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

 **ELA Plans Week of February 22nd-26th**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday** **Feb** **22nd**  | **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. RL1.3 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:** Vocabulary: Activities/Strategies: Mini Lesson: Assessment on Unit 7 |
| **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 18th Fry Word Sight List)**7C With My Mom and Dad-** Introduce story, make predictions and inferences based on info from the book**7C Patterns at the Beach-** Introduce story, make predictions and inferences based on info from the book**7D In the Forest-** Introduce story, make predictions and inferences based on info from the book**7D Water-** Introduce story, make predictions and inferences based on info from the book**7E Animal Worlds-** Introduce story, make predictions and inferences based on info from the book**7E Sorting at the Nature Center-** Introduce story, make predictions and inferences based on info from the book**7F Ocean Animals-** Introduce story, make predictions and inferences based on info from the book**7F Ready for Fall-** Introduce story, make predictions and inferences based on info from the book**7G School Trip Estimation-** Introduce story, make predictions and inferences based on info from the book**7G The Lemonade Stand-** Introduce story, make predictions and inferences based on info from the book**7H Caterpillar Can’t Wait-** Introduce story, make predictions and inferences based on info from the book**7H Dollars and Cents-** Introduce story, make predictions and inferences based on info from the book**7I At the Circus-** Introduce story, make predictions and inferences based on info from the book**7I In a Tropical Rain Forest-** Introduce story, make predictions and inferences based on info from the book**7J The Mystery of the Missing Cookies-** Introduce story, make predictions and inferences based on info from the bookReflection/Assessment: Remember, you can look for comparisons and contrasts in a text, too. Tomorrow, we will practice comparing and contrasting in a text. |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:** SWBAT give 2 reasons for their opinion. SWBAT create and read words with ur/er/ir. |
| Vocabulary: opinion, reasonsActivities/Strategies: Continue work on opinion pieces.Word Work: Whole class-brainstorm list of words with er/ur/ir. |
| **Tuesday** **Feb** **23rd**  | **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. RL1.3 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 compare and contrast two objects using details from the text. |
| Vocabulary: compare, contrastActivities/Strategies: Venn Diagram, Poster 1Mini Lesson: Introduce a Venn Diagram by comparing and contrasting Teacher vs a Sibling/Friend, Introduce Poster 1, Model identifying important details in the poster, comparing the two types of communities. Students answer the following questions:* *One way urban and suburban communities are alike is \_\_\_\_\_\_\_\_\_\_\_.*
* *One difference between urban and suburban communities is \_\_\_\_\_\_\_\_.*
* *A clue that helped me compare is \_\_\_\_\_\_\_\_.*
* *A clue that help me contrast is \_\_\_\_\_\_\_\_\_.*

**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 18th Fry Word Sight List)**7C With My Mom and Dad-** Introduce story, make predictions and inferences based on info from the book**7C Patterns at the Beach-** Introduce story, make predictions and inferences based on info from the book**7D In the Forest-** Introduce story, make predictions and inferences based on info from the book**7D Water-** Introduce story, make predictions and inferences based on info from the book**7E Animal Worlds-** Introduce story, make predictions and inferences based on info from the book**7E Sorting at the Nature Center-** Introduce story, make predictions and inferences based on info from the book**7F Ocean Animals-** Introduce story, make predictions and inferences based on info from the book**7F Ready for Fall-** Introduce story, make predictions and inferences based on info from the book**7G School Trip Estimation-** Introduce story, make predictions and inferences based on info from the book**7G The Lemonade Stand-** Introduce story, make predictions and inferences based on info from the book**7H Caterpillar Can’t Wait-** Introduce story, make predictions and inferences based on info from the book**7H Dollars and Cents-** Introduce story, make predictions and inferences based on info from the book**7I At the Circus-** Introduce story, make predictions and inferences based on info from the book**7I In a Tropical Rain Forest-** Introduce story, make predictions and inferences based on info from the book**7J The Mystery of the Missing Cookies-** Introduce story, make predictions and inferences based on info from the bookAssessment/Reflection: * How will you use what we have practiced today when you read on your own?
 |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ur/er/ir. |
| Vocabulary: opinion, reasonsActivities/Strategies: Review previous sentence stems and how to persuade by giving reasons for their opinions. Writing- Continue work on yesterday’s opinion writingWord Work: BLM 4 Name and Listen for words with ir/er/ur pattern. |
| **Wednesday** **Feb****24th** | **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. RL1.3 Describe characters, settings, and major events in a story, using key details.**Learning Target:** SWBAT compare and contrast two objects using details from the text.Vocabulary: Compare/Contrast Activities/Strategies: Poster 2, Determine Importance Anchor Chart (teacher created) Mini Lesson: Model identifying important details from the text title and identifying key details from the text using Poster 2. Students practice using the following stems:* *A clue word that helped me make this comparison is \_\_\_\_\_\_\_\_.*
* *A difference between butterflies and moths is \_\_\_\_\_\_\_\_\_\_.*
* *A clue word that helped me make this contrast is \_\_\_\_\_\_\_\_\_\_.*

Students create a list of signal words for compare and contrast. Students choose words to create a statement comparing or contrasting moths and butterflies. **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 18th Fry Word Sight List)**7C With My Mom and Dad**- continue working with text and making predictions/inferences; begin graphic organizer**7C Patterns at the Beach**- continue working with text and making predictions/inferences; begin graphic organizer**7D In the Forest**- continue working with text and making predictions/inferences; begin graphic organizer**7D Water**- continue working with text and making predictions/inferences; begin graphic organizer**7E Animal Worlds**- continue working with text and making predictions/inferences; begin graphic organizer**7E Sorting at the Nature Center**- continue working with text and making predictions/inferences; begin graphic organizer**7F Ocean Animals**- continue working with text and making predictions/inferences; begin graphic organizer**7F Ready for Fall**- continue working with text and making predictions/inferences; begin graphic organizer**7G School Trip Estimation**- continue working with text and making predictions/inferences; begin graphic organizer**7G The Lemonade Stand**- continue working with text and making predictions/inferences; begin graphic organizer**7H Caterpillar Can’t Wait**- continue working with text and making predictions/inferences; begin graphic organizer**7H Dollars and Cents**- continue working with text and making predictions/inferences; begin graphic organizer**7I At the Circus**- continue working with text and making predictions/inferences; begin graphic organizer**7I In a Tropical Rain Forest**- continue working with text and making predictions/inferences; begin graphic organizer**7J The Mystery of the Missing Cookies**- continue working with text and making predictions/inferences; begin graphic organizerAssessment/Reflection: *We used clues in the pictures and words to make predictions today. Making predictions while you read helps you think about the story and enjoy it more. When you make predictions, you pay close attention to what is happening. Remember to make predictions today during small-group reading instruction, too.* | **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 for the opinion and provide some sense of closure. RF.1.3.b Decode regularly spelled one syllable words.**Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words ur/er/ir |
| Writing: Students will continue to work on their opinion piece through the writing process. Word Work: BLM 5 Which are Alike? List words with the er/ir/ur patterns. |
| **Thursday****Feb** **25th** | **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. RL1.3 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 compare and contrast two objects using details from the text. |
| Vocabulary: Compare, ContrastActivities/Strategies: Poster 3, Venn Diagram, Partner WorkMini Lesson: Students will read Poster 3 with a partner to compare and contrast Monkeys and Apes. Students will share their results 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 18th Fry Word Sight List)**Students will work in skills groups concerning areas of growth with grammar, phonetics, and writing**Assessment/Reflection: What kinds of texts have you read that compare and contrast information?Would a fictional story ever compare and contrast things? How? |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ur/er/ir. |
| Vocabulary: OpinionActivities/Strategies: Students will continue to work on their opinion piece. Writing: Word Study: BLM 7 Fill in the Blank-Use words with er/ir/ur in sentences. |
| **Friday** **Feb****26th** |  | **9:10-9:30 Whole Group Reading Mini Lesson & Activity****Standard:** RL1.1 Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details.**Learning Target:**SWBAT compare and contrast two objects using details from the text.Vocabulary: Compare, ContrastActivities/Strategies: Poster 3, Venn Diagram, Partner WorkMini Lesson: Students will read Poster 3 with a partner to compare and contrast Monkeys and Apes. Students will share their results 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 18th Fry Word Sight List)**\*\*Data Notebooks in Small Group** |  |
|  |  | **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ur/er/ir. |  |
|  |  | **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.1.3.b Decode regularly spelled one syllable words.Vocabulary: OpinionActivities/Strategies: Students will complete the Spell and Peer Check with ir/er/ur words.Writing: Students will continue to work on their opinion piece.  |  |