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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of September 21 2014**

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

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| **Monday September 21** | **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, story map  Activities/Strategies:  Mini Lesson: Introduce big book and read  Activity: Students will help create story map about their prior knowledge  No! Tim: Level C/3-Introduce book, view vocab words, look at characters  Bill’s First Day C4- Introduce book, view vocab words, look at characters  Yard Sale: Level D/6– Introduce book, view vocab words, look at characters  Hungry Fox E7- Introduce book, view vocab words, look at characters  Rocket ship Shapes F9- Introduce book, view vocab words, look at characters  Sam Find the Way: Level G/11- Introduce book, view vocab words, look at characters  Paul Bunyan: Level G/12 - Introduce book, view vocab words, look at characters  Benjamin Franklin I16- Introduce book, view vocab words, look at characters  Review: visualize and analyze characters from story; discuss how visualizing helps understand characters better |
| **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 cluster /and/, /ink/, /ing/ |
| Writing  Teacher and students will continue working on adding details to their small moment and writing their first draft.  Grammar-Poem, students list the words that end with the final consonant clusters |
| **Tuesday September 22** | **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, story elements  Activities/Strategies:  Mini Lesson: Reread first half of book and focus on characters, list story elements  Activity: Kids complete 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 3rd Fry Word Sight List)  No! Tim: Level C/3-Continue working with book and analyzing characters  Bill’s First Day C4- Continue working with book and analyzing characters  Yard Sale: Level D/6– Continue working with book and analyzing characters  Hungry Fox E7- Continue working with book and analyzing characters  Rocket ship Shapes F9- Continue working with book and analyzing characters  Sam Find the Way: Level G/11- Continue working with book and analyzing characters  Paul Bunyan: Level G/12 - Continue working with book and analyzing characters  Benjamin Franklin I16- Continue working with book and analyzing characters  Assessment/Reflection: We use clues in the picture and text to help us 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 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: Decodable Book with final consonant clusters |
| **Wednesday September 23** | **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: story map  Activities/Strategies:  Mini Lesson: Retell the story, discussing events and sequence of events. Conduct shared reading of the book  Activity: Students will add to their story map to include the sequence of events. Students will turn and talk telling about their favorite part of the book  **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-Work with word work from story and graphic organizer  Bill’s First Day C4- Work with word work from story and graphic organizer  Yard Sale: Level D/6– Work with word work from story and graphic organizer  Hungry Fox E7- Work with word work from story and graphic organizer  Rocket ship Shapes F9- Work with word work from story and graphic organizer  Sam Find the Way: Level G/11- Work with word work from story and graphic organizer  Paul Bunyan: Level G/12 - Work with word work from story and graphic organizer  Benjamin Franklin I16- Work with word work from story and graphic organizer  Assessment/Reflection: Students will tell the traits of the Big Billy Goat and defend their reasoning |
| **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:  Write rhyming words for sand, sing, rink, rent |
| **Thursday September 24** | **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: Venn Diagram, compare/contrast  Activities/Strategies:  Mini Lesson: Read a different version of The Three Billy Goats Gruff  Activity: Students will complete a Venn Diagram comparing the two stories  **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-Work with word work from story and graphic organizer  Bill’s First Day C4- Work with word work from story and graphic organizer  Yard Sale: Level D/6– Work with word work from story and graphic organizer  Hungry Fox E7- Work with word work from story and graphic organizer  Rocket ship Shapes F9- Work with word work from story and graphic organizer  Sam Find the Way: Level G/11- Work with word work from story and graphic organizer  Paul Bunyan: Level G/12 - Work with word work from story and graphic organizer  Benjamin Franklin I16- Work with word work from story and graphic organizer  Assessment/Reflection: How are the two stories different or the same |
| **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 nd, nk, nt, ng sounds and label their pictures |
| **Friday September 25** | **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: describe  Activities/Strategies:  Mini Lesson: Use words to describe the Big Billy Goat  Activity: Students will complete BLM 4 telling their favorite part of 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)  \*\*Data Notebook Friday  No! Tim: Level C/3-writing component of book  Bill’s First Day C4- writing component of book  Yard Sale: Level D/6– writing component of book  Hungry Fox E7- writing component of book  Rocket ship Shapes F9- writing component of book  Sam Find the Way: Level G/11- writing component of book  Paul Bunyan: Level G/12 - writing component of book  Benjamin Franklin I16- writing component of book  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- Sight word race |