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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* |
| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, events, story map  Activity: Story Map  Mini Lesson: Baa Baa Black Sheep  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: 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, informational  Activities/Strategies: watch brainpopjr video on nonfiction  Writing  Students will begin researching animals-finding facts  Grammar: 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* |
| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, ordinal words  Activities/Strategies: Students retell the Script  Mini 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 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: 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, informational  Activities/Strategies:  Writing  Continue gathering facts about their chosen animal and writing down facts, discussing vocabulary about their animal  Grammar: 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* |
| **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 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 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, research  Activities/Strategies:  Writing: Continue gathering facts about their chosen animal and writing down facts, discussing vocabulary about their animal  Word 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 Test  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 /O/ words. |
| Vocabulary: fact, research  Activities/Strategies:  Students will share information about their animal with their friends, allowing time to ask questions and provide feedback  Word 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* |
| **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)  \*\* Data Notebook Day if needed  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: 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 |