has started or is likely to happen in the next few hours. People should go home and be prepared to stay inside for an extended period of time.

Families should keep supplies in their homes and areas that will help them during a winter storm. Use batteries and avoid burning. Fireplaces can be used to heat a home if the power goes out. A warm house also keeps plants and pipes from freezing and breaking. Blended water, extra food, and warm blankets are needed if it starts to have the hours for several days. These supplies are important to keep in the car. It is also important to keep a driver alert and low on the car. In case a driver gets stuck on the road when a blizzard comes. A portable radio and extra batteries are useful for listening to local radio stations report about the weather. Making sure cell phones are fully charged before a winter storm will help if the power goes out and home phones do not work.

Shoveling snow during winter storms includes preparing long before the storm happens. It also includes paying close attention to the weather reports during winter. In case any notices or warnings are being given. People should also plan repairs during a winter storm, possibly for several days or more. While there is a lot of work in preparing for

storms, it can also be a fun time of being together with friends and family playing games and talking about winter, and maybe even having a snow day on a normal school day.

Read Let It Snow!

Name _____

1 The warm air mass from the Gulf floats on top of the cold air mass from Canada. Some heat is given to the cold air mass. Water vapor in the warm air condenses, forming a cloud.

2 Blizzards are winter storms with heavy winds and snow. They blow faster than 35 miles per hour for more than 3 hours.

3 Some hazards of a blizzard are: Pumping pipes can freeze and break. Roofs can be damaged by the weight of the snow. A whiteout can cause people to get lost when they are outside, even close to home.

4 Freezing rain happens when rain hits frozen objects. An ice storm is when freezing rain causes more than 1/4 inch of ice to build up.

5 Nor-winters can bring stormy snow conditions and coastal blowing. Correct the 1st time!

6 An avalanche is a large mass of snow sliding down a mountain.

7 Avalanches are caused by snow piling up too high, snowdrifts riding over new layers of snow or when snow melts in the spring.

8 Experts check for risk of avalanches by digging a snow pit. They feel the different layers of snow.

9 People should prepare for winter storms by removing weak trees. They should keep supplies in homes. Gas heaters are good for heat in a power outage.


10 A winter weather watch tells people that it is possible for there to be a winter storm within the next 12 to 48 hours. A winter weather warning is when a winter storm may happen within the next few hours.

4th grade Science Modifications/Accommodations

Posted to Google Classroom:

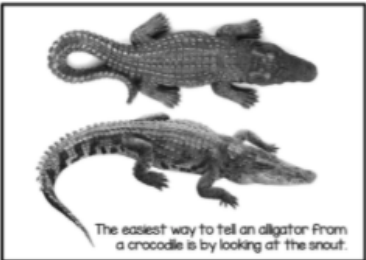
Students were required to read a nonfiction text.

The headphones at the top left were linked for students to have access to hear the passage.



Alligator or Crocodile?

People often confuse alligators and crocodiles. Alligators and crocodiles are both reptiles. They both live in the water and they both have sharp teeth.
Crocodiles live in salt water. They have special glands on their tongues to get rid of the extra salt. Alligators don't have these glands, so they live in fresh water. Alligators have wide, U-shaped snouts. A crocodile's snout is longer and more pointed, like a V. Also, crocodiles have teeth on their lower jaws that stick out. You can see them even when the crocodile's mouth is closed. Alligators do not have any teeth that stick out.



The easiest way to tell an alligator from a crocodile is by looking at the snout.

♦ IT: compare and contrast, interpreting an illustration


TEXT TIME

Show What You Know

1. What do alligators and crocodiles have in common?
2. How are alligators and crocodiles different?
3. Which text structure did the author use?
 a) description b) cause and effect
 c) problem and solution d) compare and contrast
4. Is the animal closest to the bottom of the page an alligator or a crocodile?

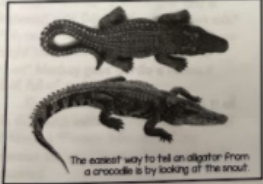
How do you know?

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Alligator or Crocodile?

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Crocodiles live in salt water. They have special glands on their tongues to get rid of the extra salt. Alligators don't have these glands, so they live in fresh water. Alligators have wide, U-shaped snouts. A crocodile's snout is longer and more pointed, like a V. Also, crocodiles have teeth on their lower jaws that stick out. You can see them even when the crocodile's mouth is closed. Alligators do not have any teeth that stick out.



The easiest way to tell an alligator from a crocodile is by looking at the snout.

♦ IT: compare and contrast, interpreting an illustration

TEXT TIME

Show What You Know

100!

1. What do alligators and crocodiles have in common?
both have sharp teeth ✓
2. How are alligators and crocodiles different?
Alligators have wide U-shaped snouts. Crocodiles' snout is longer and more pointed, like a V. Also, crocodiles have teeth on their lower jaws that stick out. ✓
3. Which text structure did the author use?
 a) description b) cause and effect
 c) problem and solution d) compare and contrast
4. Is the animal closest to the bottom of the page an alligator or a crocodile?
crocodile ✓
How do you know?
because in the pic you see both of them ✓

Text Time Created by Rachel Lynette ©2015-2020 all rights reserved

Mrs. Taylor

Special education students worked on reading skills base on students' individual Needs. Their writing assignment was to come up with a topic sentence, 3 main reasons, and concluding statement.

Completed: 90%
Partial: 5%
Incomplete: 5%

NAME _____

Circle the correct word to complete each sentence. Then, write the word on the line.

1 The king had a long, red <u>robe</u> .	rob robe
2 Did the fish have a big _____?	fin line
3 The small _____ hid in the den.	cube cub
4 Did Jill get _____ at them?	
5 She had a _____ plum as a snack.	
6 I _____ the cat did not get wet.	
7 Jack is her best _____.	
8 We will go on a long bus _____.	

★ Choose three ideas or words from above and write your own sentences on a separate sheet of paper.

Plural Nouns

A noun that names only one thing is a singular noun.
Examples: book, pen

A noun that names more than one thing is a plural noun.
Examples: books, pens

Most singular nouns can be made plural by just adding **s** to the end.

Nouns ending in **s, x, sh** add **es** to form the plural by adding on **es** to the end.

Singular: I have a colorful **clay**.

Plural: I have lots of colorful **clays**.

Add **s** or **es** at the end of each word to form the plural.



1. flower	2. foot
3. box	4. tree
5. church	6. apple
7. truck	8. crayon
9. bus	10. egg
11. beach	12. cloud

Write a complete sentence that has a plural noun.

Opinion Writing

Name: _____

Prompt: Do you prefer breakfast or dinner?

Color One  or 

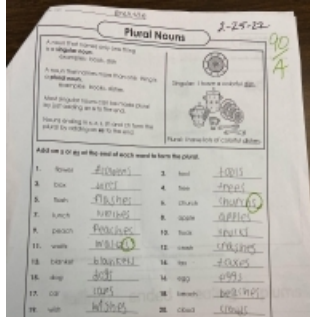
I prefer _____

Reason 1
Reason 2
Reason 3

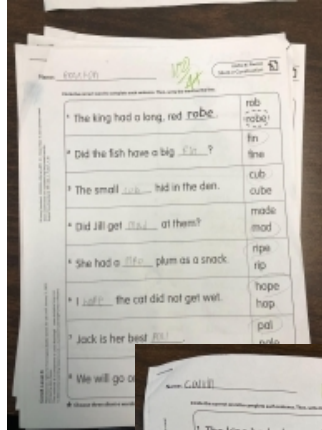
Conclusion

Mrs. Taylor's Completed AMI Work

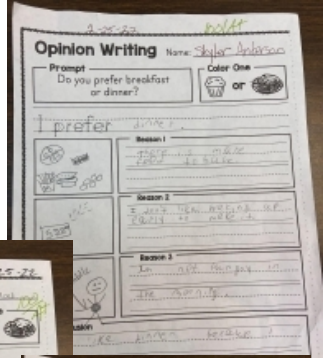
4th



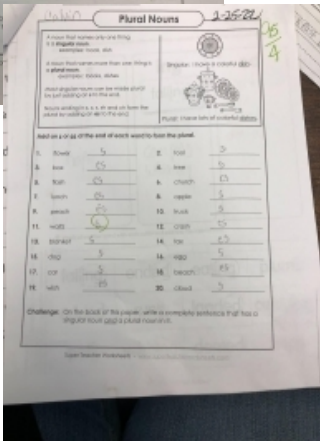
4th



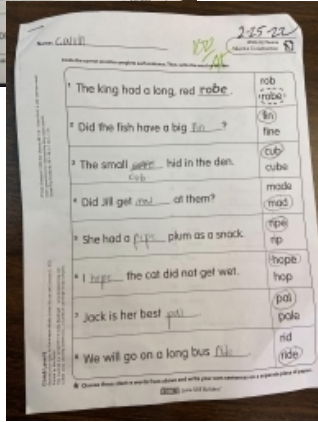
5th



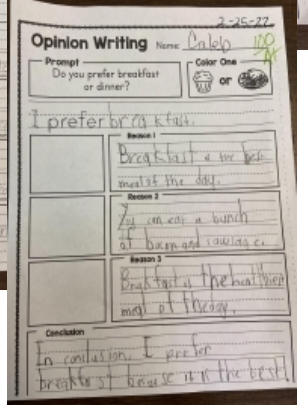
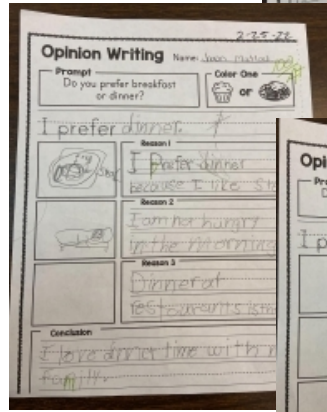
5th



5th



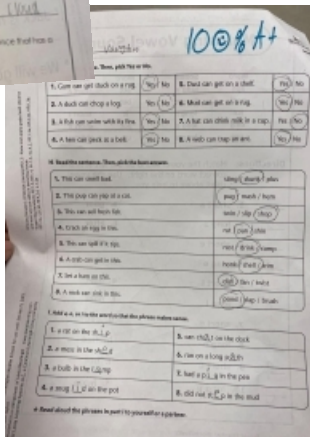
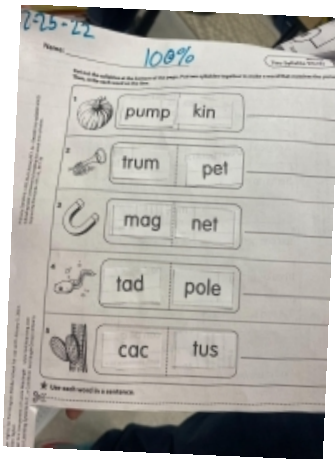
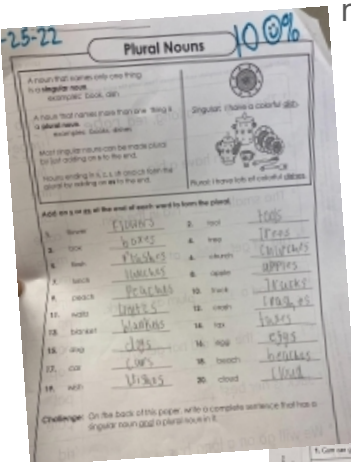
4th



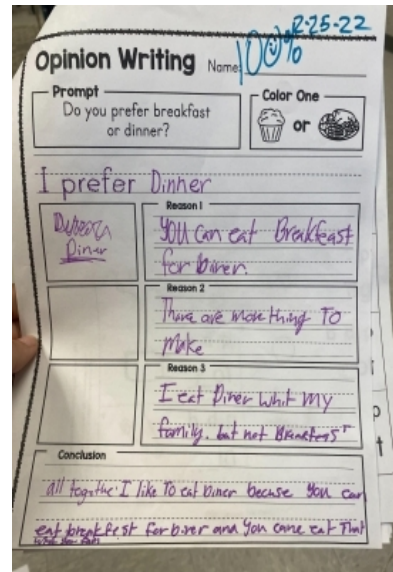
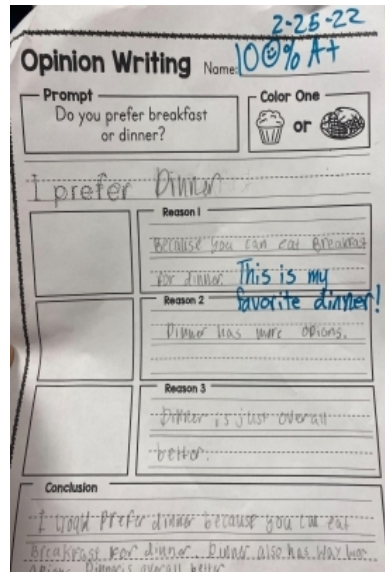
Mr. Burgess

Special education students worked on reading skills based on students' individual needs.

Their writing assignment was to come up with a topic sentence, 3 main reasons, and a concluding statement.



Complete: 80%
Partial: 13%
Incomplete: 7%



Mrs. Prince

Special education students were given math assignments based on their individualized needs. Some students worked on multiplication fact fluency while others worked on multi-digit subtraction with regrouping or on creating sums that were equal to 100.

- Complete: 80%
- Partial: 15%
- Incomplete: 5%



Music, ART, PE, Computer Lab Classes



Listen to your favorite song or movie soundtrack. Can you name the instruments that are playing on it? Also listen for the tempo (slow, moderate, fast). Does it stay the same or change? Try to be as detailed as possible!

Take some creative photos on your snow day. Think about unexpected views- bird's eye or worm's eye views. Bird's eye is from above your subject looking down, worm's eye is from below your subject looking up.



Think of a new way to play an outside game inside. What are the rules? What did you have to switch to make it safe inside?

ART



February Technology Activities

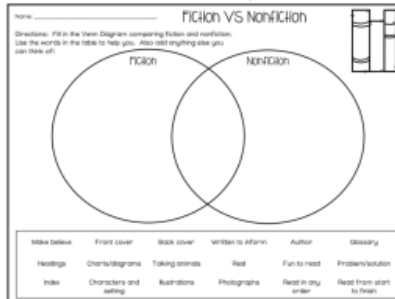
Morse Code Alphabet

A	· -	N	- · -	0	.....
B	····	O	····	1	.....
C	· - · -	P	···· -	2	.....
D	···· -	Q	···· - ·	3	.....
E	··	R	·· - ·	4	.....
F	···· ·	S	····	5	.....
G	·· -	T	··	6	.....
H	···· · ·	U	·· - · -	7	.....
I	··	V	·· - · - ·	8	.....
J	·· · -	W	·· - · - ·	9	.....
K	·· - · -	X	·· - · - · -		.....
L	·· · - ·	Y	·· - · - · -		.....
M	·· - · -	Z	·· - · - · -		.....

Decode this Message:



LIBRARY



Listen to your favorite song or movie soundtrack. Can you name the instruments that are playing on it? Also listen for the tempo (slow, moderate, fast). Does it stay the same or change? Try to be as detailed as possible!

family like
STAYS SAME

DRUMS
ELECTRIC GUITAR

Take some creative photos on your snow day. Think about unexpected views- bird's eye or worm's eye views. Bird's eye is from above your subject looking down, worm's eye is from below your subject looking up.

Think of a new way to play an outside game inside. What are the rules? What did you have to switch to make it safe inside?

Toss with a ball instead roll the ball

COMPUTER

LIBRARY

Decode this Message:

What you want Valentine?

LIBRARY

Fiction VS Nonfiction

Directions: Fill in the Venn Diagram comparing fiction and nonfiction. Use the words in the table to help you. Also add anything else you can think of!

fiction: Make believe, characters, setting, plot, problem and solution, headings, index, back cover, front cover, written to inform, fun to read, read from start to finish

nonfiction: headings, index, back cover, front cover, written to inform, photographs, read from start to finish

Intersection: Characters and setting, illustrations, photographs, read from start to finish