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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of February 8th - 12th**

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

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| **Monday**  **Feb**  **8th** | **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 summarize what they see in pictures and in text.  Vocabulary:  Activities/Strategies:  Mini Lesson: Take Unit 6 Test: Summarizing  **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 3rd Fry Word Sight List) |
| **9:30-11:00 Small Guided Group Activities (100 Days of School Themed Centers)**  Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 3rd Fry Word Sight List)  **\*\*Small Group Activities: 100 is a lot! poem, reviewing rhyming words, nouns, sight words, etc.**  Assessment/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 hey 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 create and read words with y as a long vowel. |
| Vocabulary: opinion, reason  Activities/Strategies: Chart sentence stems and discuss why giving reasons for their opinion make their writing stronger and more convincing. (give examples)  Writing- 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”.  Word Work: Students read Poem and hilight words that end in y. Students will generate a list of words that end in y. |
| **Tuesday**  **Feb**  **9th** | **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 make a prediction about a text using clues from their reading. |
| Vocabulary: Prediction, inferences, schema  Activities/Strategies: Anchor Poster 1, QuickWrite, Think-Pair-Share  Mini Lesson: 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.  **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 3rd 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 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. |
| **Wednesday**  **Feb**  **10th** | **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.  **Learning Target:**  Vocabulary: inferences, predictions  Activities/Strategies: Poster 2,  Mini Lesson: 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 \_\_\_\_\_\_\_\_\_\_.  **9:30-11:00 Small Guided Group Activities**  **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 organizer  Assessment/Reflection: *How will you use what we practiced today when you read on your own?* | **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.1.3c Know final –e and common vowel team conventions for representing long vowel sounds. |
| Writing: Students will continue to work on their opinion piece through the writing process.  Word Work: Students will practice with BLM 1 |
| **Thursday**    **Feb**  **11th** | **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:** SWBATmake predictions using clues in pictures and text and what they know. |
| Vocabulary: inferences, predictions, report  Activities/Strategies: Poster 3, Print out of poster 3, Partner work  Mini Lesson: 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.  Use Sentence Stems:  My prediction is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  These clues help me make this prediction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  I already knew \_\_\_\_\_\_\_\_\_\_\_\_. This helped me make my prediction \_\_\_\_\_\_\_\_\_\_.  **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 3rd Fry Word Sight List)  **Students will work in skills groups concerning areas of growth with grammar, phonetics, and writing**  Assessment/Reflection: Today you will practice making predictions during read aloud. |
| **11:45-12:45 Writing Workshop**  **Standard:** 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. |
| **Learning Target:** SWBAT use transitional words in their opinion piece.  SWBAT create and read words with long o vowel patterns. |
| Vocabulary: Opinion  Activities/Strategies: Students will continue to work on their opinion piece.  Writing:  Word Study: Students will practice with BLM 2 |
| **Friday**  **Feb**  **12th** |  | **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.  **Learning Target:**  Vocabulary: inferences, predictions  Activities/Strategies: Poster 4  Mini Lesson: Students will read Poster 4 with a partner, they will work together to circle, underline, hilight in text to find evidence in the text to make a prediction. Students will share their predictions whole group.  **9:30-11:00 Small Guided Group Activities**  **Data Notebook Day**  **If not needed wrap up text for each small guided group.**  **7C With My Mom and Dad**- continue working with text and making predictions/inferences;complete graphic organizer and word work  **7C Patterns at the Beach**- continue working with text and making predictions/inferences;complete graphic organizer and word work  **7D In the Forest**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7D Water**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7E Animal Worlds**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7E Sorting at the Nature Center**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7F Ocean Animals**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7F Ready for Fall**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7G School Trip Estimation**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7G The Lemonade Stand**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7H Caterpillar Can’t Wait**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7H Dollars and Cents**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7I At the Circus**- continue working with text and making predictions/inferences;complete graphic organizer and word work  **7I In a Tropical Rain Forest**- continue working with text and making predictions/inferences; complete graphic organizer and word work  **7J The Mystery of the Missing Cookies**- continue working with text and making predictions/inferences; complete graphic organizer and word work |  |