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

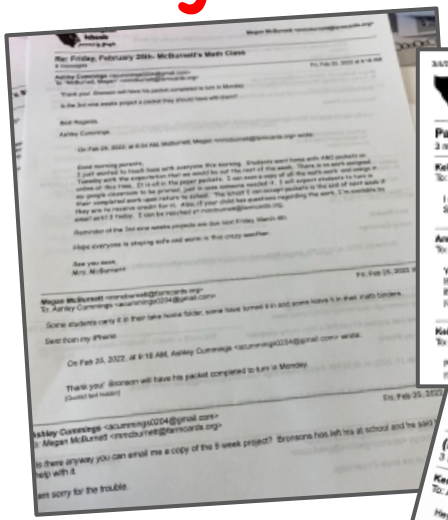
Completed: 94%

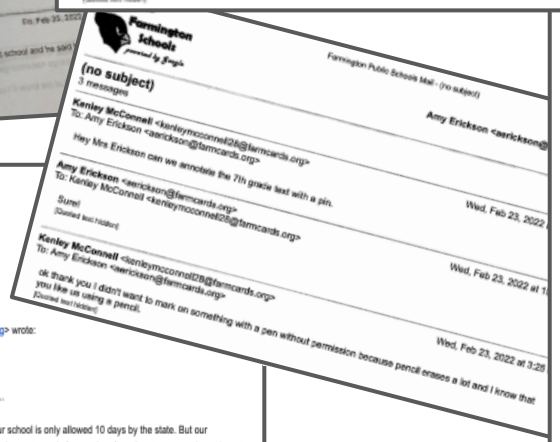
Partial: 4%

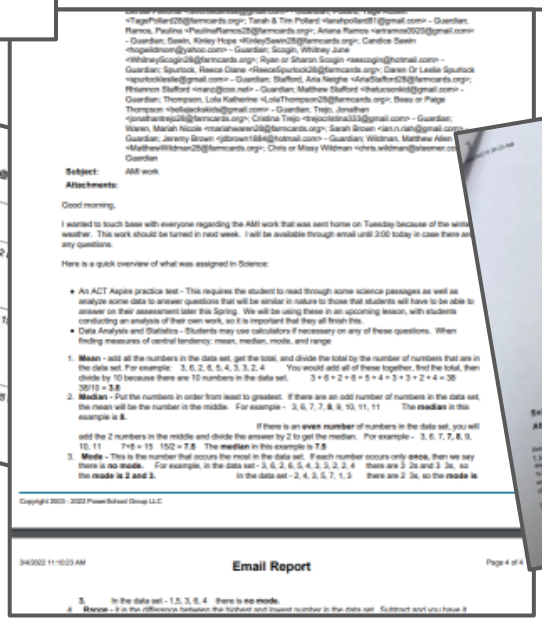
Incomplete: 2%

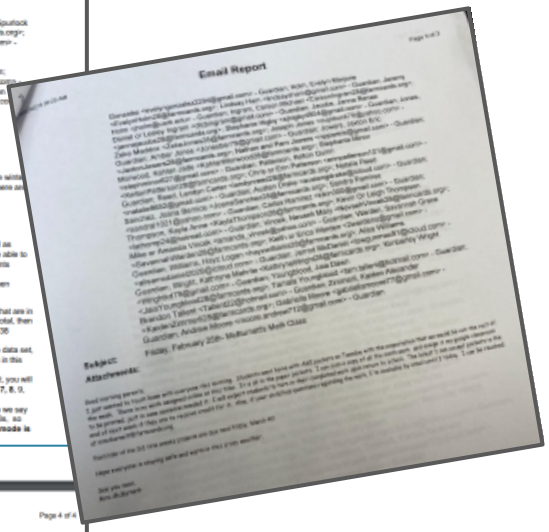
Attendance Percentage: 98%

6th grade Communication









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

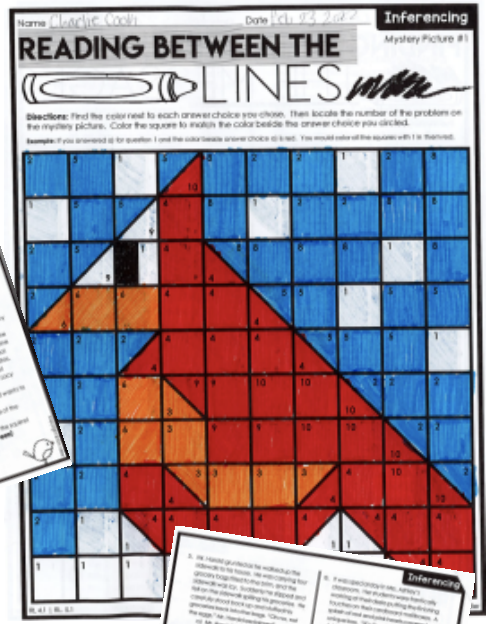
Thursday, February 24, 2022

- 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)

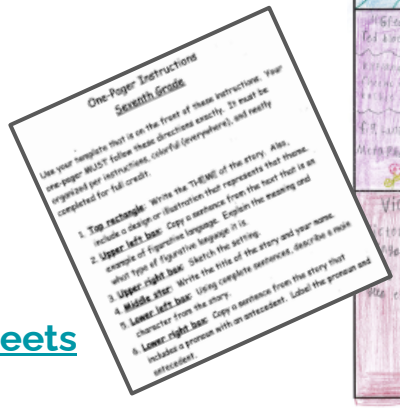
Friday, February 25, 2022

- 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. Y... or colored pencils. (Markers may bleed through.)

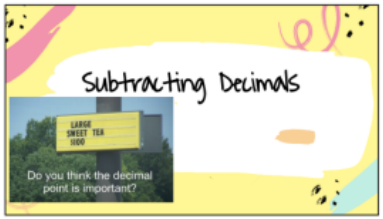


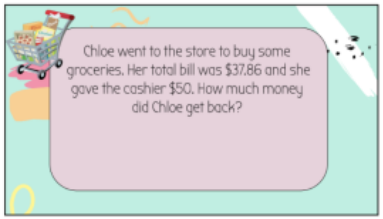
[ELA AMI Worksheets]

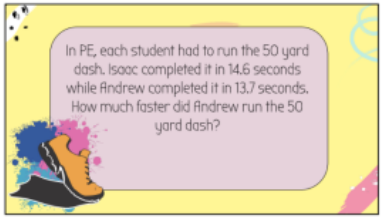


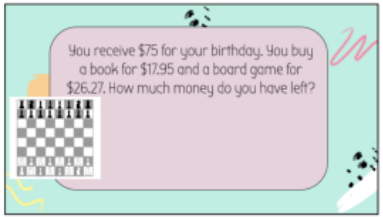
6th Grade Math – Friday, Feb 25th

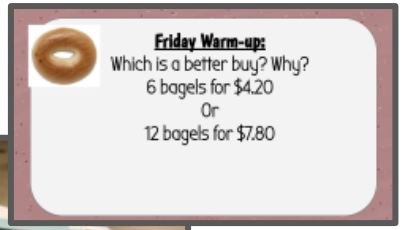
On Friday, students completed practice problems over subtracting decimals. They also completed a combination practice of adding and subtracting decimals. Along with a warm-up review question over unit rate.

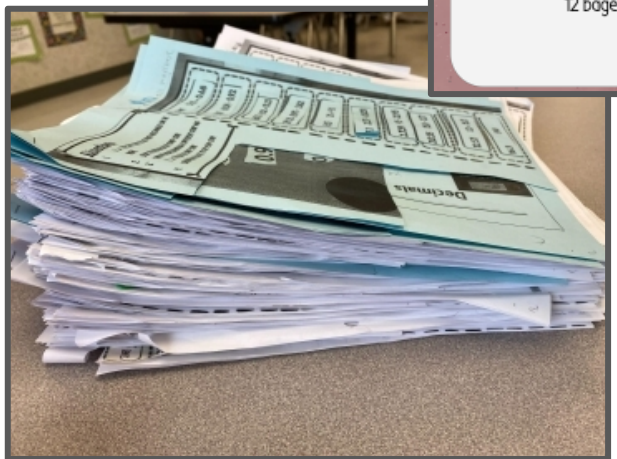


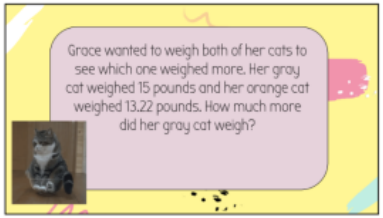


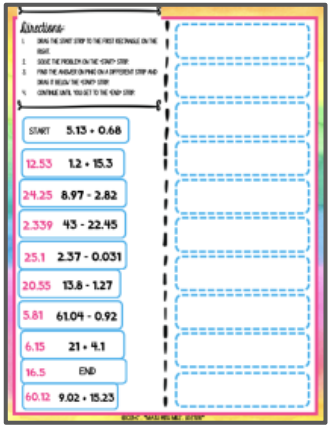












6th grade Science

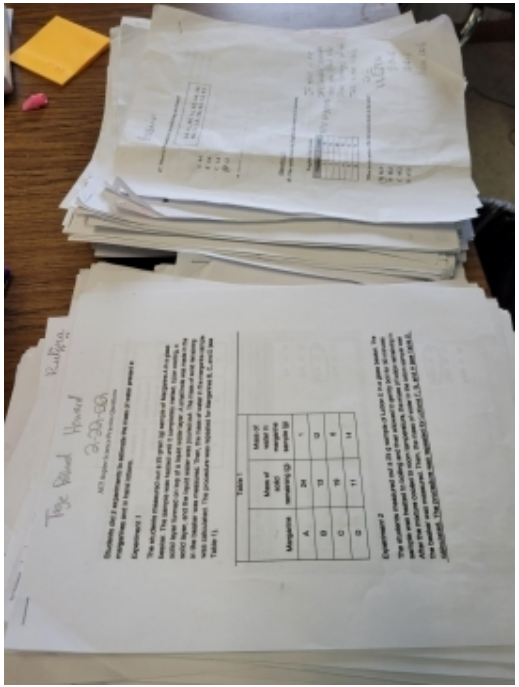
Science worked on a couple of skill based things for ACT Aspire Preparation during our AMI days.

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

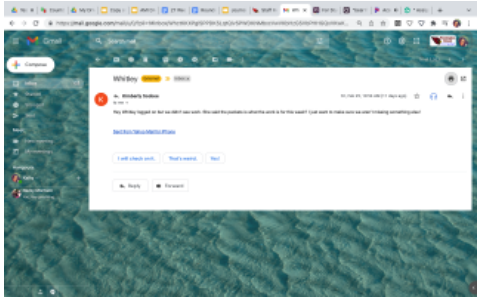
Friday, 2/24/22

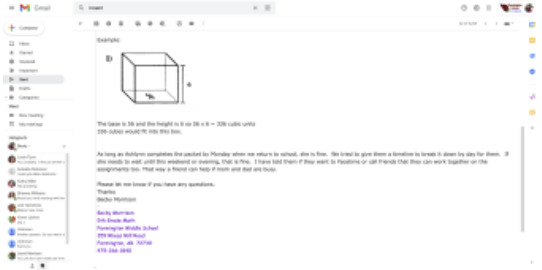
→ Reading
- "Trail into Darkness"
  - Read the story.
  - Answer the questions and highlight where you find the answer.
  - On questions number 5, write your answer in a complete sentence. Give at least TWO (2) pieces of complete evidence to support your answer.
- Write Compound and Complex sentences 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.

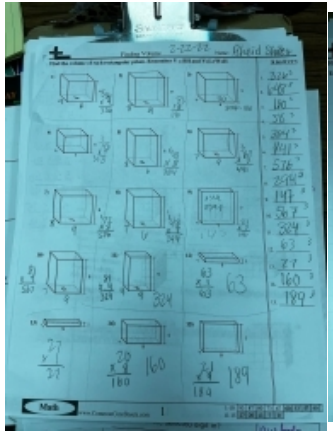
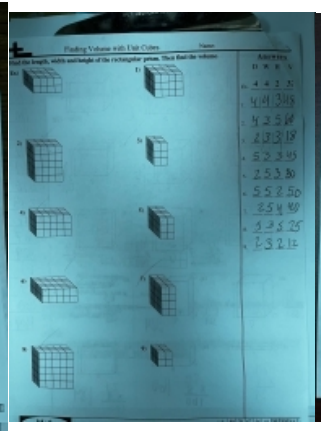
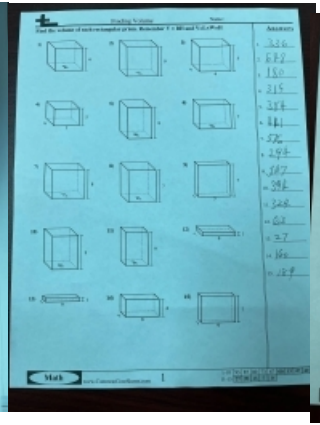
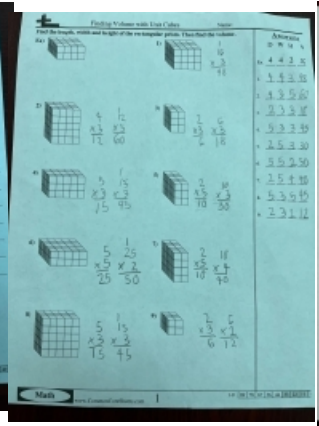
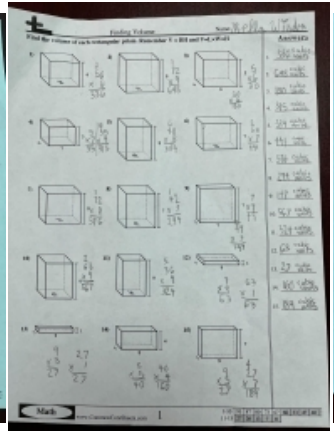
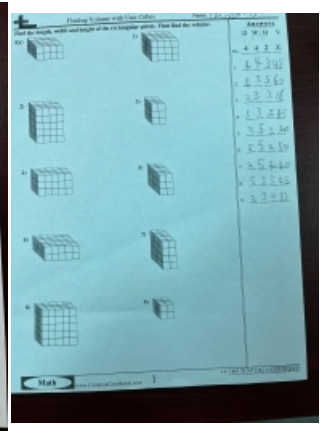
★Make sure you write your name on every paper.
★Bring ALL papers back to school on the DAY we RETURN--completed or not.
★Those who bring their papers back to school completed will receive CARDINAL MONEY!!!





5th grade Math

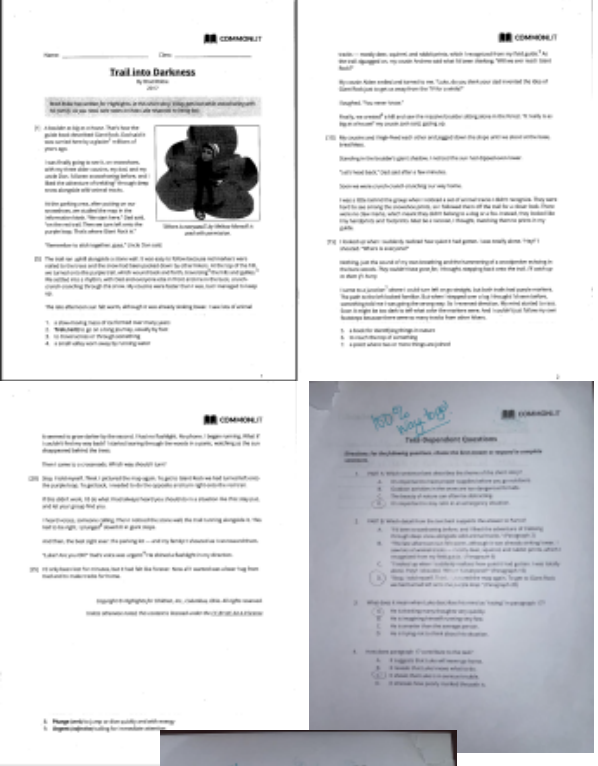
Fifth Grade math completed a volume sheet. One side, students had to find base x height and length x height x width to figure the volume. On the other side, students had to find the length, width and height using the cubes before they could figure volume.

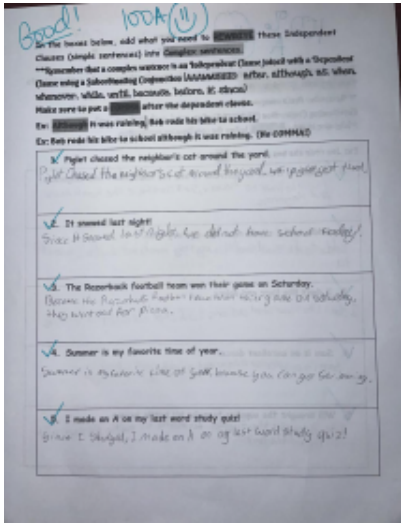







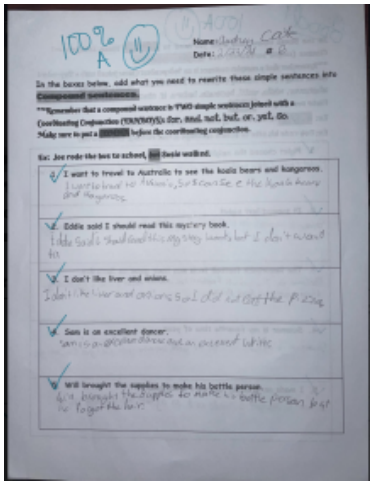
5th Grade Literacy

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.

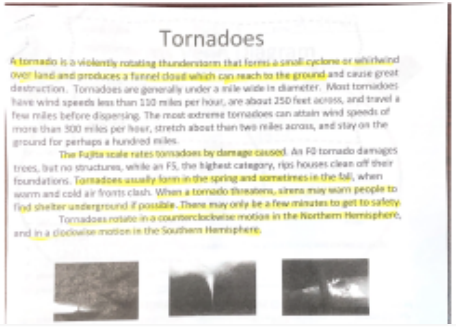


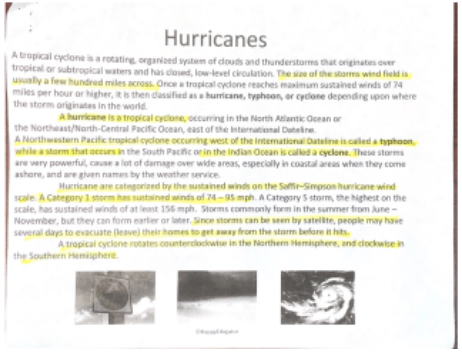


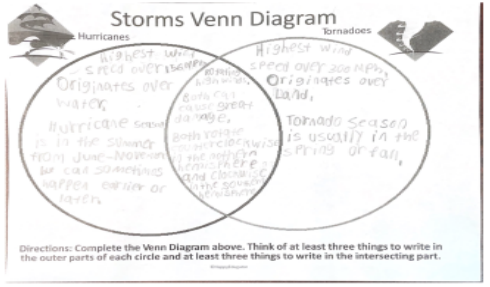


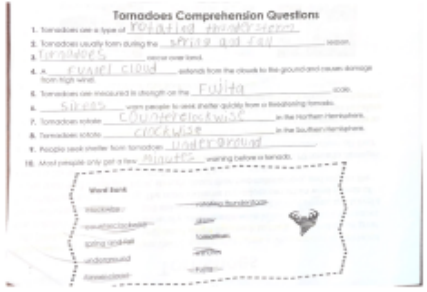
5th grade Science

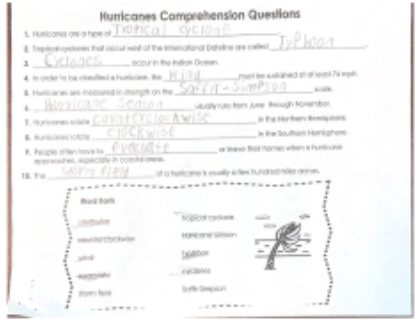
Fifth grade science worked on comparing and contrasting different natural disasters. It connected to our unit by providing information about limiting factors and how they affect populations of organisms. The graphic organizer used was a Venn Diagram.

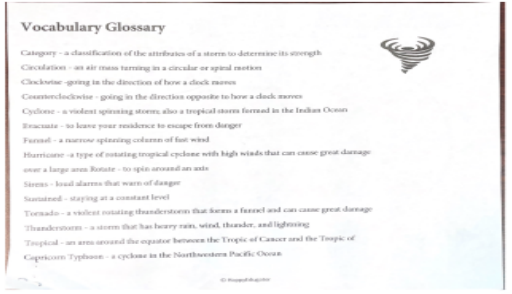












Randall G. Lynch Middle School 4th Grade

AMI Work

Completed: 93%

Partial: 2%

Incomplete: 5%

Attendance Percentage: 95%

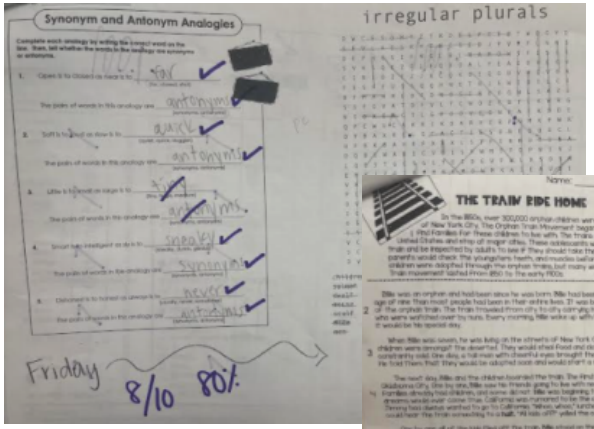
4th grade Communication

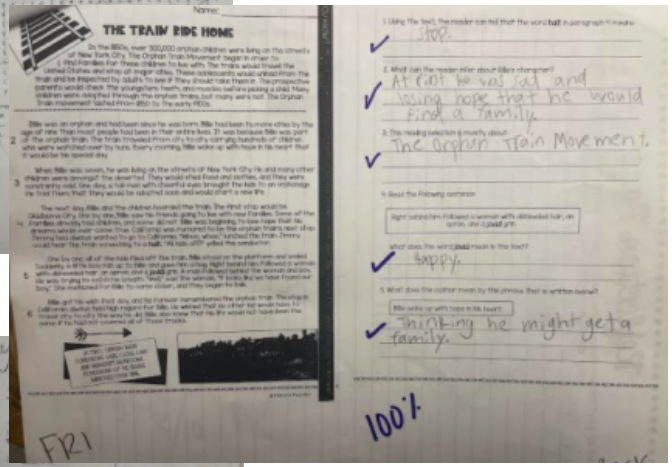
Feb. 23rd-25th, 2022 AMI Documentation:

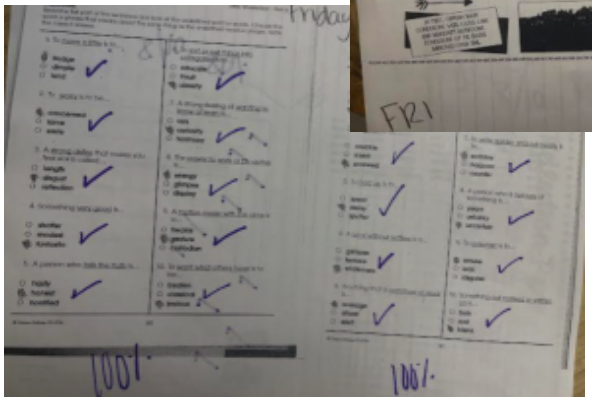
Date	Type of Communication	Parent/Student	Topic
Feb. 22nd	Email	To homeroom parents	Explaining AMI assignments
Feb. 23rd	Email	To Boynton/Nelson Homeroom	Explaining assignments, covering the 3 instructional videos posted in student Google Classroom
Feb. 23rd Learning focus:fiction reading and reflection, 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 - passage/questions	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
Feb. 24th	Parent email	Sarah T.	Thanking for the read alouds and verbal instructions
Feb. 24th	Paren 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

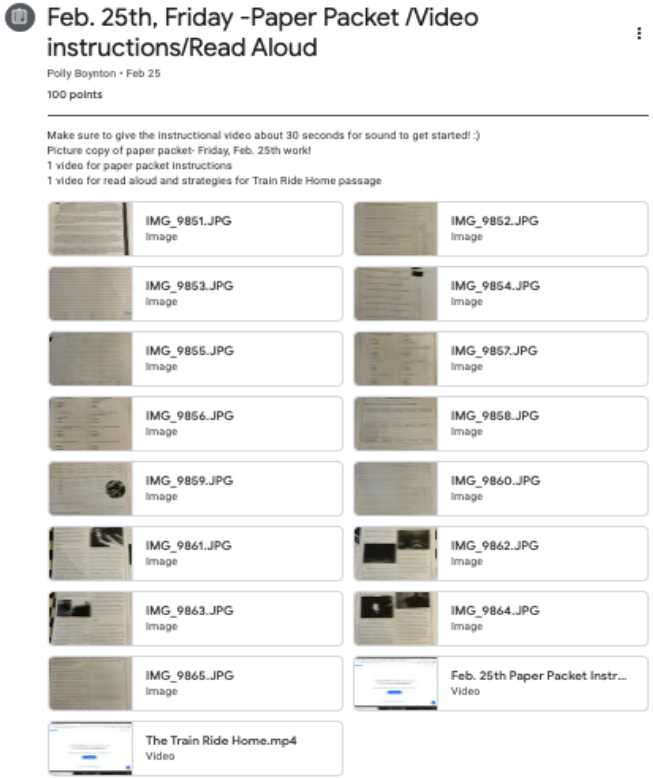
-Students can identify regular and irregular plurals; as well as, synonyms and antonyms
-Students can determine the meaning of words and phrases as they are used in a text-Students can read and comprehend complex literary and informational texts independently and proficiently







> 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



4th grade Math

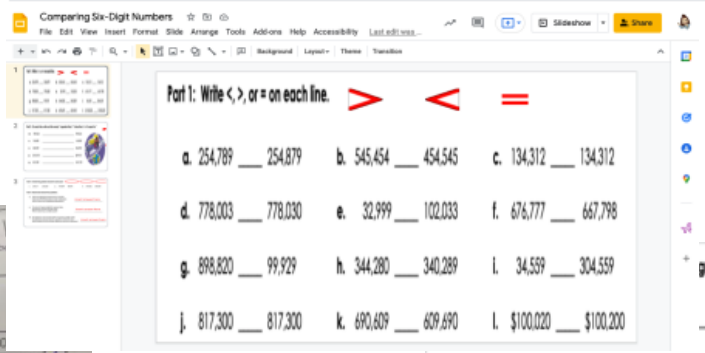
Students compared, ordered, and rounded multi-digit whole numbers within 1,000,000.

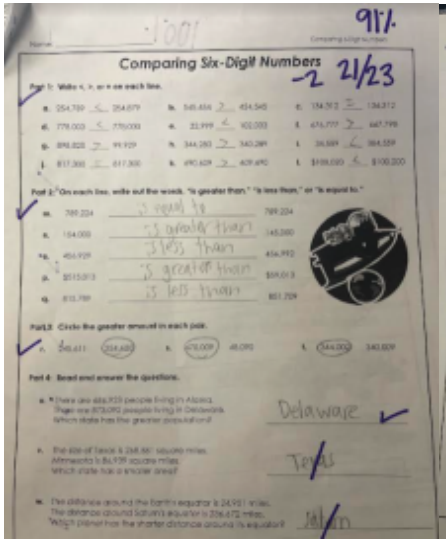
AMI Feb 25 Helpful videos

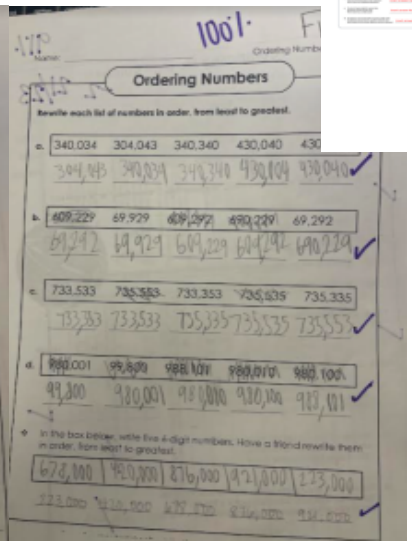
Lynley Chase • Feb 25 (Edited 2:15 PM)

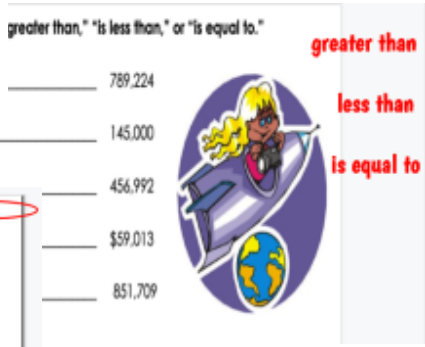
Ordering Numbers, Part 1, U...
YouTube video 6 minutes

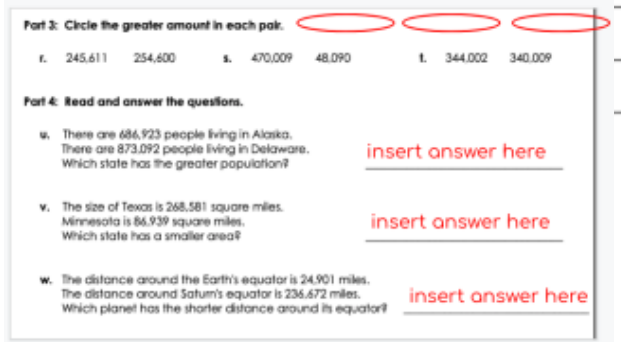
Year 4 - Introduction to Deci...
YouTube video 5 minutes











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 sledding, building snow families and snow forts, and having snowball fights. Sometimes, however, a fun snow days can turn into more severe winter storms, such as blizzards, ice storms, and nor'easters. Snow days in the mountains can even cause avalanches.

Winter 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 sun shines 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).

The Canadian air mass moves south and the Gulf air mass moves north. These air masses are very different in temperature and water vapor. The warm air mass "floats" on top of the cold air mass, rising above it. The warm air mass begins to give some of its heat to the cold air mass. Cold air holds less water than warm air. As the warm air mass cools down, the water vapor from the warm air begins to condense, changing to a liquid. **Condensation** is when a gas (water vapor) changes to a liquid (water droplets). When cold that the snow does not melt on its way down to the ground.

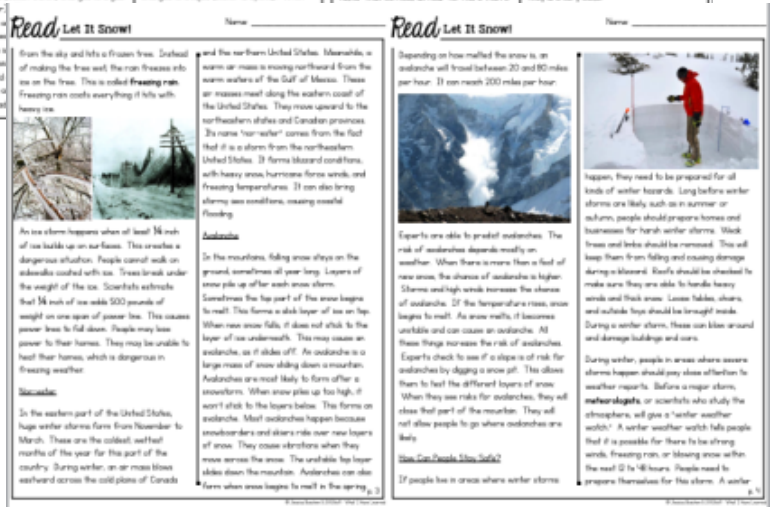
The place where the warm air mass and the cold air mass meet is called the front. A **weather front** is where two different air masses meet. If the two air masses are different enough, the front will be very unstable. This means that the air moves around a lot, causing wind. At the front, storms often happen.

Blizzards

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

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 hits a frozen tree. Instead of making the tree wet, 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 ¼ inch of ice builds up on surfaces. This creates a dangerous situation. People cannot walk on sidewalks coated with ice. Trees break under the weight of the ice. Scientists estimate that ¼ 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.

Nor'easter

In the eastern part of the United States, huge winter storms form from November to March. These are the coldest, wettest months of the year for this part of the country. During winter, an air mass blows eastward across the cold plains of Canada and the northern United States. Meanwhile, a warm air mass is moving northward from the warm waters of the Gulf of Mexico. These air masses meet along the eastern coast of the United States. They move upward to the northeastern states and Canadian provinces. Its name "nor'easter" comes from the fact that it is a storm from the northeastern United States. It forms blizzard conditions, with heavy snow, hurricane force winds, and freezing temperatures. It can also bring stormy sea conditions, causing coastal flooding.

Avalanche

In the mountains, falling snow stays on the ground, sometimes all year long. Layers of snow pile up after each snow storm. Sometimes the top part of the snow begins to melt. This forms a slick layer of ice on top. When new snow falls, it does not stick to the layer of ice underneath. This may cause an avalanche, as it slides off. An avalanche is a large mass of snow sliding down a mountain. Avalanches are most likely to form after a snowstorm. When snow piles up too high, it won't stick to the layers below. This forms an avalanche. Most avalanches happen because snowboarders and skiers ride over new layers of snow. They cause vibrations when they move across the snow. The unstable top layer slides down the mountain. Avalanches can also form when snow begins to melt in the spring.

p. 3

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 weather. When there is more than a foot of new snow, the chance of avalanche is higher. Storms and high winds increase the chance of avalanche. If the temperature rises, snow begins to melt. As snow melts, it becomes unstable and can cause an avalanche. All 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 test 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.

How Can People Stay Safe?

If people live in areas where winter storms

happen, 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. Weak trees and limbs should be removed. This 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 tables, chairs, and outside toys should be brought inside. During a winter storm, these can blow 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 tells 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 this storm. A winter

p. 4


Read Let It Snow!

Name _____

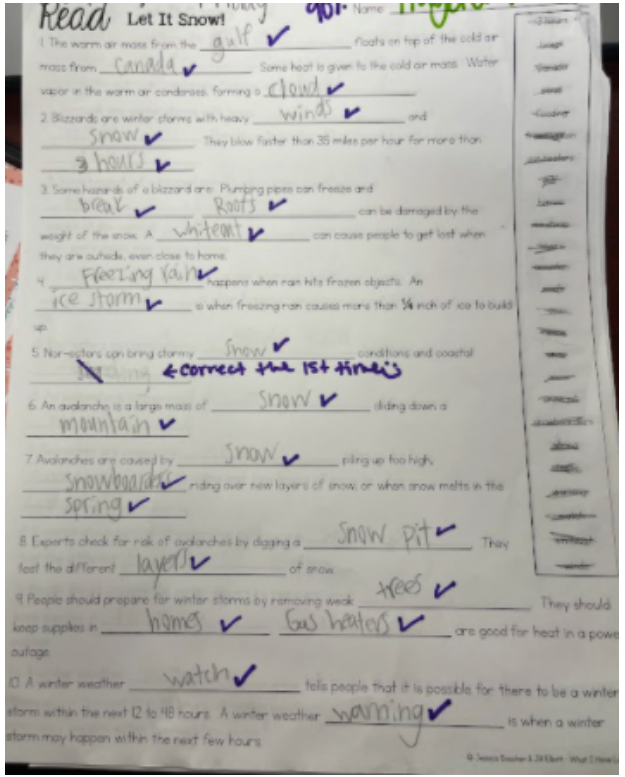
weather watch can turn into a "winter weather warning." This happens when a winter storm has started or is likely to happen in the next few hours. People should go home and be prepared to stay inside for an extended period of time.

Families should keep supplies in their homes and every fuel cell help them during a winter storm. Gas heaters and wood-burning fireplaces can be used to heat a home if the power goes out. A warm house also keeps plumbing pipes from freezing and breaking. Bottled water, extra food, and warm blankets are needed if it is not safe to leave the house for several days. These supplies are important to keep in the car. It is also important to keep a shovel and tow rope in 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 station reports about the weather. Making sure cell phones are fully charged before the storm comes will help if the power goes out and home phones do not work.

Staying safe 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 watches or warnings are being given. People should plan to stay indoors 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 telling stories together, and maybe even having a snow day on a normal school day.

p. 5


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 snow and winds. They blow faster than 35 miles per hour for more than 3 hours.

3. Some hazards of a blizzard are: Plumbing 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 ¼ inch of ice to build up.

5. Nor-easters can bring stormy snow conditions and coastal flooding. ← correct the 1st time!

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

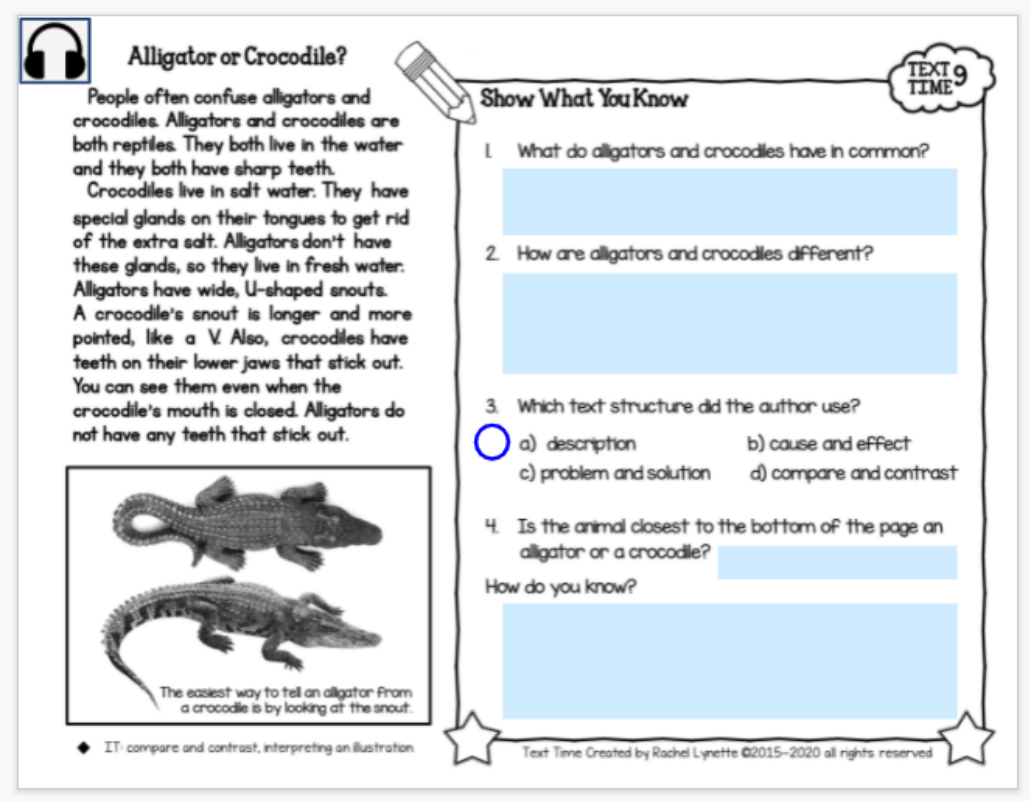
7. Avalanches are caused by snow piling up too high, snowboarders riding over new layers of snow, or when snow melts in the spring.

8. Experts check for risk of avalanches by digging a snow pit. They test 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



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 9

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?

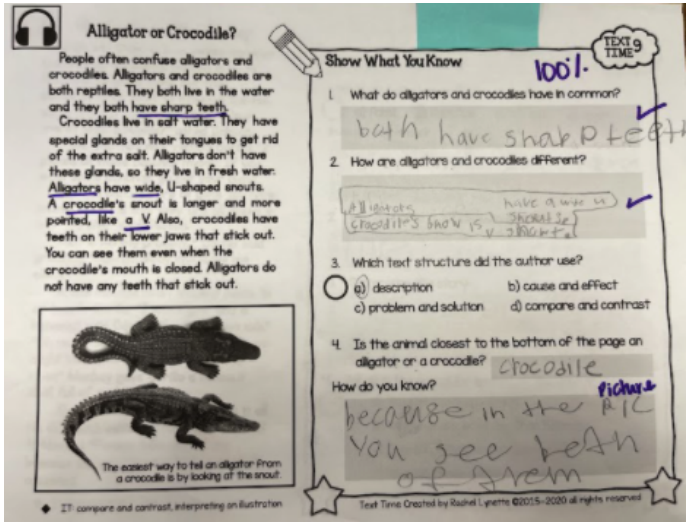
○ a) description b) cause and effect
c) problem and solution d) compare and contrast

4. Is the animal closest to the bottom of the page an alligator or a crocodile?

How do you know?

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?

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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.

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TEXT TIME 9

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both have sharp teeth

2. How are alligators and crocodiles different?
Alligators have a wide U crocodile's snout is pointed

3. Which text structure did the author use?
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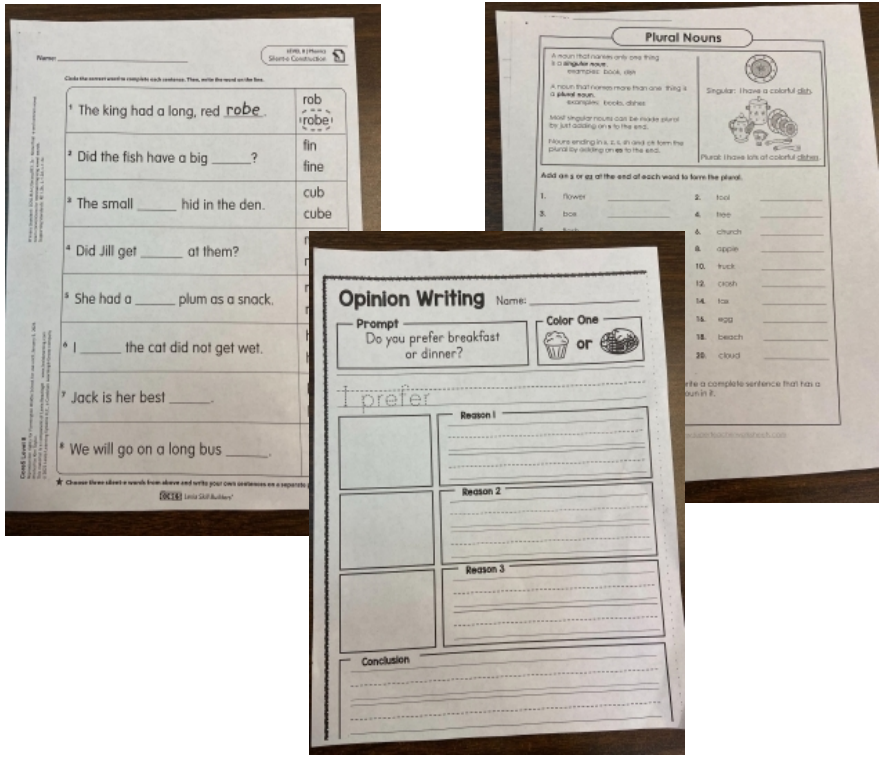
c) problem and solution d) compare and contrast

4. Is the animal closest to the bottom of the page an alligator or a crocodile? crocodile
How do you know? Pictures
because in the pic you see teeth of them

Mrs. Taylor

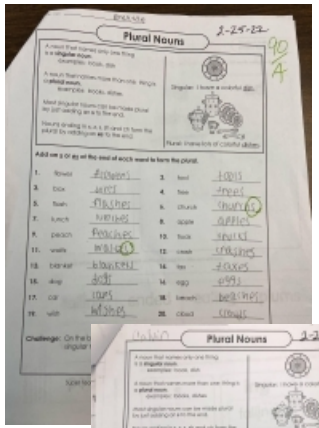
Special education students worked on reading skills base on students' individual Needs.Their writing assignment was to come up with a topic sentence, 3 main reasons, and concluding statement.

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



Mrs. Taylor's Completed AMI Work

4th



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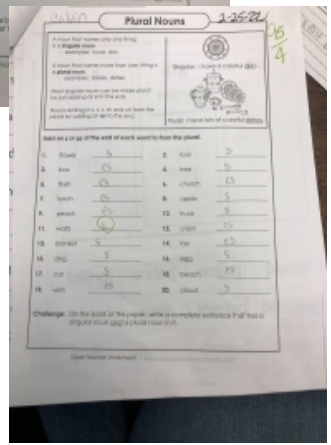

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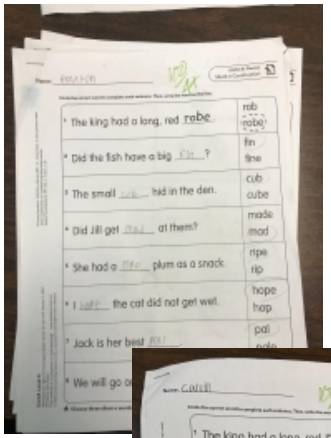

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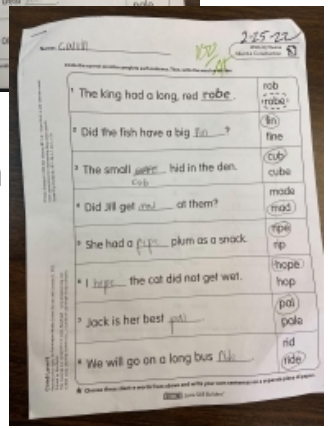

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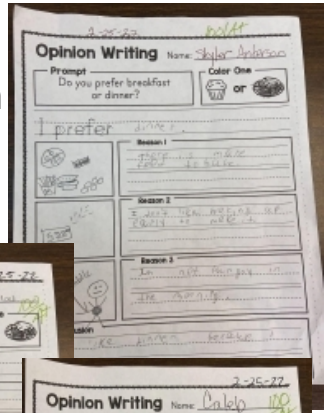

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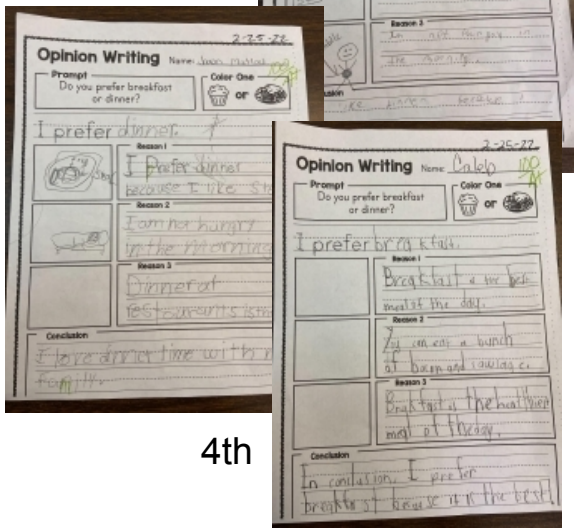
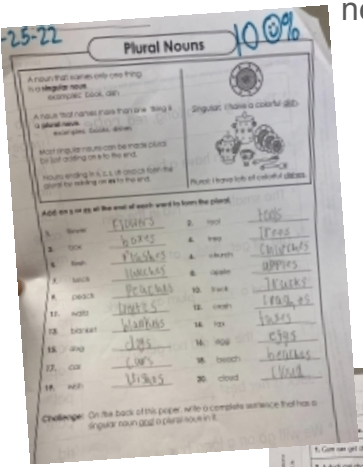
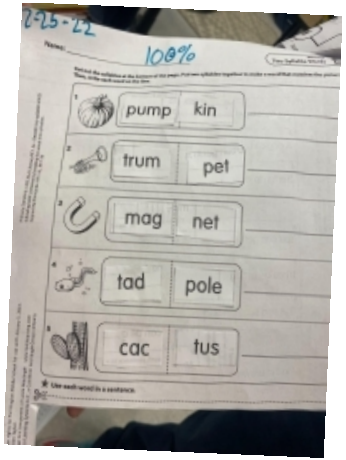
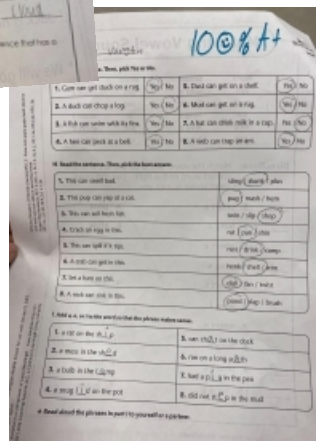


Mr. Burgess

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

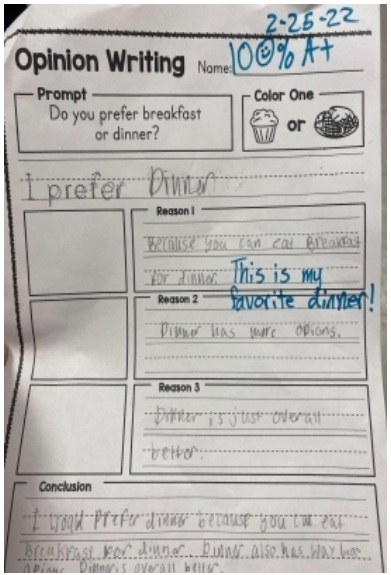


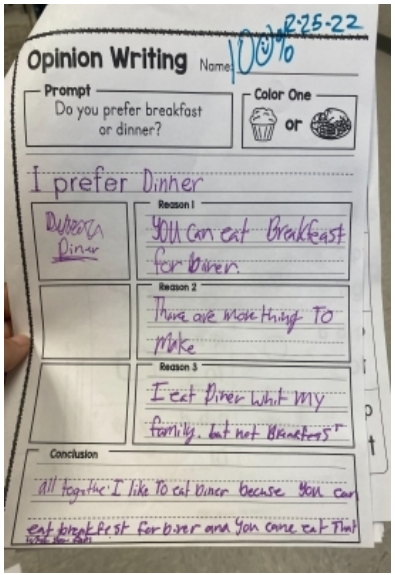




Complete: 80%
Partial: 13%
Incomplete: 7%

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





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