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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of September 14 2014**

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

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| **Monday September 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** RL.1.3 Describe characters, setting, and major events in a story using key details. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT describe a character’s traits. |
| Vocabulary: character, text clue, traits  Activities/Strategies:  Mini Lesson: Discuss the characters (Lilly’s Purple Plastic Purse) in a story and predict how they believe he feels and support their answer.  Activity: Students will illustrate Lilly and List her character traits from the story.  No! Tim: Level C/3-Continue working with text  Farm Alarm: Level D/5 – Continue Working with Text  Yard Sale: Level D/6– Continue Working with Text  Not Now, Sam: Level E/8 – Continue Working with Text  Counting Stars: Level F/10 - Continue Working with Text  Sam Find the Way: Level G/11- Continue Working with Text  Miss. Keen Needs Help: Level I/16- Continue Working with Text  Paul Bunyan: Level G/12 -Continue Working with Text  Review: How does understanding a character help you understand the story? |
| **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 /s/ blends |
| Writing  Teacher and students will continue working on adding details to their small moment and writing their first draft. |
| **Tuesday September 15** | **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.1.3 Describe characters, setting, and major events in a story using key details. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT tell about a character’s traits using text clues. |
| Vocabulary: character, text clue, traits  Activities/Strategies:  Mini Lesson: Discuss the characters (Chester’s Way) in a story and predict how they believe he feels and support their answer.  Activity: Students will add another illustration of Lilly to their “chart” and List her character traits from the story.  **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)  No! Tim: Level C/3-Continue working with text to analyze characters  Farm Alarm: Level D/5 – Continue Working with Text-analyze characters  Yard Sale: Level D/6– Continue Working with Text-analyze characters  Not Now, Sam: Level E/8 – Continue Working with Text-analyze characters  Counting Stars: Level F/10 – Continue Working with Text-analyze characters  How Does a Garden Grow: Level G/11- Continue Working with Text-analyze characters  Miss. Keen Needs Help: Level I/16- Continue Working with Text-analyze characters  Assessment/Reflection: Compare and Contrast Lilly in the two stories, How was she different in each story? |
| **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 /s/ blends |
| 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:  The Wasp poster  Kids circle medial and final /s/blends |
| **Wednesday September 16** | **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.1.3 Describe characters, setting, and major events in a story using key details. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT analyze characters |
| Vocabulary: character changes, traits vs. feelings  Activities/Strategies:  Mini Lesson: Discuss the characters (Julius Baby of the World) in a story and predict how they believe he feels and support their answer.  Activity: Students will add another illustration of Lilly to their “chart” and List her character traits from the story.  **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  No! Tim: Level C/3- Continue Working with Text-analyze character-Complete Graphic Organizer  Farm Alarm: Level D/5 – Continue Working with Text-analyze character-Complete Graphic Organizer  Yard Sale: Level D/6– Continue Working with Text-analyze character-Complete Graphic Organizer  Not Now, Sam: Level E/8 – Continue Working with Text-analyze character-Complete Graphic Organizer  Counting Stars: Level F/10 – Continue Working with Text-analyze character-Complete Graphic Organizer  How Does a Garden Grow: Level G/11- Continue Working with Text-analyze character-Complete Graphic Organizer  Miss. Keen Needs Help: Level I/16- Continue Working with Text-analyze character-Complete Graphic Organizer  Assessment/Reflection: Describe how Lilly was different in all three 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 about their personal narrative. SWBAT read and write final /s/ blends |
| 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:  Blend Colors |
| **Thursday September 17** | **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.1.1 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 answer questions about a text. |
| Vocabulary: traits vs. feelings  Activities/Strategies:  Mini Lesson: Review Julius Baby of the World and discuss Lilly  Activity: Students will complete a graphic organizer of how Lilly changes throughout the story.  **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)  No! Tim: Level C/3-Continue working with text Writing Component  Farm Alarm: Level D/5 – Continue working with text Writing Component  Yard Sale: Level D/6– Continue working with text Writing Component  Not Now, Sam: Level E/8 – Continue working with text Writing Component  Counting Stars: Level F/10 – Continue working with text Writing Component  How Does a Garden Grow: Level G/11- Continue working with text Writing Component  Miss. Keen Needs Help: Level I/16- Continue working with text Writing Component  Paul Bunyan: Level G/12- Continue working with text Writing Component  Assessment/Reflection: Talk about how and why they think characters change throughout 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 about their personal narrative. SWBAT read and write final /s/ 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 Work:  Read a final and medial /s/ blend sentence and illustrate it |
| **Friday September 18** | **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.1.3 Describe characters, setting, and major events in a story using key details. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT describe a character from a story |
| Vocabulary: connections  Activities/Strategies:  Mini Lesson: Review Julius Baby of the World and discuss Lilly  Activity: Students will complete a graphic organizer of how Lilly changes throughout the story. \*Complete from yesterday  **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)  No! Tim: Level C/3-Continue working with text Writing Component  Farm Alarm: Level D/5 – Continue working with text Writing Component  Yard Sale: Level D/6– Continue working with text Writing Component  Not Now, Sam: Level E/8 – Continue working with text Writing Component  Counting Stars: Level F/10 – Continue working with text Writing Component  How Does a Garden Grow: Level G/11- Continue working with text Writing Component  Miss. Keen Needs Help: Level I/16- Continue working with text Writing Component  Paul Bunyan: Level G/12- Continue working with text Writing Component  Assessment/Reflection: How does understanding why and how a character changes throughout the story help us understand the story better? Can it help us make connections? |
| **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, details  Activities/Strategies:  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Word Study- Students will read and find final and medial /s/ blends |