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| IEP/Student Modifications Noted in Classroom |

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

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

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| **Monday** **Nov. 9** | **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*
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| **Learning Target:** SWBAT find the story elements |
| Vocabulary: story elements, important information, problem, solutionActivities/Strategies: Students will discuss poster 2. Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 2Activity: Students will be asked to find the problem and solution with a partner and then describe them to the class.A Party for Rabbit- C3-Discuss story and story elementsTim the Tortoise- C4-Discuss story and story elementsFox in the Forest-D5-Discuss story and story elementsRainy Day, Sunny Day D6-Discuss story and story elementsEd Makes Shapes! - E7-Discuss story and story elementsGarden Lunch- E8-Discuss story and story elementsLittle Lion- F9-Discuss story and story elementsCounting Clues F10-Discuss story and story elementsUnlucky Stanley G11-Discuss story and story elementsThe Race to Recycle- G12-Discuss story and story elementsEveryone Clapped for Jason H-13-Discuss story and story elementsSee You in Spring- H14-Discuss story and story elementsAssessment/Reflection: How does identifying and analyzing story elements help us to grow as 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  |
| **Learning Target:** SWBAT collect information about an animal. TSWBAT create and open /O/ and open /E/ words. |
| Vocabulary: fact, opinion, informationalActivities/Strategies:Writing-Students will research their animal and work on a graphic organizer to organize their facts.Students will begin researching animals-finding factsWord Work: Students will sort words in the poem.  |
| **Tuesday Nov. 10** | **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*
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| **Learning Target:** SWBAT find the story elements |
| Vocabulary: story elements, important information, problem, solutionActivities/Strategies: Think Pair Share discussion for Poster 3, QuickwriteMini Lesson: Students read Poster 3 passage with a partner to analyze story elements. Students underline/highlight story elements. They practice summarizing events of story. A Party for Rabbit- C3-Continue working with textTim the Tortoise- C4-Continue working with textFox in the Forest-D5-Continue working with textRainy Day, Sunny Day D6-Continue working with textEd Makes Shapes! - E7-Continue working with textGarden Lunch- E8-Continue working with textLittle Lion- F9-Continue working with textCounting Clues F10-Continue working with textUnlucky Stanley G11-Continue working with textThe Race to Recycle- G12-Continue working with textEveryone Clapped for Jason H-13-Continue working with textSee You in Spring- H14-Continue working with textAssessment/Reflection: What would happen if we did not understand the story elements of a story?  |
| **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 open /o/ and open /e/ words.  |
| Vocabulary: fact, research, informationalActivities/Strategies:WritingWord Work: Students will rainbow write words from daily word list.  |
| **Wednesda y** **Nov. 11**  | **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*
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| **Learning Target:** SWBAT find the story elements |
| **Learning Target:** SWBAT find the story elementsVocabulary: story elements, important information, problem, solutionActivities/Strategies: Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 4Activity: Students will be asked to tell/describe the important portions of the poster. Students will work together to locate the story elements-characters, setting, problem, solution. **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)A Party for Rabbit- C3-Working with graphic organizer for the textTim the Tortoise- C4-Working with graphic organizer for the textFox in the Forest-D5-Working with graphic organizer for the textRainy Day, Sunny Day D6-Working with graphic organizer for the textEd Makes Shapes! - E7-Working with graphic organizer for the textGarden Lunch- E8-Working with graphic organizer for the textLittle Lion- F9-Working with graphic organizer for the textCounting Clues F10-Working with graphic organizer for the textUnlucky Stanley G11-Working with graphic organizer for the textThe Race to Recycle- G12-Working with graphic organizer for the textEveryone Clapped for Jason H-13-Working with graphic organizer for the textSee You in Spring- H14-Working with graphic organizer for the textAssessment/Reflection: Why is summarizing a skill readers need?  |
| **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 their animal. TSWBAT create and read open /o/ and open /e/ words.  |
| Vocabulary: fact, researchActivities/Strategies:Writing: Students will collect info about their animalWord Work: Word scramble  |
| **Thursday, Nov12** | **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*
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 |
| **Learning Target:** SWBAT find the story elementsVocabulary: story elements, important information, problem, solutionActivities/Strategies: Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 4Activity: Students will be asked to tell/describe the important portions of the poster. Students will work together to locate the story elements-characters, setting, problem, solution. Students will complete multiple choice questions independently. **9:30-11:00 Small Guided Group Activities**A Party for Rabbit- C3-Working with grammar portion of the textTim the Tortoise- C4-Working with grammar portion of the textFox in the Forest-D5-Working with graphic organizer for the textRainy Day, Sunny Day D6-Working with grammar portion of the textEd Makes Shapes! - E7-Working with grammar portion of the textGarden Lunch- E8-Working with grammar portion of the textLittle Lion- F9-Working with grammar portion of the textCounting Clues F10-Working with grammar portion of the textUnlucky Stanley G11-Working with grammar portion of the textThe Race to Recycle- G12-Working with grammar portion of the textEveryone Clapped for Jason H-13-Working with grammar portion of the textSee You in Spring- H14-Working with grammar portion of the textAssessment/Reflection: How does understanding the problem and solution help you as a reader?**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 collect data about their animalDraw a picture including five items with open /o/ and open /e/. |
| **Friday Nov.13** | **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 |
| Data Notebook DayVocabulary: Activities/Strategies: Mini Lesson: **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)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.Assessment/Reflection: What does the solution tell you about the character? |
| **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 long /i/ 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-Matching Game |