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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: inferenceActivities/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 readAssessment/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, informationalActivities/Strategies:Writing-Students will research their animal and work on a graphic organizer to organize their facts.Students will begin researching animals-finding factsWord 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, informationalActivities/Strategies:WritingWord 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 connectionsActivities/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, researchActivities/Strategies:Writing: Students will collect info about their animalWord 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 connectionsVocabulary: inferences, text connectionsActivities/Strategies: Poster 4, Think-Pair-Share, Independent Reading, BLM 5Mini 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, connectionsActivities/Strategies: Constructed ResponseMini 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.  |