

IEP/Student Modifications Noted in Classroom

ELA Plans Week of January 5th-8th
Mrs. Jett, Mrs. McHolland, Mrs. Fluharty First Grade

<p>J a n u a r y 5 T u e s d a y</p>	<p>Daily Activities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Work Station <input type="checkbox"/> Individual w/Teacher <input type="checkbox"/> Peer Partners <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Large Group <input type="checkbox"/> Independent <p>Homework:</p>	<p>9:10-9:30 Whole Group Reading Mini Lesson & Activity Standard: RL.1.1 Ask and answer questions about key details in a text.</p> <p>Learning Target: SWBAT make inferences about a text.</p> <p><u>Vocabulary:</u> adaptation, choral read, inferences <u>Activities/Strategies:</u> Think-Pair-Share, Story Map <u>Mini Lesson:</u> Ask students if they have ever read Humpty Dumpty, students recall original story and make predictions for the adaptations before a choral read of the adaptation.</p> <p>Students will rotate through literacy stations: work on writing, read to self, listen to reading, read to someone, word work (working with the 10th Fry Word Sight List)</p> <p>C3 Add the Animals- Introduce book, discuss vocabulary and story elements, whisper read C4 What is the Season-Introduce book, discuss vocabulary and story elements, whisper read D5 My Grandma-Introduce book, discuss vocabulary and story elements, whisper read D6 Playground Fun-Introduce book, discuss vocabulary and story elements, whisper read E7 Neighbors at Work-Introduce book, discuss vocabulary and story elements, whisper read E8 Marta's Cupcake Problem-Introduce book, discuss vocabulary and story elements, whisper read- F9 Jake's Sleepover-Introduce book, discuss vocabulary and story elements, whisper read F10 How Raven Became Black and Owl Got It's Spots-Introduce book, discuss vocabulary and story elements, whisper read G11 Jacques Cousteau-Introduce book, discuss vocabulary and story elements, whisper read G12 Looking For Patterns-Introduce book, discuss vocabulary and story elements, whisper read H13 Jon James Audubon-Introduce book, discuss vocabulary and story elements, whisper read H14 Number Games-Introduce book, discuss vocabulary and story elements, whisper read I15 A Seat on the Bus-Introduce book, discuss vocabulary and story elements, whisper read I16 Peaches All the Time-Introduce book, discuss vocabulary and story elements, whisper read J18 Grandma Moses-Introduce book, discuss vocabulary and story elements, whisper read</p> <p>Assessment/Reflection: How does making inferences help you be a better reader?</p>	<p>Daily Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Open Response <input type="checkbox"/> On Demand <input type="checkbox"/> Anecdotal <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Daily work
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<p>V e d n e s d a y J a n 6</p>	<p>Daily Activities <input checked="" type="checkbox"/> Work Station <input type="checkbox"/> Individual w/Teacher <input type="checkbox"/> Peer Partners <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Large Group <input type="checkbox"/> Independent</p> <p>Homework:</p>	<p>9:10-9:30 Whole Group Reading Mini Lesson & Activity Standard: <u>Vocabulary:</u> adaptation, choral read, inferences <u>Activities/Strategies:</u> Think Pair Share, Round Robin Retell w/ partner, Story Map <u>Mini Lesson:</u> Complete a Shared Reading of Humpty Dumpty's Fall, Students choose a character to illustrate and analyze. How would analyzing a character help you when reading that character's part?</p> <p>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 10th Fry Word Sight List)</p> <p>C3 Add the Animals-continue working with the book, talk about connections C4 What is the Season-continue working with the book, talk about connections D5 My Grandma-continue working with the book, talk about connections D6 Playground Fun-continue working with the book, talk about connections E7 Neighbors at Work-continue working with the book, talk about connections E8 Marta's Cupcake Problem-continue working with the book, talk about connections F9 Jake's Sleepover-continue working with the book, talk about connections F10 How Raven Became Black and Owl Got It's Spots-continue working with the book, talk about connections G11 Jacques Cousteau-continue working with the book, talk about connections G12 Looking For Patterns-continue working with the book, talk about connections H13 Jon James Audubon-continue working with the book, talk about connections H14 Number Games-continue working with the book, talk about connections I15 A Seat on the Bus-continue working with the book, talk about connections I16 Peaches All the Time-continue working with the book, talk about connections J18 Grandma Moses-continue working with the book, talk about connections</p>	<p>Daily Assessment</p> <p><input type="checkbox"/> Multiple Choice <input type="checkbox"/> Open Response <input type="checkbox"/> On Demand <input type="checkbox"/> Anecdotal <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Daily work</p>

		<p>Assessment/Reflection: How will you use what you practiced today when reading on your own?</p> <p>11:45-12:45 Writing Workshop Standard: RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs. 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, provide some sense of closure.</p> <p>Learning Target: SWBAT write an opinion/review. TSWBAT create and read words with all digraphs.</p> <p><u>Vocabulary:</u> opinion <u>Activities/Strategies:</u> <u>Writing:</u>The teacher will display a small collection and encourage dialogue about the collection giving his/her opinion on each item. The students will then be asked to give their opinion of an item from the collection. Students will write their opinion with a reason. *Students will be asked to bring in a small collection for a similar activity on Friday.</p> <p><u>Word Work:</u> Students will create digraph booklets, illustrating each digraph and listing words with that digraph.</p>	
<p>T h u r s d a y J a n 7</p>	<p>Daily Activities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Work Station <input type="checkbox"/> Individual w/Teacher <input type="checkbox"/> Peer Partners <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Large Group <input type="checkbox"/> Independent <p>Homework: -</p>	<p>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.</p> <p>Learning Target: SWBAT use pitch/stress/volume to add meaning to their reading. <u>Vocabulary:</u> adaptation, choral read, inferences, stress/pitch/volume <u>Activities/Strategies:</u> The Hungry Fox <u>Mini Lesson:</u> Model stress/pitch/volume while reading The Hungry Fox. Students practice with partner. Class creation of anchor chart for stress/pitch/volume.</p> <p>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 10th Fry Word Sight List)</p> <p>C3 Add the Animals-continue working with the book, talk about connections G.org. C4 What is the Season-continue working with the book, talk about connections g.org. D5 My Grandma-continue working with the book, talk about connections g.org. D6 Playground Fun-continue working with the book, talk about connections g.org. E7 Neighbors at Work-continue working with the book, talk about connections g.org. E8 Marta's Cupcake Problem-continue working with the book, talk about connections g.org. F9 Jake's Sleepover-continue working with the book, talk about connections g.org. F10 How Raven Became Black and Owl Got It's Spots-continue working with the book, talk about connections g.org. G11 Jacques Cousteau-continue working with the book, talk about connections g.org. G12 Looking For Patterns-continue working with the book, talk about connections g.org. H13 Jon James Audubon-continue working with the book, talk about connections g.org.</p>	<p>Daily Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Open Response <input type="checkbox"/> On Demand <input type="checkbox"/> Anecdotal <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Daily work

		<p>H14 Number Games-continue working with the book, talk about connections g.org. I15 A Seat on the Bus-continue working with the book, talk about connections g.org. I16 Peaches All the Time-continue working with the book, talk about connections g.org. J18 Grandma Moses-continue working with the book, talk about connections g.org.</p> <p>Assessment/Reflection: <i>Which way sounds the best? Which way is easiest to understand? Why?</i></p> <p>11:45-12:45 Writing Workshop Standard: W1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about-state an opinion, supply a reason, provide some sense of closure. RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Learning Target: SWBAT state an opinion and supply a reason. TSWBAT create and read words with all digraphs.</p> <p><u>Vocabulary:</u> opinion, reason <u>Activities/Strategies:</u> Writing: Students will review another collection of animals and decide who is “Best in Show” and supply a reason explaining why that pet won.</p> <p>Word Work: Students will play I have, who has with digraph word cards.</p>	
<p>F r i d a y J a n 8 t h</p>	<p>Daily Activities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Work Station <input type="checkbox"/> Individual w/Teacher <input type="checkbox"/> Peer Partners <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Large Group <input type="checkbox"/> Independent 	<p>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.</p>	<p>Daily Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Open Response <input type="checkbox"/> On Demand <input type="checkbox"/> Anecdotal <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Daily work

	<p>Learning Target: SWBAT make inferences and connections <u>Vocabulary:</u> adaptation, choral read, inferences, stress/pitch/volume <u>Activities/Strategies:</u> Humpty Dumpty's Fall, Fluency Self-Assessment <u>Mini Lesson:</u> Students work with partner to read Humpty Dumpty's Fall and do the Fluency Self-Assessment. Ask:</p> <ul style="list-style-type: none"> • <i>How do you know when to read louder?</i> • <i>How do you know when to read softer?</i> • <i>How do you know when to stress words?</i> • <i>How will you use what you have learned as you practice reading Humpty Dumpty's Fall?</i> <p>9:30-11:00 Small Guided Group Activities</p> <p>C3 Add the Animals-complete graphic organizer or work on phonics component C4 What is the Season-complete graphic organizer or work on phonics component D5 My Grandma-complete graphic organizer or work on phonics component D6 Playground Fun-complete graphic organizer or work on phonics component E7 Neighbors at Work-complete graphic organizer or work on phonics component E8 Marta's Cupcake Problem-complete graphic organizer or work on phonics component F9 Jake's Sleepover-complete graphic organizer or work on phonics component F10 How Raven Became Black and Owl Got It's Spots-complete graphic organizer or work on phonics component G11 Jacques Cousteau-complete graphic organizer or work on phonics component G12 Looking For Patterns-complete graphic organizer or work on phonics component H13 Jon James Audubon-complete graphic organizer or work on phonics component H14 Number Games-complete graphic organizer or work on phonics component I15 A Seat on the Bus-complete graphic organizer or work on phonics component I16 Peaches All the Time-complete graphic organizer or work on phonics component J18 Grandma Moses-complete graphic organizer or work on phonics component</p> <p>Assessment/Reflection: How will you use what you've learned about pitch/stress/volume when reading on your own?</p>	
	<p>11:45-12:45 Writing Workshop Standard: W1.1 Write opinion pieces in which they introduce a topic or name a book they are writing about-state an opinion, supply a reason, provide some sense of closure. RF.a.1.3 Know the spelling-sound correspondences for common consonant digraphs.</p>	
	<p>Learning Target: TSWBAT give an opinion and reason about a topic. TSWBAT create and read words with all digraphs.</p>	<p>Daily Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Open Response <input type="checkbox"/> On Demand

	<p><u>Vocabulary:</u> opinion reason</p> <p><u>Activities/Strategies:</u></p> <p>Writing: Students will share their collections and then write an opinion about their collection supplying a reason for their opinion.</p> <p>Word Work: Students will play digraph bingo.</p>	<p>☐ <i>Anecdotal</i></p>