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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of December 7th-11th**

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

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| **Monday**  **Dec. 7th** | **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  Activities/Strategies: Think Pair Share, Comprehension Poster 1  Mini Lesson: Tell students a situation about children returning to the classroom and having a hard time focusing. Model making inferences. Students will then analyze Comprehension Poster 1 and make inferences.  **\*\*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 collect information about an animal. . TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: research, informational  Activities/Strategies:  Writing-Students will research their animal and work on a graphic organizer to organize their facts.  Students will begin researching animals-finding facts  Word Work: Students will sort words in the poem with final digraph -ch. |
| **Tuesday Dec 8th** | **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: connections, inference,  Activities/Strategies: Think Pair Share, Model Think Aloud, Comprehension Poster 2  Mini Lesson: Model Think Aloud while analyzing Comprehension Poster 2. Students Think-Pair-Share to make connections with the comprehension poster and then share out. Review annotations on Comprehension Chart.  **\*\*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 collect information about an animal. TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: fact, research, informational  Activities/Strategies:  Writing  Word Work: Students will play *Yes? or No?* and identify words with the final digraph -ch. |
| **Wednesda y**  **Dec 9th** | **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: = inferences, text connections  Activities/Strategies: Animals in Winter BLM,  Mini Lesson:  Students will work with partner to circle/underline/hilight the text as they make connections and inferences. Students will add in annotations and then share with whole group.  **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 collect data about an animal.TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary: fact, research  Activities/Strategies:  Writing: Students will collect info about their animal  Word Work: Students will identify the number of ch words in a sentence and draw a picture to represent that picture. |
| **Thursday, Dec 10th** | **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: Poster 4, Think-Pair-Share, Independent Reading, BLM 5  Mini Lesson:  Activity: Students read passage with partner. Distribute BLM 5. Using Think-Aloud Model how to answer questions by using inferences. Students complete BLM 5 with partner and demonstrate think-aloud strategies using inferences.  **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 collect data about an animal. TSWBAT create and read words with digraphs ch, sh.  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 11th** | **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: Constructed Response  Mini Lesson: Model completing constructed response. Students complete constructed response independently but can ask group for assistance for writing/spelling/clarification.  **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 Notebooks**  Assessment/Reflection: How did we make our characters sound and feel like real people (or animals/objects) with feelings? |
| **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 synthesize their information about an animal.. 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.  Word Study-Students will complete the peer check with a partner. |