Conley Elementary School

Ch. 1-12 Model Addition and Subtraction

★ Question: What was Sami's total score?

★ Clue Words (C.W.) total (+)

★ Information:
1st round = 84 points
2nd round = 1st round + 21 points

★ Plan

The QUIP (Q-question, U-clUe, I-information, P-plan) method was created by a Conley Elementary teacher over 15 years ago and continues to be used throughout the math program and is found in students' journals.

Classroom Cycle of Inquiry   Date: November 1, 2017

1. Review Data to Identify a Problem

District Data Statement:
Third grade students throughout the district tested at a 13.7% accuracy on the standard RI.3.8 (Describe the logical connection between particular sentences and paragraphs in a text (eg. Comparison, cause/effect, first/ second/ third in a sequence).

Thinking Points
- What are student strengths and weaknesses on the assessment?
- How many students in your classes met the standard of proficiency?
- WHICH students did NOT meet the standard of proficiency?
- What does the distribution of scores in your class tell you?

Individual Classroom Data:

Teacher	RI.3.1	RI.3.3	RI.3.5	RI.3.8	SL.3.3
L. Krier	26%	27%	18%	10%	23%
T. Self	24%	16%	10%	10%	22%
K. Cabral	26%	15%	22%	20%	23%
K. Cooper	25%	18%	23%	6%	21%
A. Rients	35%	16%	32%	22%	27%
C. Rodart	17%	16%	16%	6%	13%
J. Brown	22%	18%	23%	18%	26%
D. Emberson	35%	26%	23%	23%	32%
G. Brummett	19%	17%	24%	21%	20%
N. Davis	38%	22%	28%	15%	33%
J. Brown (SDC)	7%	33%	33%	0%	11%
Average	24.9%	20.4%	22.9%	13.7%	22.8%

2. Pose Questions

Student Achievement: What strategies do our students need in order to be successful in RI.3.8?

Teacher Practice: Are teachers modeling the Cause and Effect/ Drawing Conclusion strategy effectively?

The Cycle of Inquiry has been used for several years and is an impactful practice which is established for K-3rd grade levels. Conley Elementary routinely assesses K-3rd students, which points to students' early literacy in math and reading. Teachers are able to intervene at an early stage to help with successful student outcomes.

Name: Math Morning Work (Week 1)   Date:

Monday	Tuesday	Wednesday	Thursday

Place Value Chart

Thousands	Hundreds	Tens	Ones

What is the place value of the underlined digit?	What is the place value of the underlined digit?	What is the place value of the underlined digit?	What is the place value of the underlined digit?
1,426	2,438	4,289	3,813
Write the number in expanded form.	Write the number in expanded form.	Write the number in expanded form.	Write the number in expanded form.
47	267	418	307
Circle the number with the GREATEST value.	Circle the number with the LEAST value.	Order the numbers from LEAST to GREATEST.	Order the numbers from GREATEST to LEAST.
24 83 42 67	24 83 42 67	268 203 287	375 329 403

Draw a number line from 0 to 100 (counting by 10's). Place the following digits on the number line in their correct location. **28, 37, 95, 77, 64, 8, 16, 51**

Math and ELA morning work is a practice which is used across the grade levels. The scaffolding helps students to retain previous content. Teachers integrate previous work to current work as an application of the steps in ELA and math concepts.