

Action Plan

Teacher Name: _____

Date plan will be implemented: 1-9-18

Date plan will be reevaluated: 2-6-18

<p><u>Identified Students:</u> <u>Phonics Group</u></p>		
<p>Goal (what is the most important thing the students need?) Initially: Decoding CCVC words with initial l-blends and r-blends Vowel sounds for long a, long i, and long o (start with this goal) Vowel sounds for long e and long u Decoding words with final -e Lead into: Decoding words with common long-vowel digraphs and vowel teams Decoding two-syllable words</p>		
<p>Instructional or Re-teaching Strategy we agree on: Starting activity: -flash cards, OG say at same time (kids stand behind) -give one card to each kid, once they say the sound, they get a new card</p>	<p>Monitoring Implementation: How will we know we did it? -choose 5 words from lists to check off when they read them (will get 10 checks, 1 for vowel sound, 1 for whole word) -choose 5 words from encoding to check</p>	<p>Monitoring Student Learning: How will we know it worked? -when they do these checks, if they receive 90% or more correct.</p>

Long a




1-17	say it						write it					
	made	cane	wait	play	pail	tape	mail	gray	paint	fade		
	✓	✓	wait wait (SC)	✓	✓	✓	made	✓	paint	✓		
	✓	✓	✓	✓	✓	✓	made	gray	paint	✓		
	✓	✓	✓	✓	✓	✓	✓	✓	paint	✓		
	may made	can (SC)	✓	✓	✓	✓	made	gray	paint	✓		
	✓	✓	✓	✓	✓	✓	made	✓	paint	✓		
	✓	can	✓	✓	✓	✓	gray	✓	✓	✓		

Long i

1-24	say it						write it					
	hide	pine	pie	kite	while	kite	pile	find	tie	tile		
	✓	✓	✓	✓	✓	✓						
	✓	✓	✓	✓	wool	✓						
	✓	✓	✓	✓	✓	✓						
	fin	pin	✓	✓	white	✓						
	✓	✓	✓	✓	✓	✓						
	✓	✓	✓	✓	white	✓						

Quick Sort Note Catchers

1st Trimester

Names of Students	Trends among group (Strengths/challenges)	Implications for instruction	Notes on group progress
Members of Group 1 	<ul style="list-style-type: none"> • Subitize • Skip inactive (build) • Attend 	<ul style="list-style-type: none"> • Write an equation to go with it 	
Members of Group 2 	<ul style="list-style-type: none"> • Not always attending • Careless error * overall they can subitize 	<ul style="list-style-type: none"> • Continued practice • write the number of dots (symbolic) 	
Members of Group 3 	<ul style="list-style-type: none"> * Cannot subitize • Need to build first • Attention is an issue 	<ul style="list-style-type: none"> • Need the inactive (transfer) (build) <p>Number rack - what it represents / push the beads</p>	

* Give interview again
10/13 (Friday)

2nd grade Action Plan

Names of Students	Trends among group (Strengths/challenges)	Implications for instruction	Notes on group progress
Members of Group 1 Not seeing groups of 5 (5x4 vs. 5x3) _____ _____	<ul style="list-style-type: none"> Understood the 4x4 + 4x3 Careless error? 	<ul style="list-style-type: none"> Same Accuracy 	
Members of Group 2 Not seeing groups of 4 _____ _____ _____ _____	<ul style="list-style-type: none"> Understood the 5x0 + 5x3 Used a 5 combination instead of 4 Not accurate/attention to detail 	<ul style="list-style-type: none"> Number - rack Practice Ten frame to number - rack Verbalizing what they saw 	
Members of Group 3 Got them all correct _____ _____ _____	<ul style="list-style-type: none"> Know groups of 5 + 4 Flexible thinking 	<ul style="list-style-type: none"> Write on equation top + bottom = <input type="checkbox"/> $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$ partner work 	

: both wrong