# School-Wide Daily Schedule

**Peach Hill Academy**

**Daily Schedule**

**2018-2019**

<table>
<thead>
<tr>
<th></th>
<th>START</th>
<th>AM RECESS</th>
<th>LUNCH</th>
<th>PM RECESS</th>
<th>DISMISSAL</th>
<th>TARGET TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8:30</td>
<td>9:50-10:05</td>
<td>11:30-12:10</td>
<td>Open</td>
<td>2:35</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td>1st</td>
<td>8:30</td>
<td>10:10-10:25</td>
<td>11:40-12:20</td>
<td>1:30-1:40</td>
<td>2:35</td>
<td>12:30-1:30</td>
</tr>
<tr>
<td>2nd</td>
<td>8:30</td>
<td>10:10-10:25</td>
<td>11:50-12:30</td>
<td>1:30-1:40</td>
<td>2:35</td>
<td>10:45-11:45</td>
</tr>
<tr>
<td>3rd</td>
<td>8:30</td>
<td>10:30-10:45</td>
<td>12:00-12:40</td>
<td>X</td>
<td>2:35</td>
<td>9:30-10:30</td>
</tr>
<tr>
<td>4th</td>
<td>8:15</td>
<td>10:30-10:45</td>
<td>12:10-12:50</td>
<td>X</td>
<td>2:35</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td>5th</td>
<td>8:15</td>
<td>10:50-11:05</td>
<td>12:20-1:00</td>
<td>X</td>
<td>2:35</td>
<td>8:30-9:30</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>8:30</td>
<td>Same</td>
<td>Same</td>
<td>X</td>
<td>1:05</td>
<td></td>
</tr>
</tbody>
</table>

**K- Nap 1:00-1:40**

**Rainy Day Schedule**
- AM: All classes go to classrooms at 8:15
- Lunch: K/1 11:00-11:40
- 2/3 11:40-12:20
- 4/5 12:20-1:00

**Site Time**
- K-5 8:15-3:15

**Bus Duty**
- Mon. 5th K/1st @ Front Gate M-F
- Tues. 4th
- Wed. 3rd
- Thurs. 2nd
- Fri. Campus aides for bus duty

**Staff Meetings**
- 2:45-3:45

**Traveling Days (art, computer, library, etc.)** This might change
- 2nd/TK: Monday
- 3rd: Tuesday Kinder/4th: Thursday
- 5th: Wednesday
- 1st: Friday
PEACH HILL ACADEMY
Assessment Calendar
For
2018-2019

1. Collaboration/Data Review
   • Monthly PLC/grade level meeting
   • Monthly staff meeting

2. Assessment Weeks
   • August 22-September 21st – Baseline Data
   • November 5-November 16 (report cards – Dec. 7)
   • January 15-25 (progress reports January 25)
   • Feb. 23-March 8 (report cards – March 22)
   • SMARTER BALANCE (window opens March - dates will be assigned)
   • May 28-June 7 (need data for B/G for June 10) Create classes on June 11

3. Data Teams/Grade level teams
   • 9/4 Set school and grade level goals for year. Set baseline assessments for targeted learning for September 24th implementation
   • August 22-9/21 – PLC’s to set up targeted learning groups for Sept. 24 implementation
   • 9/18 Set first objective, action steps, and assessment for 12/18 data collection
   • 10/23 Complete any of the above for 12/18. Set criteria for progress reports
   • 12/18 Data Collection - Review data from report cards, set grade level objectives/action steps/assessments for 2nd trimester and assessments for 1/15-1/25 (progress report assessment).
   • 1/22 Review effectiveness of targeted groups
   • 2/5 Review data from progress reports, revise action steps
   • 4/16 Data Collection - Review data from report cards, set goals and assessments for final collection the week of June 3rd.
   • Week of June 3 End of year data – Did we meet grade level/end of year goals?
Staff-Grade Level-Leadership Collaboration Schedule

Peach Hill
Staff/Leadership Schedule

Staff Meeting Dates
August 20
Sept. 4
Oct. 2
Nov. 6
Dec. 4
Jan. 8
Feb. 5
Mar. 5
April 2
May 7
June 11

Leadership Meeting Dates
Aug. 28
Sept. 11
Oct. 16
Nov. 13
Dec. 11
Jan. 15
Feb. 12
Mar. 12
April 9
May 14
May 28 All day meeting

Staff Meeting/Grade Level Collaboration Dates
Sept. 18
Oct. 23
Nov. 27
Dec. 18
Jan. 22
Feb. 19
Mar. 19
April 16
May 21
# Pride Team Collaboration Schedule/Progress Monitoring Tool

## Pride Schedule

**2018-2019**

**Wednesdays**

- September 26
- October 24
- December 5
- January 23
- February 20
- March 20
- April 17
- May 15

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<table>
<thead>
<tr>
<th>Categories of Strategies</th>
<th>Dates of Implementation</th>
<th>Brief Description of Strategy</th>
<th>Frequency (How often/day/week?)</th>
<th>Duration (How many weeks?)</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Aug 2018-Present</td>
<td>Wonders Phonics</td>
<td>Daily</td>
<td>Ongoing</td>
<td>Slow Progress</td>
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<td></td>
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<td>Zaner-Bloser</td>
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<td>ABC Charts / Sound Tubs</td>
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<td></td>
<td></td>
<td>Phonics, Books, Predictable</td>
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<tr>
<td><strong>Teaching Techniques</strong></td>
<td>Aug 2018-Present</td>
<td>Small Group Instruction</td>
<td>3 days/week</td>
<td>Ongoing</td>
<td>Slow Progress</td>
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<tr>
<td></td>
<td></td>
<td>Whole Group Instruction</td>
<td>Daily</td>
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<td></td>
<td></td>
<td>1-on-1 Intervention</td>
<td>2 days/week</td>
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<td></td>
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<td>Frontloading</td>
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<td>DVC Activities</td>
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<td>Songw. Time Flashcards</td>
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<tr>
<td><strong>Environment</strong></td>
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<td>Print Rich Environment</td>
<td>Daily</td>
<td>Ongoing</td>
<td>Slow Progress</td>
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<td>Visual Learning</td>
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<td>Pocket Charts</td>
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<td>Visual Schedule</td>
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<tr>
<td><strong>Assignments</strong></td>
<td></td>
<td>Hands-on Center Activities</td>
<td>Daily</td>
<td>Ongoing</td>
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<td>Guided Reading Groups</td>
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<td>Writers Workshop</td>
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<td>DNA, Poetry Minutes</td>
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<td></td>
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<td>Main Stations</td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
<td>Response to Intervention</td>
<td>3 days/week</td>
<td></td>
<td>Gradual</td>
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<table>
<thead>
<tr>
<th>Intervention</th>
<th>1-on-1 BI</th>
<th>1 day/ week (40 min)</th>
<th>Jan-Ongoing</th>
<th>Slow recognition of letters</th>
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</thead>
<tbody>
<tr>
<td>PRIDE Referral</td>
<td>February</td>
<td></td>
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</tbody>
</table>
# Pride Team Collaboration

**PRIDE Team Meeting Log**

**Student Name:** [Redacted]  
**Grade:** 3  
**DOB:** 7/12/2010  
**Meeting Date:** 2/20/2019

**Primary Language:** English  
**English Proficiency:** (Circle one) EL  
**FEP:**  
**R-FEP:**  
**EO:** Follow-Up Date: 1-Apr

**Referring Teacher:** Weiss  
**Team Members:** Carcich, Yasenchok, Weiss, Hijaz

### Strengths:
- Hard worker sweet

### Concerns:
- Reading: 2 SRI 218 to 383 to 562
- AR: 72% and 92%
- Wonders assessments 62%, 75%, 85%, 69%
- ELA benchmark 75%
- Writing: Difficulty with organization, reversals of letters, difficulty with sentence structure
- Math: Topic 6 80%, Topic 7-75%, Topic 8 74%, Topic 9 89%
- Difficulty with focus

### Previous Actions:
- Parent conference
- Remediation plan
- Peer tutoring
- SIIPS
- Reading comp intervention
- Moby Max
- Read naturally

### Tier:
- 1
- 2

### Frequency/Duration:
- 6x
- 8x
- 8x
- 8x
- 3x
- 2x

### Outcomes:
- Student making progress in reading and math. Writing continues to be an area of difficulty. Attention issues result in inconsistent progress.

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### Other Pertinent Info/Questions

**Recommendations:**
- Continue with current interventions, small group writing, seat in front of room, pod area as needed for assessments. Continue with on-going parent communication and focus strategies.

**Tier:** 2

**Responsible Person:** Teacher
Grade Level Collaboration
Collaboration Notes

Team: Kindergarten Team (Gallardo, Severn, & Winters)
Meeting Date: March 19, 2019

<table>
<thead>
<tr>
<th>Meeting Goals, Actions and Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planned next writing unit</td>
</tr>
<tr>
<td>• Discussed writing icons to be used to support visual learners</td>
</tr>
<tr>
<td>• Chose animals to research (pandas from Asia unit and koala, kangaroo, and platypus from Australia unit)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Strategies Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discussed which mentor texts we will be using with our informational writing unit</td>
</tr>
<tr>
<td>• Collaborated on strategies to encourage reluctant writers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Action and Focus for Next Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collect writing data</td>
</tr>
<tr>
<td>• Discuss strategies and goals to enrich the writing of higher students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I will bring to the next meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each teacher will bring writing samples of typical high, medium, low students</td>
</tr>
</tbody>
</table>

Next Meeting Information:

Team Facilitator: Erin Winters
Meeting Date: 3-19-19
Time: 2:45 p.m.
Location: Room 1

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don’t learn?
4. How will we respond if they already know it?
Across Grade Level Collaboration
## Curriculum Map

### 2018-2019 School Year for Second Grade

**Art Day:** Mondays  
**Bus & Car Pick Up Duty:** Thursdays  
**RTI:** 10:45-11:45 M-F

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assessment/Event</th>
</tr>
</thead>
</table>
| 8/28-8/24 | 3 days Assessment: Smart Start #1: All About Me  
3rd Grade: Math (topic 1-7) days intro to addition and subtraction  
Maps/Atlas: Practice What you Preach |
| 8/27-8/28 | Back to school night W 3/29  
Smart Start #2: Math Topic 1 Math (w/-)  
Maps: South America |
| 3/9-3/10 | OFF LABOR DAY 5/3  
UW1 Title Flap #1: Topic 2 Addition Strategies (7 days)  
South America  
* video in library  
Poem: "Something Told the Wise Goose Wild Goose"  
Saying: "Back to the Drawing Board"  
Math HW 1.3 & 1.7 |
| 9/10-9/14 | Th 9/10 Off-Rosh Hashon  
UW1 Title Flap #1: Topic 2 cont (add strategies)  
(2.3-2.6)  
India |
| 9/19-9/28 | RTI Begins  
UW3 Finding Cal  
China  
HW 3.1 & 3.2  
PROGRESS REPORTS  
First Spelling Test |
| 10/1-10/5 | UW3: Taking Care of Pepper  
Math 3.6, review, test 4.1 & 4.2  
Topic 4: (Working with equal groups cont.)  
Poems: Windy nights & Who Has Been the Wind?  
Start writing Homework  
Math HW 3.3 |
| 10/8-10/12 | UW3: Families Work 1  
Minimum Days/Conferences  
Topic 4: (4.3, 4.4, review and test)  
China  
Song: "This Land is Your Land"  
Constitution  
Relay Assembly  
Math HW 4.1 |
| 10/15-10/19 | UW3: Families Work 2  
10/19 End Of School Year  

to 10-19 Fort Number One Drill at 10-15?  
Topic 5 Place Value (7 days)  
5.1-5.5  
Modern Japan  
POTLUCK 10/20  
Math HW —— |
| 10/29-11/2 | U2W2 The Boy Who Cried Wolf #1  
U2W2 The Boy Who Cried Wolf #2  
Assessment #1: War of 1812  
6th Grade: Math assessments 1-5  
War of 1812  
Math HW ——  
* ORDER TRASH (either for 7th & 8th)  
Discuss Spring Field-Trip |
| 11/12-11/16 | U2W3 A Prairie Guard Day  #1  
Topic 6: 5th Mental (6 days)  
6.1; review, test 7.1  
Civil War  
Florence Nightingale  
Songs: "Follow the Drinking Gourd"  
& "Swing Low Sweet Chariot"  
Saying: "Where there's a will there's a way"  
Poem: "Harriet Tubman"  
Math HW |
| 11/19-11/23 | Thanksgiving Break  
12/22-12/24  

dickens  
Christmas  
Math HW |
| 11/26-11/30 | U2W2 A Prairie Guard Day  #2  
Topic 7  
(7.2-7.6, review)  
Civil War  
Florence Nightingale  
* Clara Barton  
Music: "Dixie" & "When Johnny Comes Marching Home"  
Saying: "Cold Feet"  
12/23: School Assembly  
Math HW |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11-3/15</td>
<td>St. Patrick’s Day</td>
</tr>
</tbody>
</table>
| 3/18-3/22 | U4W2 Into the Sea #1
  Topic 12: (12.6-12.8, review, test)
  Tall Tales
  Songs: Casey Jones
  John Henry
  Saying “Easier Said than Done” Report Card 3/15? |
| 3/25-3/29 | Spring Break
  Topic 13 Counting Money
  (13.1-13.5)
  Simple Machines
  Biography: Elijah McCoy
  Poem: “Smart” Saying: “The real McCoy” |
| 4/1/4/5   | U4W3 Happy New Year
  Topic 14 Money
  (review and test; 14.1)
  Plants (Cycles in Nature)
  Poem: “Discover y
  Saying: “Turn over a new leaf” |
| 4/8-4/12  | U4W4 Why the Sun and the Moon Live in the Sky
  Topic 14 Money
  (review and test; 14.3,14.4)
  Water Cycle (Cycles in Nature)
  Math HW ______ |
| 4/15-4/19 | U4W4 Why the Sun and the Moon Live in the Sky #2 Off Friday 4/19
  Topic 14 Money
  (14.2-14.4; review and test)
  Butterflies/animal life cycles
  Saying: “You can’t teach an old dog new tricks” Poem: “Butterflies” (butterfly cocoons arrive) Math HW ______ |
| 4/22-4/26 | Off Monday 4/22
  U4W5 Poems About Nature
  Topic 15 Measure length
  (15.1-15.5)
  Rocks and soil
  Poem: “There Was an Old Man With a Beard” (Limerick) Math HW ______ |
| 4/29/5/3  | USW1 A Difficult Decision
  Topic 15 (15.6-15.9; review)
  Four Seasons
  Math HW PROGRESS REPORTS? |
| 5/6-5/10  | USW2 Deer Friends
  Topic 15 test
  Topic 16 Graphs, time, data (16.1-16.4)
  Science lesson
  Song “Do Re Me”
  Black Hat Assembly Mother’s Day 5/13
  Last Target Week? |
| 5/13-5/17 | USW3 Cesar Chavez
  Topic 16.5; review and test
  Orchestra/Math Elements
  Math HW ______ |
| 5/25-5/31 | USW4 The Art Project
  Composers
  Saying: “Eat me out of House and Home” Math assessments?
  Read Aloud: Gods of Ancient Greece and Greek Myths
  Math HW ______ |
| 6/3-6/7   | Greece
  5/29 Memorial Day
  Math: 3rd grade concepts
  Greece
  End of year party 11/5/30 |
| 6/20-6/14 | Greece
  Last day of school Fri. 6/16
  Report Cards go home
  3rd grade plays N&W June 3rd grade picnic
  Field Day 6/14
  Father’s Day 6/17 |

Writing:
- Trimester 1: Narrative
- Trimester 2: Informational
- Trimester 3: Opinion

Core Virtues:
- Sept. Responsibility
- Oct. Respect
- Nov. Perseverance
- Dec. Compassion
- Jan. Fairness
- Feb. Honesty/Integrity
- March: Trustworthiness
- April (last): Sportsmanship/Self Discipline

*Revised on 8/9/18 RTI time TBD*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
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<tbody>
<tr>
<td>12/8-12/17</td>
<td>Report Cards 11/7</td>
</tr>
<tr>
<td>12/10-12/14</td>
<td>U2W4 Eagles &amp; Eagles #1</td>
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<tr>
<td></td>
<td>Topic 8 - Subtracting: 2 digits</td>
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<tr>
<td></td>
<td>(9 days) (Topic 7 test, 8.1-8.4)</td>
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<td></td>
<td>Saying: “Taste of your own Medicine”</td>
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<tr>
<td></td>
<td>Civil War</td>
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<td></td>
<td>Lincoln Memorial</td>
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<td>Geography of the Americas</td>
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<tr>
<td></td>
<td>Lincoln Memorial</td>
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<td>Song: “Old Dan Tucker”</td>
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<td>Poem: Lincoln</td>
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<td>“Better Late Than Never”</td>
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<td>12/17-12/21</td>
<td>U2WS Animal Fun Poetry</td>
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<td>Holiday Stories &amp; Xmas Carol</td>
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<td></td>
<td>Poem “The Night Before Christmas”</td>
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<td>Math topic 8 review, test 9.1-9.2</td>
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<td>Saying: “Keep your fingers crossed”</td>
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<td>2/16 Storytime w/Principal</td>
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<td>Holiday Breakfast</td>
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<td>MathHW</td>
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<tr>
<td>1/7-1/11</td>
<td>U3W1 Magnets Work! #1</td>
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<tr>
<td></td>
<td>Fighting for a Cause</td>
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<td>Topic 9</td>
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<td>8.8-8.9, review, test, 10.1</td>
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<td>Poem: “Discovery</td>
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<td>Sayings: “Don’t cry over spit milk”</td>
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<td>SPIK Assembly</td>
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<td>MathHW</td>
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<tr>
<td>1/14-1/18</td>
<td>U3W1 Magnets Work! #2</td>
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<td>Topic 10 (place value to 1,000)</td>
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<td>10.2-10.3</td>
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<td>Fighting for a Cause</td>
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<td>Biography- Daniel Hale Williams</td>
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<td>Saying: “Get up on the wrong side of the bed”</td>
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<td>1/21-1/25</td>
<td>MLK Holiday 1/21</td>
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<td>U3W2 Starry Night #1</td>
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<td>Topic 10 (10.6, review and test)</td>
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<td>Human Body: being healthy/immunity system</td>
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<td>Poems: “Rudolph is Tired of the City”</td>
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<td>1/28-2/1</td>
<td>U3W2 Starry Night #2</td>
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<td>Immigration</td>
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<td>2/20 Principal's Math Challenge</td>
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<td>MathHW</td>
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<td>2/11-2/15</td>
<td>Valentine's Day FE and Valentine</td>
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<td>U3W4 Tornado!</td>
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<td>* Statue of Liberty</td>
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<td>2/18-2/22</td>
<td>President’s Day-off 2/18</td>
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<td>2/25-3/1</td>
<td>U4W1 Alaska: A Special Place #1</td>
</tr>
<tr>
<td></td>
<td>Saying ““Two heads are better than one”</td>
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<td>Westward Expansion</td>
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<tr>
<td></td>
<td>Songs: “I’ve Been Workin’ on the Railroad”</td>
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<td>Poem: “Buffalo Days”</td>
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<tr>
<td>3/4-3/8</td>
<td>U4W1 Alaska: A Special Place #2</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Math Topic 12 (12.1-12.5)</td>
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<tr>
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<td>Westward Expansion</td>
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<td>Pioneers and Native Americans of the West buffalo</td>
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<td>Pony Express Ft.</td>
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Targeted Learning Time-Collaborative Planning

3rd grade Target Group Planning

9:30-10 Teacher A
ELD

10-10:30 ELD

9:30-10 Comp

10-10:30 Comp

9:30-10 FL

10-10:30 FL
### 2nd Trimester Math Topic

#### Weekly Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/19</td>
<td>Topic 8-4</td>
</tr>
<tr>
<td>1/29/19</td>
<td>Topic 8-7</td>
</tr>
<tr>
<td>1/30/19</td>
<td>Topic 8-5</td>
</tr>
<tr>
<td>1/31/19</td>
<td>Topic 8-6</td>
</tr>
<tr>
<td>2/1/19</td>
<td>Topic 8-8 &amp; topic 15 videos in class</td>
</tr>
<tr>
<td>2/4/19</td>
<td>Topic 8-9 &amp; Topic 8 Review</td>
</tr>
<tr>
<td>2/5/19</td>
<td>Topic 9 Review and Topic 8 textbook HW</td>
</tr>
<tr>
<td>2/6/19</td>
<td>Topic 8 Test &amp; topic 15-1 HW only</td>
</tr>
<tr>
<td>2/7/19</td>
<td>Topic 8-1 (Dividing Fractions into Equal Parts) in class only</td>
</tr>
<tr>
<td>2/8/19</td>
<td>Topic 9-2 (Fractions and Regions) in class only &amp; topic 15-2 HW only</td>
</tr>
<tr>
<td>2/9/19</td>
<td>Topic 9-3 (Fractions and Sets) in class only</td>
</tr>
<tr>
<td>2/11/19</td>
<td>Topic 9-4 (Fractional Parts of Set) in class only &amp; topic 15-3 HW only</td>
</tr>
<tr>
<td>2/12/19</td>
<td>Topic 9-5 (Fraction Number Lines) &amp; topic 15-4 HW only</td>
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<tr>
<td>2/13/19</td>
<td>Topic 9-6 (Locating Fractions on # Line) &amp; topic 15-5 HW only</td>
</tr>
<tr>
<td>2/14/19</td>
<td>Valentine's Day Activities &amp; topic 9-7 (Fractions and Length) &amp; Review Fraction Sheet or textbook pgs for HW</td>
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<tr>
<td>2/15/19</td>
<td>Topic 9-8 (Problem Solving) &amp; Topic 9-1 thru 9-7 Quiz</td>
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<tr>
<td>2/18/19</td>
<td>No School</td>
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#### Topics Tested Each Trimester:

- **Tri 1**: Topic 1-5
- **Tri 2**: Topic 6-7, 8-9, 10, 11
- **Tri 3**: Topic 12, 13, 14, 15, 16

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### End of Tri 2 Reporting Period