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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of January 19th-22nd**

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

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| **Tuesday**  **Jan**  **19**  **th** | **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: summarize, monitoring, content, exercise  Activities/Strategies: Poster 2  Mini Lesson: Students use Poster 2 to find clues to define the word exercise.Students practice rereading for clarification.  Students complete the following statements:   * *This picture is about \_\_\_\_\_\_.* * *The most important details are \_\_\_\_\_\_\_.* * *Fix-up monitoring helped me to \_\_\_\_\_\_\_\_.*   Whole group shared writing of summary to go with poster.  **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**  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)  **C3 Using Numbers at Work** continue working with the book, talk about connections  **C4 Farm Work**- continue working with the book, talk about connections  **D5 Ducklings Grow Up**  **D6 Vote!**- continue working with the book, talk about connections  **E7 Making a Rabbit with Shapes**- continue working with the book, talk about connections  **E8 Helping Animals**- continue working with the book, talk about connections  **F9 Laura Ingalls Wilder**- continue working with the book, talk about connections  **F10 Counting Insects**- continue working with the book, talk about connections  **G11 Your Body** - continue working with the book, talk about connections  **G12 What is a Good Citizen?**- continue working with the book, talk about connections  **H13 Patterns in Nature**- continue working with the book, talk about connections  **H14 Doing My Job**- continue working with the book, talk about connections  **I 15 At the Circus**- continue working with the book, talk about connections  **I16 The Inupiac Live Here**- continue working with the book, talk about connections  **J18 Ants-** continue working with the book, talk about connections  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 long o patterns. |
| 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 about which food is the best, supplying 2 reasons for their opinion. The teacher will guide them in using the phrases “For example” and “ I think it is the best choice because”.  Word Work: Students will complete long o riddles PHONICS BLM Master |
| **Wednesda y**  **Jan**  **20th** | **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 use a text to write a summary using important details. |
| Vocabulary: summarize,  Activities/Strategies: Poster 3, Think-Pair-Share  Mini Lesson: Students will work with a partner to identify big ideas in the Water text (poster 3) using highlighters and underlining details.Students will share their results with their table groups and then share out 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 3rd Fry Word Sight List)  **C3 Using Numbers at Work** continue working with the book, talk about connections  **C4 Farm Work**- continue working with the book, talk about connections  **D5 Ducklings Grow Up**  **D6 Vote!**- continue working with the book, talk about connections  **E7 Making a Rabbit with Shapes**- continue working with the book, talk about connections  **E8 Helping Animals**- continue working with the book, talk about connections  **F9 Laura Ingalls Wilder**- continue working with the book, talk about connections  **F10 Counting Insects**- continue working with the book, talk about connections  **G11 Your Body** - continue working with the book, talk about connections  **G12 What is a Good Citizen?**- continue working with the book, talk about connections  **H13 Patterns in Nature**- continue working with the book, talk about connections  **H14 Doing My Job**- continue working with the book, talk about connections  **I 15 At the Circus**- continue working with the book, talk about connections  **I16 The Inupiac Live Here**- continue working with the book, talk about connections  **J18 Ants-** continue working with the book, talk about connections  Assessment/Reflection:   * *Why might you summarize a nonfiction passage?* * *Where have you read a summary?* * *How can summarizing help you check your understanding?* |
| **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. |
| 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 complete long o “Word Clues BLM” |
| **Thursday**  **Jan**  **21st** | **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. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:**  Vocabulary: summarize,  Activities/Strategies: Poster 4, Think-Pair-Share, BLM 5  Mini Lesson: Students will read Poster 4 with a partner and complete BLM 5  **9:30-11:00 Small Guided Group Activities**  **C3 Using Numbers at Work** complete graphic organizer or work on phonics component  **C4 Farm Work**- complete graphic organizer or work on phonics component  **D5 Ducklings Grow Up -** complete graphic organizer or work on phonics component  **D6 Vote!**- complete graphic organizer or work on phonics component  **E7 Making a Rabbit with Shapes**- complete graphic organizer or work on phonics component  **E8 Helping Animals**- complete graphic organizer or work on phonics component  **F9 Laura Ingalls Wilder**- complete graphic organizer or work on phonics component  **F10 Counting Insects**- complete graphic organizer or work on phonics component  **G11 Your Body** - complete graphic organizer or work on phonics component  **G12 What is a Good Citizen?**- complete graphic organizer or work on phonics component  **H13 Patterns in Nature**- complete graphic organizer or work on phonics component  **H14 Doing My Job**- complete graphic organizer or work on phonics component  **I 15 At the Circus**- complete graphic organizer or work on phonics component  **I16 The Inupiac Live Here**- complete graphic organizer or work on phonics component  **J18 Ants-**complete graphic organizer or work on phonics component  Assessment/Reflection: *Practice summarizing. This strategy can help you answer questions in all your subjects. It can also help you when you take tests.* |
| **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 reflect and write on what they’ve learned about a culture’s holiday traditions. SWBAT create and read words with long vowel o patterns..  Writing: Students will listen to A Pet for Petunia. They will discuss with a friend the best pet for Petunia and supply 2 reasons why they chose that pet.  Word Work: Students will illustrate a poster with 8 long o words and identify the long o words in the picture. |
| **Friday**    **Jan**    **22nd** | **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:** |
| **\*\*Data Notebook 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 3rd Fry Word Sight List)  Assessment/Reflection: How did we use inferences to create solutions. |
| **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  SWBAT create and read words with long o vowel patterns. |
| **\*\*Data Notebooks**  Vocabulary:  Activities/Strategies:  Writing:  Word Study: |