

## Concrete Primary 1st Grade PLC Agenda/Minutes

<b><u>Date:</u></b>	2/21/23
<b><u>Members Present:</u></b>	Wilkinson, Anderson, Crump, Burris, Burger, Mitchell, Padgett, Porter, Koon, Garrison, Mayes, McNeal, Parks, Lloyd, Line, Kuykendall, Garrison, Jetton, Taylor, Richards,
<b><u>Norms:</u></b>	<ol style="list-style-type: none"> <li>1. Be prepared before meeting time</li> <li>2. Be present and stay on-task</li> <li>3. Be open-minded and stay positive</li> <li>4. Stay after if needed</li> </ol>
<b><u>Roles:</u></b>	Facilitator: Kate Anderson / Wilkinson, Emily - CONCRETE ELEMEN Teacher Process Checker: Kate Anderson / Wilkinson, Emily - CONCRETE ELEMEN Teacher Time Keeper: Line, Margaret - CONCRETE ELEMEN Teacher - Grade 1 Scribe: Mary Ellen Crump Google Calendar Event Creator: Lauren Parks
<b><u>Goals of Meeting:</u></b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review Norms</li> <li><input checked="" type="checkbox"/> <del>Look and inferring check data</del> <input checked="" type="checkbox"/> <del>Inference reassessment data</del> Please make sure this is entered from 2/10 and enter the data from 2/21 by Friday 2/24.  <b>-Continue to work on fine-tuning these assessments</b></li> <li><input checked="" type="checkbox"/> <del>Look at Word problem data</del> How is the unit going? Share ideas?  <input checked="" type="checkbox"/> <del>2022-2023 Word Problems Unit Data</del>  <b>-Explore adding days at the beginning of the unit for “what your class needs.”</b>  <b>-Read problems 3 times (this is especially good for keywords/vocabulary words)</b>  <b>-First time you read, pencil down and track with your finger</b>  <b>-Freckle assignments</b>  <b>-DO NOT mark wrong if not given the unit and adjust for next year</b>  <b>-ESOL - they should just be required to show the answer</b>  <b>-Consider administering in small groups next year</b></li> <li><input type="checkbox"/> Look at central idea data and plan next steps ( Added for next week)</li> </ul>

## Planning

### ☰ Nonfiction Mini Unit First Grade

1. What do we want the students to learn?

a. Essential Standard:

- i. **1.RI. 8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.**
- ii. **1.RI. 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.**
- iii. **1. RI. 5.1 ~~Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text;~~ use key details to make inferences and draw conclusions in texts heard or read.**

b. I Can Statement:

- i. **I can use text features to locate and describe key facts or information.**
- ii. **I can describe the relationship between these text features and the text.**
- iii. **I can retell the central idea and key details of a text heard, read, or viewed.**
- iv. **I can use key details to infer.**

c. Instructional Methods/Strategies shared:

2. How will we know they learned it?

a. ☰ Nonfiction Mini Unit First Grade

b. 📅 2022-2023 Nonfiction Data

c. Assessment Data Analysis and Discussion



d. Reassess inference. Example: Why does a polar bear covered in a thick coat of fur? (multiple choice format) Highlight

e. Pull nonfiction passages and email- will chat about tomorrow and get on the same page.





3. What will we do if they don't learn it?

a. Red group lessons

- i. 🟡 Inferring -- WIN time (9:55-10:30)
- ii. 🟡 Central Idea-- WIN time (9:55-10:30)

4. What will we do if they already know it?
  - a. Blue group lessons
    - i.  Inferring -- WIN time (9:55-10:30)
    - ii.  Central Idea-- WIN time (9:55-10:30)

### **Word Problem Unit Plan**

1. What do we want the students to learn?
  - a. Essential Standard:
    - i. 1.ATO. 1 Solve real- world/ story problems using addition (as joining action and as a part-part-whole action) and subtraction (as separation action, finding parts of the whole, and as a comparison) Through 20 with unknowns in all positions.
    - ii. 1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.
  - b. I Can Statement:
    - i. **I can solve addition word problems.**
    - ii. **I can solve subtraction word problems.**
    - iii. **I can solve word problems with unknowns in all positions.**
    - iv. **I can solve words problems with 3 addends.**
  - c. Instructional Methods/Strategies shared:
    - i.  Types of Word Problems.pdf
    - ii.  Week 4 Addition Word Problems.pdf Plus pal
    - iii.  Week 4 Word Problems and Fact Fluency.pdf Mr. Minus
    - iv.  CUBESMathStrategyPoster-1.pdf
    - v. Kelli- workmat
    - vi. Line- song
    - vii. Record in seesaw- practice
    - viii. Act it out, draw pictures
2. How will we know they learned it?

- a. Show mastery on exit tickets planned throughout the unit.
  - b.  Math Word Problem Quick Checks
3. What will we do if they don't learn it?
- a. Intervene with in classrooms during WIN time
  - b. Plan intervention WIN swap as a grade level
4. What will we do if they already know it?
- a. Challenge them with higher numbers

**Next Meeting:**

- What do we need to add to the agenda for our next meeting?
- Look at central idea data and plan next steps
  - Look at Mastery data chart and decide next WIN intervention  First Grade Mastery Data 2022-23
  - Take a look at a text features DRAFT and time DRAFT and set a date for a check in?

**Reflection:**

We stuck to our agenda.	<b>Yes</b>	No
We followed our norms.	<b>Yes</b>	No
We respected our norms.	<b>Yes</b>	No
Everyone participated.	<b>Yes</b>	No
We completed essential tasks.	<b>Yes</b>	No
We set a plan for our next meeting.	<b>Yes</b>	No
This meeting was productive.	<b>Yes</b>	No

What did we do particularly well during today's meeting?

	<ul style="list-style-type: none"><li>- Deep conversation, looked at data/assessment, adjustments we want to make</li></ul> <p>What can we do to improve our next meeting?</p> <ul style="list-style-type: none"><li>- Keep on keeping on</li></ul>
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**Next Meeting: Tuesday, February 28th**

### Grade Level Information

- Reading: Unit 3 Sessions 14-17
- Math: Word Problems [Word Problem Unit Plan](#)
- Phonics: Unit 4 Session 3-6, Jennifer Serravallo Lesson 3.21 [Vowel Teams Unit plan](#) [3/2 Exit ticket 1 \(linked on unit plan\)](#)
- Writing: Unit 3 Writing Reviews, On Demand writing, Sessions 4-8
- [Feb 20-24](#)

### Celebrations:

- Meg dug weeds out of her new yard!
- Emily has 1 bathroom finished after the leaks!
- Niki's grandpup is awesome!

### Other Information:

- Feb 22 - School Bus Driver Appreciation Day
- Feb 23 - Guiding Coalition
- Feb 27-Mar 3 - Read Across America Week
- Mar 3- Donuts for Dads RSVP due
- Mar 7 - Spring & Class Pictures
- Mar 9 - Faculty Meeting
- Mar. 10- Literacy night RSVP due
- Mar 12 - Morgan's Birthday
- Mar 13 - PD Day - Leader in Me 7 Habits Workshop

- Mar 16 - Eggs Up Grill Spirit Night <https://www.signupgenius.com/go/60b0e49ada72ba5f58-eggs#/>
- Mar 17 - Donuts for Dads
- Mar 21 - Savannah & Jane Kathryn's Birthdays
- Mar 22 - End of 3rd 9 Weeks
- Mar 23 - Guiding Coalition
- Mar 28 - Literacy Night
- Mar 30 - Report cards go home & Elizabeth's 40th Birthday
- Mar 31 - SLO End of Year Conference Deadline
- Apr 6 - Faculty Meeting
- Apr 10-14 - Spring Break
- Apr 18 - 9:55 planning goes to Callaham Orchard: Wilkinson, Crump, Line, Eno, Kuykendall, L.Parks
- Apr 20 - Guiding Coalition
- Apr 21 - 11:45 planning goes to Callaham Orchard (Anderson, Burger, Lloyd, McNeal, Mitchell, Altieri)
- Apr 28- Spring Carnival