

# **DODGE CITY MIDDLE SCHOOL**

## **Summer Learning Academy**

### **Work Day Agenda**

(9:00 – 11:00 A.M.)

**June 3, 2011**

**AGENDA ITEMS SESSION I** .....9:00 – 9:20

#### **Daily Attendance – Pam Algrim**

- Class Rosters
- Use Attendance Slip
- Take Attendance Cafeteria
  - Late Check through Office
  - Check-out through Office

#### **First Day of Summer School – Faye Wells**

- Orientation Cafeteria at 8:00 A.M.
- Review Behavior Form – See Handout
  - Form Needs Parent Signature
  - No Gum or Candy in Building
- Students will be assigned tables for both lunch and breakfast
- All students must be served breakfast

#### **Supplies and Purchases – Mike King**

- \$100.00 Allocation – See Mrs. Keitel
- Copy Machine (Summer School Number)

#### **Instructional Day**

- Assistant Principals, Counselors, ESL Coordinator & Para-Professionals Supervise
  - Breakfast 7:30 – 8:00 A.M.
  - Lunch 11:30 – 11:45 A.M.
- Teachers Report to Cafeteria 8:00 A.M.
  - Students are Organized at Table by First Period Teacher
  - Take First Class Period Attendance in Cafeteria
    - Hand Attendance Slip to Pam Algrim
  - Supervised Bathroom Breaks
    - Check Bathrooms After Break
  - No Hall Passes (Contact Office for Emergencies)
  - Supervise Students from one Location to Another (Escort and Pickup)
  - Supervise Students to Lunch Room (Cost for Teacher Lunch \$3.15)
  - Individual Planning: (11:30 – 12:00)

#### **School Nurse**

- Sandy Clark - Comanche, DCMS, Ross

#### **Student Reporting**

- 1<sup>st</sup> Mid Term Report Due 12:00 June 20<sup>th</sup>
  - Mailed Home June 20<sup>th</sup>
- 2<sup>nd</sup> Mid Term Report Due 12:00 June 30<sup>th</sup> (Mailed Home July 8<sup>th</sup>)
  - Retention Completion Notifications (July 8<sup>th</sup>)
- Review of Progress Report (See Handout)
- Mid-terms and Final Reports will be mailed home and place in permanent folder

**BREAK** ..... 9:20 – 9:30

**AGENDA ITEMS SESSION II** ..... 9:30 – 11:00

**Review of Mastery Checks and Unpacked Indicators – Mike King** ..... 9:30 – 9:40

- Written Daily Objective (What Students Will Learn)
- Identify which of the following are daily objectives by placing a check mark next to the numbered item:
- Circle the following objectives that meet the ESSENTIAL QUESTION: “What can stories teach us about life?”
  1. Students will identify the parts of a personal letter by demonstrating their ability to apply the rules of spelling, mechanics, and sentence structure correctly when writing their own personal letters.
  2. Describe characters, key events, and the setting in a story.
  3. Identify who is speaking in a story or fable.
  4. Distinguish between the information provided by the pictures or illustrations in a text and the information provided by the words.
  5. Using time cue words, providing some details, and ending with a sense of closure, write narratives that include at least two sequenced events.
  6. Revise narratives with the help of an adult.
  7. Students will demonstrate their ability to use the steps in the writing process in composing their letters.
  8. Produce complete sentences with correct past, present, or future verb tenses.
  9. Use end punctuation for sentences: periods, question marks, and exclamation points.
  10. Relate the use of punctuation to the way a text should be read expressively.
  11. Compare and contrast two versions of an Indian fable.
  12. Create informative posters using both text and illustrations to teach about electrical safety.
- Review [Lesson Objective Components](#)
- Classroom Engagement (Marzano’s Nine)
- Every Lesson Should incorporate Vocabulary Development

**Cornel Notes – Sarah DeBoard** .....9:40 - 10:00

- Feature of the Cornell system is the layout of the page on which students take notes.
- The page layout includes large margins on the left and bottom of the page
  - Bottom of Page: Used for Summaries
  - Left of Page: Cue (Recall) Column
  - Center or Main Body of Page: Note Taking Area

**Classroom Responders - Christen Engelking** .....10:00 – 11:00

- Responders are designed to capture real-time assessment information so teachers can instantly identify individual learning needs and reteach as needed.
- Responders can be used as a corrective feedback strategy when reinforcing lesson objectives