5th Grade Collaborative Team Meeting Notes

Date: *4.26.21 & 4.28.21 - 12:20-1:00 Google Meet*

Team Members in Attendance:	**Team Norms:**
✓ *Meghan Hendriks* ✓ *Monica Taylor* ✓ *Amy Worlock* ✓ *Kaitlin Alessi* ✓ *Sarah Redington* ✓ *Jessica Mitchell* ✓ *Shana Snyder*	• *Stay positive* • *Come on time, prepared and ready to work* • *Prioritize and stick to agenda* • *Have fun while committing to collective accountability*

These 4 critical questions should guide the work of our Collaborative Teams:

1. What do we want all students to learn? [Essentials, Learning Targets, Incremental Skills]
2. How do we know if students learn it? [CFAs, Mid-Module and End-of-Module Assessments]
3. How do we respond when students do not learn it? [Interventions]
4. How do we enrich when students do learn it? [Enrichment]

Facilitator: Worlock	**Norm Keeper: Team**	**Notetaker: Sarah**	**Timekeeper: Snyder**

Celebrations:

- 2 students completed an EOU assessment for the first time all year!
- Distance learning students had a fun time breaking out of the PEMDAS escape room last week!
- We had some distance-learning success with a ¨Do It Yourself¨ Science mini-unit! Students staged their own experiments and provided demos over the google meet. :)

Job Alike: 4/28/21

- *Pacing guide - continue to adjust as agreed by team*
  - *Come with ideas for how to possibly re-group in our classrooms*
  - *Discussion around spiral review and assessment*
    - *Creating CFAs that are checking in with students (spiral back)*
      - *Fraction problems with all the operations on one CFA*
    - *Create "cheat sheets" for all the different things needed to solve fraction problems with the different operations.*
    - *Have students create their own "anchor charts" for concepts that they learned this year.*
    -
- *Add any materials we are creating for re-teach to the curriculum folder under additional materials*
  - *Add a link to each unit on our pacing guide*
  - *We need to add things for unit 3 - 6*
- *Enrichment Ideas End of the Year Locker Problem and answer key*
- *Math Olympiad Questions*
- *Making Digital Flipbooks*
- *Long Division Emoji mystery picture*

Data Tracker

Data: 4/26/21

- *EOU 5 Assessment*
  - *What was the purpose of this assessment? Did the assessment fulfill this purpose? - yes*
    - *Assess:*
      - *Volume*
      - *Area*
      - *Shape attributes*
    - *Reassess:*
      - *Multiplying mixed numbers*
  - *How did students show learning through the assessment?*
    - *They did better with this one (volume)*
    - *Struggled with the multiplying mixed numbers (area with mixed numbers)*
      - *Area model worked for some students that struggle more*
    - *Many kids struggled with the shapes, but it is not an essential so it might not be a reteach group*
  - *Interventions?*
    - *Show area model for students that struggled with multiplication of mixed numbers*
    - *4-square to separate the different steps to multiply mixed numbers*
    - *Online geoboard*
    -
  - *Enrichment?*
    - *Kahoot regarding the hierarchy of 2D shapes*
    - *Label shapes from lesson 20*
    - *Jamboard - Attributes Venn Diagram*
    - *Measurement Conversion (Wizard Spells)*
    - *Attributes Pear Deck*
    - *PEMDAS mystery pictures*
    -

Essential Standard:

5.MD.3
5.MD.3a
5.MD.3b
5.MD.4
5.MD.5
5MD.5a
5.MD.5b
5.MD.5c
5.NF.4
5.NF.4a
NY-5.NF.4b
5.NF.6
NY-5.G.3
NY-5.G.4

Unit 1 Interdependent Goal:

Currently **31**% of fifth graders can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

By October 22nd, 80% will be able to recognize that in a multi-digit number, a digit in one place represents 10 times

as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left. on the EOU 1 Assessment.

5.NBT.1

As of 11/3 **59%** of students have achieved mastery of 5.NBT.1

As of 1/22 **70%** of students have achieved mastery of 5.NBT.1

As of 2/25 **73%** are meeting this standard

As of 3/24 **73%** are meeting this standard

Unit 2 Interdependent goal:

Currently **38**% of fifth graders can fluently multiply multi-digit whole numbers using the standard algorithm

By November 20th, 80% will be fluently multiplying multi-digit whole numbers using the standard algorithm on the EOU 2 Assessment.

As of 11/20/20, **53**% of students are meeting this standard.

As of 12/10, **62%** of students are meeting this standard

As of 12/23, **62%** are meeting this standard

As of 1/22, **61%** are meeting this standard

As of 2/25 **61%** are meeting this standard

As of 3/24 **65%** are meeting this standard

Unit 3 Interdependent Goal:

Currently ___% of fifth graders can make equivalent fractions.

By December 21st, 80% will be able to make equivalent fractions on the EOU 3 Assessment.

5.NF.1

As of 11/25 - CFA 1 **48%** of students have achieved mastery of 5.NF.1

*With 2 sets of data missing (31 students), so is calculated with 98 students out of 127

As of 12/4- **75%** of students have achieved mastery of NF.1

As of 12/03/20 -CFA 2 **_75_%** of students have achieved mastery of 5.NF.1

*Two sets of data missing (total of 96 students assessed, 72 reached proficiency) ,

As of 12/22/20 -EOU 3 Assessment **_67_%** of students have achieved mastery of 5.NF.1

*Two sets of data missing (total of 96 assessed, 68 reached proficiency

As of 1/22, **65%** of students have achieved mastery

*all student data inputted

As of 2/25 **70%** of students have achieved mastery

As of 3/24 **68%** are meeting this standard

Unit 4 Interdependent Goal:
Currently ___% of fifth graders can multiply fractions by fractions
By March 8th, 80% will be able to multiply fractions by fractions on the EOU 4 Assessment.
5.NF.4

As of 1/26- CFA 2 **__%** of students have achieved mastery of 5.NF.4

As of 2/3- CFA 3 **__%** of students have achieved mastery of 5.NF.4

As of - CFA **__%** of students have achieved mastery of 5.NF.4

As of 3/24 **74%** of students have achieved mastery

Unit 5 Interdependent Goal:
Currently ___% of fifth graders can find the volume of right rectangular prisms using the formula V= l x w x h
By April 20th, 80% will be able to find the volume of right rectangular prisms using the formula V= l x w x h on the EOU 5 Assessment.
5.

As of 4/20- **72%** of students have achieved mastery of 5.MD.5b

End of Unit Results -*Which teaching practices were most successful?*

Intervention Strategies *What is our plan to help those students master the G&V Curriculum*

- ➢ Start putting all materials that we are creating in our additional material folder (organized by units)
  - ○ An email sent out sharing materials is helpful too

Link Grouping Template Here:

Extensions: *How will we challenge and extend the learning for students who have already mastered?*

- Happy Numbers is set up to challenge student with specific skill needs (possibility)
- Math Menus

Next:

- ❑ *To Do List:*
- ❑ *Sharing resources for reviewing essential standards from previous units*

How did we do today? (*Review norms)*

Link to Collaborative Team Documents:

- **Randall Goal Tracker**
- **Unit 5 (overview)**
- **Unit 5 CFA 1**
- **Misconceptions**
- **Unit 5 CFA 2**
- MIsconceptions
- **Unit 5 CFA 3**
- Misconceptions
- **EOU 5 Assessment**
- Misconceptions
- **Begin Unit 6 (overview)**
- **Unit 6 CFA 1**
- **Misconceptions**
- **Unit 6 CFA 2**
- **MIsconceptions**
- **EOU 6**
- **MIsconception**
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Person who will share with Grade Level team via email listserv: Amy Worlock

We share the agendas on out TTCT Google Classroom Page- **5th Grade Math TTCT Group**