|  |
| --- |
| IEP/Student Modifications Noted in Classroom |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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, futureActivities/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/GlossaryStudents 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 readAssessment/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, reasonActivities/Strategies:Writing- Continue working on/editing an opinion pieceWord 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, futureActivities/Strategies: Think Pair Share, Close Read, Summarize and Annotate Text, Review CaptionsMini 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 ideasAssessment/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: opinionActivities/Strategies:Writing-Continue editing and adding to their opinion pieceWord 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, ContrastActivities/Strategies: Think-Pair-Share, Chapter 3 of Needs:Past and Present, Venn DiagramMini 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, reasonActivities/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, ContrastActivities/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 reasonActivities/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 |
|  |