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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of January 11th-15th**

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

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| **Monday** **January 11th** | **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. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT summarize information about a text. |
| Vocabulary: summarizeActivities/Strategies: Poster 1, Fix-up Monitoring Anchor Chart Mini Lesson: Tell students details about what happens with a dog when the doorbell rings. Students decide which details are important details for a summary. Identify strategies to fix-up and monitor unknown words and create anchor 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 3rd Fry Word Sight List)**C3 Using Numbers at Work**  Introduce book, discuss vocabulary and story elements, whisper read**C4 Farm Work**- Introduce book, discuss vocabulary and story elements, whisper read**D5 Ducklings Grow Up** Introduce book, discuss vocabulary and story elements, whisper read**D6 Vote!**Introduce book, discuss vocabulary and story elements, whisper read**E7 Making a Rabbit with Shapes** Introduce book, discuss vocabulary and story elements, whisper read**E8 Helping Animals** Introduce book, discuss vocabulary and story elements, whisper read**F9 Laura Ingalls Wilder** Introduce book, discuss vocabulary and story elements, whisper read**F10 Counting Insects** Introduce book, discuss vocabulary and story elements, whisper read**G11 Your Body** Introduce book, discuss vocabulary and story elements, whisper read**G12 What is a Good Citizen?**Introduce book, discuss vocabulary and story elements, whisper read**H13 Patterns in Nature** Introduce book, discuss vocabulary and story elements, whisper read**H14 Doing My Job** Introduce book, discuss vocabulary and story elements, whisper read**I 15 At the Circus** Introduce book, discuss vocabulary and story elements, whisper read**I16 The Inupiac Live Here** Introduce book, discuss vocabulary and story elements, whisper read**J18 Ants -** Introduce book, discuss vocabulary and story elements, whisper readAssessment/Reflection: What do we look for when we are writing a summary? |
| **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. |
|  **Learning Target:** SWBAT give a reason for their opinion. |
| Vocabulary: Activities/Strategies:Writing- Ask the students which restaurant they would like to eat at for a special day. Student will then have to give a reason for their choice. The teacher will guide them in using the phrases “For example” and “ I think it is the best choice because”.Word Work: Students will identify long o digraphs in a poem. |
| **Tuesday** **12th**  | **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:**. | **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, exerciseActivities/Strategies: Poster 2Mini 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.a.1.3 Know the spelling-sound correspondences for common consonant digraphs.  |
| **Learning Target:** SWBAT give 2 reasons for their opinion.TSWBAT create and read words with digraphs ch, sh. |
| Vocabulary:Activities/Strategies: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 13th**  | **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. 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:** SWBAT use a text to write a summary using important details. |
| Vocabulary: summarize, Activities/Strategies: Poster 3, Think-Pair-ShareMini 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?*
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| **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.RFRF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs.  |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. |
| Vocabulary: reasonsActivities/Strategies:Writing- Word Work: Students will complete long o “Word Clues BLM” |
| **Thursday, Jan14th** | **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 5Mini 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.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT reflect and write on what they’ve learned about a culture’s holiday traditions. TSWBAT create and read words with digraphs ch, sh.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 15th** | **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:**  |
| **\*\*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:** SWBATTSWBAT create and read words with digraphs ch, sh. |
| **\*\*Data Notebooks**Vocabulary: Activities/Strategies: Writing: Word Study:  |