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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of March 7th - March 11th**

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

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| **Monday**  **March**  **7th** | **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 compare and contrast how seasons affect plant life cycles.**  Vocabulary: Compare, Contrast  Activities/Strategies:, Compare and Contrast Annotations, Readers’ Theatre The Bear Went Over the Mountain  Mini Lesson: Teach students the song *The Bear Went Over the Mountain.* Chart details about the song in the Story Map. Introduce *Bear Goes Over the Mountain*. Read Aloud the script to model fluent reading. **Ask:**If you were to write a new version of this song, what parts would you want to keep? What would you want to add? Students write responses in the journal.  Review Story Map to compare and contrast Adaptation to the Original text. |
| **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 18th Fry Word Sight List)  **C3-Thanksgiving Then and Now-**Introduce book, review compare/contrast, discuss vocab  **C4-Sorting at the Park-**Introduce book, review compare/contrast, discuss vocab  **D5-Going Faster-**Introduce book, review compare/contrast, discuss vocab  **D6- Old School, New School-**Introduce book, review compare/contrast, discuss vocab  **E7- Animal Coverings-**Introduce book, review compare/contrast, discuss vocab  **E8- Families Work and Play Together-**Introduce book, review compare/contrast, discuss vocab  **F9- Comparing Two Cities-**Introduce book, review compare/contrast, discuss vocab  **F10-Summer to Fall-**Introduce book, review compare/contrast, discuss vocab  **G11-Getting Ready for School-**Introduce book, review compare/contrast, discuss vocab  **G12-Technology Today-**Introduce book, review compare/contrast, discuss vocab  **H13-Rural Communities-**Introduce book, review compare/contrast, discuss vocab  **H14 Winter to Spring-**Introduce book, review compare/contrast, discuss vocab  **I15-Weather Every Day-**Introduce book, review compare/contrast, discuss vocab  **I16- How Can You Sort?-**Introduce book, review compare/contrast, discuss vocab  **J18- We Are All Alike-**Introduce book, review compare/contrast, discuss vocab  **Reflection/Assessment: Say:** Today we used picture clues to determine text importance and figure out what was happening in the script. Tomorrow, we will use this strategy as we retell and analyze the story elements in the script. Remember that good readers can use clues in the pictures to help them understand what they are reading. |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:** SWBAT give 2 reasons for their opinion. SWBAT create and read words with ear/air. |
| Vocabulary: persuasive  Activities/Strategies: Introduce writing an opinion letter  Word Work: Whole class-brainstorm list of words with -air, and -ear controlled digraphs |
| **Tuesday**  **March 8t** | **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 compare and contrast two objects using details from the text. |
| Vocabulary: compare, contrast, label  Activities/Strategies: Chapter Two, Compare and Contrast Annotations of text, Readers’ Theatre Bear Went Over the Mountain  Mini Lesson: Students retell using the Story Map, Students will choral read the text. Model choosing a character from a recent read aloud to analyze. Students will choose a character from the text to analyze in their journals. Students will Think Pair Share their journal entries.  **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 18th Fry Word Sight List)  **C3-Thanksgiving Then and Now-**Compare and Contrast-work on graphic organizer  **C4-Sorting at the Park-**Compare and Contrast-work on graphic organizer  **D5-Going Faster-**Compare and Contrast-work on graphic organizer  **D6- Old School, New School-**Compare and Contrast-work on graphic organizer  **E7- Animal Coverings-**Compare and Contrast-work on graphic organizer  **E8- Families Work and Play Together-**Compare and Contrast-work on graphic organizer  **F9- Comparing Two Cities-**Compare and Contrast-work on graphic organizer  **F10-Summer to Fall-**Compare and Contrast-work on graphic organizer  **G11-Getting Ready for School-**Compare and Contrast-work on graphic organizer  **G12-Technology Today-**Compare and Contrast-work on graphic organizer  **H13-Rural Communities-**Compare and Contrast-work on graphic organizer  **H14 Winter to Spring-**Compare and Contrast-work on graphic organizer  **I15-Weather Every Day-**Compare and Contrast-work on graphic organizer  **I16- How Can You Sort?-**Compare and Contrast-work on graphic organizer  **J18- We Are All Alike-**Compare and Contrast-work on graphic organizer  Assessment/Reflection:   * *Be sure to read labels and captions when you find them in a nonfiction book. Ask yourself, “What information can I learn from the labels and captions? How do the labels and captions help me understand important ideas?”* |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ear/air. |
| Vocabulary: opinion, reasons, persuasion  Activities/Strategies: Review previous sentence stems and how to persuade by giving reasons for their opinions.  Whole group shared writing for an opinion letter  Word Work: BLM 3 Sounds Like Pear |
| **h**  **Wednesday**  **March**  **2nd** | **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.  **Learning Target:** SWBAT compare and contrast two ways of reading a text and assess fluency.  Vocabulary:  Activities/Strategies: Fluency Poster *Treasure Island* , Fluency Anchor Chart for **Tone**  Mini Lesson: Review Fluency Poster Treasure Island with Students. Analyze the text structure to identify what **tone** you would use. Students practice reading text in the tone they identified in the text. Students Think-Pair-Share their choice with class. Class will create a Fluency Poster for **Tone**  **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 18th Fry Word Sight List)  **C3-Thanksgiving Then and Now-**Compare and Contrast-work on graphic organizer/complete word work for book  **C4-Sorting at the Park-**Compare and Contrast-work on graphic organizer/complete word work for book  **D5-Going Faster-**Compare and Contrast-work on graphic organizer/complete word work for book  **D6- Old School, New School-**Compare and Contrast-work on graphic organizer/complete word work for book  **E7- Animal Coverings-**Compare and Contrast-work on graphic organizer/complete word work for book  **E8- Families Work and Play Together-**Compare and Contrast-work on graphic organizer/complete word work for book  **F9- Comparing Two Cities-**Compare and Contrast-work on graphic organizer/complete word work for book  **F10-Summer to Fall-**Compare and Contrast-work on graphic organizer/complete word work for book  **G11-Getting Ready for School-**Compare and Contrast-work on graphic organizer/complete word work for book  **G12-Technology Today-**Compare and Contrast-work on graphic organizer/complete word work for book  **H13-Rural Communities-**Compare and Contrast-work on graphic organizer/complete word work for book  **H14 Winter to Spring-**Compare and Contrast-work on graphic organizer/complete word work for book  **I15-Weather Every Day-**Compare and Contrast-work on graphic organizer/complete word work for book  **I16- How Can You Sort?-**Compare and Contrast-work on graphic organizer/complete word work for book  **J18- We Are All Alike-**Compare and Contrast-work on graphic organizer/complete word work for book  Assessment/Reflection: Today during small-group reading, pay attention to the tone of your voice as you read. Make sure your tone of voice matches the character's mood. | **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.1.3.b Decode regularly spelled one syllable words.  **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ear/air. |
| Writing: Students will continue to work on their opinion piece through the writing process.  Word Work: BLM 4 Read and Draw |
| **Thursday**    **March**  **3rd** | **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:** SWBAT compare and contrast two ways of reading a text and assess fluency. |
| Vocabulary: Compare, Contrast  Activities/Strategies: Treasure Island BLM, Fluency Assessment Master Checklist  Mini Lesson: Model Appropriate/Inappropriate Fluency of Treasure Island. Students practice reading Treasure Island with a partner and assess using the Fluency Checklist.  **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 18th Fry Word Sight List)  **Students will work in skills groups concerning areas of growth with grammar, phonetics, and writing**  **Assessment/Reflection:**  Ask students to comment on your reading and how it affected them as listeners. Then invite volunteers to read aloud with expression so that they sound just like the characters would. |
| **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.1.3.b Decode regularly spelled one syllable words. |
| **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ear/air. |
| Vocabulary: Opinion  Activities/Strategies: Students will continue to work on their opinion piece.  Writing: Students will brainstorm a list of ideas to write opinion letters to their parents  Word Study: BLM 5 What Goes Together |
| **Friday**  **Marc**  **4th** |  | **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.  **Learning Target:** SWBAT assess fluency.  Vocabulary: Compare, Contrast  Activities/Strategies: Readers’ Theatre  Mini Lesson: Students will present their Readers’ Theatre for *Bear Went Over the Mountain*  **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 18th Fry Word Sight List)  **\*\*Data Notebooks in Small Group**  **Assessment/Reflection: Assessment on Unit 8 in Small Groups** |  |
|  |  | **Learning Target:**  SWBAT give 2 reasons for their opinion. SWBAT create and read words with ear/air. |  |
|  |  | **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.1.3.b Decode regularly spelled one syllable words.  Vocabulary: Opinion  Activities/Strategies: Students will complete the Spell and Peer Check with r digraphs  Writing: Students will practice writing an opinion letter to their parents on a set topic. Students will share their work.  Word Work: BLM 6 X Marks the Spot |  |