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| IEP/Student Modifications Noted in Classroom |

 **ELA Plans Week of April 18th - 22nd**

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

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| **Monday** **April** **18t****h**  | **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:**RL1.1 Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **Learning Target: SWBAT infer and make connections using pictures and text.**  Vocabulary: inferences, * Activities/Strategies: Benchmark Poster 1, Quickwrite
* Mini Lesson: Students make inferences and draw conclusions about “*When Mia wakes up, she looks outside. Before heading to school, she puts on a raincoat and boots and takes her umbrella.” What is the weather? What clues helped you draw this conclusion?*
* Students do a Quickwrite about what they notice in Poster 1. Create a class list of inferences that students have made about Poster 1.
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| **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 18th Fry Word Sight List)**C3-Counting Seeds-** Introduce story, discuss vocab, whisper read, draw conclusions**C4-Jobs at School-**Introduce story, discuss vocab, whisper read, draw conclusions**D5-Happy Birthday-**Introduce story, discuss vocab, whisper read, draw conclusions**D6-Batteries-**Introduce story, discuss vocab, whisper read, draw conclusions**E7-What do Pets Need-**Introduce story, discuss vocab, whisper read, draw conclusions**E8-Animal Families-**Introduce story, discuss vocab, whisper read, draw conclusions**F9-Where People Live-**Introduce story, discuss vocab, whisper read, draw conclusions**F10-The Power to Vote-**Introduce story, discuss vocab, whisper read, draw conclusions**G11-What Can You Measure With a Lollipop?-**Introduce story, discuss vocab, whisper read, draw conclusions**G12-Our Class Survey-**Introduce story, discuss vocab, whisper read, draw conclusions**H13-Who Works in Government-**Introduce story, discuss vocab, whisper read, draw conclusions**H14-Looking at Our World-**Introduce story, discuss vocab, whisper read, draw conclusions**I15-Play By the Rules-**Introduce story, discuss vocab, whisper read, draw conclusions**116-Making a Bug Habitat-**Introduce story, discuss vocab, whisper read, draw conclusions**J18-Your Nervous System-**Introduce story, discuss vocab, whisper read, draw conclusions**Reflection/Assessment: *My conclusion is \_\_\_\_\_\_\_\_ .******These clues help me draw this conclusion \_\_\_\_\_\_\_\_ .******I already knew \_\_\_\_\_\_\_\_ . This helped me draw a conclusion.*** |
| **11:45-12:45 Writing Workshop** [CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/)Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [**CCSS.ELA-LITERACY.RF.1.3.A**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**Know the spelling sound correspondences for common consonants digraphs** |
| **Learning Target:** SWBAT add adjectives to their writing. SWBAT create and read words with /ou/ |
| Vocabulary: Constructed ResponseActivities/Strategies: Students will work to write a response based on what they know about habitats. Students will practice a shared response with teacher before working on their own response in their journals before publishing. Word Work: Scrambled Words |
| **Tuesday** **April****19th**  | **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:** RL1.1 Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target: SWBAT infer and make connections using pictures and text.**  |
| Vocabulary: inferences, draw conclusions, evidence, clues* Activities/Strategies: Poster 2, Inferences Chart , Turn and Talk
* Mini Lesson: Students read poster 2 (annotations hidden) and work together to make inferences and draw conclusions based on the text and pictures.
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* Say, “Now think about what clues the author provided, and how we can use those clues and what we know to draw a conclusion about what kind of party Ann wants.”
* Reveal annotations after students are finished reading and making inferences.

**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 18th Fry Word Sight List)**C3-Counting Seeds-** Continue working with text, begin graphic organizer**C4-Jobs at School-**Continue working with text, begin graphic organizer**D5-Happy Birthday-**Continue working with text, begin graphic organizer**D6-Batteries-**Continue working with text, begin graphic organizer**E7-What do Pets Need-**Continue working with text, begin graphic organizer**E8-Animal Families-**Continue working with text, begin graphic organizer**F9-Where People Live-**Continue working with text, begin graphic organizer**F10-The Power to Vote-**Continue working with text, begin graphic organizer**G11-What Can You Measure With a Lollipop?-**Continue working with text, begin graphic organizer**G12-Our Class Survey-**Continue working with text, begin graphic organizer**H13-Who Works in Government-**Continue working with text, begin graphic organizer**H14-Looking at Our World-**Continue working with text, begin graphic organizer**I15-Play By the Rules-**Continue working with text, begin graphic organizer**116-Making a Bug Habitat-**Continue working with text, begin graphic organizer**J18-Your Nervous System-**Continue working with text, begin graphic organizerAssessment/Reflection: * Remember to look for examples of cause and effect when reading on your own or in small group.
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| **11:45-12:45 Writing Workshop** **Standard:** [**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[**CCSS.ELA-LITERACY.RF.1.3.A**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**Know the spelling sound correspondences for common consonants digraphs** |
| **Learning Target:**  Students will write a constructed response from a prompt. Students will be able to read and write words with /ou/. |
| Vocabulary: Constructed ResponseActivities/Strategies: Students will work to write a response based on what they know about habitats. Students will practice a shared response with teacher before working on their own response in their journals before publishing. Word Work: Scrambled Words |
| **Wednesday** **April** **20th** | **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:** RL1.1 Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details.**Learning Target: SWBAT infer and make connections using pictures and text.** Vocabulary: inferences, draw conclusions, Activities/Strategies: Poster 3, Think-Pair-ShareMini Lesson: Students will work with a partner to read Poster 3 and complete the annotations. We will review their work at the end of the lesson. **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 18th Fry Word Sight List)**C3-Counting Seeds-** Complete graphic organizer, begin working on word work**C4-Jobs at School-**Complete graphic organizer, begin working on word work**D5-Happy Birthday-**Complete graphic organizer, begin working on word work**D6-Batteries-**Complete graphic organizer, begin working on word work**E7-What do Pets Need-**Complete graphic organizer, begin working on word work**E8-Animal Families-**Complete graphic organizer, begin working on word work**F9-Where People Live-**Complete graphic organizer, begin working on word work**F10-The Power to Vote-**Complete graphic organizer, begin working on word work**G11-What Can You Measure With a Lollipop?-**Complete graphic organizer, begin working on word work**G12-Our Class Survey-**Complete graphic organizer, begin working on word work**H13-Who Works in Government-**Complete graphic organizer, begin working on word work**H14-Looking at Our World-**Complete graphic organizer, begin working on word work**I15-Play By the Rules-**Complete graphic organizer, begin working on word work**116-Making a Bug Habitat-**Complete graphic organizer, begin working on word work**J18-Your Nervous System-**Complete graphic organizer, begin working on word work**Assessment/Reflection:***Most texts you read require you to draw conclusions. You can use what you have learned to help you draw conclusions. This will help you when you read fiction and nonfiction texts.* | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **11:45-12:45 Writing Workshop** **Standard:**[**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[CCSS.ELA-LITERACY.RF.1.3.A](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)Know the spelling sound correspondences for common consonants digraphs**Learning Target:**  Students will write a constructed response from a prompt.Students will be able to read and write words with /ou/. |
| Writing: Students will work to write a response based on what they know about habitats. Students will practice a shared response with teacher before working on their own response in their journals before publishing. Word Work:Word Clues |
| **Thursday****April 21st** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **9:10-9:30 Whole Group Reading Mini Lesson & Activity** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target: SWBAT infer and make connections using pictures and text.**  |
| Vocabulary: making inferences, draw conclusionsActivities/Strategies: Poster 4, Comprehension QuestionsMini Lesson: Whole group read of Poster 4, Students take short comprehension quiz. Reflect and discuss answers to the comprehension quiz. **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 18th Fry Word Sight List)**Students will work in skills groups concerning areas of growth with grammar, phonetics, and writing****Assessment/Reflection:** Practice drawing conclusions. This strategy can help you answer questions in all your subjects. It can also help you when you take tests. |
| **11:45-12:45 Writing Workshop****Standard:**[**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[CCSS.ELA-LITERACY.RF.1.3.A](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)Know the spelling sound correspondences for common consonants digraphs |
| **Learning Target:** Students will write a constructed response from a prompt.Students will be able to read and write words with /ou/. |
| Vocabulary: narrative, adjectivesActivities/Strategies: Students will continue to work on their opinion piece. Writing: Students will work to write a response based on what they know about habitats. Students will practice a shared response with teacher before working on their own response in their journals before publishing. Word Work: Fill in the blank |
| **Friday** **April** **22nd** |  | **9:10-9:30 Whole Group Reading Mini Lesson & Activity****Standard:** RL1.1 Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details.**Learning Target: SWBAT infer and make connections using pictures and text.** Vocabulary: inferences, draw conclusionsActivities/Strategies: Constructed ResponseMini Lesson: Whole group model constructed response on seasons.Students will complete constructed response about a season and complete graphic organizer with evidence, what they know, and conclusion.**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 18th Fry Word Sight List)**\*\*Data Notebooks in Small Group****Assessment/Reflection:** How will we use what we’ve learned about making inferences when we’re reading? |  |
|  |  | **Learning Target:**  Students will write a constructed response from a prompt.Students will be able to read and write words with /oo/. |  |
|  |  | **11:45-12:45 Writing Workshop****Standard:** [**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[CCSS.ELA-LITERACY.RF.1.3.A](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)Know the spelling sound correspondences for common consonants digraphsVocabulary: constructed responseActivities/Strategies: Students will complete the Spell and Peer Check with /ou/Writing: Students will work to write a response based on what they know about habitats. Students will practice a shared response with teacher before working on their own response in their journals before publishing. Word Work: Spelling peer check |  |