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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of August, 31 2014**

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

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| **Monday August 31** | **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:No School-Teacher Work Day |
| **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:**  |
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| **Tuesday September 1** | **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:** RL.1.2 Retell stories including key details and demonstrate understanding of central message. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT retell stories including the central message. |
| Vocabulary: main idea, key detailsActivities/Strategies:Mini Lesson: Read aloud Old MacDonald, discuss story elements, introduce a script, Readers Theatre Old MacDonald’s Noisy FarmActivity: Kids help create a story Map about Old MacDonald’s Noisy Farm**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 2nd Fry Word Sight List)Telling 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 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 2How Does A Cactus Grow: Level G/11- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Where Are We: Level I/15- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Assessment/Reflection: What are the story elements of your stories? Did your stories have central messages? |
| **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 /l/ blends |
| Vocabulary: small momentsActivities/Strategies:WritingTeacher and students will continue working on adding details to their small moment and writing their first draft.Grammar:Glug the Slug posterKids circle L blends |
| **Wednesday September 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:** RL.1.2 Retell stories including key details and demonstrate understanding of central message. | **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: Teacher assists as student retell details and central message of Old MacDonaldActivity: Kids retell Old MacDonald’s Noisy Farm and Old MacDonald, add to the Story Map**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 2nd  Fry Word Sight List)Telling Time: Level D/5 – Continue Working with TextSafety Sign: Level D/6– Continue Working with TextCones All Around: Level E/7 – Continue Working with TextOur Money Level F/9- Continue Working with TextHow Does a Garden Grow: Level G/11- Continue Working with TextWhere Are We: Level I/15- Continue Working with TextAssessment/Reflection: Compare and Contrast the two “stories” |
| **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 /l/ blends |
| Vocabulary: small momentsActivities/Strategies:Writing: Teacher and students will continue working on adding details to their small moment and writing their first draft.Word Work:Students will find the L blend pictures and write their words |
| **Thursday September 3** | **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:** RL.1.2 Retell stories including key details and demonstrate understanding of central message. | **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: Review story, discuss fluency rate and the difference between rates of speech (faster parts are easier portions to read)Activity: Kids buddy up and read BLM3 practicing fluency rates**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)Telling 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 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 OrganizerHow Does A Cactus Grow: Level G/11- Continue Working with Text-Main Idea Key Details Graphic OrganizerWhere Are We: Level I/15- Continue Working with Text-Main Idea Key Details Graphic OrganizerAssessment/Reflection: What is fluency |
| **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 /l/ blends.  |
| Vocabulary: small moments, detailsActivities/Strategies:Teacher and students will continue working on adding details to their small moment and writing their first draft.Word Work:Blend Math |
| **Friday September 4** | **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:** RL.1.2 Retell stories including key details and demonstrate understanding of central message. | **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 fluencyActivity: Students will practice BLM3 with fluency rates**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)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.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.How Does A Cactus Grow: Level G/11Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Where Are We: Level I/15- Continue Working with Text-Main Idea Key Details Graphic Organizer (Complete) writing based on book.Assessment/Reflection: Fluency Self-Assessment (one portion of it) |
| **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 /l/ blends. |
| Vocabulary: small moments, detailsActivities/Strategies:Teacher and students will continue working on adding details to their small moment and writing their first draft.Word Study- Students will create /l/ blend words using a Boggle Board. |