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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of October 26-30**

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

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| **Monday October 26** | **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*
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| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, events, story mapActivity: Story MapMini Lesson: Baa Baa Black SheepActivity: 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: How is the story different than the nursery rhyme? |
| **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 /o/ words. SWBAT collect information about an animal. |
| Vocabulary: fact, opinion, informationalActivities/Strategies: watch brainpopjr video on nonfictionWritingStudents will begin researching animals-finding factsGrammar: Long O words, Students will sort words in the weekly poem that have a long O versus short O sounds. What are other words that have the long O sound? |
| **Tuesday October 27** | **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*
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| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, ordinal wordsActivities/Strategies: Students retell the ScriptMini Lesson: Review and add details to story map, sequence story events**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: 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 /o/ words. |
| Vocabulary: fact, research, informationalActivities/Strategies:WritingContinue gathering facts about their chosen animal and writing down facts, discussing vocabulary about their animalGrammar: Read words to students, they clap when they hear the long o sound. Students practice writing words with the long /o/. |
| **Wednesday October 28** | **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*
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| **Learning Target:** SWBAT implement pausing and stopping |
| Vocabulary: stops, pausing Activities/Strategies: Students will practice pausing with a neighbor Mini Lesson: Review pausing and full stops within fluency with knock knock jokes**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 does pausing and stopping affect your fluency? |
| **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 /o/ words. |
| Vocabulary: fact, researchActivities/Strategies:Writing: Continue gathering facts about their chosen animal and writing down facts, discussing vocabulary about their animalWord Work: Word scramble  |
| **Thursday, October 29** | **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 implement stopping and pausing into their reading.  |
| Vocabulary: stops, pausing Activities/Strategies: Students will practice pausing with a neighbor Mini Lesson: Review pausing and full stops within fluency with knock knock jokes**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)Unit 3 Topic TestAssessment/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 /O/ words. |
| Vocabulary: fact, research Activities/Strategies:Students will share information about their animal with their friends, allowing time to ask questions and provide feedbackWord Work:Draw a picture including five items with long O.  |
| **Friday October 30** | **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*
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| **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)\*\* Data Notebook Day if neededGrowing 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: What did you notice about your friend’s fluency? |
| **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 /O/ words. |
| Vocabulary: fact, research, informational Activities/Strategies: Begin organizing information for their prewrite. Word Study-Matching Game |