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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 details  Activities/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 details  Activities/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 why  Activity: 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 2  Farm Alarm: Level D/5 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2  Yard Sale: Level D/6- During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2  Not Now, Sam: Level E/8 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2  Counting Stars: Level F/10 – During Reading of Text, Students will Circle Unfamiliar Words for Us to Work Through Together (word work), Comprehension Lvl 2  How 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 2  Miss. 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 2  Assessment/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 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 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: nonfiction  Activities/Strategies:  Mini Lesson: Comprehension Poster 2, \*cover annotations at bottom, model thinking aloud on how to visualize  Activity: 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 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  How Does a Garden Grow: Level G/11- Continue Working with Text  Miss. Keen Needs Help: Level I/16- Continue Working with Text  Assessment/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 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 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: nonfiction  Activities/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 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: 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, 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 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 idea  Activities/Strategies:  Mini Lesson: Teacher will read a book from the library  Activity: 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 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: 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, 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 |