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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of August 17, 2014**

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

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| **Monday August 17** | **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:** RI.1.2 Identify the main topic and retell key details.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the main topic |
| Vocabulary: main topic, key detailsActivities/Strategies:Mini Lesson: Introduce Comprehension Anchor Poster 1; Teacher tell what a main idea/details are-Think Aloud about Main Idea and details of PosterActivity: Kids Turn and Talk about how they know it is the main idea (key details)**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 1st Fry Word Sight List)Soft and Hard: Level C/3 – Introduce Book, Discuss Vocabulary, Comprehension Level 1A Pair of Babies: Level C/4 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Telling Time: Level D/5 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Cones All Around: Level E/7 – Introduce Book, Discuss Vocabulary,Comprehension Level Our Money: Level F/9 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Fun with Fives: Level H/13- Introduce Book, Discuss Vocabulary, Comprehension Level 1Assessment/Reflection: Why is it important to find the Main Idea/Details about a story/Picture? How can this help you? |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details about what happened, use temporal words to signal event order, and provide some sense of closure.RF.1.2b Orally produce single syllable words by blending sounds including consonant blends. |
| **Learning Target:** SWBAT write a personal narrative. SWBAT identify and read /s/ blends. |
| Vocabulary: narrativeActivities/Strategies:Writing:The teacher will explain what a personal narrative is. Students will be given time to write a personal narrative. (Cold write that will become a preassessment or working piece.)Word Study:Watch S blend video <https://www.youtube.com/watch?v=245TU1ICzDM&list=PLGpJEe_D_wWedKSXZ14XFixo8cU3NBmPZ>Students will generate a list of /s/ blend words. |
| **Tuesday August 18** | **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:** RI.1.2 Identify the main topic and retell key details. RI.1.1 Ask and answer questions about key details in a text. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT ask questions to find details of a story. |
| Vocabulary: main idea, key detailsActivities/Strategies:Mini Lesson: Introduce Comprehension Anchor Poster 2; Review what we know about main idea and key details; Model asking questions (teacher will cover title of poster)Activity: Students will use the picture and questioning to find the main idea and details of the poster. (Teacher will right responses on post-it notes)**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 1st Fry Word Sight List)Soft and Hard: Level C/3 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2A Pair of Babies: Level C/4 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Telling Time: Level D/5 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Cones All Around: Level E/7 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Our Money: Level F/9 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Fun with Fives: Level H/13- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Assessment/Reflection: How can asking questions help you as a reader? How can finding main idea and details help you as a reader? Turn and Talk |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details about what happened, use temporal words to signal event order, and provide some sense of closure. RF.1.2b Orally produce single syllable words by blending sounds including consonant blends. |
| **Learning Target:** SWBAT write about small moments. SWBAT identify and read /s/ blends |
| Vocabulary: small momentsActivities/Strategies:Teacher will model small moments, students will write about small momentsWord Study: Watch video to review /s/ blends.<https://www.youtube.com/watch?v=KMLZJVYckIc&list=PLGpJEe_D_wWedKSXZ14XFixo8cU3NBmPZ&index=3>Students will play Stomp, Skip, Spin with a partner. |
| **Wednesday Augsut 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:** RI.1.2 Identify the main topic and retell key details. RI.1.1 Ask and answer questions about key details in a text. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the main topic and details of a picture. |
| Vocabulary: nonfictionActivities/Strategies:Mini Lesson: Introduce Comprehension Anchor Poster 3; Review what we know about main idea and key details; Read Poster to studentsActivity: Students use questioning and details from the text/pictures to identify main idea and details.**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 1st Fry Word Sight List)Soft and Hard: Level C/3 – Continue Working with Text A Pair of Babies: Level C/4 – Continue Working with TextTelling Time: Level D/5 – Continue Working with TextCones All Around: Level E/7 – Continue Working with TextOur Money: Level F/9 – Continue Working with TextFun with Fives: Level H/13- Continue Working with TextAssessment/Reflection: What kinds of text have you read that have a main idea and details? |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details about what happened, use temporal words to signal event order, and provide some sense of closure. RF.1.2b Orally produce single syllable words by blending sounds including consonant blends. |
| **Learning Target:** SWBAT write details about a small moment. SWBAT read and write /s/ blends |
| Vocabulary: small momentsActivities/Strategies:Writing: Students will choose a small moment to write details about after Teacher models.Word Study: Students will work together with a partner to find and record /s/ blends in books. |
| **Thursday August 20** | **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:** RI.1.2 Identify the main topic and retell key details. RI.1.1 Ask and answer questions about key details in a text. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the main topic and details of a text/picture. |
| Vocabulary: nonfictionActivities/Strategies:Mini Lesson: Introduce Comprehension Anchor Poster 4; Review what we know about main idea and key details; Read Poster to studentsActivity: Students ask themselves and a partner questions about the main idea and details of the poster.**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 1st Fry Word Sight List)Soft and Hard: Level C/3 – Continue Working with Text-Main Idea Key Details Graphic OrganizerA Pair of Babies: Level C/4 – Continue Working with Text-Main Idea Key Details Graphic OrganizerTelling Time: Level D/5 – Continue Working with Text-Main Idea Key Details Graphic OrganizerCones All Around: Level E/7 – Continue Working with Text-Main Idea Key Details Graphic OrganizerOur Money: Level F/9 – Continue Working with Text-Main Idea Key Details Graphic OrganizerFun with Fives: Level H/13- Continue Working with Text-Main Idea Key Details Graphic OrganizerAssessment/Reflection: Comprehension questions BLM 5 |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details about what happened, use temporal words to signal event order, and provide some sense of closure. RF.1.2b Orally produce single syllable words by blending sounds including consonant blends. |
| **Learning Target:** SWBAT write about a small moment. SWBAT read and write /s/ blends.  |
| Vocabulary: small moments, detailsActivities/Strategies:Teachers will review small moments and details, students will review their small moment and write details about it. If time, students will illustrate small moment and the events prior to it, and right after it.Word Study- Students will create a word ladder with /s/ blend words. |
| **Friday August 21** | **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:** RI.1.2 Identify the main topic and retell key details. RI.1.1 Ask and answer questions about key details in a text. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify main idea and details of a text/poster |
| Vocabulary: main ideaActivities/Strategies:Mini Lesson: Review main idea, details, and questioning. Model how to complete a graphic organizer about a favorite toy.Activity: Students complete a graphic organizer about main idea and details (about a toy)**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 1st Fry Word Sight List)Soft and Hard: Level C/3 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.A Pair of Babies: Level C/4 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Telling Time: Level D/5 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Cones All Around: Level E/7 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Our Money: Level F/9 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Fun with Fives: Level H/13- Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Assessment/Reflection: Share their graphic organizersTell how main idea and details can help you as a reader |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details about what happened, use temporal words to signal event order, and provide some sense of closure. RF.1.2b Orally produce single syllable words by blending sounds including consonant blends. |
| **Learning Target:** SWBAT write about a small moment. SWBAT read and write /s/ blends. |
| Vocabulary: small moments, detailsActivities/Strategies:Teachers will review small moments and details, students will review their small moment and write details about it. If time, students will illustrate small moment and the events prior to it, and right after it. \*If finished, students will share small moments.Word Study- Students will create /s/ blend words using a Boggle Board. |