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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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, reasonActivities/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, schemaActivities/Strategies: Anchor Poster 1, QuickWrite, Think-Pair-ShareMini 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 bookAssessment/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, 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: 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, predictionsActivities/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 organizerAssessment/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, reportActivities/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: OpinionActivities/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, predictionsActivities/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 |  |