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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of November 23-24th**

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

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| **Monday**  **Nov. 23** | **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 find the story elements |
| Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Read Aloud Oh, What a Thanksgiving!  Mini Lesson: Students will do a picture walk to predict events in the text. Students will track story elements in a graphic organizer. Students will use their graphic organizers to summarize the key details of the text.  Leveled Thanksgiving Readers: 3 leveled reader groups  The First Thanksgiving:  Quickwrite: What do you know about the First Thanksgiving? Picture Walk, Introduce Vocabulary, Whisper Read  Assessment/Reflection: Which key details helped you to understand The First Thanksgiving? |
| **11:45-12:45 Writing Workshop**  **Standard:** L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  RF.3 Know and apply grade level phonics and word analysis skills in decoding words. |
| **Learning Target:** SWBAT create a list of what they are thankful for using correct conventions. SWBAT use what they know to put words in alphabetical order. |
| Vocabulary: fact, opinion, informational  Activities/Strategies: Read Aloud, Shared Writing, Independent Writing  Writing-  Read aloud Thanks for Thanksgiving. Whole group create a list of things students are thankful for. Students will begin work on their Thankful Pie activity.  Word Work: Thanksgiving ABC Order |
| **Tuesday Nov. 24** | **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 find the story elements |
| Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Read Aloud Thanksgiving at the Tappletons’  Mini Lesson: Students will do a picture walk to predict events in the text. Students will track story elements in a graphic organizer. Students will use their graphic organizers to summarize the key details of the text.  Leveled Thanksgiving Readers: 3 leveled reader groups  The First Thanksgiving:  Review vocabulary, whisper read, Students create a Venn Diagram about the First Thanksgiving and their own Thanksgiving traditions.  How did collecting key details about the First Thanksgiving help you to compare it to your own Thanksgiving traditions? |
| **11:45-12:45 Writing Workshop**  **Standard:** L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  RF.3 Know and apply grade level phonics and word analysis skills in decoding words. |
| **Learning Target:** SWBAT respond appropriately to a prompt. SWBAT create words using a prompt. |
| Vocabulary: point of view  Activities/Strategies: Read aloud A Turkey for Thanksgiving. Students will create a story from the point of view of the turkey on Thanksgiving Eve.  Word Work: How many words can you spell from the word Thanksgiving- challenge. |
| **Wednesda y**  **Nov. 25** | **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 find the story elements |
| **THANKSGIVING BREAK** |
| **11:45-12:45 Writing Workshop**  **Standard:** 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 collect data about American Indian Tribes. TSWBAT create and read open /o/ and open /e/ words. |
| Vocabulary: fact, research  Activities/Strategies:  Writing: Students will collect info about their animal  Word Work: Word scramble |
| **Thursday, Nov26** | **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* |
| **THANKSGIVING BREAK** |
| Vocabulary: fact, research  Activities/Strategies:  Students will draft writing about American Indian Tribes.  Draw a picture including five items with open /o/ and open /e/. |
| **Friday Nov.27** | **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:** SWBAT find the story elements |
| THANKSGIVING BREAK |
| **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 synthesize their information American Indian tribes. TSWBAT create and read open /o/ and open /e/ words. |
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