



Virtual EOG Night

**TUESDAY APRIL 20TH &
THURSDAY APRIL 22ND
6:30PM**

Tonight's Schedule

6:30-6:40-Introduction to the EOG's

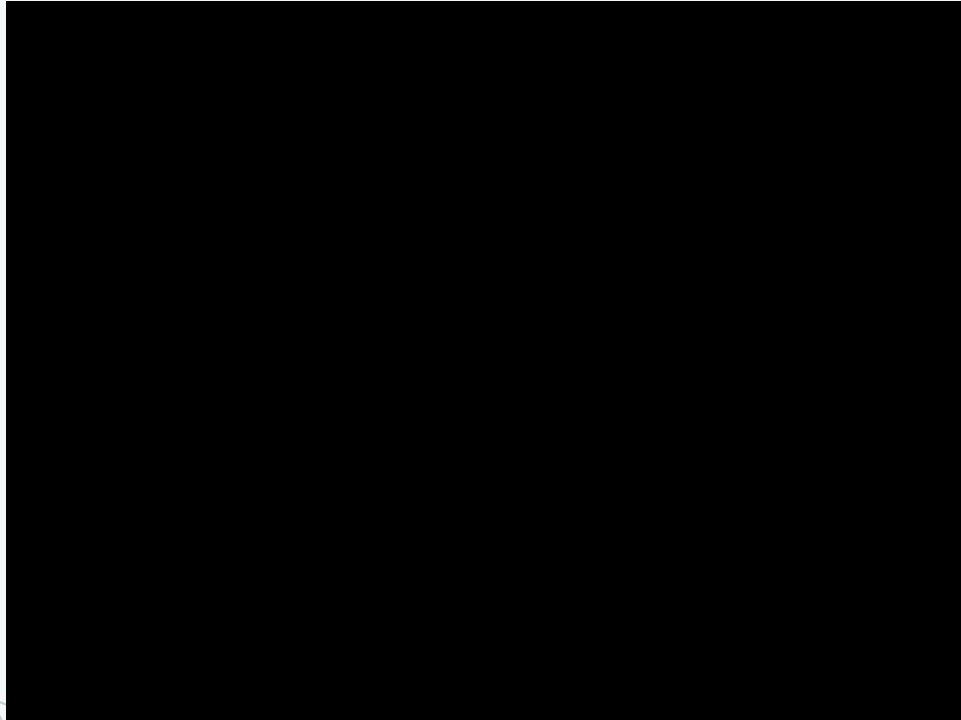
6:40-6:55- Math Session with Ms. Fazio OR
Reading Session with Ms. Koch

6:55-7:00-Brain Break

7:00-7:15- Math Session with Ms. Fazio OR
Reading Session with Ms. Koch



What is the EOG?



Math EOG Test Specifications

Domain	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	32–36%	14–18%	9–13%
Number and Operations in Base Ten	9–13%	25–29%	25–29%
Number and Operations - Fractions	28–32%	30–34%	39–43%
Measurement and Data, Geometry	23–27%	23–27%	19–23%
Total	100%	100%	100%



Sample EOG Math Questions

3rd Grade	4th Grade	5th Grade
<u>Third Grade EOG Problems</u>	<u>4th Grade EOG Problems</u>	<u>5th Grade EOG Problems</u>



Strategies for Math

- My thinking first...
- Estimate before solving to judge the reasonableness of your answer
- Eliminate answer choice that are definitely incorrect.
- Uses for Grid Paper!

Test Taking Break





Reading EOG Specifications

Domain	Grade 3	Grade 4	Grade 5
Reading for Literature	38–42%	38–42%	38–42%
Reading for Informational Text	46–50%	46–50%	46–50%
Language	13–15%	13–15%	13–15%
Total	100%	100%	100%

What's It Like to Be a Chef?

November is one of my favorite times of the year. It seems that everyone spends a lot more time in the kitchen getting ready for Thanksgiving! Pumpkin pie, turkey, sweet potatoes—yum! Have you ever wondered what it's like to be a chef and to cook for lots and lots of people? Bill Justus is the Executive Chef at Hershey Lodge¹ in Hershey, Pennsylvania. He comes up with recipes to go on the menus of the resort's restaurants, and he loves to cook with chocolate. And not just desserts! At Hershey, the home of the famous Hershey chocolate bar, they use chocolate in all different types of recipes! I was lucky to meet with Chef Justus and get his story about what it's like to be a chef.

TRUMAN: What does it take to become a chef?

CHEF JUSTUS: First of all, it takes a little bit of schooling. Whether you go through an apprenticeship,² or there's a lot of really good culinary³ schools in the United States now. If you are in an area that is fortunate to have a good vocational technical school,⁴ that's a good way for you to get in and see if it's really something you'd like to pursue as a profession.

TRUMAN: When did you know that this was something you wanted to do for a living?

5

CHEF JUSTUS: Well, I'd always kind of kicked the idea around a little bit, helping my aunt and uncle who had some restaurants. Probably when I went into vocational school is when I really started taking it seriously as a profession. I went to vocational school during my junior and senior years of high school.

TRUMAN: Did you always like to help out in the kitchen when you were young?

CHEF JUSTUS: I always helped out somewhat. My mother is a really, really good cook, and she can make pretty much anything. My grandmother was a really good baker, and she liked to make candies. I have two brothers, so when my mom was at work, I would help her out a little bit in the kitchen.

¹lodge: a hotel

²apprenticeship: a training period when a person learns on the job

³culinary: concerning cooking

⁴vocational technical school: a school that trains people for a particular job

TRUMAN: What exactly do you do as an executive chef?

CHEF JUSTUS: As an executive chef, you have a lot of responsibilities, not only with cooking, but with scheduling, menu planning, organizing, hiring, training. Budgets and numbers, things of that nature. Not only is it being a good cook, but you also have to communicate with people—like we're doing here today. With the Food Network and things like that, people are a little more aware of what's going on and a little more educated about cooking.

TRUMAN: What is a typical day like?

CHEF JUSTUS: A typical day is coming in, going over financial reports from the previous day, meeting with your staff and going over menu development. We have menu tastings, too. The property is pretty big, so we have really big groups that come in. We have one coming up soon for 1,300 people. It's a lot of planning—planning ahead. You have to figure out how much lettuce to order, how many vegetables to order, things of that nature. We try to use seasonal products on the menu and change them for spring, fall, and special holidays.

TRUMAN: So when do you actually cook?

13

CHEF JUSTUS: I cook as much as I can. I'm fortunate enough that when we do the specialty functions, I try to get a hand in that. A lot of times, my sous chefs—the assistants—they are the ones that are on the floor throughout the day supervising the line-level staff⁵ and making sure that everything is going according to plan.


TRUMAN: So, what's the best part of your job?

CHEF JUSTUS: I think the creativity. It changes daily. Dealing with different groups and the diversity of what we do—one day you might be doing a basic box lunch, and the next day you're doing a seven-course dinner. It changes—every day it's something different. It's exciting.

TRUMAN: What's the worst part of your job?

CHEF JUSTUS: I don't consider anything bad. I think the one thing people would have to realize is that the hours are different than most people have. You work the weekends, the holidays; it's not a bad thing, just something you should be aware of. My first chef told me, "Always remember, when everybody is playing, you're working."

⁵line-level staff: beginning jobs



TRUMAN: I hear you do some interesting things with chocolate. What's your favorite kind of chocolate?

CHEF JUSTUS: My favorite is the Hershey Special Dark. They've also come out with some new products, the extra dark. I like the dark chocolates. We use the chocolates as much as we can. Not only for desserts, but we try to use it in the center-of-plate items. We use the Hershey cocoas, spice it up with different spices and seasonings and use it as a rub for meats, fish, and chicken. We try to use chocolate not only for dessert, but other applications. We do a chocolate-barbecued chicken wing that is pretty good.

TRUMAN: What's your favorite dessert?

CHEF JUSTUS: My favorite dessert—hmm, I like desserts! My favorite dessert is probably pumpkin pie.

TRUMAN: And what's your favorite meal?

CHEF JUSTUS: I like to make soups when I'm at home. I like a nice homemade soup or stew. I like the one-dish meals.


TRUMAN: What are you serving for Thanksgiving dinner at Hershey Lodge?

CHEF JUSTUS: We're going to have a wide variety of things, a little bit of an international flair this year. We'll be using local ingredients as well as recipes and items from around the world. We're calling it a world of thanks.


TRUMAN: What kind of advice would you give to kids who are interested in becoming a chef?

CHEF JUSTUS: Be open-minded. Study. Math, science, all the classes, take all that to heart and make sure to get a good education. The opportunities are wide open in the culinary and hospitality[®] field. You can be adventurous and travel. Be open-minded.

TRUMAN: Thanks for talking to me! And these cookies are delicious—this really is the sweetest place on Earth!




Note taking strategies



What is the meaning of "always kind of kicked the idea around a little bit" in paragraph 5?

- A thought about the idea from time to time
- B wanted to be a professional soccer player
- C did not like making a decision
- D did not like the idea of cooking

Which statement from the text supports the idea that being a chef is more than just cooking?

- A "First of all, it takes a little bit of schooling."
 - B "With the Food Network and things like that, people are a little more aware of what's going on and a little more educated about cooking."
 - C "A typical day is coming in, going over financial reports from the previous day, meeting with your staff and going over menu development."
 - D "It changes—every day it's something different."
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What does "sous chef" mean in paragraph 13?

- A planner
- B manager
- C pastry chef
- D assistant chef

Why is it important for a chef to have creativity?

- A The chef has to be willing to find enjoyment when working on the weekends and holidays.
- B The chef has to be able to change the menu for each group being served.
- C The chef has to be able to plan ahead to prepare for large groups of customers.
- D The chef has to be able to communicate directly with all those involved with preparing the food.

Which statement from the text supports the idea that chefs have unusual hours?

- A "It's a lot of planning."
- B "Every day it's something different."
- C "When everybody is playing, you're working."
- D "We're going to have a wide variety of things."

Which statement from the text supports that chocolate is an important ingredient for Chef Justus?

- A "He comes up with recipes to go on the menus."
- B "I like the dark chocolates."
- C "We use the chocolates as much as we can."
- D "We do a chocolate-barbecued chicken wing."

How does the author show that being an executive chef is hard work?





- A by showing the many different duties of an executive chef every day
- B by describing the many recipes that an executive chef can make each season
- C by explaining the different classes that an executive chef must complete
- D by talking about the people who have eaten in his restaurant recently

What is the main idea of this text?

- A Recipes have to be creative and fun.
- B Chefs do many things besides cooking.
- C Working different hours is part of being a chef.
- D Chocolate can be used in many different recipes.

Strategies

- ❑ **READ:** Read the directions/question.
- ❑ **RETELL:** In your own words, retell what you are being asked to do. If needed, reread the directions or question.
- ❑ **COUNT:** Determine how many tasks the directions or question is asking you to do.
- ❑ **ANSWER:** Answer the question completely. Remember to use the words from the directions or question in your answer.
- ❑ **CHECK:** Check yourself by using the online tools to highlight or underline the parts of the task you completed.

ONLINE TESTING TOOLS		
	Line Guide	Use the line guide while you are reading long passages. Use it to help you stay focused and keep track of which line you are reading.
	Highlighter	Use the highlighter to highlight the important information in the question.
	Pointer	Use the pointer to select an answer.
	Cross-Off	Use the cross-off tool to mark the answers that you know are wrong.



Note Taking Strategies

- Take out a scrap piece of paper!
 - Fold it into fourths
- Read the passage once to get the “gist” (Get a basic understanding of the text)
- Read the passage a second time-jot down main ideas of paragraphs-take notes on your scrap paper
- Read the passage a third time to help fill in any blanks you are missing
- Use Test taking strategies to help you answer questions to the best of your ability

ELA Strategies

1. Read text carefully--skim back through a 2nd time and tackle tricky vocabulary
2. Read question twice/retell it in your own words-focusing on the question word and academic vocab
3. Reference the text BEFORE reading the choices
4. Use text evidence to make an answer -**Note the evidence on your note catcher**
5. Compare prediction to choices
6. **ONLY** choose the best answer. Select the best answer based on the evidence that you found.

Answer Key

17	MC	A	2	L.4.4
18	MC	C	2	RI.4.1
19	MC	D	1	L.4.4
20	MC	B	2	RI.4.1
21	MC	C	2	RI.4.1
22	MC	C	2	RI.4.1
23	MC	A	3	RI.4.5
24	MC	B	2	RI.4.2

RI.3.1**Question Stems**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Who is this text about?
- What happens in this text?
- What specific details in the text help you understand the main topic?
- How do the words, pictures, and headings help you understand the text?

RI.4.1**Question Stems**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- What is this text about? Topic/subject?
- What was the author's purpose for writing this text?
- What happens in this text?
- What specific details and examples in the text can you point out to support your understanding of what the text clearly states?
- What conclusions/inferences can you draw from the text? What specific details and examples from the text support your conclusions/inferences?

RI.5.1**Question Stems**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- What is this text about?
- What was the author's purpose for writing this text?
- What specific details are the most important?
- What evidence/quotes can you cite to support your understanding of what the text says?
- What does the author mean when he/she says _____?
- What conclusions/inferences can you draw from the text? What specific details and examples from the text support your conclusions/inferences?

Released EOG Tests (All Grade Levels)



Additional Resources

- [Math Vocabulary](#)
- [Tips for Parents](#)
- [Free Online Practice Tests](#)

thank
you ♥ for
coming!

MacBook Air

