

4<sup>th</sup> Grade GLT Agenda  
February 15 & 16, 2021

**GLT Agenda:**

**I. Norms**

- a. Stay focused and be an active participant
- b. Be positive
- c. Be respectful of others and share ideas.

**II. Collective Commitments**

- a. We will work efficiently and focus on student learning and growth at all meetings.
- b. We will work collaboratively to continuously monitor and improve student learning and make decisions based on data.
- c. We will work collaboratively to plan and execute PIE time to utilize our strengths to maximize student learning.

**III. Conflict Resolution**

- a. Each team member will respectfully voice their concern, limiting their time to two minutes. We will vote as a team, if we come to a tie, we will ask White.

**IV. Glow and Grow**

- a. Cernosek–Caught up on all grades and assignments from field trips and missed days! Grow:
- b. Garza–
- c. Phelps–Glow: On Track to finish all 3rd 9 weeks' projects early! Grow: TFAR
- d. Rodriguez–
- e. Villanueva–Glow: I was able to get my students to complete an entry ticket for TFAR. Grow: I need to play around some more with the website to make more exit tickets.
- f. Love-Wiley–

**V. Important Information**

- a. Teague-Math Meeting Info (emailed and packets passed out)
- b. Brighter Bites (2/15) CATCH (2/16)
- c. Online testing/TFAR
- d. February 23rd (10:30) begins ELAR/Math Workshops (normally Tuesday/Wednesday) Weds/Thurs this first week-using MAP data to prepare for mock
- e. TELPAS writing samples

- f. TELPAS Online Training Certs Due 2/16
- g. Frontline Education-email from Buckner
  - i. Phelps, Rodriguez, Love-Wiley do not have access
- h. Bryan Museum- Villanueva - Please do not use picture 3197
- i. Gallery Walk-2018 STAAR Math
- j. Gallery Walk-TPT resources (short passages and questions)
- k. Consolidation of 4545 Groups? More information from Buckner
- l. Practice with TFAR

**VI. Shared Resources**

- a. Daily STAAR Reading Task Cards
- b. Reading Spiral-Constructed Responses
- c. [PL Newsletter](#)

**VII. Essential Elements (I can...)**

<u>Math:</u>	<u>Reading:</u>	<u>Writing:</u>
<p><b>4.6D</b> I can classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.</p> <p><b>4.7C</b> I can determine the approximate measures of angles in degrees to the nearest whole number using a protractor. (RC3: Readiness)</p> <p><b>4.5A</b> I can represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.</p> <p><b>4.5B</b> I can represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the</p>	<p><b>4.9Dii</b> I can identify features of informational text such as print and graphic features.</p> <p><b>4.9Di/4.7D</b> I can summarize texts by identifying the central idea and important details.</p> <p><b>4.10B/ 4.9Dii</b> I can identify text structure in informational texts and explain how it contributes to the author's purpose.</p>	<p><b>4.11Diii</b> I can create plural nouns and distinguish plural nouns from possessive nouns.</p> <p><b>4.11Div</b> I can identify and use adjectives, including their comparative and superlative forms.</p> <p><b>4.11Bi</b> I can identify and use purposeful transitions.</p>

<p>resulting sequence and their position in the sequence.</p> <p><b>4.5D</b> I can solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p><b>4.8C</b> I can solve problems that deal with measurements of LENGTH, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.</p>		
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**VIII. Data Analysis (What assessments were taken last week?)**

- a. Link to Shared [Data Templates](#)
- b. Strip diagrams
- c. Tornadoes- Text structure
- d. Homophones
- e. Update heat map data for assessments

**IX. Upcoming Assessments (What tests are you taking NEXT week?)**

- Take and review test
- Earth's Water 2/23
- Yes I can! 2/25
- Measurement 2/25
- Discuss expected strategies/possible misconceptions

**X. Teaching Strategies**

**Reading SE: 4.10B/ 4.9Dii** I can identify text structure in informational texts and explain how it contributes to the author's purpose.

**What do students need to know/be able to do?** Be able to use all forms of text structure, sequencing, cause and effect, main idea, and all text features to support their answers with text evidence.,

**Teaching strategies/resources:**

- start by numbering what happening first, next, last... then move on to having them find an event that happened after or before another.
- Find evidence to support answers within the text.

**Writing SE: 4.11Bi** I can identify and use purposeful transitions.

**What do students need to know/be able to do?** be able to organize paragraphs and essays to create a smooth logical flow throughout the writing.

**Teaching strategies/resources**  
 Start: in the beginning, first of all, to begin with...  
 Alike: at the same time, simultaneously, similarly,  
 Continue: next, later on, ...

**Math SE:**

**4.6A** Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.

**4.6D** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

**4.7D** Draw an angle with a given measure.

**4.7E**-Determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures.

**What do students need to know/be able to do?** Measuring angles with a protractor, find missing angles using addition or subtraction, draw an angle with a given measure.

**Teaching strategies/resources**  
 Using a protractor

**XI. PL Curriculum**

**PL Project: Letters from the American Indians**

**What do students need to know/be able to do?**  
 -how to respond to reading/writing  
 -how to write a friendly letter/letters to someone far away  
 -understand point of view and its impact  
 -how to develop strong questions  
 -how to provide feedback to peers

**Teaching strategies/resources**  
 -teacher model of letter writing  
 -small group/feedback to revise and edit letters (after peer feedback)  
 -workshops (letter writing, how to give feedback)

**Math Concept Unit: Multi-step Word Problems**

**What do students need to know/be able to do?**  
 -Solve multi-step word problems  
 -Represent word problems using strip diagrams

**Teaching strategies/resources**  
 -Understand that there are 4 operations and each one is solved differently.  
 - Show their work for a multi-step word problem  
 - Know how to read a strip diagram

**XII. PL Power Focus Areas (Current)**

<b>ELAR Power Focus Area:</b>	<b>Math Power Focus Area:</b>	<b>History Power Focus Area:</b>	<b>Science Power Focus Area:</b>
Informational Text (February 15)	Geometry April	Texas Revolution (February 15)	Earth (February 25)

XIII. PL Power Focus Areas (Off Track/Small Group)

Fiction:		Grammar 2:		Informational Text:		Geometry	
Braden		Christian Alvaro	Javier Nathaly Scarleth		Analisse Anthony Christian Daniela Isabella Javier Jennifer Josseline Kevin Nayla Scarleth Sofia Zamir		Daniela Isabella Jennifer Nathaly


Note: Students are having a lot of trouble with [Informational Text \(PFA\)](#).