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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 Response  Activities/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   **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: letter  Activities/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 Purpose  Activities/Strategies: QuickWrite, Read Aloud, Story Map  Mini 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 grade  Word 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 Purpose  Activities/Strategies: QuickWrite, Read Aloud, Story Map  Mini 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, adjectives  Activities/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 Purpose  Activities/Strategies: QuickWrite, Read Aloud, Story Map  Mini 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 closing  Activities/Strategies:  Writing: Students will finish their letter Word Work: Review in skills  groups |  |