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| IEP/Student Modifications Noted in Classroom |

 **ELA Plans Week of May 9th - May 13th**

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

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| **Monday** **May** **9th**  | **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 infer and make connections using pictures and text.**  Vocabulary: * Activities/Strategies:
* Mini Lesson: MAP Testing/Review for MAP/ Unit 10 Test
 |
| **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)**Above: Chapter Book Study****On: Chapter Book Study****Below: Skill Groups****Teachers will be administering DRA.** |
| **11:45-12:45 Writing Workshop** [CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/)Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [**CCSS.ELA-LITERACY.**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**RF 1.2c Isolate and produce initial, medial, and final sounds in spoken single-syllable word.** |
| **Learning Target:** SWBAT write to an informational letter. SWBAT create and read words with soft c, soft g. |
| Vocabulary: Constructed ResponseActivities/Strategies: Students will brain storm information about first grade.Word Work: Review in skills groups |
| **Tuesday** **May****10th**  | **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 infer and make connections using pictures and text.**  |
| Vocabulary: * Activities/Strategies:
* Mini Lesson: MAP Testing/Review for MAP/ Unit 10 Test
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**Above: Chapter Book Study****On: Chapter Book Study****Below: Skill Groups****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)**Teachers will be administering DRA.** |
| **11:45-12:45 Writing Workshop** **Standard:** [**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[**CCSS.ELA-LITERACY.**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**RF 1.2c Isolate and produce initial, medial, and final sounds in spoken single-syllable word.** |
| **Learning Target:** SWBAT write to an informational letter. SWBAT create and read words with soft c, soft g. |
| Vocabulary: letterActivities/Strategies: Students will begin writing an informational letter to a kindergartener about first grade.Word Work: Review in skills groups |
| **Wednesday** **May** **11th** | **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 infer and make connections using pictures and text.** Vocabulary: Author, Author’s PurposeActivities/Strategies: QuickWrite, Read Aloud, Story MapMini Lesson: Students will write everything they remember from Kevin Henkes Stories. Students will listen to a read aloud of teacher’s choice and MAP Characters, Setting, Problem, Solution. Students will work in their journal to analyze characters.**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)**Above: Chapter Book Study****On: Chapter Book Study****Below: Skill Groups****Assessment/Reflection: You will practice these skills as you review in small group and during workstations.****Teachers will be administering DRA.** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **11:45-12:45 Writing Workshop** **Standard:**[**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[**CCSS.ELA-LITERACY.**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**RF 1.2c Isolate and produce initial, medial, and final sounds in spoken single-syllable word.****Learning Target:** SWBAT write to an informational letter SWBAT create and read words with soft c, soft g. |
| Writing:Students will write a letter to kindergarteners about first gradeWord Work: Review in skills groups. |
| **Thursday****May 12th** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **9:10-9:30 Whole Group Reading Mini Lesson & Activity** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target: SWBAT infer and make connections using pictures and text.**  |
| Vocabulary: Author, Author’s PurposeActivities/Strategies: QuickWrite, Read Aloud, Story MapMini Lesson: Students will write everything they remember from Kevin Henkes Stories. Students will listen to a read aloud of teacher’s choice and MAP Characters, Setting, Problem, Solution. Students will work in their journal to analyze characters.**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)**Above: Chapter Book Study****On: Chapter Book Study****Below: Skill Groups****Assessment/Reflection: You will practice these skills as you review in small group and during workstations.****Teachers will be administering DRA.** |
| **11:45-12:45 Writing Workshop****Standard:**[**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[**CCSS.ELA-LITERACY.**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**RF 1.2c Isolate and produce initial, medial, and final sounds in spoken single-syllable word.** |
| **Learning Target:** SWBAT write to an informational letter SWBAT create and read words with soft c, soft g. |
| Vocabulary: narrative, adjectivesActivities/Strategies: Writing: Students will continue working on their letter groups |
| **Friday** **May** **13th** |  | **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 infer and make connections using pictures and text.** Vocabulary: Author, Author’s PurposeActivities/Strategies: QuickWrite, Read Aloud, Story MapMini Lesson: Students will write everything they remember from Kevin Henkes Stories. Students will listen to a read aloud of teacher’s choice and Map Characters, Setting, Problem, Solution. Students will work in their journal to analyze characters.**9:30-11:00 Small Guided Group Activities** **Above: Chapter Book Study****On: Chapter Book Study****Below: Skill Groups****\*\*Data Notebooks in Small Group****Assessment/Reflection: You will practice these skills as you review in small group and during workstations.** |  |
|  |  | **Learning Target:**  SWBAT write to an informational letter. SWBAT create and read words with soft c, soft g. |  |
|  |  | **11:45-12:45 Writing Workshop****Standard:** [**CCSS.ELA-LITERACY.W.1.2**](http://www.corestandards.org/ELA-Literacy/W/1/2/)**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**[**CCSS.ELA-LITERACY.**](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/)**RF 1.2c Isolate and produce initial, medial, and final sounds in spoken single-syllable word.** Vocabulary: opening, message closingActivities/Strategies: Writing: Students will finish their letterWord Work: Review in skills groups |  |