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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of October 12 2015**

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

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| **Monday October 12** | **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:** |
| Vocabulary:  No School Teacher Work Day |
| **11:45-12:45 Writing Workshop**  **Standard:** |
| **Learning Target:** |
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| **Tuesday October 13** | **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 |
| Vocabulary: sequence, ordinal words  Activities/Strategies:  Mini Lesson: Comprehension Poster 1 Prompt students to use ordinal words to sequence how to make a poster  Activity: Students use ordinal words to tell how to make a pizza  **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)  Growing a Plant-Level C/3-Introduce the book, build background and vocabulary  Make a Bird Feeder-Level C/4- Introduce the book, build background and vocabulary  Make a Safety Puppet-Level D/6– Introduce the book, build background and vocabulary  Measuring Time-Level E/8- Introduce the book, build background and vocabulary  Watch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary  Counting Stars-Level F/10- Introduce the book, build background and vocabulary  Cleaning My Room- Level G/11- Introduce the book, build background and vocabulary  A Trip to the Market- Level G/12- Introduce the book, build background and vocabulary  Watch a Butterfly Grow-Level H/13- Introduce the book, build background and vocabulary  Cotton Plant to Cotton Shirt-Level J/18- Introduce the book, build background and vocabulary  Assessment/Reflection: Why is it important to know the sequence of events? What clues can help you find the sequence of events? |
| **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 their personal narrative. SWBAT identify and read final consonant clusters. |
| Vocabulary: small moments  Activities/Strategies:  Writing  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Grammar: Blend Words |
| **Wednesday October 14** | **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 important details from the text. |
| Vocabulary: important details  Activities/Strategies:  Mini Lesson: Comprehension Poster 2 Determine text importance  Activity- Kids read poster and determine important parts. They will annotate the important steps  **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)  \*Continued from last week  Growing a Plant-Level C/3-Review vocabulary, set purpose, read strategically  Make a Bird Feeder-Level C/4- Review vocabulary, set purpose, read strategically  Make a Safety Puppet-Level D/6– Review vocabulary, set purpose, read strategically  Measuring Time-Level E/8- Review vocabulary, set purpose, read strategically  Watch a Frog Grow-Level F/9- Review vocabulary, set purpose, read strategically  Counting Stars-Level F/10- Review vocabulary, set purpose, read strategically  Cleaning My Room- Level G/11- Review vocabulary, set purpose, read strategically  A Trip to the Market- Level G/12- Review vocabulary, set purpose, read strategically  Watch a Butterfly Grow-Level H/13- Review vocabulary, set purpose, read strategically  Cotton Plant to Cotton Shirt-Level J/18- Review vocabulary, set purpose, read strategically  Assessment/Reflection: What does it mean to determine text importance and how does this 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 their personal narrative. SWBAT read and write final consonant clusters |
| Vocabulary: small moments  Activities/Strategies:  Writing: Teacher and students will continue working on adding details to their small moment and writing their first draft.  Word Work:  Missing letters |
| **Thursday, October 15** | **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 the sequence of events while reading. |
| Vocabulary: Venn Diagram, compare/contrast  Activities/Strategies: Partner Read, Assess Fluency Skill using Rubric  Mini Lesson: Comprehension Poster 3 Pickled Peppers  Activity: Students will read the poster and locate important info  **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)  Growing a Plant-Level C/3-Review book, check comp., identify sequence of events  Make a Bird Feeder-Level C/4- Review book, check comp., identify sequence of events  Make a Safety Puppet-Level D/6– Review book, check comp., identify sequence of events  Measuring Time-Level E/8- Review book, check comp., identify sequence of events  Watch a Frog Grow-Level F/9- Review book, check comp., identify sequence of events  Counting Stars-Level F/10- Review book, check comp., identify sequence of events  Cleaning My Room- Level G/11- Review book, check comp., identify sequence of events  A Trip to the Market- Level G/12- Review book, check comp., identify sequence of events  Watch a Butterfly Grow-Level H/13- Review book, check comp., identify sequence of events  Cotton Plant to Cotton Shirt-Level J/18- Review book, check comp., identify sequence of events  Assessment/Reflection: How does finding important details 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 their personal narrative. SWBAT read and write final consonant clusters. |
| Vocabulary: small moments, details  Activities/Strategies:  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Word Work:  Draw a picture including five items that end with this week’s final consonant clusters |
| **Friday October 16** | **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:** R.4 1.b Read on level texts orally with accuracy, appropriate rate and expression on successive readings. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT perform reader’s theatre in small groups. |
| Vocabulary: adaptation, reader’s theater  Activities/Strategies:  Mini Lesson- Anchor Poster 4  Activity-Students read the poster and find the main idea of poster while finding important 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 3rd Fry Word Sight List)  Growing a Plant-Level C/3-Work with words, identify and seq. important details in the book  Make a Bird Feeder-Level C/4- Work with words, identify and seq. important details in the book  Make a Safety Puppet-Level D/6– Work with words, identify and seq. important details in the book  Measuring Time-Level E/8- Work with words, identify and seq. important details in the book  Watch a Frog Grow-Level F/9- Work with words, identify and seq. important details in the book  Counting Stars-Level F/10- Work with words, identify and seq. important details in the book  Cleaning My Room- Level G/11- Work with words, identify and seq. important details in the book  A Trip to the Market- Level G/12- Work with words, identify and seq. important details in the book  Watch a Butterfly Grow-Level H/13- Work with words, identify and seq. important details in the book  Cotton Plant to Cotton Shirt-Level J/18- Work with words, identify and seq. important details in the book  Assessment/Reflection: How does finding the important details help with sequencing events? |
| **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 final blends. |
| Vocabulary: small moments, details  Activities/Strategies:  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Word Study-Matching Game |