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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of August, 24 2014**

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

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| **Monday August 24** | **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 ask questions to find main idea and details |
| Vocabulary: main topic, key detailsActivities/Strategies:Mini Lesson: Read Habitats Around the World chp. 1; Teacher will point out text featuresActivity: Kids Turn and Talk to decide what the main idea of the chapter is. Students will be asked to retell key details. Add to BLM 5**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)A Pair of Babies: Level C/4 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Telling Time: Level D/5 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Safety Signs: Level D/6- Introduce Book, Discuss Vocabulary, Comprehension Level 1A Community Has Homes: Level E/8 – Introduce Book, Discuss Vocabulary, Comprehension Level Water Goes Up! Water Goes Down: Level F/10 – Introduce Book, Discuss Vocabulary, Comprehension Level 1Riches From Nature: Level H/14- 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 /r/ blends. |
| Vocabulary: narrativeActivities/Strategies:Writing:Teacher and students will continue working on adding details to their small moment and beginning their first draft.Word Work:Introduce /r/ blend words and generate a list of them |
| **Tuesday August 25** | **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*
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| **Learning Target:** SWBAT ask questions to find details of a story. |
| Vocabulary: main idea, key detailsActivities/Strategies:Mini Lesson: Read Habitats Around the World chp. 2; Teacher will point out text featuresActivity: Kids Turn and Talk to decide what the main idea of the chapter is. Students will be asked to retell key details. Kids will add to BLM 5**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)A 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 2Safety Sign: Level D/6- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2A Community Has Homes: Level E/8 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Water Goes Up! Water Comes Down!: Level F/10 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Riches From Nature: Level H/14- 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 /r/ blends |
| Vocabulary: small momentsActivities/Strategies:WritingTeacher and students will continue working on adding details to their small moment and beginning their first draft. |
| **Wednesday Augsut 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:** 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: Read Habitats Around the World chp. 3; Teacher will point out text featuresActivity: Kids Turn and Talk to decide what the main idea of the chapter is. Students will be asked to retell key details. Kids will add to BLM 5**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)A Pair of Babies: Level C/4 – Continue Working with TextTelling Time: Level D/5 – Continue Working with TextSafety Sign: Level D/6– Continue Working with TextA Community Has Homes: Level E/8 – Continue Working with TextWater Goes Up! Water Comes Down!: Level F/10- Continue Working with TextRiches From Nature: Level H/14- 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 /r/ blends |
| Vocabulary: small momentsActivities/Strategies:Writing: Teacher and students will continue working on adding details to their small moment and beginning their first draft.Word Work:Students will look thru books to read and write /r/ blend words |
| **Thursday August 27** | **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: Read Habitats Around the World chp. 4; Teacher will point out text featuresActivity: Kids Turn and Talk to decide what the main idea of the chapter is. Students will be asked to retell key details. Kids will add to BLM 5**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)A 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 OrganizerSafety Sign: Level D/6– Continue Working with Text-Main Idea Key Details Graphic OrganizerA Community Has Homes: Level E/8 – Continue Working with Text-Main Idea Key Details Graphic OrganizerWater Goes Up! Water Comes Down!: Level F/10– Continue Working with Text-Main Idea Key Details Graphic OrganizerRiches From Nature: Level H/14- Continue Working with Text-Main Idea Key Details Graphic OrganizerAssessment/Reflection: Comprehension questions BLM 3 |
| **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 /r/ blends.  |
| Vocabulary: small moments, detailsActivities/Strategies:Teacher and students will continue working on adding details to their small moment and beginning their first draft. |
| **Friday August 28** | **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: Teacher will review the big bookActivity: Students will help teacher create a travel poster about one of the habitats using details from the story.**9:30-11:00 Small Guided Group Activities \*\*Data Notebook Day**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)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.Safety Sign: Level D/6– Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.A Community Has Homes: Level E/8 – Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Water Goes Up! Water Comes Down!: Level F/10– Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Riches From Nature: Level H/14Continue 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 /r/ blends. |
| Vocabulary: small moments, detailsActivities/Strategies:Teacher and students will continue working on adding details to their small moment and beginning their first draft.Word Study- Students will create /r/ blend words using a Boggle Board. |