

LEARNING INTENTION	SUCCESS CRITERIA	WAYS TO DELIBERATELY PRACTICE	HOW WILL LEARNERS KNOW THEY NEED TO DELIBERATELY PRACTICE?	OPPORTUNITIES FOR NAÏVE PRACTICE
I am learning that the areas of polygons can be composed by and decomposed into other familiar polygons.	<ul style="list-style-type: none"> I can use the area of a rectangle to find the area of any triangle. I can compose any polygon into rectangles to find its area. I can decompose any polygon into triangles to find its area. I can explain how to visualize any polygon as composed of other familiar shapes to find its area. 	<ul style="list-style-type: none"> Use manipulatives, sketches, folding, and visualizing to compose and decompose polygons. Have students find in their environment or create mystery shapes and find their areas. 	<ul style="list-style-type: none"> Hold conferences with students during problem solving. Discuss explanations and reflections within problem-solving tasks. Conduct formative assessments, such as exit tasks and hinge questions (Fennell et al., 2017). 	<ul style="list-style-type: none"> Sketch quick images of composed and decomposed polygons. Find areas of mystery shapes as weekly may-do tasks.
I am learning about the law of conservation of mass in isolated systems.	<ul style="list-style-type: none"> I can balance a simple chemical reaction. I can balance a complex reaction. I can predict the products of a chemical reaction. 	<ul style="list-style-type: none"> Offer different homework assignments based on areas needing improvement; use small-group instruction; use a learning contract. 	<ul style="list-style-type: none"> Use evidence from entrance and exit tickets. Listen to student questions and discussions. 	<ul style="list-style-type: none"> Continue to put questions relating to this topic on upcoming entrance tickets, exit tickets, and other assessments.
I am learning 15 new sight words.	<ul style="list-style-type: none"> I can identify words from our word wall when I am reading. 	<ul style="list-style-type: none"> Read vocabulary-controlled and decodable texts. 	<ul style="list-style-type: none"> During small-group reading instruction, notice which words students have mastered and which require additional instruction and/or practice. 	<ul style="list-style-type: none"> Use a flashcard app to practice words. Read words from the word wall chorally as a class. Send lists of sight words home with parents to practice.
We are learning about the influence of China and Korea on ancient Japan.	<ul style="list-style-type: none"> I can describe the ways that China and Korea impacted Japan. I can identify intellectual, linguistic, religious, and philosophical impacts from China and Korea on Japan. 	<ul style="list-style-type: none"> Read from a variety of sources on the subject based on areas of need. Watch videos on the learning management system (LMS) that provide needed information based on the practice test. 	<ul style="list-style-type: none"> Use a formative practice test to identify areas of strength and need. Ask students to analyze their results and develop study plans. 	<ul style="list-style-type: none"> Create a graphic organizer or note page. Take the quizzes in the LMS that provide corrective feedback and opportunities to retake them.

CONTINUED 

CONTINUED 

LEARNING INTENTION	SUCCESS CRITERIA	WAYS TO DELIBERATELY PRACTICE	HOW WILL LEARNERS KNOW THEY NEED TO DELIBERATELY PRACTICE?	OPPORTUNITIES FOR NAÏVE PRACTICE