

# **PPE's Treasure Map**

## **Team Meeting**

Grade K

Date: November 15, 2018

### **Present:**

**ELA Standard:** LAFS.K.RL.1.3 – With prompting and support identify characters, setting, and major events in a story.

Discussion and analysis of student work samples

- What patterns do we see in student practices?  
While the vast majority of students had mastery of this skill, those that made errors, had trouble distinguishing between characters and inanimate objects. Others displayed a lack of attention to detail and listed characters that were not even in the story.
- What are the common errors among students?  
Trouble distinguishing between characters and inanimate objects.
- What have students mastered?  
Students have mastered identification of characters and setting within a text.

i-Ready Data

- What does the data show regarding student engagement and effort?
- What adjustments have been made for individual students?  
Small group instruction reinforcing what a character is. Using flashcards with people or animals and inanimate objects and doing a sorting activity.

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

- Resources (aligns to the rigor of the Standards):
  - Whole Group (10-15 min): Modeled and interactive writing
  - Small Group:
  - Independent Journal Writing
  - Assessment Instruments (summative) Student draws a picture and independently writes two complete sentences to go with it.

Discussion and analysis of student work samples

- What patterns do we see in student practices?  
Students that are struggling do not know their letters and sounds and have weak phonemic ability. Students unable to recognize common sight words in the sentences that they are using.
- What are the common errors among students?  
Improper punctuation, capitalization and spacing. Some students write two unrelated sentences.
- What have students mastered?  
Most have not completely mastered this skill, however, a fair amount are showing progress and understanding of sentence structure and ability to stay on topic.

**MATH Standard:** MAFS.K.CC.3.6 – Compare objects in groups and using matching/counting strategies tell whether one group is greater than, less than, or equal to another.

Discussion and analysis of student work samples

- What patterns do we see in student practices?  
Students have mastery of basic counting and comparing concepts. They are able to tell whether one number is greater than or less than another.
- What are the common errors among students?  
Students have trouble listening to word problems and multi-step directions. Most are having difficulty identifying a number that is two more or less than a given number. A few students are still having difficulty with number recognition and one to one correspondence when counting.
- What have students mastered?  
Most students have mastered number and number word recognition, counting sequence, counting sets correctly and basic comparison concepts.

i-Ready Data

- What does the data show regarding student engagement and effort?
- What adjustments have been made for individual students?  
Use of manipulatives to help visualize greater than and less than concepts. Some students have been provided with individual number lines at their seats to help them when counting up or down to identify greater than or less than as well as to help them recognize numerals.

**SCIENCE Standard:** SC.K.L.14.1/14.2/14.3 – Organization and Development of Living Organisms

Discussion and analysis of student work samples

- What patterns do we see in student practices?  
Students are in the process of learning this standard. They have the basic understanding that plants come from seeds and what plants need in order to grow.
- What are the common errors among students?  
None at this time
- What have students mastered?  
What plants need in order to grow.

NOTE: We are currently in the middle of teaching this standard, the bulk of which is being covered in the current (November) CARE Cycle.

Other