

PPE's Treasure Map

Team Meeting

Grade K

Date 12/13/18

Present:

ELA Standard: LAFS.K.RL.2.6/LAFS.K.RI.3.8 Identify Author/Illustrator and fiction vs. non-fiction texts.

Discussion and analysis of student work samples

- What patterns do we see in student practices?
Students are confusing the terminology when it comes to identifying the function of the author and the illustrator, i.e. “draws the story and writes the pictures”
- What are the common errors among students?
Students are confusing the function of the author with the function of the illustrator. Some students are not correctly differentiating between fictional and non-fictional texts.
- What have students mastered?
The majority of the students have mastered fiction vs. non-fiction.

i-Ready Data

- What does the data show regarding student engagement and effort?
- What adjustments have been made for individual students?

WRITING Standard: LAFS.K.W.1.3 – Using a combination of drawing, dictating and writing to narrate a single event or several loosely linked events.

- Resources (aligns to the rigor of the Standards):
 - Whole Group (10-15 min): Modeled Writing
 - Small Group:
 - Independent/Learning Centers: Writing Journals
 - Assessment Instruments (formal/informal/formative/summative) – Writing Prompt

Discussion and analysis of student work samples

- What patterns do we see in student practices?
Students do not recognize the natural end of a sentence and will put periods at the end of each line. Some students are still omitting linking words (first, next, last).
- What are the common errors among students?
Students are not following correct conventions (punctuation, capitalization and spacing).
Students continue to spell sight words incorrectly, even though they are on the word wall.

What have students mastered?

Most students can compose a simple sentence using sight words. Most are also able to write a topic sentence with three sequenced events.

MATH Standard: MAFS.K.CC.2.5 and MAFS.K.CC.3.6 – counting to 10 and identifying a number that is greater or less.

Discussion and analysis of student work samples

- What patterns do we see in student practices?
Some students continue to have difficulty with identifying a number that is one or two more or less than another number.
Multi step directions continue to be a challenge for many students.
Few are still having trouble identifying numerals and one to one correspondence.
- What are the common errors among students?
Numbers written backwards. Omitting an answer in multi answer problems.
Miscounting, and errors in identifying one or two more or less than another number.
- What have students mastered?
The majority of students can count and represent a group of objects up to 10. Most understand the basic concept of greater and less than.

i-Ready Data

- What does the data show regarding student engagement and effort?
- What adjustments have been made for individual students?

SCIENCE Standard: SC.K.L.14.1/14.2/14.3 Organization and Development of Living Organisms (Plants)

Discussion and analysis of student work samples

- What patterns do we see in student practices?
Students can correctly identify what plants need in order to grow as well as the different parts of the plant.
- What are the common errors among students?
none
- What have students mastered?
They understand what plants need in order to grow and can correctly identify the different parts of a plant.

Other