

Lunch 11:00-11:25 Recess
 1:55-2:15
 Specials See Block Scheduling

IEP/Student Modifications Noted in Classroom

ELA Plans Week of November 16th-19th
Mrs. Jett, Mrs. McHolland, Mrs. Fluharty First Grade

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| N o v e m b e r 1 6 | Daily Activities <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual w/Teacher</i> <input type="checkbox"/> <i>Peer Partners</i> <input checked="" type="checkbox"/> <i>Small Group</i> <input checked="" type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Independent</i> | 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. Learning Target: SWBAT find the story elements Vocabulary: story elements, important information, problem, solution Activities/Strategies: Quickwrite, On the Farm Chart (BLM 1) , Shared Reading Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Big Book: The Little Red Hen Students will use prior knowledge to fill out a chart about what farmers do, animals on a farm, and tools on a farm. Shared Reading The Little Red Hen | Daily Assessment <input type="checkbox"/> <i>Multiple Choice</i> <input type="checkbox"/> <i>Open Response</i> <input type="checkbox"/> <i>On Demand</i> <input type="checkbox"/> <i>Anecdotal</i> <input type="checkbox"/> <i>Observation</i> <input checked="" type="checkbox"/> <i>Daily work</i> |
| | Homework: | A Party for Rabbit- C3-Discuss story and story elements Tim the Tortoise- C4-Discuss story and story elements Fox in the Forest-D5-Discuss story and story elements Rainy Day, Sunny Day D6-Discuss story and story elements Ed Makes Shapes! - E7-Discuss story and story elements Garden Lunch- E8-Discuss story and story elements Little Lion- F9-Discuss story and story elements Counting Clues F10-Discuss story and story elements Unlucky Stanley G11-Discuss story and story elements The Race to Recycle- G12-Discuss story and story elements Everyone Clapped for Jason H-13-Discuss story and story elements See You in Spring- H14-Discuss story and story elements Assessment/Reflection: How can we use our own words and experiences to summarize an experience? | |
| | | 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 American Indian tribes. TSWBAT create and open /O/ and open /E/ words. | |
| | | Vocabulary: fact, opinion, informational Activities/Strategies: | |

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| | | <p><u>Writing-Students will research their animal and work on a graphic organizer to organize their facts.</u> Students will begin researching animals-finding facts Word Work: Students will sort words in the poem.</p> | |
| <p>T u e s d a y N o v . 1 7</p> | <p>Daily Activities <input checked="" type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual w/Teacher</i> <input type="checkbox"/> <i>Peer Partners</i> <input checked="" type="checkbox"/> <i>Small Group</i> <input checked="" type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Independent</i></p> <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>Daily Assessment <input type="checkbox"/> <i>Multiple Choice</i> <input type="checkbox"/> <i>Open Response</i> <input type="checkbox"/> <i>On Demand</i> <input type="checkbox"/> <i>Anecdotal</i> <input type="checkbox"/> <i>Observation</i> <input checked="" type="checkbox"/> <i>Daily work</i></p> |
| | | <p>Learning Target: SWBAT find the story elements</p> <p><u>Vocabulary:</u> story elements, important information, problem, solution <u>Activities/Strategies:</u> Think Pair Share, Retell, BLM 2 with Annotations. <u>Mini Lesson:</u> Whole group retell The Little Red Hen, students practice reading selections with dramatic expression, Continue reading The Little Red Hen and stop to summarize and synthesize. Complete Problem/Solution chart (BLM 2)</p> <p>A Party for Rabbit- C3-Continue working with text Tim the Tortoise- C4-Continue working with text Fox in the Forest-D5-Continue working with text Rainy Day, Sunny Day D6-Continue working with text Ed Makes Shapes! - E7-Continue working with text Garden Lunch- E8-Continue working with text Little Lion- F9-Continue working with text Counting Clues F10-Continue working with text Unlucky Stanley G11-Continue working with text The Race to Recycle- G12-Continue working with text Everyone Clapped for Jason H-13-Continue working with text See You in Spring- H14-Continue working with text</p> <p>Assessment/Reflection: How did summarizing and synthesizing help us to identify the lesson the characters learn?</p> | |
| | | <p>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 American Indian Tribes.. TSWBAT create and read open /o/ and open /e/ words.</p> | |

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| | | <p><u>Vocabulary:</u> fact, research, informational <u>Activities/Strategies:</u> <u>Writing</u> <u>Word Work:</u> Students will rainbow write words from daily word list.</p> | |
| <p>V e d n e s d a y N o v . 1 8</p> | <p>Daily Activities <input checked="" type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual w/Teacher</i> <input type="checkbox"/> <i>Peer Partners</i> <input checked="" type="checkbox"/> <i>Small Group</i> <input checked="" type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Independent</i></p> <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. Learning Target: SWBAT find the story elements Learning Target: SWBAT find the story elements <u>Vocabulary:</u> story elements, important information, problem, solution <u>Activities/Strategies:</u> Retell with Graphic Organizer <u>Mini Lesson:</u> Activity: Students will be able to with help complete a graphic organizer for the sequence of events in Little Red Hen. Students write a book review for The Little Red Hen with a partner. (BLM 5)</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 3rd Fry Word Sight List)</p> <p>A Party for Rabbit- C3-Working with graphic organizer for the text Tim the Tortoise- C4-Working with graphic organizer for the text Fox in the Forest-D5-Working with graphic organizer for the text Rainy Day, Sunny Day D6-Working with graphic organizer for the text Ed Makes Shapes! - E7-Working with graphic organizer for the text Garden Lunch- E8-Working with graphic organizer for the text Little Lion- F9-Working with graphic organizer for the text Counting Clues F10-Working with graphic organizer for the text Unlucky Stanley G11-Working with graphic organizer for the text The Race to Recycle- G12-Working with graphic organizer for the text Everyone Clapped for Jason H-13-Working with graphic organizer for the text See You in Spring- H14-Working with graphic organizer for the text</p> <p>Assessment/Reflection: How does identifying story elements make us better readers?</p> <p>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.</p> | <p>Daily Assessment <input type="checkbox"/> <i>Multiple Choice</i> <input type="checkbox"/> <i>Open Response</i> <input type="checkbox"/> <i>On Demand</i> <input type="checkbox"/> <i>Anecdotal</i> <input type="checkbox"/> <i>Observation</i> <input checked="" type="checkbox"/> <i>Daily work</i></p> |

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| | | <p><u>Vocabulary:</u> fact, research <u>Activities/Strategies:</u> Writing: Students will collect info about their animal</p> <p>Word Work: Word scramble</p> | |
| <p>T h u r s d a y , N o v 1 9</p> | <p>Daily Activities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual w/Teacher</i> <input type="checkbox"/> <i>Peer Partners</i> <input checked="" type="checkbox"/> <i>Small Group</i> <input checked="" type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Independent</i> | <p>9:10-9:30 Whole Group Reading Mini Lesson & Activity</p> <p>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"/> <i>Multiple Choice</i> <input type="checkbox"/> <i>Open Response</i> <input type="checkbox"/> <i>On Demand</i> <input type="checkbox"/> <i>Anecdotal</i> <input type="checkbox"/> <i>Observation</i> <input checked="" type="checkbox"/> <i>Daily work</i> |

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Learning Target: SWBAT find the story elements
Vocabulary: story elements, important information, problem, solution
Activities/Strategies: Reread using expression
Mini Lesson:
 Activity: Students will be able to compare and contrast two different readings of the text with dramatic expression. Students then practice reading The Little Red Hen with dramatic expression.

9:30-11:00 Small Guided Group Activities

- A Party for Rabbit- C3-Working with grammar portion of the text
- Tim the Tortoise- C4-Working with grammar portion of the text
- Fox in the Forest-D5-Working with graphic organizer for the text
- Rainy Day, Sunny Day D6-Working with grammar portion of the text
- Ed Makes Shapes! - E7-Working with grammar portion of the text
- Garden Lunch- E8-Working with grammar portion of the text
- Little Lion- F9-Working with grammar portion of the text
- Counting Clues F10-Working with grammar portion of the text
- Unlucky Stanley G11-Working with grammar portion of the text
- The Race to Recycle- G12-Working with grammar portion of the text
- Everyone Clapped for Jason H-13-Working with grammar portion of the text
- See You in Spring- H14-Working with grammar portion of the text

Assessment/Reflection: How does reading with dramatic expression help us to understand the characters better?

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

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/.

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| | | Learning Target: SWBAT find the story elements | |
| | | <p><u>Vocabulary:</u> story elements, important information, problem, solution</p> <p><u>Activities/Strategies:</u> Create anchor chart analyzing Little Red Hen, shared writing</p> <p><u>Mini Lesson:</u> Review list of descriptions of Little Red Hen. Choose an additional character in the story to write a letter to Little Red Hen. Whole Group shared writing letter to Little Red Hen.</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 3rd Fry Word Sight List)</p> <p>A Party for Rabbit- C3-Work on writing component of text. Tim the Tortoise- C4-Work on writing component of text. Fox in the Forest-D5-Work on writing component of text. Rainy Day, Sunny Day D6-Work on writing component of text. Ed Makes Shapes! - E7-Work on writing component of text. Garden Lunch- E8-Work on writing component of text. Little Lion- F9-Work on writing component of text. Counting Clues Work on writing component of text. Unlucky Stanley G11-Work on writing component of text. The Race to Recycle- G12-Work on writing component of text. Everyone Clapped for Jason H-13-Work on writing component of text. See You in Spring- H14-Work on writing component of text.</p> <p>Assessment/Reflection: What does the solution tell you about the character?</p> | |
| | | 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. | | | |
| | | <u>Vocabulary:</u> fact, research, informational | |

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| | | <u>Activities/Strategies:</u> Students will read through their informational book and use a graphic organizer to research facts about their animal. | |
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| | | Word Study-Matching Game | |
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