

**PLC Agenda- 3rd grade**

Tuesday, August 18 9:00-10:00 am

Phase 1 or 2 will do via Google Meets at regularly scheduled time

Phase 3 PLC room (will have seats spread 6 ft. apart)

Facilitator: J. Adams (Assistant Principal: Science support person)

9:00- 9:05

Norm Setting

- Review [draft norms](#)
  - What needs to be added/deleted

9:05- 9:55

Science Unit one unpacking Weather and Climate

- Complete the anchor phenomenon
  - What does this tell us about the focus of this unit?
- Review the anchor model and driving question board
  - What questions do you have about the model?
- Skim texts connected to the unit
  - Any modifications that may need to be made?
- Discussion
  - What are the key concepts of this unit?
  - Where will students struggle?
  - Which students will need additional support to access this content?
  - How will you provide this support to students?
- Logistics
  - Do you have all materials to conduct hands-on investigations?
  - Do you have copies of the texts for the unit?

9:55-10:00

Wrap Up/Next Steps

- Next PLC on Friday, August 21, we will finish up this unit unpacking and practice the model
- Submit annotated lessons for next week by Friday, August 21

**PLC Agenda- 3rd grade**

Tuesday, September 1 9:00-10:00 am

Phase 1 or 2 will do via Google Meets at regularly scheduled time

Phase 3 PLC room (will have seats spread 6 ft. apart)

Facilitators: B. Johnson (ELA Content Leader) A. Smith (Math Content Leader)

9:00- 9:05

Revisit Norms

- Break out into groups:
  - **New teachers** getting ELA module 3 content module re-delivery, stay with J Adams.
  - **Returning teachers** getting math module 3 content module re-delivery, go with A Smith to conference room.

9:05-10:00

<b>ELA Agenda</b>	<b>Math Agenda</b>
Materials, <a href="https://www.louisianabelieves.com/resources/library/louisiana-content-leaders">https://www.louisianabelieves.com/resources/library/louisiana-content-leaders</a>	Materials, <a href="https://www.louisianabelieves.com/resources/library/louisiana-content-leaders">https://www.louisianabelieves.com/resources/library/louisiana-content-leaders</a>
<p><b>Close Reading</b></p> <ul style="list-style-type: none"> <li>● Review Qualitative Analysis as a Foundation for Text-Based Instruction that was completed as pre-work</li> <li>● Defining Close Reading in the guidebooks               <ul style="list-style-type: none"> <li>○ Examining Reader’s Circles in “Paul Revere’s Ride”</li> <li>○ Analyzing Reader’s Circles with the Anchor Text “The Lion, the Witch, and the Wardrobe”</li> </ul> </li> </ul>	<p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>● Review analysis of EngageNY lesson for evidence of how students engaged throughout the lesson in the key shifts described in the standards that was completed as pre-work</li> <li>● Overview A Story of Units.</li> <li>● Explore the big idea of Represent and Solve Problems involving Multiplication and Division</li> <li>● Align standards based on what students should know and be able to do.</li> <li>● Identify changes in skills, expectations, and understandings in the standards from one grade to the next.</li> <li>● Reflect on how a study of vertical alignment helps with their understanding of the key shifts.</li> </ul>

**PLC Agenda- 3rd grade**

Tuesday, January 26 9:00-10:00 am

Phase 1 or 2 will do via Google Meets at regularly scheduled time

Phase 3 PLC room (will have seats spread 6 ft. apart)

Facilitator: J. Adams (Assistant Principal - Science support person)

9:00-9:05 Revisit Norms

9:05-9:55 Unfinished Learning Tasks Data analysis: ELA data

- J. Adams models
  - How to sort into three categories (many gaps, some gaps, limited gaps)
  - Identify key characteristics of each group
  - Connect items to specific standards
- Each teacher does the same with their students' data
  - Sort into three categories (many gaps, some gaps, limited gaps)
  - Identify key characteristics of each group
  - Connect items to specific standards
- Key Take-aways
- Reflection on what strategies have helped in closing gaps
  - Think/Pair/Share
- Brainstorm opportunities for addressing remaining gaps
  - Consensus Map

9:55- 10:00 Wrap up/Next Steps

- Next PLC on Friday, January 29, will focus on finishing up plans for unfinished learning for the second semester, make plans for individual students
- Submit annotated lessons for next week by Friday, January 29