

_____ 's Stoplight Learning Plan

Green Light Stars
What do I do well?

Yellow Light Stairs
What do I understand somewhat
but still need help with?

Red Light Stairs
What do I need help learning?

On the back create a stoplight plan for learning. How will you move up the staircase to turn some of these stairs into stars?

Dear Parents and Student,

Attached is a stoplight learning plan. In the next few weeks before conferences please look over the report card together with your child and fill out the stoplight learning plan. Help guide your child to pick a few areas in which they feel they do really well. Then together pick a few yellow or maybe even red light areas that they feel they need help with or maybe some extra practice with. You may also want to use their learning portfolio which I will send home this Friday to pick some stars and stairs.

On the back make a learning plan. Talk with your child to brainstorm a few ideas on how they can improve these areas either in school or at home as well. Don't forget to celebrate the stars!! Please don't have too many goals for improvement - pick a few to start with.

Please bring this stoplight plan with your child to conferences later in the month so we can look at it together as a team to set some goals. I will also have a plan filled out to show you and your child. Please let me know if you have any questions. I look forward to meeting with you both during conference nights!

Mrs. Meyer ☺

Mrs. Meyer's _____ Observations/ Notes

Cyrus	Caroline	Vincent	Kevin
Allison	Ethan	Malia	Casey
Tyler	Ellie	Nathan	Maria
Jenn	Kylie	Rory	Jada
Ben	Lauren	Kennedy	Brea

Learning Portfolio

Please look at the new entries in this learning portfolio each time it is sent home and then send it back to be kept at school. Please sign your name to indicate that you and your child have looked through the portfolio together and talked about their stars (what they do well) and stairs (things they need to work on).

Reader's Name	Positive Comment about work or stars

Exit Pass

Exit Pass

Exit Pass

Exit Pass

Name _____

Fictional Narrative Writing Learning Targets

How can I write a story that is enjoyable to read?

I can make a plan for my story that includes a main character, a problem and a solution.

I can talk my story out or tell it out loud to a writing partner to work out any "clunks".

I can write a bold beginning to get the reader hooked.

I can describe my character in my story. I can tell about their appearance (looks) and character traits (personality) in my story.

I can write a story that has a clear beginning, middle and end.

I can describe the problem the character has and how the character solves that problem with supporting details.

I can use juicy words and "showing" sentences to make my story entertaining to the reader.

Name _____

Date _____

I can find the main idea and supporting details in text.

The **main idea** is what the story is mostly about in one or two sentences.

Supporting details are facts from the text that tell more about the main idea.

Title _____

Main Idea:

Detail:

Detail:

Detail:

Name _____ Famous American _____

An **informational report** is written to share knowledge (learning) about a topic you have learned about.

_____ I can **research** my famous American by finding **important information** about him or her.

_____ I can **sort** important information about my famous American into **categories** by **writing notes** about my new learning.

_____ I can write a report that has the events of my famous American's life in **order** or **in sequence**.

_____ I can write **paragraphs** that are separated by **topic**. My paragraphs have a topic sentence and supporting details.

_____ I can write a **summary** that wraps up the information in a strong way and retells what was important to remember about my famous American.

Writing Assessment Targets - 4th 9 weeks

I can come up with an idea for my story.

I can organize the information in my story

I can revise and edit my letter to improve my writing.

I can use correct capitalization.

I can use correct punctuation.

I can use correct sentence structure. My sentences make sense.

I can write neatly with correct letter formation and spacing.

I can spell grade level words correctly.

What is a star for you in writing?

What is a stair for you in writing?

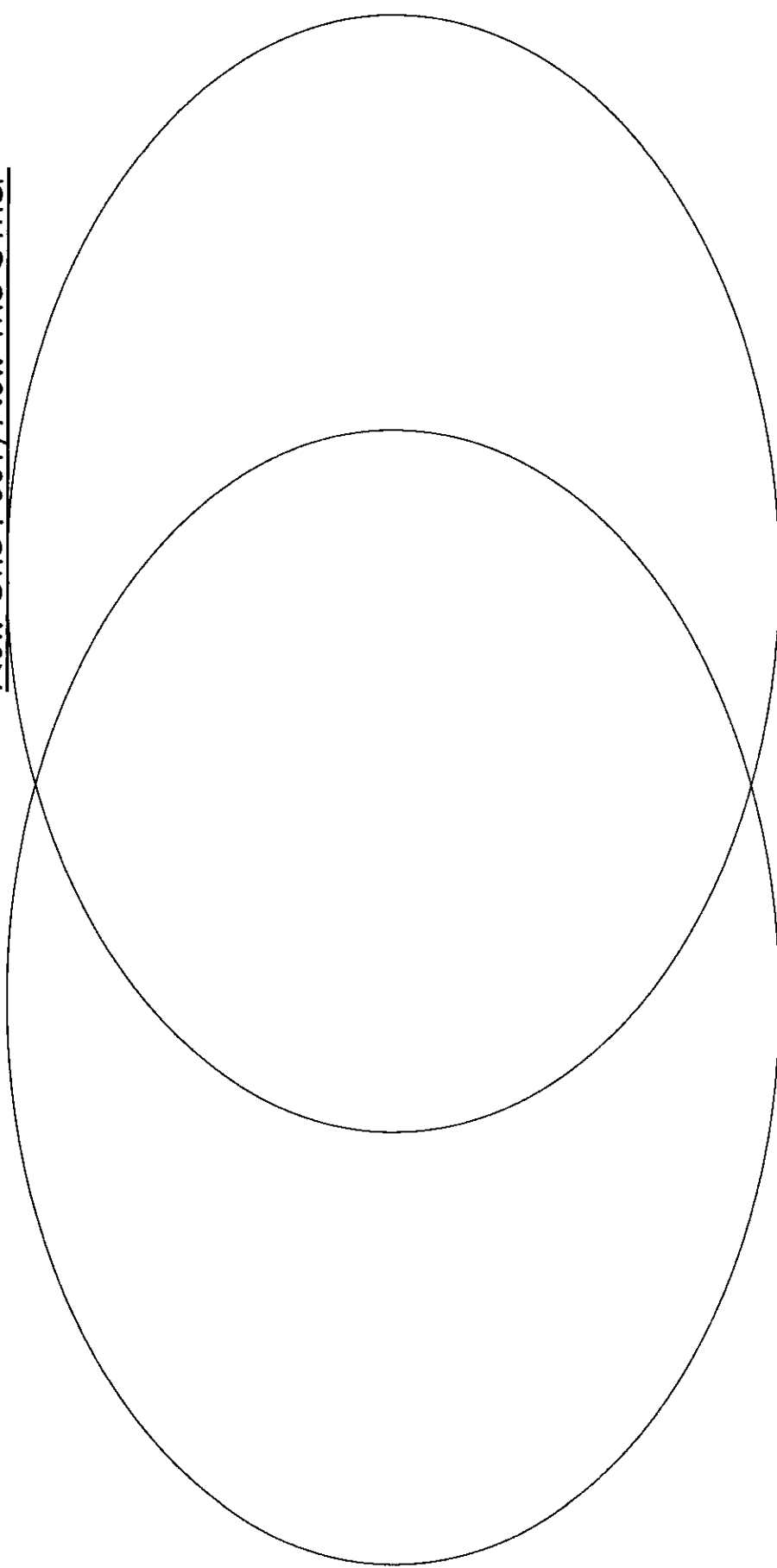
Name _____

I can make connections when I read to help me better understand characters and stories.

Text-to-Text Connections

The Two of Them

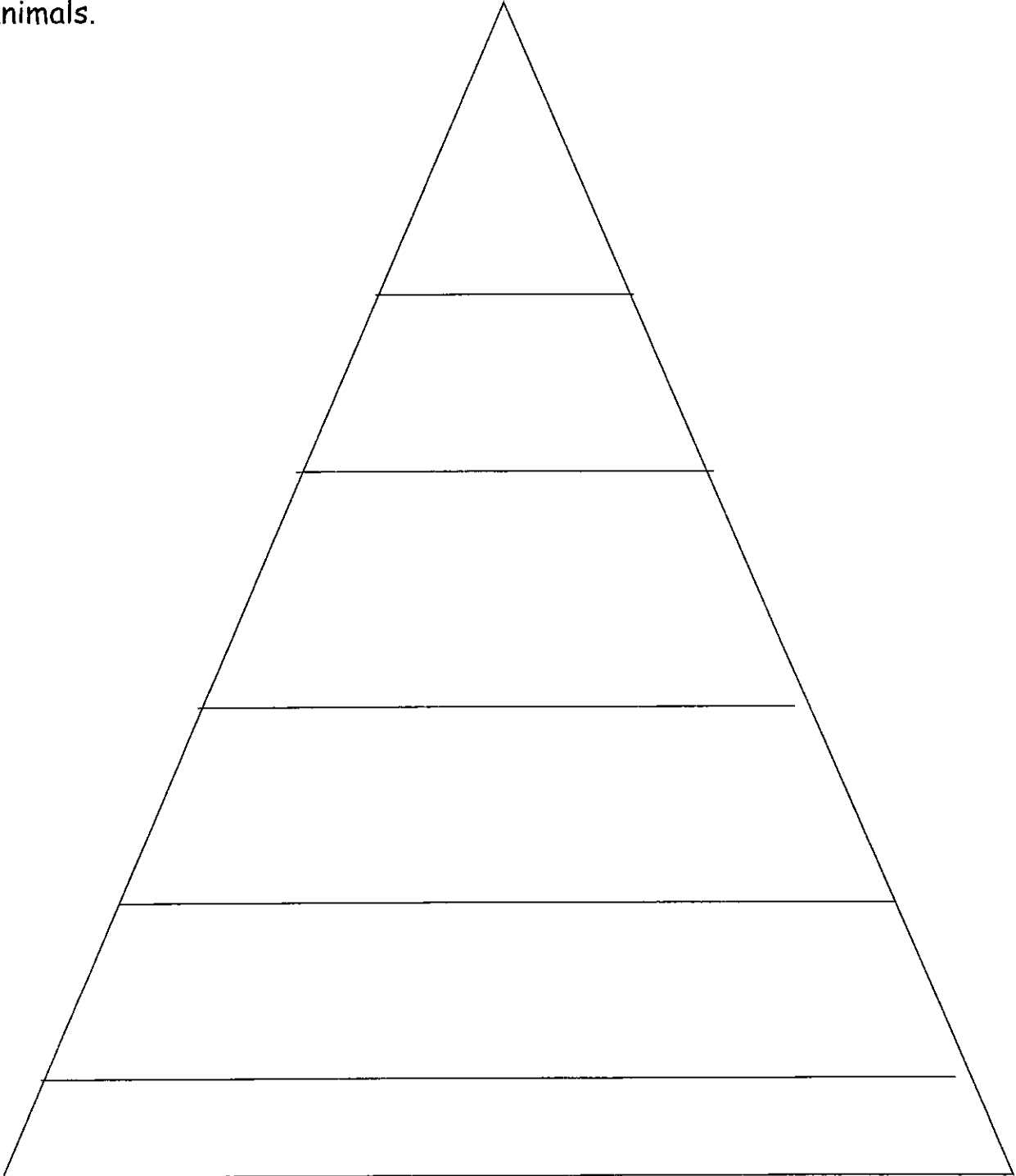
Now One Foot, Now the Other



Name _____

I can arrange a food chains

One of the things that makes a pond a complete ecosystem is the food chain the animals are a part of. Create a food chain pyramid with pond animals.



Name _____ # _____ Date _____

Unit Four "Learning Celebration"

I can solve addition number stories.

Alex had \$0.67. His brother Greg gave him \$0.20. How much money does he have now?

Answer _____

Number model _____

Julie had 16 webkinz. Her friend Jane had 25 webkinz. How many webkinz did they have all together?

Answer _____

Number model _____

I can find the difference between sets of numbers by subtracting.

At 8:00 a.m. it was 45 degrees F. By 7:00 p.m. it was 67 degrees F.
How much warmer did it get outside?

Answer _____

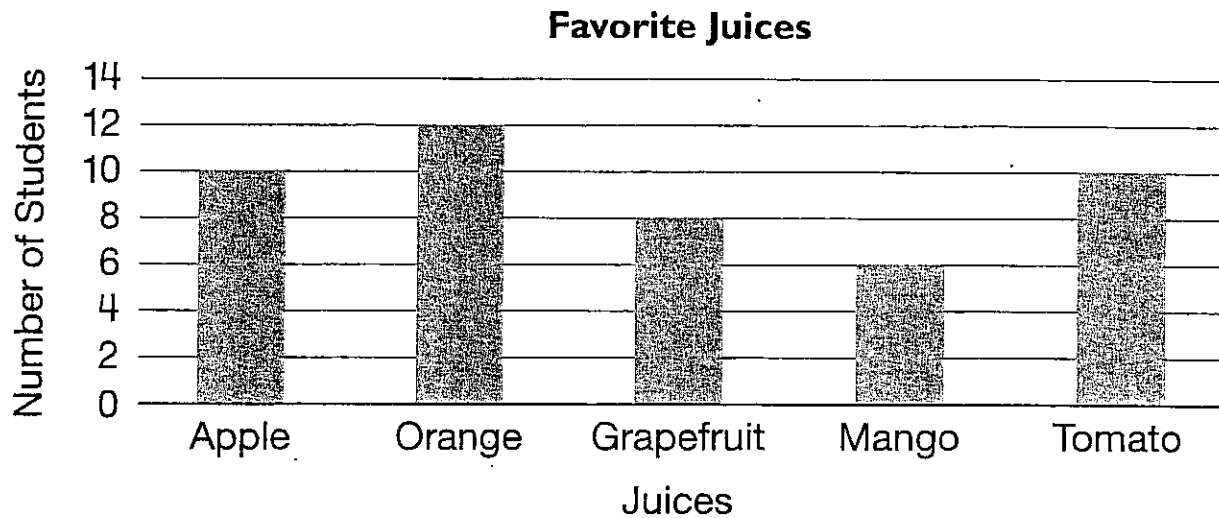
Number model _____

Fred scored 35 points at the basketball game. Frank scored 10 points.
How many more points did Fred score than Frank?

Answer _____

Number model _____

I can read data (information) from a graph.



How many students said tomato was their favorite juice? _____

What was the least popular juice? _____

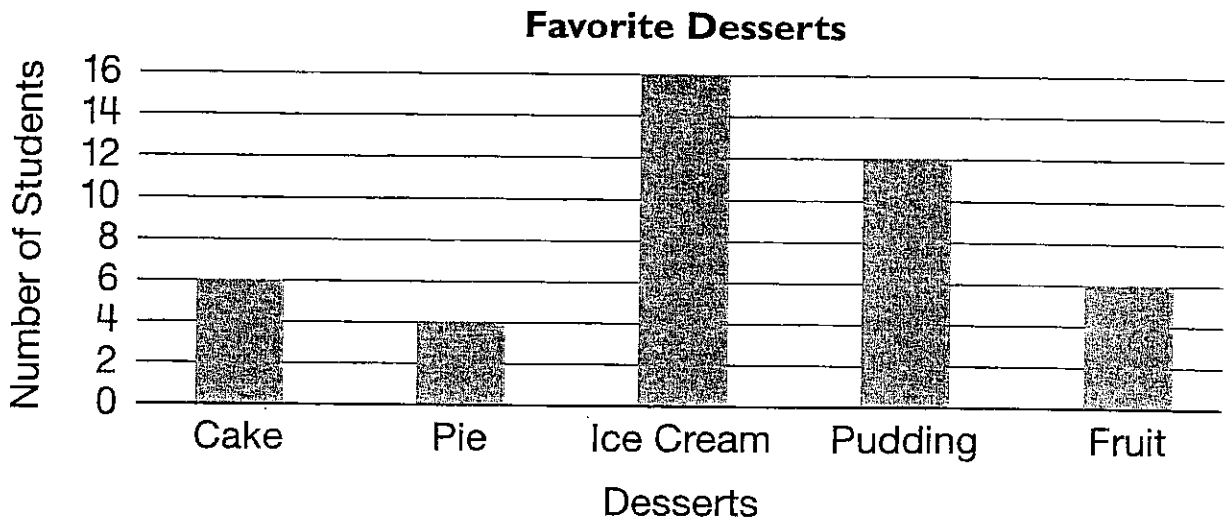
How many more students liked orange juice than apple juice? _____

How many students liked grapefruit juice and mango juice all together?

I can ask questions based on graph data.

Write two questions you could ask someone about the data (information) on this graph.

I can write sentences to describe and compare data or facts from a graph.



Write a **describing** sentence about this graph information or data.

Write a **comparing** sentence about this graph information or data.

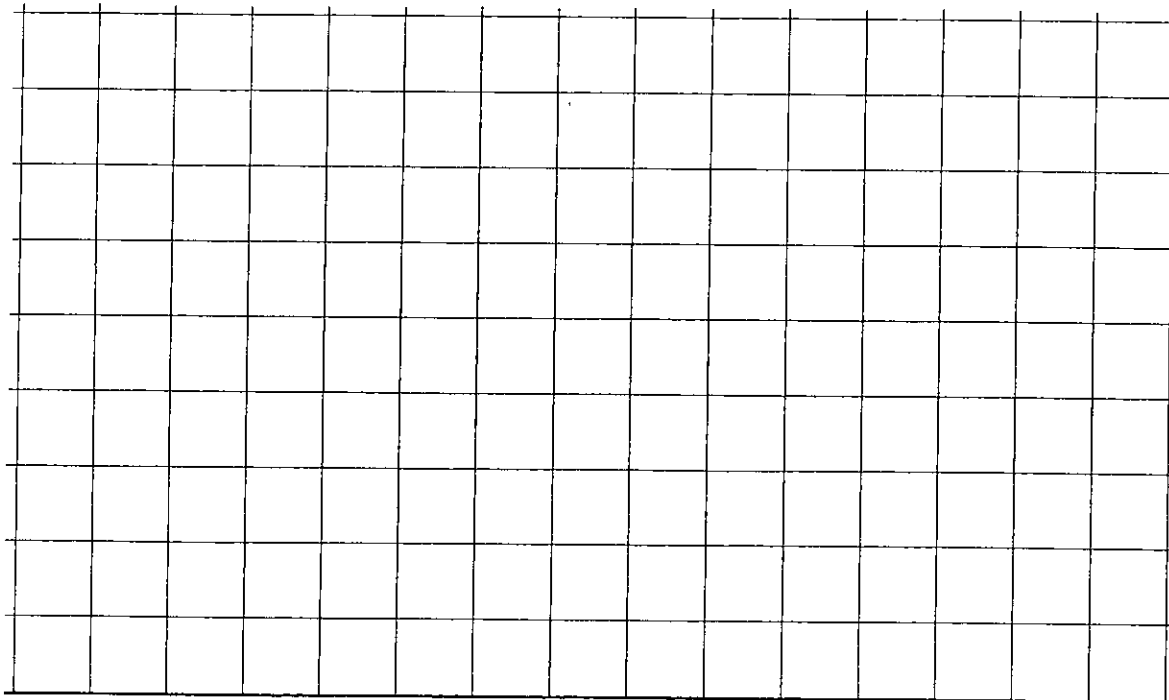
I can collect data and organize it into a graph.

Look at the data in this frequency table and then organize the data into a graph.

What is your favorite candy.

Favorite candy	Number of students
Snickers	4
Skittles	2
Kit-Kat	5
Reeses	8

Include a title and labels when creating your bar or picture graph.



Buddy Reading

Name _____ Reading Buddy _____

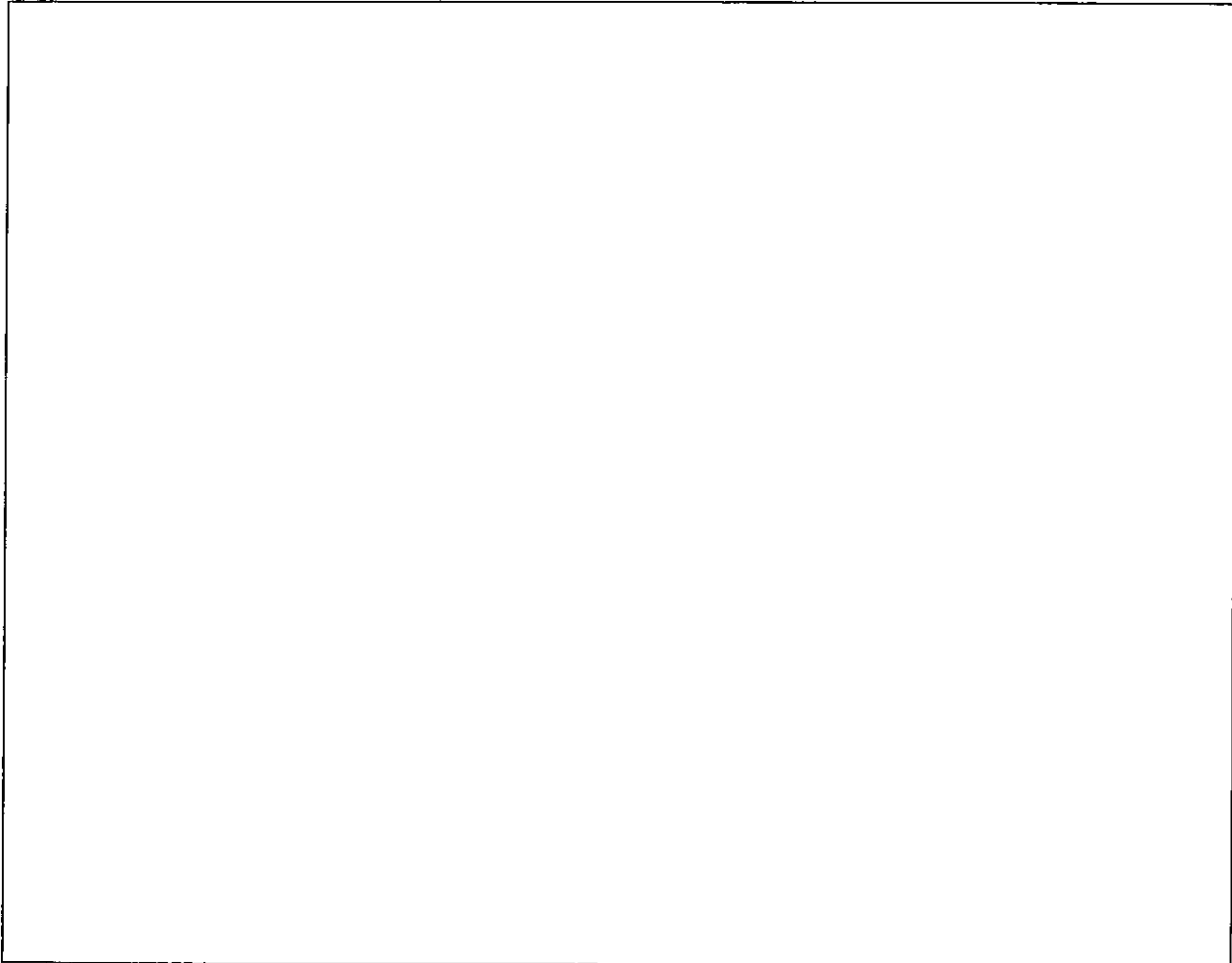
Book we shared _____

___ We can sit EEKK (elbow to elbow, knee to knee) with the book in the middle.

___ We can make a **plan** for reading. (you read, I read or choral read together).

___ We can stop often and **talk about our thinking**. We can share our thought bubbles with each other.

___ We can leave "**brain tracks**" of important thinking.



Name Jenn # 13 Date 9-12-08

Word Work Assessment



I can demonstrate how to spell sight words.

- 1. we
- 2. there
- 3. an
- 4. own
- 5. your


fantastic!

I can demonstrate how to spell words with different spelling patterns or spell words using common word families (chunks).

- | | |
|--|-----------------|
| 1. <u>mash</u> | 1. <u>track</u> |
| 2. <u>crash</u> | 2. <u>black</u> |
| 3. <u>dash</u> | 3. <u>stack</u> |
| 4. <u>splash</u> | 4. <u>crack</u> |
| 5. <u>trash</u> | 5. <u>back</u> |
| 6. <u>smash</u> | 6. <u>snack</u> |
| <input checked="" type="checkbox"/> Challenge words <u>citizen</u> | <u>learned</u> |

Weekly skill focus questions

Write one word for each vowel that makes a short vowel sound.

- a apple
- e egg
- i igloo
- o ocean
- u because

Write five words that have a consonant blend at the beginning.

- blend, drive, stop, flee, splash