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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of November 30-Dec. 4th**

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

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| **Monday**  **Nov. 30** | **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, summarize  Activities/Strategies: Students will complete a web of information about the text.  Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Big Book: The Muffin Man- fill out simple web with details students find in The Muffin man. Compare and Contrast Looking for the Muffin Man and Muffin Man  **\*\*We will be doing DRA during small group time.**  Assessment/Reflection: If you were to write a new version of this song, what details would you include? |
| **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 |
| **Learning Target:** SWBAT collect information about an animal. . TSWBAT create and read final digraph -ck words. |
| Vocabulary: research, informational  Activities/Strategies:  Writing-Students will research their animal and work on a graphic organizer to organize their facts.  Students will begin researching animals-finding facts  Word Work: Students will sort words in the poem with final digraph -ck. |
| **Tuesday Dec 1** | **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: Think Pair Share, Retell, BLM 1, Shared Reading  Mini Lesson: Students retell story elements from Looking for Muffin Man and fill out BLM 1. Whole group Shared Reading of the script, stopping to analyze characters. Students choose one character to describe in their journals.  **\*\*We will be doing DRA during small group time.**  Assessment/Reflection: How can analyzing a character help you with fluency when reading a script? |
| **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 information about an animal. TSWBAT create and read final digraph -ck words. |
| Vocabulary: fact, research, informational  Activities/Strategies:  Writing  Word Work: Students will play *Yes? or No?* and identify words with the final digraph -ck. |
| **Wednesda y**  **Dec 2** | **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 |
| **Learning Target:** SWBAT find the story elements  Vocabulary: = pitch, inflection, intonation  Activities/Strategies: Student Interview Poster,  Mini Lesson:  Display Poster Student Interview, Read Aloud to students correctly and incorrectly and have them discuss the difference. Students create anchor chart for Pitch/Intonation.  **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)  **\*\*We will be doing DRA during small group time.**  Assessment/Reflection: How will practicing pitch/intonation make us better readers? |
| **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 an animal. TSWBAT create and read final digraph -ck words. |
| Vocabulary: fact, research  Activities/Strategies:  Writing: Students will collect info about their animal  Word Work: Students will identify the number of ck words in a sentence and draw a picture to represent that picture. |
| **Thursday, Dec 3** | **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  Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Reread using expression  Mini Lesson:  Activity: Students choral read Student Interview with Teacher. Students assess themselves using rubric for Pitch/Intonation. Students will use what they’ve learned about pitch/intonation to read the script.  **9:30-11:00 Small Guided Group Activities**  **\*\*We will be doing DRA during small group time.**  Assessment/Reflection: How did rereading with pitch/intonation help you to understand the meaning of the text? |
| **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 create a KWL Chart about an animal. TSWBAT create and read final digraph -ck words.  Vocabulary: fact, research  Activities/Strategies:  Students will draft writing about an animal.  Word Work: Make a word: Students will cut out letter cards to make words with -ck. They will add these words to the class list. |
| **Friday**  **Dec 4** | **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 |
| Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Create anchor chart analyzing Little Red Hen, shared writing  Mini Lesson: Students present reader’s theater scripts.  **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)  **\*\*We will be doing DRA during small group time.**  Assessment/Reflection: How did we make our characters sound and feel like real people (or animals/objects) with feelings? |
| **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 about an animal.. TSWBAT create and read final digraph -ck words. |
| Vocabulary: fact, research, informational  Activities/Strategies: Students will read through their informational book and use a graphic organizer to research facts about their animal.  Word Study-Students will complete the peer check with a partner. |