|  |
| --- |
| IEP/Student Modifications Noted in Classroom |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| **Learning Target:** SWBAT find the story elements |
| Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Students will discuss poster 2.  Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 2  Activity: 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 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 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, informational  Activities/Strategies:  Writing-Students will research their animal and work on a graphic organizer to organize their facts.  Students will begin researching animals-finding facts  Word 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* |
| **Learning Target:** SWBAT find the story elements |
| Vocabulary: story elements, important information, problem, solution  Activities/Strategies: Think Pair Share discussion for Poster 3, Quickwrite  Mini 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 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  Assessment/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, informational  Activities/Strategies:  Writing  Word 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* |
| **Learning Target:** SWBAT find the story elements |
| **Learning Target:** SWBAT find the story elements  Vocabulary: story elements, important information, problem, solution  Activities/Strategies:  Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 4  Activity: 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 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  Assessment/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, research  Activities/Strategies:  Writing: Students will collect info about their animal  Word 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* * *Daily work* |
| **Learning Target:** SWBAT find the story elements  Vocabulary: story elements, important information, problem, solution  Activities/Strategies:  Mini Lesson: Discuss what important information is and why we as readers need to find it. Display Poster 4  Activity: 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 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 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 animal  Draw 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 Day  Vocabulary:  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 |