


4d – Participating in a Professional Community



- Established relationships of mutual support and cooperation
- Teacher Mentor
- Grade Level Team
- Led Focus and Grade level meetings

Grade Level Data Chats
November 13, 2014

| Name | Position | Signature |
|-------------------------|-------------------------------|-------------|
| Prickette Fiddlers | 6 th grade Teacher | [Signature] |
| Cherise C. Davis | 6 th grade Teacher | [Signature] |
| Minerva Delauney | 5 th grade Teacher | [Signature] |
| Anniene McFarlane | 5 th grade Teacher | [Signature] |
| Shabre Providence | 4 th grade Teacher | [Signature] |
| Zahra O'Reilly | 4 th grade Teacher | [Signature] |
| Sandra Pierce Louis | 4 th grade Teacher | [Signature] |
| Joanie Phillip | 3 rd grade Teacher | [Signature] |
| Harolyn Smith | 3 rd grade Teacher | [Signature] |
| Wanda Figueroa-Valet | 3 rd grade Teacher | [Signature] |
| Xiomara Garcia | 2 nd grade Teacher | [Signature] |
| Kelley Tison | 1 st Teacher | [Signature] |
| Shamona Lewis | 1 st Teacher | [Signature] |
| Desiree Phillip-Ferrier | 1 st Teacher | [Signature] |
| Sonia Antoine-Florence | 2 nd grade Teacher | [Signature] |
| Nicole Haynes | 2 nd grade Teacher | [Signature] |
| Karen Renee Bess | 2 nd grade Teacher | [Signature] |
| L. Angila-Figueroa | | |



Relationships with colleagues



Culture of Professional inquiry

- 
- RRES Royalty Committee Chairperson
 - Common Core Advisory Team Chairperson
 - Assessment Team Member
 - Crisis Team Member
 - Awards Night Team Member
 - End of Year Committee Chairperson

Service to School

4d – Participating in a Professional Community

Mini-Lessons

Sentences
Writing Process
Text Structures

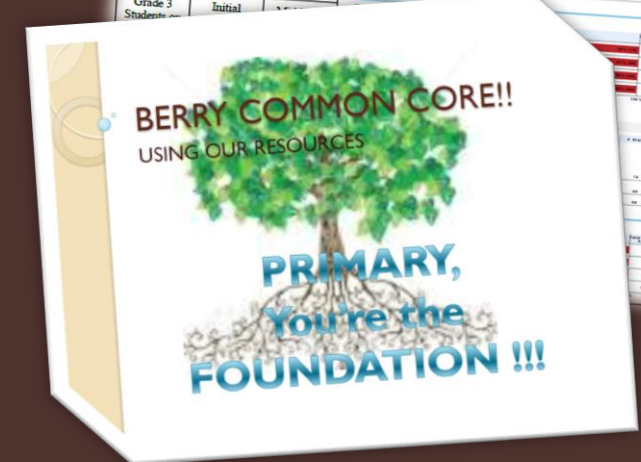
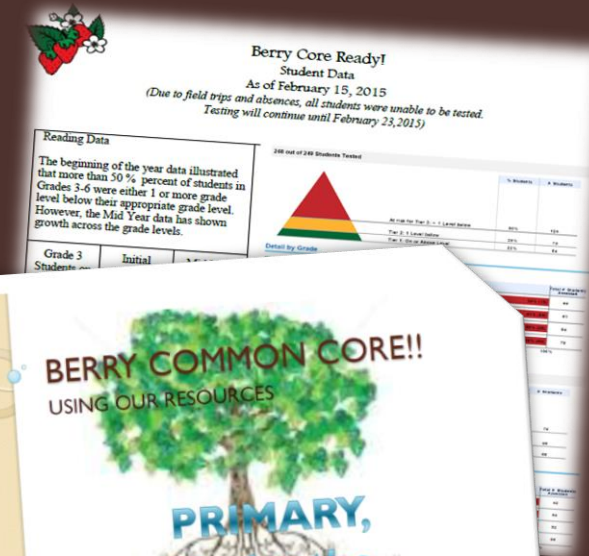
Instructional Resources

Achieve 3000
Time for Kids

- Interview with eye witness
- Newspaper report/article
- TV Report on event
- Eye witness vs. secondhand reports of natural disasters
- # of articles provided by teacher
- Videos/audios
- Electronic devices (VCR, CD player, computer, cell phones, etc.)
- Engage ny .org
- achieve the core .org
- PD 360

Compare and Contrast
Conducting Research
1st and 2nd Hand Point of View
Differentiating Between
1st, 2nd, 3rd Person Pronouns
Formative Writing
Sequencing
Main Idea

- Rigorous Curriculum Design District Trainer
- CCAT Berry Core Ready
- Using Our Resources
- CA Webinar
- Data Driven Instruction



Participation in
School and District
Projects

1a – Demonstrating Knowledge of Content and Pedagogy

| | |
|---------------------------------------|---|
| Ricardo Richards Elementary 2014-2015 | |
| Day | Reading |
| Mon | Standards: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Objectives: Students will be able to explain the procedures, ideas, and concepts described in a technical text. Procedures: Silent Reading 8:00-8:30 1. Tell students they will learn about cause-and-effect relationships in technical texts. Review with students what cause and effect mean. 2. Before connecting cause-and-effect relationships to technical texts, review the term technical. Explain to students that a technical text gives information about a specialized subject area, from science and engineering to cooking and gardening. 3. Ask students for examples of technical texts. What do they texts have in common? 4. Help students identify times when they may need to understand a technical text. Point out to students that by reading a technical text, they learn how to perform a task and may gain specific skills. 5. Read each step of the recipe. Explain that these steps are out of order and don't make any sense as they are now. 6. Have students read all the steps. Point out the step that happens second. Have students figure out which step should happen first. 7. Have students read the first and second steps together. Have students finish putting the steps in the correct order. 8. Have pairs of students compare answers to be sure they put the steps in the same order. Have students complete the graphic organizer at the bottom of the page. Small Group Students will use Let's Go Learn to practice skills necessary for upcoming assessment. Assessment: Discussion |
| Tue | Standards: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Objectives: Students will be able to use details from a technical text to explain what happened and why (cause-and-effect relationships). Procedures: Silent Reading 8:00-8:30 1. Tell students that they will continue reading about the steps involved in finding a pulse rate. 2. Have students read the passage and circle words that show order of events, as directed by Close Reading. 3. Ask volunteers to share the words they circled. Discuss why those words help readers understand the correct order in which steps should be completed. 4. Ask What words might you use to tell someone what you did today in the order that you did it. 5. Have students circle the answer to the question, using the hint to help. Then have students respond to the questions in Show Your Thinking. Explain to students that the questions ask for a definition and for a cause. Remind them that a cause is what makes something else happen. Small Group Students will use Let's Go Learn to practice skills necessary for upcoming assessment. Assessment: Show Your Thinking |
| Wed | Standards: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Objectives: Students will be able to explain the procedures, ideas, and concepts described in a technical text. Procedures: Silent Reading 8:00-8:30 1. Have students read the technical text silently without referring to the Study Buddy or Close Reading text. 2. After the first reading, ask the following questions to check students' comprehension of the text. What does this passage teach you how to do? What is the very first step in making a chino band? Which part of the instrument tells you how to use the materials to make the shape of the band? 3. Ask students to read the Study Buddy think aloud before they reread the technical text. What does the Study Buddy help them think about? 4. Now have students reread the technical text. Tell them to follow the directions in the Close Reading. 5. Have students answer the questions on p.23. When students have finished, use the Answer Analysis to discuss correct and incorrect responses. Small Group Students will use Let's Go Learn to practice skills necessary for upcoming assessment. Assessment: Show Your Thinking |
| Thu | Students will complete Cooking Project using Recipes (Technical Texts). |
| Fri | Fourth Grade Field Trip To Whim Great House |
| Grade 4 | |
| Week of March 16, 2015 | |

