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| IEP/Student Modifications Noted in Classroom |

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

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

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| **Monday**  **Feb**  **29th** | **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 how seasons affect plant life cycles.**  Vocabulary: Compare, Contrast  Activities/Strategies: Chapter One, Compare and Contrast Annotations, Plants and Seasons KWL chart  Mini Lesson: Students quickwrite what they know about plants and how they change through the seasons. Students share with a partner what they’ve written. Students add information to KWL chart. Review text features “introduction, table of contents, conclusion.”  Introduce Compare and Contrast chart for seasons. Read Chapter One and Annotate in Compare and Contrast chart. |
| **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)  **C3-Thanksgiving Then and Now-**Introduce book, review compare/contrast, discuss vocab  **C4-Sorting at the Park-**Introduce book, review compare/contrast, discuss vocab  **D5-Going Faster-**Introduce book, review compare/contrast, discuss vocab  **D6- Old School, New School-**Introduce book, review compare/contrast, discuss vocab  **E7- Animal Coverings-**Introduce book, review compare/contrast, discuss vocab  **E8- Families Work and Play Together-**Introduce book, review compare/contrast, discuss vocab  **F9- Comparing Two Cities-**Introduce book, review compare/contrast, discuss vocab  **F10-Summer to Fall-**Introduce book, review compare/contrast, discuss vocab  **G11-Getting Ready for School-**Introduce book, review compare/contrast, discuss vocab  **G12-Technology Today-**Introduce book, review compare/contrast, discuss vocab  **H13-Rural Communities-**Introduce book, review compare/contrast, discuss vocab  **H14 Winter to Spring-**Introduce book, review compare/contrast, discuss vocab  **I15-Weather Every Day-**Introduce book, review compare/contrast, discuss vocab  **I16- How Can You Sort?-**Introduce book, review compare/contrast, discuss vocab  **J18- We Are All Alike-**Introduce book, review compare/contrast, discuss vocab  Reflection/Assessment: *When you read a nonfiction book on your own or during small-group reading, remember to focus on the important information, and ask yourself, “What things are alike? What things are different?” This will help you be a better reader.* |
| **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, reasons  Activities/Strategies: Continue work on opinion pieces.  Word Work: Whole class-brainstorm list of words with r controlled digraphs |
| **Tuesday**  **March 1st** | **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, contrast, label  Activities/Strategies: Chapter Two, Compare and Contrast Annotations, Plants and Seasons KWL chart  Mini Lesson: Introduce text feature, “label.” Review Annotations for Fall and read Winter and add annotations.  **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)  **C3-Thanksgiving Then and Now-**Compare and Contrast-work on graphic organizer  **C4-Sorting at the Park-**Compare and Contrast-work on graphic organizer  **D5-Going Faster-**Compare and Contrast-work on graphic organizer  **D6- Old School, New School-**Compare and Contrast-work on graphic organizer  **E7- Animal Coverings-**Compare and Contrast-work on graphic organizer  **E8- Families Work and Play Together-**Compare and Contrast-work on graphic organizer  **F9- Comparing Two Cities-**Compare and Contrast-work on graphic organizer  **F10-Summer to Fall-**Compare and Contrast-work on graphic organizer  **G11-Getting Ready for School-**Compare and Contrast-work on graphic organizer  **G12-Technology Today-**Compare and Contrast-work on graphic organizer  **H13-Rural Communities-**Compare and Contrast-work on graphic organizer  **H14 Winter to Spring-**Compare and Contrast-work on graphic organizer  **I15-Weather Every Day-**Compare and Contrast-work on graphic organizer  **I16- How Can You Sort?-**Compare and Contrast-work on graphic organizer  **J18- We Are All Alike-**Compare and Contrast-work on graphic organizer  Assessment/Reflection:   * *Be sure to read labels and captions when you find them in a nonfiction book. Ask yourself, “What information can I learn from the labels and captions? How do the labels and captions help me understand important ideas?”* |
| **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, reasons  Activities/Strategies: Review previous sentence stems and how to persuade by giving reasons for their opinions.  Writing- Continue work on yesterday’s opinion writing  Word Work: BLM 3 Look Alikes |
| **Wednesday**  **March**  **2nd** | **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 write about the author Dr. Seuss.  Vocabulary: Author Study Dr. Seuss  Activities/Strategies: Author Study Dr. Seuss  Mini Lesson: **Students will do several activities about Dr. Seuss for Read Across America Day.**  **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)  **C3-Thanksgiving Then and Now-**Compare and Contrast-work on graphic organizer/complete word work for book  **C4-Sorting at the Park-**Compare and Contrast-work on graphic organizer/complete word work for book  **D5-Going Faster-**Compare and Contrast-work on graphic organizer/complete word work for book  **D6- Old School, New School-**Compare and Contrast-work on graphic organizer/complete word work for book  **E7- Animal Coverings-**Compare and Contrast-work on graphic organizer/complete word work for book  **E8- Families Work and Play Together-**Compare and Contrast-work on graphic organizer/complete word work for book  **F9- Comparing Two Cities-**Compare and Contrast-work on graphic organizer/complete word work for book  **F10-Summer to Fall-**Compare and Contrast-work on graphic organizer/complete word work for book  **G11-Getting Ready for School-**Compare and Contrast-work on graphic organizer/complete word work for book  **G12-Technology Today-**Compare and Contrast-work on graphic organizer/complete word work for book  **H13-Rural Communities-**Compare and Contrast-work on graphic organizer/complete word work for book  **H14 Winter to Spring-**Compare and Contrast-work on graphic organizer/complete word work for book  **I15-Weather Every Day-**Compare and Contrast-work on graphic organizer/complete word work for book  **I16- How Can You Sort?-**Compare and Contrast-work on graphic organizer/complete word work for book  **J18- We Are All Alike-**Compare and Contrast-work on graphic organizer/complete word work for book  Assessment/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 Rhyming Pairs |
| **Thursday**    **March**  **3rd** | **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, Contrast  Activities/Strategies: Chapter Three, Compare and Contrast Annotations, Plants and Seasons KWL  Mini Lesson: Review Compare and Contrast Annotations, Plants and Seasons KWL, Read Chapter 3 and fill in charts. Review Author’s Purpose.  Point out the words **warmer** and **softer** on page 10. Explain that words that end in **-er** and **-est** are used to compare things. So are the words **more, most, less** and **least**. Invite students to find examples of these words in the book.  **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:  *Remember, many nonfiction books have a compare-and-contrast text structure. Pay attention to clue words such as* ***than, but****, and* ***more****, and words that end in* ***-er*** *and* ***-est*** *as you read. They will help you identify how things are alike and different.* |
| **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  Activities/Strategies: Students will continue to work on their opinion piece.  Writing:  Word Study: BLM 6 Happy Faces |
| **Friday**  **Marc**  **4th** |  | **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: Review Compare and Contrast Annotations, Plants and Seasons KWL  Mini Lesson: Students will read Chapter 4 and fill out Annotations Chart. Students will use annotations to compare and contrast seasons.  **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**  **Assessment/Reflection: *We focused on comparing and contrasting important information about plants in each season. You can compare and contrast information whenever you read nonfiction by asking yourself “How are things alike? How are they different?”*** |  |
|  |  | **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: Opinion  Activities/Strategies: Students will complete the Spell and Peer Check with r digraphs  Writing: Students will continue to work on their opinion piece.  Word Work: BLM 7 Dot to Dot |  |