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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of February 2nd-5th**

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

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| **Tuesday**  **February**  **2** | **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*   **W** |
| **Learning Target:** SWBAT summarize a text with key details. |
| Vocabulary: Needs, survive, past, present, future  Activities/Strategies: Quickwrite, T-Chart graphic organizer, Needs Past and Present Big Book  Mini Lesson: Students will quickwrite all they need to survive. Complete T-Chart, what people need now to survive, what people needed long ago to survive. Introduce Needs Past and Present Book and review text features Table of Contents/Glossary  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 10th Fry Word Sight List)  **C3 Using Numbers at Work**- Introduce book, discuss vocabulary and story elements, whisper read  **C4 Farm Work**-Introduce book, discuss vocabulary and story elements, whisper read  **D5 Ducklings Grow Up**-Introduce book, discuss vocabulary and story elements, whisper read  **E7 Making a Rabbit with Shapes**-Introduce book, discuss vocabulary and story elements, whisper read  **E8 Helping Animals**--Introduce book, discuss vocabulary and story elements, whisper read  **F9 Laura Ingalls Wilder**--Introduce book, discuss vocabulary and story elements, whisper read-  **F10 Counting Insects**--Introduce book, discuss vocabulary and story elements, whisper read  **G11 Your Body** -Introduce book, discuss vocabulary and story elements, whisper read  **G12 What is a Good Citizen?**-Introduce book, discuss vocabulary and story elements, whisper read  **H13 Patterns in Nature**--Introduce book, discuss vocabulary and story elements, whisper read  **H14 Doing My Job**--Introduce book, discuss vocabulary and story elements, whisper read  **I 15 At the Circus**--Introduce book, discuss vocabulary and story elements, whisper read  **I 16 The Inupiac Live Here**-Introduce book, discuss vocabulary and story elements, whisper read  **J18 Ants-** -Introduce book, discuss vocabulary and story elements, whisper read  Assessment/Reflection: You summarize by telling the important ideas. You can find the important ideas in Chapter 1 by answering these questions: How did Native Americans get food in the past? Where do people get food in the present? |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about, state an opinion, supply a reason for the opinion, 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 create and read words with long e (ea and final e) . SWBAT supply a reason to support their opinion. |
| Vocabulary: Opinion, reason  Activities/Strategies:  Writing- Continue working on/editing an opinion piece  Word Work: Introduce poem Flea’s Feast. Students will read the poem and highlight the long e words. Students can sort the words into ea and final e |
| **Wednesday**  **February**  **3** | **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.**  SWBAT summarize a text with key details.  .Vocabulary: Needs, survive, past, present, future  Activities/Strategies: Think Pair Share, Close Read, Summarize and Annotate Text, Review Captions  Mini Lesson: Review Needs: Past and Present, Read aloud Chapter 2 (page 85) and read the chapter with students. Students Think-Pair-Share key details in the text and add to graphic organizer.  Review Text Feature: Captions  **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 10th Fry Word Sight List)  **C3 Using Numbers at Work**- Continue working through the text and finding big ideas  **C4 Farm Work**-Continue working through the text and finding big ideas  **D5 Ducklings Grow Up**-Continue working through the text and finding big ideas  **E7 Making a Rabbit with Shapes**-Continue working through the text and finding big ideas  **E8 Helping Animals**-Continue working through the text and finding big ideas  **F9 Laura Ingalls Wilder**-Continue working through the text and finding big ideas  **F10 Counting Insects**-Continue working through the text and finding big ideas  **G11 Your Body** Continue working through the text and finding big ideas  **G12 What is a Good Citizen?**Continue working through the text and finding big ideas  **H13 Patterns in Nature**-Continue working through the text and finding big ideas  **H14 Doing My Job**-Continue working through the text and finding big ideas  **I 15 At the Circus**-Continue working through the text and finding big ideas  **I 16 The Inupiac Live Here**-Continue working through the text and finding big ideas  **J18 Ants-** Continue working through the text and finding big ideas  Assessment/Reflection: How do captions help readers? | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **11:45-12:45 Writing Workshop**  **Standard:**  W.1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about, state an opinion, supply a reason, provide some sense of closure.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:** SWBAT write an opinion/review. SWBAT create and read words with long e (ea and final e). |
| Vocabulary: opinion  Activities/Strategies:  Writing-Continue editing and adding to their opinion piece  Word Work: Students will work with a buddy on spelling peer check |
| **Thursda y**  **February**  **4** | **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 summarize a text with key details. |
| Vocabulary: Needs, survive, past, present, future, Compare, Contrast  Activities/Strategies: Think-Pair-Share, Chapter 3 of Needs:Past and Present, Venn Diagram  Mini Lesson: Students will T-P-S review first two chapters of Needs: Past and Present. Students will share to help to annotate text. Create Venn Diagram comparing Past and Present  **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 10th Fry Word Sight List)  **Skills Groups-Students will work in guided groups covering appropriate grammar and phonics skills based on MAP Scores**  Assessment/Reflection: Which words can you use as hints for compare/contrast? |
| **11:45-12:45 Writing Workshop**  **Standard:** W1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about-state an opinion, supply a reason, provide some sense of closure. RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| **Learning Target:**  SWBAT state an opinion and supply a reason. SWBAT create and read words with SWBAT create and read words with long e (ea and final e). |
| Vocabulary: opinion, reason  Activities/Strategies:  Writing: Students will continue working on opinion piece  Word Work: Students will read it, write it, draw it |
| **Friday**  **February**  **5** | **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 summarize a text with key details.  Vocabulary: Needs, survive, past, present, future, Compare, Contrast  Activities/Strategies: Chapter 4 and Conclusion, Frayer Model “needs”  Mini Lesson: Students read chapter 4 and Conclusion and add annotations. Students will help to complete a modified Frayer Model/Word Map for the word “needs” using what they learned from the text.  **9:30-11:00 Small Guided Group Activities**  **\*\*Data Notebook Day-If not needed continue working with text**  **C3 Using Numbers at Work**-continue working with the book, talk about summary G.org.  **C4 Farm Work**-continue working with the book, talk about summary G.org.  **D5 Ducklings Grow Up**--continue working with the book, talk about summary G.org.  **E7 Making a Rabbit with Shapes**-continue working with the book, talk about summary G.org.  **E8 Helping Animals**--continue working with the book, talk about summary G.org.  **F9 Laura Ingalls Wilder**--continue working with the book, talk about summary G.org.  **F10 Counting Insects**--continue working with the book, talk about summary G.org.  **G11 Your Body** -continue working with the book, talk about summary G.org.  **G12 What is a Good Citizen?**-continue working with the book, talk about summary G.org.  **H13 Patterns in Nature**--continue working with the book, talk about summary G.org.  **H14 Doing My Job**--continue working with the book, talk about summary G.org.  **I 15 At the Circus**--continue working with the book, talk about summary G.org.  **I 16 The Inupiac Live Here**--continue working with the book, talk about summary G.org.  **J18 Ants-** -continue working with the book, talk about summary G.org.  Assessment/Reflection: How will you use what you’ve learned about  when reading on your own? |
| **11:45-12:45 Writing Workshop**  **Standard:** W1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about-state an opinion, supply a reason, provide some sense of closure. RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
|  |  | **Learning Target:**  TSWBAT give an opinion and reason about a topic. SWBAT create and read words with long e (ea and final e). | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* |
| Vocabulary: opinion reason  Activities/Strategies:  Phonics: Use ea and final e words to create and record sentences on a capture sheet.  Writing: Students will continue working on opinion piece |
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