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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: summarize  Activities/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 read  Assessment/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, 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.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-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.RFRF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. |
| Vocabulary: reasons  Activities/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 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.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:** SWBAT  TSWBAT create and read words with digraphs ch, sh. |
| **\*\*Data Notebooks**  Vocabulary:  Activities/Strategies:  Writing:  Word Study: |