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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of October 19-23**

**Mrs. Jett, Mrs. McHolland, Mrs. Fluharty First Grade**

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| **Monday October 19** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent*   **Homework:** | **9:10-9:30 Whole Group Reading Mini Lesson & Activity**  **Standard** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, life cycle, events  Activities: KWL chart  Mini Lesson: Chapter 1 Big Book: Life Cycle of a Butterfly  Activity: Use a KWL chart to introduce the topic, activate prior knowledge, identify the sequence of events.  Growing a Plant-Level C/3-Introduce the book, build background and vocabulary  Make a Bird Feeder-Level C/4- Introduce the book, build background and vocabulary  Make a Safety Puppet-Level D/6– Introduce the book, build background and vocabulary  Measuring Time-Level E/8- Introduce the book, build background and vocabulary  Watch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary  Counting Stars-Level F/10- Introduce the book, build background and vocabulary  Cleaning My Room- Level G/11- Introduce the book, build background and vocabulary  A Trip to the Market- Level G/12- Introduce the book, build background and vocabulary  Watch a Butterfly Grow-Level H/13- Introduce the book, build background and vocabulary  Cotton Plant to Cotton Shirt-Level J/18- Introduce the book, build background and vocabulary  Assessment: What did you learn in Chapter 1 that you didn’t know before? What are the important idea? How does the author help to identify the sequence of events? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** TSWBAT create and read long /a/ words. SWBAT collect information about an animal. |
| Vocabulary: fact, opinion, informational  Activities/Strategies: watch brainpopjr video on nonfiction  Writing  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Grammar: Long A words, Students will sort words in the weekly poem that have a long a versus short a sounds. What are other words that have the long a sound? |
| **Tuesday October 20** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent*   **Homework:** | **9:10-9:30 Whole Group Reading Mini Lesson & Activity**  **Standard:** RI1.1 Ask and answer questions about key details in a text. R I 1.7 use the illustrations and details in a text to describe its key ideas. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, ordinal words  Activities/Strategies: BLM graphic organizer 3  Mini Lesson: Review Whole Group Graphic Organizer for Chapter 1, Read Chapter 2 and add to graphic organizer for life cycle of a butterfly  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 4th and 5th Fry Word Sight Lists)  Growing a Plant-Level C/3-Introduce the book, build background and vocabulary  Make a Bird Feeder-Level C/4- Introduce the book, build background and vocabulary  Make a Safety Puppet-Level D/6– Introduce the book, build background and vocabulary  Measuring Time-Level E/8- Introduce the book, build background and vocabulary  Watch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary  Counting Stars-Level F/10- Introduce the book, build background and vocabulary  Cleaning My Room- Level G/11- Introduce the book, build background and vocabulary  A Trip to the Market- Level G/12- Introduce the book, build background and vocabulary  Watch a Butterfly Grow-Level H/13- Introduce the book, build background and vocabulary  Cotton Plant to Cotton Shirt-Level J/18- Introduce the book, build background and vocabulary  Assessment/Reflection: What other books have you read that follow a sequence? How do you know or what clue words or phrases help you to know the sequence? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT collect information about an animal.. TSWBAT create and read long /a/ words. |
| Vocabulary: fact, research, informational  Activities/Strategies:  Writing  Whole group gather facts to write a short informational piece on the Monarch butterfly. What are the characteristics of an informational piece? What are 3 facts you know that you could include in an informational piece?  Grammar: Read words to students, they clap when they hear the long a sound. Students practice writing words with the long /a/. |
| **Wednesday October 21** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent*   **Homework:** | **9:10-9:30 Whole Group Reading Mini Lesson & Activity**  **Standard:** RI1.1 Ask and answer questions about key details in a text. R I 1.7 use the illustrations and details in a text to describe its key ideas. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify important details from the text. |
| Vocabulary: important details  Activities/Strategies:  Mini Lesson: Review Whole Group Graphic Organizer for Chapter 1 and 2, Read Chapter 3 and add to graphic organizer for life cycle of a butterfly  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 4th and 5th  Fry Word Sight List)  Growing a Plant-Level C/3-Review vocabulary, set purpose, read strategically  Make a Bird Feeder-Level C/4- Review vocabulary, set purpose, read strategically  Make a Safety Puppet-Level D/6– Review vocabulary, set purpose, read strategically  Measuring Time-Level E/8- Review vocabulary, set purpose, read strategically  Watch a Frog Grow-Level F/9- Review vocabulary, set purpose, read strategically  Counting Stars-Level F/10- Review vocabulary, set purpose, read strategically  Cleaning My Room- Level G/11- Review vocabulary, set purpose, read strategically  A Trip to the Market- Level G/12- Review vocabulary, set purpose, read strategically  Watch a Butterfly Grow-Level H/13- Review vocabulary, set purpose, read strategically  Cotton Plant to Cotton Shirt-Level J/18- Review vocabulary, set purpose, read strategically  Assessment/Reflection: How do captions help us learn more information about the text/photographs? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT collect information about an animal.. TSWBAT create and read long /a/ words. |
| Vocabulary: fact, research  Activities/Strategies:  Writing: Students will divide into groups to find facts about butterflies to create an informational writing piece. Students will write their findings on a capture sheet. We will share these whole group.  Word Work: Word scramble |
| **Thursday, October 22** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **9:10-9:30 Whole Group Reading Mini Lesson & Activity**  **Standard:** RI1.1 Ask and answer questions about key details in a text. R I 1.7 use the illustrations and details in a text to describe its key ideas. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the sequence of events while reading. |
| Vocabulary: Venn Diagram, compare/contrast  Activities/Strategies: Partner Read, Assess Fluency Skill using Rubric  Mini Lesson: Review Whole Group Graphic Organizer for Chapter 1, 2, and 3.  Activity: Students will retell the sequence of events.  Students will work in groups to help make a pedestal word chart. BLM 5  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3rd Fry Word Sight List)  Growing a Plant-Level C/3-Review book, check comp., identify sequence of events  Make a Bird Feeder-Level C/4- Review book, check comp., identify sequence of events  Make a Safety Puppet-Level D/6– Review book, check comp., identify sequence of events  Measuring Time-Level E/8- Review book, check comp., identify sequence of events  Watch a Frog Grow-Level F/9- Review book, check comp., identify sequence of events  Counting Stars-Level F/10- Review book, check comp., identify sequence of events  Cleaning My Room- Level G/11- Review book, check comp., identify sequence of events  A Trip to the Market- Level G/12- Review book, check comp., identify sequence of events  Watch a Butterfly Grow-Level H/13- Review book, check comp., identify sequence of events  Cotton Plant to Cotton Shirt-Level J/18- Review book, check comp., identify sequence of events  Assessment/Reflection: How does finding important details help you as a reader |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT collect information about an animal.TSWBAT create and read long /a/ words. |
| Vocabulary: fact, research  Activities/Strategies:  Students will begin brainstorming ideas for their first informational piece and thinking about where they can find facts.  Word Work:  Draw a picture including five items that end with long a. |
| **Friday October 23** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **9:10-9:30 Whole Group Reading Mini Lesson & Activity**  **Standard:** R.4 1.b Read on level texts orally with accuracy, appropriate rate and expression on successive readings. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT perform reader’s theatre in small groups. |
| Vocabulary: adaptation, reader’s theater  Activities/Strategies:  Mini Lesson- Review Sequence of events and pedestal chart.  Activity-Students will help to write a group story using information from the book and pedestal chart about the life cycle of a butterfly.  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3rd Fry Word Sight List)  Growing a Plant-Level C/3-Work with words, identify and seq. important details in the book  Make a Bird Feeder-Level C/4- Work with words, identify and seq. important details in the book  Make a Safety Puppet-Level D/6– Work with words, identify and seq. important details in the book  Measuring Time-Level E/8- Work with words, identify and seq. important details in the book  Watch a Frog Grow-Level F/9- Work with words, identify and seq. important details in the book  Counting Stars-Level F/10- Work with words, identify and seq. important details in the book  Cleaning My Room- Level G/11- Work with words, identify and seq. important details in the book  A Trip to the Market- Level G/12- Work with words, identify and seq. important details in the book  Watch a Butterfly Grow-Level H/13- Work with words, identify and seq. important details in the book  Cotton Plant to Cotton Shirt-Level J/18- Work with words, identify and seq. important details in the book  Assessment/Reflection: How did you use the information the chart to help you write about the butterfly’s life cycle? |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure. RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT collect information about an animal. TSWBAT create and read long /a/ words. |
| Vocabulary: fact, research, informational  Activities/Strategies: Students will list resources for informational writing.  Word Study-Matching Game |