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| IEP/Student Modifications Noted in Classroom |

 **ELA Plans Week of March 28th - April 1st**

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

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| **Monday** **March** **28t****h**  | **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*
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| **Learning Target: SWBAT identify cause and effect in text and in pictures.*** Vocabulary: cause, effect,
* Activities/Strategies: Rules At School Big Book, BLM 1 Brainstorm List, Vocabulary Notebook, Cause and Effect Annotations
* Mini Lesson: Ask: *What rules help students learn?*
* *What rules help students stay safe?*
* *What rules teach respect?*
* *What rules help students take care of their school?*
* Students help to complete the BLM Brainstorm List
* Complete Frayer Model for the word **Citizen**

Introduce Big Book Rules at School: Chapter 1 Close Read and Complete BLM 3 Cause and Effect Annotations |
| **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-Working Together-**Introduce story, go over vocabulary, discuss cause and effect.**C4-Safe at Work-**Introduce story, go over vocabulary, discuss cause and effect.**D5-Using Tools at Work-**Introduce story, go over vocabulary, discuss cause and effect.**D6-Rainy Day-**Introduce story, go over vocabulary, discuss cause and effect.**E7-Rules at School-**Introduce story, go over vocabulary, discuss cause and effect.**E8-A Seed Needs Help-**Introduce story, go over vocabulary, discuss cause and effect.**F9-Changing Weather-**Introduce story, go over vocabulary, discuss cause and effect.**F10-Endangered Animals-**Introduce story, go over vocabulary, discuss cause and effect.**G11-All Work, No Play-**Introduce story, go over vocabulary, discuss cause and effect.**G12-Water Works-**Introduce story, go over vocabulary, discuss cause and effect.**H13-Measure Up!-**Introduce story, go over vocabulary, discuss cause and effect.**H14-The Savannas of Africa-**Introduce story, go over vocabulary, discuss cause and effect.**I15-Finding Fossils-**Introduce story, go over vocabulary, discuss cause and effect.**I16-Saving the Bald-**Introduce story, go over vocabulary, discuss cause and effect.**Eagles****J18-Oops! Why Did I Do That?--**Introduce story, go over vocabulary, discuss cause and effect.**Reflection/Assessment:** * ***When you read a nonfiction book on your own or during small-group reading, remember to make connections with what you already know, and ask yourself, “What happened? Why did it happen?” This will help you be a better reader.***
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| **11:45-12:45 Writing Workshop** **Standard:** [**CCSS.ELA-LITERACY.W.1.3**](http://www.corestandards.org/ELA-Literacy/W/1/3/)Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)Use frequently occurring adjectives. |
| **Learning Target:** SWBAT add adjectives to their writing. SWBAT create and read words with au/aw/ough. |
| Vocabulary: adjectivesActivities/Strategies: Students will complete their “What I have Learned” Writing ProjectWord Work: Whole class sort with poem. |
| **Tuesday** **March 29nd**  | **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*
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| **Learning Target: SWBAT identify cause and effect in text and in pictures.** |
| Vocabulary: cause, effect, Activities/Strategies: Rules in School Big Book, BLM 1 Cause and Effect Anchor ChartMini Lesson: Review Brainstorm List, Read Chapter 2 of Rules in School. Students help to complete Anchor Chart for Cause and Effect for Chapter 2. Students review text feature **bold word, and Glossary.****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-Working Together-**Review story, Cause and effect graphic organizer**C4-Safe at Work-**Review story, Cause and effect graphic organizer**D5-Using Tools at Work-**Review story, Cause and effect graphic organizer**D6-Rainy Day-**Review story, Cause and effect graphic organizer**E7-Rules at School-**Review story, Cause and effect graphic organizer**E8-A Seed Needs Help-**Review story, Cause and effect graphic organizer**F9-Changing Weather-**Review story, Cause and effect graphic organizer**F10-Endangered Animals-**Review story, Cause and effect graphic organizer**G11-All Work, No Play-**Review story, Cause and effect graphic organizer**G12-Water Works-**Review story, Cause and effect graphic organizer**H13-Measure Up!-**Review story, Cause and effect graphic organizer**H14-The Savannas of Africa-**Review story, Cause and effect graphic organizer**I15-Finding Fossils-**Review story, Cause and effect graphic organizer**I16-Saving the Bald Eagles-**Review story, Cause and effect graphic organizer**J18-Oops! Why Did I Do That?-**Review story, Cause and effect graphic organizerAssessment/Reflection: * **Say:** *Be sure to pay attention to the dark, or boldfaced, words when you see them in a nonfiction book. Use the Glossary at the back of the book to find the meanings of these words.*
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| **11:45-12:45 Writing Workshop** **Standard:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. .[CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)Use frequently occurring adjectives. |
| **Learning Target:**  SWBAT add adjectives to their writing. SWBAT create and read words with au/aw/ough. |
| Vocabulary: AdjectivesActivities/Strategies: Show students examples of book titles with and without adjectives. “Sylvester and the Pebble, Alexander and the Day, Lily and the Purse” Students identify reasons to add adjectives to their writing. Create Class Anchor chart. Students choose a piece of their writing from their journals and rework adding adjectives. Students will share their revised work with the class. Word Work: Make a Word  |
| **Wednesday** **March****30th** | **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 identify cause and effect in text and in pictures.**Vocabulary: Cause, EffectActivities/Strategies: Rules in School Chapter 3, BLM 3 Cause and Effect Annotations Mini Lesson: Close Read Chapter 3 and complete Cause and Effect Annotations.Analyze Author’s text structure --Refer back to Benchmark Unit 8 Test for question. What other texts have a cause and effect structure?**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-Working Together-**Review story, work on word work from story.**C4-Safe at Work-**Review story, work on word work from story.**D5-Using Tools at Work-**Review story, work on word work from story.**D6-Rainy Day-**Review story, work on word work from story.**E7-Rules at School-**Review story, work on word work from story.**E8-A Seed Needs Help-**Review story, work on word work from story.**F9-Changing Weather-**Review story, work on word work from story.**F10-Endangered Animals-**Review story, work on word work from story.**G11-All Work, No Play-**Review story, work on word work from story.**G12-Water Works-**Review story, work on word work from story.**H13-Measure Up!-**Review story, work on word work from story.**H14-The Savannas of Africa-**Review story, work on word work from story.**I15-Finding Fossils-**Review story, work on word work from story.**I16-Saving the Bald Eagles-**Review story, work on word work from story.**J18-Oops! Why Did I Do That?-**Review story, work on word work from story.**I16- How Can You Sort?-**Review story, work on word work from story.**J18- We Are All Alike-**Review story, work on word work from story.**Assessment/Reflection:Say: *Remember, many nonfiction books have a cause-and-effect text structure. Pay attention to clue words such as if and then as you read. They will help you identify cause and effect.*** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **11:45-12:45 Writing Workshop** **Standard:**[**W.1.3**](http://www.corestandards.org/ELA-Literacy/W/1/3/)Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)Use frequently occurring adjectives.**Learning Target:**  SWBAT add adjectives to their writing. SWBAT create and read words with au/aw/ough. |
| Writing: Students will complete a shared writing activity “Silly Sentences” adding adjectives to sentences to make them more interesting. Students will continue to revise their work. Word Work: Rhyming Pictures |
| **Thursday****March****31st** | **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 identify cause and effect in text and in pictures.** |
| Vocabulary: cause, effectActivities/Strategies: Rules in School, BLM 3 Cause and Effect Annotations, List Group LabelMini Lesson: Students Close Read Chapter 4 and Conclusion. Students will work together to complete a List Group Label Activity. **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: *We focused on what happens when we follow rules and why. You can identify cause and effect whenever you read nonfiction by asking yourself, “What is happening? Why is it happening?”*** |
| **11:45-12:45 Writing Workshop****Standard:**[**W.1.3**](http://www.corestandards.org/ELA-Literacy/W/1/3/)Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure [CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)Use frequently occurring adjectives. |
| **Learning Target:** SWBAT create Young Author’s Story. SWBAT create and read words with au/aw/ough. |
| Vocabulary: OpinionActivities/Strategies: Students will continue to work on their opinion piece. Writing: Students complete List, Sort, Label where they list adjectives, sort them into groups, and then label those groups. Students will choose a group and write a short piece using these adjectives.Word Work: Work Station Embed |
| **Friday** **April 1st** |  | **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 identify cause and effect in text and in pictures.**Vocabulary: cause, effectActivities/Strategies: Cause and Effect Annotations, Brainstorm List (BLM 1) Mini Lesson:* Students Analyze Anchor Charts from the Week to complete BLM 3 with a partner.

**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: *We have just used the cause-and-effect text structure to write about safety on wheels. Be sure to use this text structure when you want to tell what happens and why.*** |  |
|  |  | **Learning Target:**  SWBAT add adjectives to their writing. SWBAT create and read words with au/aw/ough. |  |
|  |  | **11:45-12:45 Writing Workshop****Standard:** [**W.1.3**](http://www.corestandards.org/ELA-Literacy/W/1/3/)Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure [CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)Use frequently occurring adjectives.Vocabulary: adjectivesActivities/Strategies: Students will complete the Spell and Peer Check with au/aw/oughWriting: Students will complete adjective word challenge with a partner. Students will practice using adjectives in their writing.Word Work: Spell and peer check |  |