|  |
| --- |
| IEP/Student Modifications Noted in Classroom |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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, eventsActivities: KWL chartMini Lesson: Chapter 1 Big Book: Life Cycle of a ButterflyActivity: 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 vocabularyMake 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 vocabularyMeasuring Time-Level E/8- Introduce the book, build background and vocabularyWatch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary Counting Stars-Level F/10- Introduce the book, build background and vocabularyCleaning 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 vocabularyAssessment: 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, informationalActivities/Strategies: watch brainpopjr video on nonfictionWritingTeacher 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 wordsActivities/Strategies: BLM graphic organizer 3Mini 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 vocabularyMake 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 vocabularyMeasuring Time-Level E/8- Introduce the book, build background and vocabularyWatch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary Counting Stars-Level F/10- Introduce the book, build background and vocabularyCleaning 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 vocabularyAssessment/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, informationalActivities/Strategies:WritingWhole 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 strategicallyMake a Bird Feeder-Level C/4- Review vocabulary, set purpose, read strategicallyMake a Safety Puppet-Level D/6– Review vocabulary, set purpose, read strategicallyMeasuring Time-Level E/8- Review vocabulary, set purpose, read strategically Watch a Frog Grow-Level F/9- Review vocabulary, set purpose, read strategicallyCounting 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 strategicallyWatch 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 strategicallyAssessment/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, researchActivities/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/contrastActivities/Strategies: Partner Read, Assess Fluency Skill using RubricMini 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 eventsMake a Bird Feeder-Level C/4- Review book, check comp., identify sequence of eventsMake 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 eventsWatch a Frog Grow-Level F/9- Review book, check comp., identify sequence of eventsCounting Stars-Level F/10- Review book, check comp., identify sequence of eventsCleaning My Room- Level G/11- Review book, check comp., identify sequence of eventsA Trip to the Market- Level G/12- Review book, check comp., identify sequence of eventsWatch 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 eventsAssessment/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 theaterActivities/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 bookMake a Bird Feeder-Level C/4- Work with words, identify and seq. important details in the bookMake a Safety Puppet-Level D/6– Work with words, identify and seq. important details in the bookMeasuring Time-Level E/8- Work with words, identify and seq. important details in the bookWatch 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 bookCleaning 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 bookWatch a Butterfly Grow-Level H/13- Work with words, identify and seq. important details in the bookCotton Plant to Cotton Shirt-Level J/18- Work with words, identify and seq. important details in the bookAssessment/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 |