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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, informational  Activities/Strategies: watch brainpopjr video on nonfiction  Writing  Students 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* |
| **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, informational  Activities/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* |
| **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 Test  Assessment/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, research  Activities/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* |
| **Learning Target:** SWBAT identify important information  Vocabulary: story elements, important information, problem, solution  Activities/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 read  Tim the Tortoise- C4-Introduce story, discuss vocabulary, look for story elements, whisper read  Fox 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 read  Ed Makes Shapes! - E7-Introduce story, discuss vocabulary, look for story elements, whisper read  Garden Lunch- E8-Introduce story, discuss vocabulary, look for story elements, whisper read  Little Lion- F9-Introduce story, discuss vocabulary, look for story elements, whisper read  Counting Clues F10-Introduce story, discuss vocabulary, look for story elements, whisper read Unlucky Stanley G11-Introduce story, discuss vocabulary, look for story elements, whisper read  The Race to Recycle- G12-Introduce story, discuss vocabulary, look for story elements, whisper read  Everyone Clapped for Jason H-13-Introduce story, discuss vocabulary, look for story elements, whisper read  See You in Spring- H14-Introduce story, discuss vocabulary, look for story elements, whisper read  Assessment/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 researching  Draw 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, solution  Activities/Strategies:  Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 2  Activity: 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 read  Tim the Tortoise- C4-Introduce story, discuss vocabulary, look for story elements, whisper read  Fox 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 read  Ed Makes Shapes! - E7-Introduce story, discuss vocabulary, look for story elements, whisper read  Garden Lunch- E8-Introduce story, discuss vocabulary, look for story elements, whisper read  Little Lion- F9-Introduce story, discuss vocabulary, look for story elements, whisper read  Counting Clues F10-Introduce story, discuss vocabulary, look for story elements, whisper read Unlucky Stanley G11-Introduce story, discuss vocabulary, look for story elements, whisper read  The Race to Recycle- G12-Introduce story, discuss vocabulary, look for story elements, whisper read  Everyone Clapped for Jason H-13-Introduce story, discuss vocabulary, look for story elements, whisper read  See You in Spring- H14-Introduce story, discuss vocabulary, look for story elements, whisper read  Assessment/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 |