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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of December 14th-18th**

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

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| **Monday**  **Dec. 14th** | **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. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT make inferences about a text. |
| Vocabulary: inference, Suburban, community  Activities/Strategies: Think Pair Share, KWL chart, Comprehension Poster 1- Life in a Suburban community.  Mini Lesson: Complete a KWL chart for Suburban Communities. (KW) Picture walk the text *Life in a Suburban Community,* read text and fill in BLM3 Annotation chart for inferences. fill in L of KWL chart for what students have learned in Chapter 1.  **\*\*Teachers may be administering DRA during Literacy Center time**  **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)  **C3 Add the Animals**- Introduce book, discuss vocabulary and story elements, whisper read  **C4 What is the Season**-Introduce book, discuss vocabulary and story elements, whisper read  **D5 My Grandma**-Introduce book, discuss vocabulary and story elements, whisper read  **D6 Playground Fun**-Introduce book, discuss vocabulary and story elements, whisper read  **E7 Neighbors at Work**-Introduce book, discuss vocabulary and story elements, whisper read  **E8 Marta’s Cupcake Problem**-Introduce book, discuss vocabulary and story elements, whisper read-  **F9 Jake’s Sleepover**-Introduce book, discuss vocabulary and story elements, whisper read  **F10 How Raven Became Black and Owl Got It’s Spots**-Introduce book, discuss vocabulary and story elements, whisper read  **G11 Jacques Cousteau**-Introduce book, discuss vocabulary and story elements, whisper read  **G12 Looking For Patterns**-Introduce book, discuss vocabulary and story elements, whisper read  **H13 Jon James Audubon**-Introduce book, discuss vocabulary and story elements, whisper read  **H14 Number Games**-Introduce book, discuss vocabulary and story elements, whisper read  **I15 A Seat on the Bus**-Introduce book, discuss vocabulary and story elements, whisper read  **I16 Peaches All the Time**-Introduce book, discuss vocabulary and story elements, whisper read  **J18 Grandma Moses**-Introduce book, discuss vocabulary and story elements, whisper read  Assessment/Reflection: How does making inferences help you be a better reader? |
| **11:45-12:45 Writing Workshop**  **Standard:** RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. |
| **Learning Target:** SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions . TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: research, informational  Activities/Strategies:  Writing- Holidays around the World. Students will learn and write about holiday traditions around the world.  Word Work: Students will sort words in the poem with final digraph -ch. |
| **Tuesday Dec 15th** | **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:**. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT make connections to the text from their own experiences. |
| Vocabulary: inference, Suburban, community  Activities/Strategies: Think Pair Share, KWL Chart, Life in a Suburban Community text-Chapter 2, BLM 3  Mini Lesson: Review KWL chart for suburban communities. Students contrast suburban communities with what they know about communities in the city. Read aloud chapter 2 about Jobs in Suburban Communities. Fill in Inferences BLM3, Complete KWL chart for suburban communities.  **\*\*We will be doing DRA during small group time.**  **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)  **C3 Add the Animals**-continue working with the book, talk about connections  **C4 What is the Season-**continue working with the book, talk about connections  **D5 My Grandma-**continue working with the book, talk about connections  **D6 Playground Fun-**continue working with the book, talk about connections  **E7 Neighbors at Work-**continue working with the book, talk about connections  **E8 Marta’s Cupcake Problem-**continue working with the book, talk about connections  **F9 Jake’s Sleepover-**continue working with the book, talk about connections  **F10 How Raven Became Black and Owl Got It’s Spots-**continue working with the book, talk about connections  **G11 Jacques Cousteau-**continue working with the book, talk about connections  **G12 Looking For Patterns-**continue working with the book, talk about connections  **H13 Jon James Audubon-**continue working with the book, talk about connections  **H14 Number Games-**continue working with the book, talk about connections  **I15 A Seat on the Bus-**continue working with the book, talk about connections  **I16 Peaches All the Time-**continue working with the book, talk about connections  **J18 Grandma Moses-**continue working with the book, talk about connections  Assessment/Reflection: How will you use what you practiced today when reading on your own? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. |
| **Learning Target:** SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions. TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: fact, research, informational  Activities/Strategies:  Writing-Holidays around the World. Students will learn and write about holiday traditions around the world.  Word Work: Students will play *Yes? or No?* and identify words with the final digraph -ch. |
| **Wednesda y**  **Dec 16th** | **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. R L1.3 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 use a text to make connections and inferences. |
| Vocabulary: inference, Suburban, community  Activities/Strategies:  Mini Lesson: KWL Chart, Chapter 3  Review KWL Chart, Read Aloud Chapter 3, Add Annotations to BLM 3 from student inferences, Students add to KWL chart. Review text structure in nonfiction texts.  **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)  **\*\*We will be doing DRA during small group time.**  **C3 Add the Animals-**continue working with the book, talk about connections G.org.  **C4 What is the Season-**continue working with the book, talk about connections g.org.  **D5 My Grandma-**continue working with the book, talk about connections g.org.  **D6 Playground Fun-**continue working with the book, talk about connections g.org.  **E7 Neighbors at Work-**continue working with the book, talk about connections g.org.  **E8 Marta’s Cupcake Problem-**continue working with the book, talk about connections g.org.  **F9 Jake’s Sleepover-**continue working with the book, talk about connections g.org.  **F10 How Raven Became Black and Owl Got It’s Spots-**continue working with the book, talk about connections g.org.  **G11 Jacques Cousteau-**continue working with the book, talk about connections g.org.  **G12 Looking For Patterns-**continue working with the book, talk about connections g.org.  **H13 Jon James Audubon-**continue working with the book, talk about connections g.org.  **H14 Number Games-**continue working with the book, talk about connections g.org.  **I15 A Seat on the Bus-**continue working with the book, talk about connections g.org.  **I16 Peaches All the Time-**continue working with the book, talk about connections g.org.  **J18 Grandma Moses-**continue working with the book, talk about connections g.org.  Assessment/Reflection: What kinds of texts have you read where you needed to make inferences? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. |
| **Learning Target:**  SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions..TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: fact, research  Activities/Strategies:  Writing: Holidays around the World. Students will learn and write about holiday traditions around the world.  Word Work: Students will identify the number of ch words in a sentence and draw a picture to represent that picture. |
| **Thursday, Dec 17th** | **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. R L1.3 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 make inferences and connections  Vocabulary: inferences, text connections  Activities/Strategies: Make Inferences Poster (BLM 3) Pedestal Word Chart  Mini Lesson: Students will review the Make Inferences Poster (BLM 3) Add Inferences to the L portion of the KWL chart if they haven’t already been added. Complete Pedestal Word Chart- Help students identify at least two facts for each topic. They may refer to the book or the Make Inferences graphic organizer and KWL Chart.  **9:30-11:00 Small Guided Group Activities**  **\*\*We will be doing DRA during small group time.**  **C3 Add the Animals-**complete graphic organizer or work on phonics component  **C4 What is the Season-**complete graphic organizer or work on phonics component  **D5 My Grandma-**complete graphic organizer or work on phonics component  **D6 Playground Fun-**complete graphic organizer or work on phonics component  **E7 Neighbors at Work-**complete graphic organizer or work on phonics component  **E8 Marta’s Cupcake Problem-**complete graphic organizer or work on phonics component  **F9 Jake’s Sleepover-**complete graphic organizer or work on phonics component  **F10 How Raven Became Black and Owl Got It’s Spots-**complete graphic organizer or work on phonics component  **G11 Jacques Cousteau-**complete graphic organizer or work on phonics component  **G12 Looking For Patterns-**complete graphic organizer or work on phonics component  **H13 Jon James Audubon-**complete graphic organizer or work on phonics component  **H14 Number Games-**complete graphic organizer or work on phonics component  **I15 A Seat on the Bus-**complete graphic organizer or work on phonics component  **I16 Peaches All the Time-**complete graphic organizer or work on phonics component  **J18 Grandma Moses-**complete graphic organizer or work on phonics component  Assessment/Reflection: What are some ways using inferences can help you? |
| **11:45-12:45 Writing Workshop**  **Standard:** Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs.  **Learning Target:**  SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions. TSWBAT create and read words with digraphs ch, sh. Writing: Holidays around the World. Students will learn and write about holiday traditions around the world.  Word Work: Make a word: Students will cut out letter cards to make words with -ck. They will add these words to the class list. |
| **Friday**  **Dec 18th** | **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. R L1.3 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 find the story elements |
| Vocabulary: Inferences, Connections  Activities/Strategies: Santa stuck in a fireplace picture  Mini Lesson: Show a picture of santa stuck in a fireplace. Students will use clues from the picture to write how they think Santa got stuck in the fireplace. Students will write how they can help to get Santa out of the fireplace.  **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)  Assessment/Reflection: How did we use inferences to create solutions. |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure. RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions. TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: fact, research, informational  Activities/Strategies: Students will read through their informational book and use a graphic organizer to research facts about their animal.  Writing: Holidays around the World. Students will learn and write about holiday traditions around the world.  Word Study-Students will complete the peer check with a partner. |