

Lunch 11:00-11:25 Recess  
 1:55-2:15  
 Specials See Block Scheduling

IEP/Student Modifications Noted in Classroom

**ELA Plans Week of February 16th - 19th**  
**Mrs. Jett, Mrs. McHolland, Mrs. Fluharty First Grade**

<b>M o n d a y</b>  <b>F e b</b>  <b>8 t h</b>	<b>Daily Activities</b> <input checked="" type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual w/Teacher</i> <input type="checkbox"/> <i>Peer Partners</i> <input checked="" type="checkbox"/> <i>Small Group</i> <input checked="" type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Independent</i>	<b>9:10-9:30 Whole Group Reading Mini Lesson &amp; Activity</b> <b>Standard:</b> 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. <b>Learning Target:</b> SWBAT summarize what they see in pictures and in text. <b>Vocabulary:</b> <b>Activities/Strategies:</b> <b>Mini Lesson:</b> Take Unit 6 Test: Summarizing	<b>Daily Assessment</b> <input type="checkbox"/> <i>Multiple Choice</i> <input type="checkbox"/> <i>Open Response</i> <input type="checkbox"/> <i>On Demand</i> <input type="checkbox"/> <i>Anecdotal</i> <input type="checkbox"/> <i>Observation</i> <input checked="" type="checkbox"/> <i>Daily work</i>
	<b>Homework:</b>	<b>9:30-11:00 Small Guided Group Activities</b> Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3 <sup>rd</sup> Fry Word Sight List)	
		<b>9:30-11:00 Small Guided Group Activities (100 Days of School Themed Centers)</b> Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3 <sup>rd</sup> Fry Word Sight List)	
		<b>**Small Group Activities: 100 is a lot! poem, reviewing rhyming words, nouns, sight words, etc.</b>	
		Assessment/Reflection: How will you use what we have practiced today when you read on your own?	
		<b>11:45-12:45 Writing Workshop</b> <b>Standard:</b> 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. <b>Learning Target:</b> SWBAT give 2 reasons for their opinion. SWBAT create and read words with y as a long vowel. <b>Vocabulary:</b> opinion, reason <b>Activities/Strategies:</b> Chart sentence stems and discuss why giving reasons for their opinion make their writing stronger and more convincing. (give examples) <b>Writing:</b> Students will write an opinion piece from a prompt. The teacher will guide them in using the phrases “For example” and “ I think it is the best choice because”. <b>Word Work:</b> Students read Poem and highlight words that end in y. Students will generate a list of words that end in y.	

Lunch 11:00-11:25 Recess  
 1:55-2:15  
 Specials See Block Scheduling

<p>T u e s d a y  F e b  9 t h</p>	<p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Work Station</i></li> <li><input type="checkbox"/> <i>Individual w/Teacher</i></li> <li><input type="checkbox"/> <i>Peer Partners</i></li> <li><input checked="" type="checkbox"/> <i>Small Group</i></li> <li><input checked="" type="checkbox"/> <i>Large Group</i></li> <li><input type="checkbox"/> <i>Independent</i></li> </ul> <p><b>Homework:</b> -</p>	<p><b>9:10-9:30 Whole Group Reading Mini Lesson &amp; Activity</b>  <b>Standard:</b> 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.</p> <p><b>Learning Target:</b> SWBAT make a prediction about a text using clues from their reading.</p> <p><u>Vocabulary:</u> Prediction, inferences, schema  <u>Activities/Strategies:</u> Anchor Poster 1, QuickWrite, Think-Pair-Share  <u>Mini Lesson:</u> Tell students a situation where a student hits a ball with a bat and it starts to head towards the windows of a house. Students will write a prediction for what will happen next. Look at Poster 1, Model making an inference based on the picture. Generate a list of inferences that students also made.</p> <p><b>9:30-11:00 Small Guided Group Activities</b>        Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3<sup>rd</sup> Fry Word Sight List)</p> <p><b>7C With My Mom and Dad-</b> Introduce story, make predictions and inferences based on info from the book  <b>7C Patterns at the Beach-</b> Introduce story, make predictions and inferences based on info from the book  <b>7D In the Forest-</b> Introduce story, make predictions and inferences based on info from the book  <b>7D Water-</b> Introduce story, make predictions and inferences based on info from the book  <b>7E Animal Worlds-</b> Introduce story, make predictions and inferences based on info from the book  <b>7E Sorting at the Nature Center-</b> Introduce story, make predictions and inferences based on info from the book  <b>7F Ocean Animals-</b> Introduce story, make predictions and inferences based on info from the book  <b>7F Ready for Fall-</b> Introduce story, make predictions and inferences based on info from the book  <b>7G School Trip Estimation-</b> Introduce story, make predictions and inferences based on info from the book  <b>7G The Lemonade Stand-</b> Introduce story, make predictions and inferences based on info from the book  <b>7H Caterpillar Can't Wait-</b> Introduce story, make predictions and inferences based on info from the book  <b>7H Dollars and Cents-</b> Introduce story, make predictions and inferences based on info from the book  <b>7I At the Circus-</b> Introduce story, make predictions and inferences based on info from the book</p>	<p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Multiple Choice</i></li> <li><input type="checkbox"/> <i>Open Response</i></li> <li><input type="checkbox"/> <i>On Demand</i></li> <li><input type="checkbox"/> <i>Anecdotal</i></li> <li><input type="checkbox"/> <i>Observation</i></li> <li><input checked="" type="checkbox"/> <i>Daily work</i></li> </ul>
--	--	---	---

Lunch 11:00-11:25 Recess  
1:55-2:15  
Specials See Block Scheduling

**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 book

Assessment/Reflection:

- *When are other times/situations you would make a prediction?*

**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 give 2 reasons for their opinion. SWBAT read and write words with y as a long vowel.

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: Students will sort words that say "y" like funny and "y" like sky.

Lunch 11:00-11:25 Recess  
 1:55-2:15  
 Specials See Block Scheduling

<p>V e d n e s d a y F e b 1 0 t h</p>	<p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Work Station</b></li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> <b>Small Group</b></li> <li><input checked="" type="checkbox"/> <b>Large Group</b></li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>9:10-9:30 Whole Group Reading Mini Lesson &amp; Activity</b>  <b>Standard:</b> 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.  <b>Learning Target:</b>  <u>Vocabulary:</u> inferences, predictions  <u>Activities/Strategies:</u> Poster 2,  <u>Mini Lesson:</u> Share Reading Poster 2, Review what an inference is, Ask students to infer what the mother is thinking in the picture.          Use Sentence Stems:          My inference is _____ .          These clues help me make this inference _____ .          I already knew _____. This helped me make my inference _____ .</p> <p><b>9:30-11:00 Small Guided Group Activities</b></p> <p><b>7C With My Mom and Dad-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7C Patterns at the Beach-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7D In the Forest-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7D Water-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7E Animal Worlds-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7E Sorting at the Nature Center-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7F Ocean Animals-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7F Ready for Fall-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7G School Trip Estimation-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7G The Lemonade Stand-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7H Caterpillar Can't Wait-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7H Dollars and Cents-</b> continue working with text and making predictions/inferences; begin graphic organizer  <b>7I At the Circus-</b> continue working with text and making predictions/inferences; begin graphic organizer</p>	<p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> <b>Daily work</b></li> </ul>
--	---	---	--

Lunch 11:00-11:25 Recess  
 1:55-2:15  
 Specials See Block Scheduling

		<p><b>7I In a Tropical Rain Forest-</b> continue working with text and making predictions/inferences; begin graphic organizer</p> <p><b>7J The Mystery of the Missing Cookies-</b> continue working with text and making predictions/inferences; begin graphic organizer</p> <p>Assessment/Reflection: <i>How will you use what we practiced today when you read on your own?</i></p> <p><b>11:45-12:45 Writing Workshop</b></p> <p><b>Standard:</b> 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.</p> <p><u>Writing:</u> Students will continue to work on their opinion piece through the writing process.</p> <p><u>Word Work:</u> Students will practice with BLM 1</p>	
<p>T h u r s d a y  F e b  1 1 t h</p>	<p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Work Station</b></li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> Small Group</li> <li><input checked="" type="checkbox"/> Large Group</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>9:10-9:30 Whole Group Reading Mini Lesson &amp; Activity</b></p> <p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> SWBAT make predictions using clues in pictures and text and what they know.</p> <p><u>Vocabulary:</u> inferences, predictions, report</p> <p><u>Activities/Strategies:</u> Poster 3, Print out of poster 3, Partner work</p> <p><u>Mini Lesson:</u> Students will partner read Winter Weather Report. Students will locate evidence in the text by underlining/high light/circling to help them write predictions in the prediction box. Students will share predictions whole group.</p> <p>Use Sentence Stems:      My prediction is _____ .      These clues help me make this prediction _____ .      I already knew _____. This helped me make my prediction _____ .</p> <p><b>9:30-11:00 Small Guided Group Activities</b></p> <p>Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3<sup>rd</sup> Fry Word Sight List)</p> <p><b>Students will work in skills groups concerning areas of growth with grammar, phonetics, and writing</b></p> <p>Assessment/Reflection: Today you will practice making predictions during read aloud.</p> <p><b>11:45-12:45 Writing Workshop</b></p>	<p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> <b>Daily work</b></li> </ul>

Lunch 11:00-11:25 Recess  
 1:55-2:15  
 Specials See Block Scheduling

	<p><b>Standard:</b> 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.</p> <p><b>Learning Target:</b> SWBAT use transitional words in their opinion piece.        SWBAT create and read words with long o vowel patterns.</p> <p><u>Vocabulary:</u> Opinion  <u>Activities/Strategies:</u> Students will continue to work on their opinion piece.  <u>Writing:</u>        Word Study: Students will practice with BLM 2</p>	
<p>F r i d a y  F e b  1 2 t h</p>	<p><b>9:10-9:30 Whole Group Reading Mini Lesson &amp; Activity</b>  <b>Standard:</b> 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.  <b>Learning Target:</b>  <u>Vocabulary:</u> inferences, predictions  <u>Activities/Strategies:</u> Poster 4  <u>Mini Lesson:</u> Students will read Poster 4 with a partner, they will work together to circle, underline, highlight in text to find evidence in the text to make a prediction. Students will share their predictions whole group.</p> <p><b>9:30-11:00 Small Guided Group Activities</b>  <b>Data Notebook Day</b>  <b>If not needed wrap up text for each small guided group.</b>  <b>7C With My Mom and Dad-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7C Patterns at the Beach-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7D In the Forest-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7D Water-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7E Animal Worlds-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7E Sorting at the Nature Center-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7F Ocean Animals-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7F Ready for Fall-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work  <b>7G School Trip Estimation-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p>	

Lunch 11:00-11:25 Recess

1:55-2:15

Specials See Block Scheduling

	<p><b>7G The Lemonade Stand-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p> <p><b>7H Caterpillar Can't Wait-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p> <p><b>7H Dollars and Cents-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p> <p><b>7I At the Circus-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p> <p><b>7I In a Tropical Rain Forest-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p> <p><b>7J The Mystery of the Missing Cookies-</b> continue working with text and making predictions/inferences; complete graphic organizer and word work</p>	
--	--	--