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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of February 16, 2015**

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

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| **Tuesday, February 17** | **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.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.I.9 Identify basic similarities in and differences between two texts on the same topic.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT compare and contrast information in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Create an Anchor Chart on Compare and Contrast, teacher will model comparing/contrasting self to another known adult in the building, students will partner up and complete a Venn Diagram comparing/contrasting themselves **9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel D: Getting Around the City – introduce book, picture walk, vocabularyLevel E: Animals, Animals – introduce book, picture walk, vocabularyLevel F: Sleds – introduce book, picture walk, vocabularyLevel H: Animals, Animals – introduce book, picture walk, vocabularyLevel I: Birds – introduce book, picture walk, vocabularyLevel J: Animal Skeletons – introduce book, picture walk, vocabularyLevel M: What Lives in This Hole? – introduce book, picture walk, vocabulary |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Narrative Writing - Continue working on small moment pieceAs students finish writing first draft conference Keyboarding skills may be worked on as well |
| **Wednesday, February 18** | **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.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.I.9 Identify basic similarities in and differences between two texts on the same topic.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT compare and contrast information in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Brianpop Jr. Compare and Contrast **9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel D: Getting Around the City – read text with support and discussLevel E: Animals, Animals – read text with support and discussLevel F: Sleds – read text with some support and discussLevel H: Animals, Animals – read text with some support and discussLevel I: Birds – read text with some support and discussLevel J: Animal Skeletons – read text and discussLevel M: What Lives in This Hole? – read text and discuss |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Narrative Writing - Continue working on small moment pieceAs students finish writing first draft conference Keyboarding skills may be worked on as well |

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| **Thursday, February 19** | **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.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.I.9 Identify basic similarities in and differences between two texts on the same topic.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT compare and contrast information in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Common Core Clinic Reading Lesson 13 Compare and Contrast **9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel D: Getting Around the City – read text with support, discuss, and compare/contrast how people get around the cityLevel E: Animals, Animals – read text with support, discuss, and compare/contrast two animals in the bookLevel F: Sleds – read text with some support, discuss, and compare/contrast the types of sledsLevel H: Animals, Animals – read text with some support ,discuss, and compare/contrast two animals in the bookLevel I: Birds – read text with some support, discuss, compare/contrast two birds in the bookLevel J: Animal Skeletons – read text, discuss, and compare/contrast animal skeletons Level M: What Lives in This Hole? – read text, discuss, and compare/contrast animals that live in holes |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Narrative Writing - Continue working on small moment pieceAs students finish writing first draft conference Keyboarding skills may be worked on as well |
| **Friday February 20** | **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.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.I.9 Identify basic similarities in and differences between two texts on the same topic.  | **Daily Assessment*** *Multiple Choice*
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| **Learning Target:** SWBAT compare and contrast information in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Common Core Clinic Reading Lesson 13 Compare and Contrast **9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel D: Getting Around the City – read text with support, discuss, and compare/contrast how people get around the cityLevel E: Animals, Animals – read text with support, discuss, and compare/contrast two animals in the bookLevel F: Sleds – read text with some support, discuss, and compare/contrast the types of sledsLevel H: Animals, Animals – read text with some support ,discuss, and compare/contrast two animals in the bookLevel I: Birds – read text with some support, discuss, compare/contrast two birds in the bookLevel J: Animal Skeletons – read text, discuss, and compare/contrast animal skeletons Level M: What Lives in This Hole? – read text, discuss, and compare/contrast animals that live in holes |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
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