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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*
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| **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*
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| **Learning Target:** SWBAT identify the sequence of events |
| Vocabulary: sequence, ordinal wordsActivities/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 vocabularyMake 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 vocabularyMeasuring Time-Level E/8- Introduce the book, build background and vocabularyWatch a Frog Grow-Level F/9- Introduce the book, build background and vocabulary Counting Stars-Level F/10- Introduce the book, build background and vocabularyCleaning 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 vocabularyAssessment/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 momentsActivities/Strategies:WritingTeacher 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*
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| **Learning Target:** SWBAT identify important details from the text. |
| Vocabulary: important details Activities/Strategies:Mini Lesson: Comprehension Poster 2 Determine text importanceActivity- 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 weekGrowing a Plant-Level C/3-Review vocabulary, set purpose, read strategicallyMake a Bird Feeder-Level C/4- Review vocabulary, set purpose, read strategicallyMake a Safety Puppet-Level D/6– Review vocabulary, set purpose, read strategicallyMeasuring Time-Level E/8- Review vocabulary, set purpose, read strategically Watch a Frog Grow-Level F/9- Review vocabulary, set purpose, read strategicallyCounting 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 strategicallyWatch 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 strategicallyAssessment/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 momentsActivities/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*
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| **Learning Target:** SWBAT identify the sequence of events while reading.  |
| Vocabulary: Venn Diagram, compare/contrastActivities/Strategies: Partner Read, Assess Fluency Skill using RubricMini 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 eventsMake a Bird Feeder-Level C/4- Review book, check comp., identify sequence of eventsMake 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 eventsWatch a Frog Grow-Level F/9- Review book, check comp., identify sequence of eventsCounting Stars-Level F/10- Review book, check comp., identify sequence of eventsCleaning My Room- Level G/11- Review book, check comp., identify sequence of eventsA Trip to the Market- Level G/12- Review book, check comp., identify sequence of eventsWatch 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 eventsAssessment/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, detailsActivities/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*
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| **Learning Target:** SWBAT perform reader’s theatre in small groups.  |
| Vocabulary: adaptation, reader’s theaterActivities/Strategies: Mini Lesson- Anchor Poster 4Activity-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 bookMake a Bird Feeder-Level C/4- Work with words, identify and seq. important details in the bookMake a Safety Puppet-Level D/6– Work with words, identify and seq. important details in the bookMeasuring Time-Level E/8- Work with words, identify and seq. important details in the bookWatch 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 bookCleaning 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 bookWatch a Butterfly Grow-Level H/13- Work with words, identify and seq. important details in the bookCotton Plant to Cotton Shirt-Level J/18- Work with words, identify and seq. important details in the bookAssessment/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, detailsActivities/Strategies:Teacher and students will continue working on adding details to their small moment and writing their first draft.Word Study-Matching Game |