PPE’s Treasure Map

Team Meeting

Grade\_\_\_K\_\_\_\_ Date: September 12, 2018

**Present:**

**ELA Standard: LAFS.K.RF.1.1(d) – Recognize and name all upper and lowercase letters of the alphabet. LAFS.K.RF.3.3(a) – Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant.**

Discussion and analysis of student work samples

* What patterns do we see in student practices?

**The majority of students can identify most upper and lower case letters, however, they are showing weakness in letter sounds.**

* What are the common errors among students?

**Some students still are unable to identify letters and their sounds in isolation as well as correlating letters to beginning sounds when labeling in their writing journals.**

* What have students mastered?

**Although most students have not fully mastered letters and sounds, we are seeing growth in the amount of letters they are able to identify.**

i-Ready Data

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

**We have not begun using I-Ready, we have just completed both the Reading and Math Diagnostics.**

**WRITING Standard**: **LAFS.K.W.1.3 – Narrative Writing**

* Resources (aligns to the rigor of the Standards):
  + Whole Group Modeled Writing (10-15 min):
  + Small Group:
  + Assessment Instruments (student writing journals)

Discussion and analysis of student work samples

* What patterns do we see in student practices?

**Some students are unable to correlate letters to beginning sounds when labeling in their writing journals.**

* What are the common errors among students?

**Writing the incorrect letter for the sound they are producing. Their understanding of directionality is still not fully developed. Students are writing right to left and top to bottom.**

* What have students mastered?

**Students are gaining understanding the difference between letters, words, and sentences as well as the concept that pictures and sentences build a story.**

**MATH Standard**: **MAFS.K.CC.2.4 – Counting and Cardinality**

Discussion and analysis of student work samples

* What patterns do we see in student practices?

**Students are still learning to employ one to one correspondence strategies in order to count accurately. Students are writing numbers backwards.**

* What are the common errors among students?

**Some students are still having difficulty recognizing numerals as well as number words.**

* What have students mastered?

**Some students are now able to count to 10 and beyond. Students are developing the concept of more than and less than.**

i-Ready Data

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

**We have not begun using I-Ready, we have just completed both the Reading and Math Diagnostics.**

**SCIENCE Standard**: **SC.K.N.1.1, 1.2, 14.1 – Nature of Science**

Discussion and analysis of student work samples

* What patterns do we see in student practices?

**Students are enjoying and understanding what a scientist does, the purpose of science tools and the five senses.**

* What are the common errors among students?

**At this moment the majority of the students are showing a clear understanding of these concepts.**

* What have students mastered?

**Students are able to distinguish between an object that is a science tool and a toy. Students can name the 5 senses and the body parts they use for each one.**

Other