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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of April 13, 2015**

**Mrs. Jett & Mrs. Selch First Grade**

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| **Tuesday, April 14** | **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:** R.I.2 Identify the main topic and retell key details of a text. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the main topic, main idea, and key details in a text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Discuss Common Assessment (go over test)  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Guided Reading Groups – introduction, picture walk, vocabulary, read text (Levels D & E with support, Levels F, G, H, I with support as needed, Levels J, K, O without support) |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure. |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Syllables: how to break apart, how many in a word  Informational Writing Stations  Conferring  Free Writing  Keyboarding  Grammar Skills |

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| **Wednesday, April 15** | **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:** R.I.2 Identify the main topic and retell key details of a text. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the main topic, main idea, and key details in a text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Brainipop Jr – reading nonfiction  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Guided Reading Groups – introduction, picture walk, vocabulary, read text (Levels D & E with support, Levels F, G, H, I with support as needed, Levels J, K, O without support) |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure. |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Prefixes and Suffixes: give words, identify the prefix/suffix, what does the word mean  Informational Writing Stations  Conferring  Free Writing  Keyboarding  Grammar Skills |
| **Thursday, April 16** | **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:** R.I.2 Identify the main topic and retell key details of a text. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the main topic, main idea, and key details in a text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Brainipop Jr –  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Guided Reading Groups – comprehension check |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure. |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Put sentences in order to create a paragraph  Informational Writing Stations  Conferring  Free Writing  Keyboarding  Grammar Skills |

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| **Friday April 17** | **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:** R.I.2 Identify the main topic and retell key details of a text. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT identify the main topic, main idea, and key details in a text. |
| Vocabulary:  Activities/Strategies:  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Data Notebook |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure. |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it. |
| Vocabulary:  Activities/Strategies:  Informational Writing Stations  Conferring  Free Writing  Keyboarding  Grammar Skills |