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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of November 2nd-6th**

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

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| **Monday** **Nov. 2** | **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:**  |
| No School- Teacher Planning Day |
| **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:**  |
| Vocabulary: fact, opinion, informationalActivities/Strategies: watch brainpopjr video on nonfictionWritingStudents will begin researching animals-finding facts |
| **Tuesday Nov. 3** | **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 |
| No School- Election Day   |
| **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:Writing |
| **Wednesda y** **Nov. 4**  | **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 3rd Fry Word Sight List)Unit 3 Topic TestAssessment/Reflection:  |
| **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 decide on an animal to research. TSWBAT create and read long /i/ words. |
| Vocabulary: fact, researchActivities/Strategies:Writing: Students will read through animal books and choose an animal they would like to learn more about.Word Work: Word scramble  |
| **Thursday, Nov5** | **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*
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| **Learning Target:** SWBAT identify important information Vocabulary: story elements, important information, problem, solutionActivities/Strategies: Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 1 Activity: Students will be asked to tell/describe the important portions of the poster. Students will work together to locate the story elements-characters, setting, problem, solution**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):A Party for Rabbit- C3-Introduce story, discuss vocabulary, look for story elements, whisper readTim the Tortoise- C4-Introduce story, discuss vocabulary, look for story elements, whisper readFox in the Forest-D5-Introduce story, discuss vocabulary, look for story elements, whisper read Rainy Day, Sunny Day D6-Introduce story, discuss vocabulary, look for story elements, whisper readEd Makes Shapes! - E7-Introduce story, discuss vocabulary, look for story elements, whisper readGarden Lunch- E8-Introduce story, discuss vocabulary, look for story elements, whisper readLittle Lion- F9-Introduce story, discuss vocabulary, look for story elements, whisper readCounting Clues F10-Introduce story, discuss vocabulary, look for story elements, whisper readUnlucky Stanley G11-Introduce story, discuss vocabulary, look for story elements, whisper readThe Race to Recycle- G12-Introduce story, discuss vocabulary, look for story elements, whisper readEveryone Clapped for Jason H-13-Introduce story, discuss vocabulary, look for story elements, whisper readSee You in Spring- H14-Introduce story, discuss vocabulary, look for story elements, whisper readAssessment/Reflection: How does understanding the problem and solution help you as a reader? |
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| **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 create a KWL Chart about an animal. TSWBAT create and read long /i/ words. |
| Vocabulary: fact, research Activities/Strategies:Students will start a KWL Chart about the animal they are researchingDraw a picture including five items with long I.  |
| **Friday Nov.6** | **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:** RL1.1 Ask and answer questions about key details in a text. R L1.3 Describe characters, settings, and major events in a story, using key details. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT find the story elements |
| Vocabulary: story elements, important information, problem, solutionActivities/Strategies: Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 2Activity: Students will be asked to find the problem and solution with a partner and then describe them to the class.**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)A Party for Rabbit- C3-Introduce story, discuss vocabulary, look for story elements, whisper readTim the Tortoise- C4-Introduce story, discuss vocabulary, look for story elements, whisper readFox in the Forest-D5-Introduce story, discuss vocabulary, look for story elements, whisper read Rainy Day, Sunny Day D6-Introduce story, discuss vocabulary, look for story elements, whisper readEd Makes Shapes! - E7-Introduce story, discuss vocabulary, look for story elements, whisper readGarden Lunch- E8-Introduce story, discuss vocabulary, look for story elements, whisper readLittle Lion- F9-Introduce story, discuss vocabulary, look for story elements, whisper readCounting Clues F10-Introduce story, discuss vocabulary, look for story elements, whisper readUnlucky Stanley G11-Introduce story, discuss vocabulary, look for story elements, whisper readThe Race to Recycle- G12-Introduce story, discuss vocabulary, look for story elements, whisper readEveryone Clapped for Jason H-13-Introduce story, discuss vocabulary, look for story elements, whisper readSee You in Spring- H14-Introduce story, discuss vocabulary, look for story elements, whisper readAssessment/Reflection: What does the solution tell you about the character? |
| **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 /i/ words. |
| Vocabulary: fact, research, informational Activities/Strategies: Students will read through their informational book and use a graphic organizer to research facts about their animal.Word Study-Matching Game |