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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of April 20, 2015**

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

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| **Monday, April 20** | **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:** RL.1.1 Ask and answer questions about key details in a text.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT ask and answer questions about key details in a text.  |
| Vocabulary: Activities/Strategies:MiniLesson – RL.1.1 Assessment**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer with Independent ReadingCall individual students for DRA  |
| **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 – Assessment L.1.2b: spell untaught words phonetically Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |
| **Tuesday, April 21** | **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:** RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT retell stories including key details.  |
| Vocabulary: Activities/Strategies:MiniLesson – Read Miss Rumphius by Barbara Clooney (book or Youtube)**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer with Independent ReadingCall individual students for DRA  |
| **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 – Assessment L.1.1c: Verb, adjectives, and prepositionsInformational Writing StationsConferringFree Writing KeyboardingGrammar Skills |

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| **Wednesday, April 22** | **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:** RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT retell stories including key details.  |
| Vocabulary: Activities/Strategies:MiniLesson – Assessment RL.1.2**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer with Independent ReadingCall individual students for DRA  |
| **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 – Assessment L.1.1d: conjunctionsInformational Writing StationsConferringFree Writing KeyboardingGrammar Skills |
| **Thursday, April 23** | **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:** RL.1.3 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 describe characters, settings, and major events in a text.  |
| Vocabulary: Activities/Strategies:MiniLesson – Read Arthur’s TV Trouble (book or Youtube)**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer with Independent ReadingCall individual students for DRA  |
| **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 – Assessment L.1.4a: homophonesInformational Writing StationsConferringFree Writing KeyboardingGrammar Skills |

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| **Friday April 24** | **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:** RL.1.3 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 describe characters, settings, and major events in a text.  |
| Vocabulary: Activities/Strategies:MiniLesson – Assessment 1.3**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer with Independent ReadingCall individual students for DRA  |
| **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 – Lexia in LabInformational Writing StationsConferringFree Writing KeyboardingGrammar Skills |