

2014-15 First Grade Team Meetings

Links:

- 1st Grade Curriculum Suite
- 1st Grade Resource Suite
- Literacy Target Resources
- Math Target Resources
- Team Data and Gradebook
- Team Data and Gradebook T2
- Team Data and Gradebook T#
- Math Lab
- Book Room List
- Planning Calendar
- Curriculum MAP
- Behavior Flow Chart

Participants: Ariana, Griselda, Lindsay, Mary, Meg

Norms:

- *Be on time and present physically and mentally.
- *Be prepared and give input.
- *Communicate opinions during decision making.
- *All should contribute their decisions and opinions. Decisions should be made together.
- *Stick to the agenda and put other items in the parking lot/future agendas.
- *Make it an AWESOME day! Positivity and a growth mindset!

Roles:

- Note taker: Lisa
- Time keeper: Meg
- Paraphraser: Griselda
- Parking Lot Knocker: Team

Meg's color Mary's color Griselda's color Lindsay's color Jen's color Lynette's color
Lisa's color

Parking Lot & Future Agenda	Things To Do
-grant money (rekenreks? Blue Crayon book?) Cycle 6 Lit benchmark feedback - change question 5 to different heading that is more specific to only one section of the book? -the target heading for question 9 says it is a 2.0. It is the 4.0.	

Date: Thursday, April 23rd

Materials:

1:15-1:45

1:15-1:25

Celebrations!	<ul style="list-style-type: none">*Math Mix Up went well*spot checking the writing benchmarks looks exciting!*Mary's did well on the reading benchmark*Courtney's wedding this weekend!*Bob's email (see below)
Questions/Concerns	<p>From Bob: The 1st grade team did such an amazing job that the K principal and 3 other K teachers would like to come and see the great work that you are doing for students. They are looking at guided instruction. A little tech is helpful, but not essential. We need to improve our instruction before we can focus on tech. The tech they were using independently was PERFECT. Can we come and see the math block and student success time again? We would be looking to come May 13, 2015 (12:00pm - 1:15pm)? Is this possible? :)</p> <p>thoughts?? ok :)</p> <p>Any specific order we would like Sheila to do regarding habitats in ICT? start with woodlands then go into other like arctic, outback -could also do Scholastic News</p>
Things To Share	
Kid/Class Advice	

1:25-1:35 Cycle 6 Benchmark Feedback

Things we notice?

-like change to fiction/nonfiction question

-like determine where learned info & that they have to write page answer is found

Things we should change? change #6 to "What is page 6 mostly about?"

Any questions?

-could we show a video about wind or do a shared reading (Scholastic News archived article from last year) to give kids more to pull from when writing

1:35-1:50 Text Features

Purpose: To share ideas and ask and answer questions about teaching text features target

Questions

Meg: How did we introduce them? (used Soil book & did a think aloud; then used an A-Z book and color coded text features to identify them)

Mary:

Linds: Do the cut and paste booklet from A-Z or do a tree map (from LB: Jackie has pictures to use on a tree map on front/back of large construction paper)

Gris:

do gradual release in one lesson vs. multiple lessons

Animals Grow Up (Level F) - lots of text features -- set of 6 in book room

Wiggling Worms at Work in text set collection; may be others

Lesson ideas (whole class, guided, centers, text ideas, activities etc.)

Meg:

Mary: kids make their own glossary, table of contents, index

Spring is Here & Earth's Water

Linds:

Gris: covering up text features and have them create their own

model/think aloud identifying them

gradual release

Lauren Fix's Nonfiction text feature flipchart

Text Feature Treasure Hunt flipchart (do with an A-Z books)

engaging practice ideas:

use Easter eggs to hold worksheet questions

write the room with questions

text feature Scoot

graffiti -have different questions & each table has several copies and answer questions based on books

Bears Crossing Road- blocking out parts of the article (main topic and details)

1:50-2:10 Informational Writing

Questions

Meg:

Mary: How did we start?

Linds: How will you decide when to teach opening Extends & who will you teach?

Gris:

-use Lucy's hand signals to identify which genre they are writing (Lauren B) narrative v. info

-use What Lives in This Hole? to model but have kids write as well - if getting it do gradual release (good also for using headings as big ideas)

-remember that benchmark is general so practice a few times

-benchmark is May 25 - 29

-do info writing in class; do All About Me & All About Animal in Team Read

-could use All About book as CFA or data point; could also use for extends for text feature lit target

Text Ideas

*Scholastic News "When I Grow Up" & When I Grow Up (book room Level

F) prompt: What are some of the ways baby animals change and grow?

*Scholastic News “Hold On, It’s Windy Out” - spring weather

*last year Scholastic News “Under My Feet”

*Is That a Fish?” (level I A-Z) - info from text or picture recording sheet (Mary)

Meg:

Mary:

Linds:

Gris:

2:10 Wrap Up & Set Next Agenda (type in one math and one literacy idea)

Meg: noun-verb agreement target (does that also include verb tense?) is this on the report card?

Mary:

Linds:

Gris: Pace out a sequential order for the next math target.