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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of September 7 2014**

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

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| **Monday September 7** | **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-Labor 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 8** | **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 retell stories including the central message. |
| Vocabulary: main idea, key detailsActivities/Strategies:**\*\*Give Math Topic 8 Pretest**Mini Lesson: Comprehension Poster 1, discuss the characters in the poster and predict how they believe he feels and whyActivity: Kids analyze the characters and defend their response**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)No! Tim: Level C/3- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Farm Alarm: Level D/5 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Yard Sale: Level D/6- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Not Now, Sam: Level E/8 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Counting Stars: Level F/10 – 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 2Miss. Keen Needs Help: Level I/16- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2Assessment/Reflection: Why is it important to analyze characters? How does this help us as readers? |
| **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 momentsActivities/Strategies:WritingTeacher and students will continue working on adding details to their small moment and writing their first draft.Grammar:The Wasp posterKids circle medial and final /s/blends |
| **Wednesday September 9** | **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: nonfictionActivities/Strategies:Mini Lesson: Comprehension Poster 2, \*cover annotations at bottom, model thinking aloud on how to visualizeActivity: Comprehension Anchor Poster 3-Kids practice finding clues about the characters**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)No! Tim: Level C/3-Continue working with textFarm Alarm: Level D/5 – Continue Working with TextYard Sale: Level D/6– Continue Working with TextNot Now, Sam: Level E/8 – Continue Working with TextCounting Stars: Level F/10 - Continue Working with TextHow Does a Garden Grow: Level G/11- Continue Working with TextMiss. Keen Needs Help: Level I/16- Continue Working with TextAssessment/Reflection: What kinds of text have you read that has characters? How does analyzing characters help you deepen your understanding 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 /s/ 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:Blend Colors |
| **Thursday September 10** | **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: nonfictionActivities/Strategies:Mini Lesson: Comprehension Poster 4, Activity: Kids read posters and use their own words to tell about the poster**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)No! Tim: Level C/3-Continue working with text to analyze charactersFarm Alarm: Level D/5 – Continue Working with Text-analyze charactersYard Sale: Level D/6– Continue Working with Text-analyze charactersNot Now, Sam: Level E/8 – Continue Working with Text-analyze charactersCounting Stars: Level F/10 – Continue Working with Text-analyze charactersHow Does a Garden Grow: Level G/11- Continue Working with Text-analyze charactersMiss. Keen Needs Help: Level I/16- Continue Working with Text-analyze charactersAssessment/Reflection: BLM 5 |
| **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, detailsActivities/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 11** | **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: main ideaActivities/Strategies:Mini Lesson: Teacher will read a book from the libraryActivity: Students will practice BLM 6 giving traits about a character from the book**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)No! Tim: Level C/3- Continue Working with Text-analyze character-Complete Graphic OrganizerFarm Alarm: Level D/5 – Continue Working with Text-analyze character-Complete Graphic OrganizerYard Sale: Level D/6– Continue Working with Text-analyze character-Complete Graphic OrganizerNot Now, Sam: Level E/8 – Continue Working with Text-analyze character-Complete Graphic OrganizerCounting Stars: Level F/10 – Continue Working with Text-analyze character-Complete Graphic OrganizerHow Does a Garden Grow: Level G/11- Continue Working with Text-analyze character-Complete Graphic OrganizerMiss. Keen Needs Help: Level I/16- Continue Working with Text-analyze character-Complete Graphic OrganizerAssessment/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 read and find final and medial /s/ blends |