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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of January 26, 2015**

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

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| **Monday, January 26** | **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.1.8 Identify the reasons an author gives to support points in a text | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the reasons an author gives to support points in the text.  |
| Vocabulary: Activities/Strategies:MiniLesson – * You Tube – Introduction to Author’s Purpose 2

**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: Mudd Balls – Identify why the author wrote the text (explain, inform, entertain) and explain how they knowLevel E: Making Pizza - Identify why the author wrote the text (explain, inform, entertain) and explain how they knowLevel F: How to Make a Snow Person – Identify why the author wrote the text (explain, inform, entertain) and explain how they know Level H: How to Make a Drum – Identify why the author wrote the text (explain, inform, entertain) and explain how they knowLevel I: We Make Maple Syrup - Identify why the author wrote the text (explain, inform, entertain) and explain how they know Level J: Let’s Make Shapes - Identify why the author wrote the text (explain, inform, entertain) and explain how they knowLevel M: Let’s Make Lemonade – Identify why the author wrote the text (explain, inform, entertain) and explain how they know |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state the opinion, supply a reason for the opinion, and provide some sense of closure.  |
| **Learning Target:** SWBAT write an opinion piece. |
| Vocabulary: opinion Activities/Strategies:MiniLesson – * Common Core Clinic Writing & Language – Lesson 8: Words that Connect

Opinion Writing - Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |
| **Tuesday, January 27** | **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.1.8 Identify the reasons an author gives to support points in a text | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the reasons an author gives to support points in the text.  |
| Vocabulary: Activities/Strategies:MiniLesson – * Build a Sand Castle

**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: Mudd Balls – Work on more words with “ea”, “ar”, “er” and “ir”Level E: Making Pizza – Sequence Skills SheetLevel F: How to Make a Snow Person – Sequence Events Skills SheetLevel H: How to Make a Drum – Sequence Events Skills SheetLevel I: We Make Maple Syrup – Commas and Sequence Skills SheetLevel J: Let’s Make Shapes – Classify Skills SheetLevel M: Let’s Make Lemonade – Synonyms and Hyphenated Compound Words Skills Sheet |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state the opinion, supply a reason for the opinion, and provide some sense of closure.  |
| **Learning Target:** SWBAT write an opinion piece. |
| Vocabulary: opinion Activities/Strategies:MiniLesson – * Common Core Clinic Writing & Language – Lesson 8: Words that Connect

Opinion Writing - Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |
| **Wednesday, January 28** | **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.1.8 Identify the reasons an author gives to support points in a text | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the reasons an author gives to support points in the text.  |
| Vocabulary: Activities/Strategies:MiniLesson – * Build a Sand Castle

**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: Mudd Balls – Finish Tuesday, Reread text for comprehension test tomorrowLevel E: Making Pizza - Finish Tuesday, Reread text for comprehension test tomorrowLevel F: How to Make a Snow Person – Finish Tuesday, Reread text for comprehension test tomorrow Level H: How to Make a Drum – Finish Tuesday, Reread text for comprehension test tomorrowLevel I: We Make Maple Syrup - Finish Tuesday, Reread text for comprehension test tomorrowLevel J: Let’s Make Shapes - Finish Tuesday, Reread text for comprehension test tomorrowLevel M: Let’s Make Lemonade – Finish Tuesday, Reread text for comprehension test tomorrow |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state the opinion, supply a reason for the opinion, and provide some sense of closure.  |
| **Learning Target:** SWBAT write an opinion piece. |
| Vocabulary: opinion Activities/Strategies:MiniLesson – * Common Core Clinic Writing & Language – Lesson 7: Words that Describe

Opinion Writing - Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |

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| **Thursday, January 29** | **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.1.8 Identify the reasons an author gives to support points in a text | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the reasons an author gives to support points in the text.  |
| Vocabulary: Activities/Strategies:MiniLesson – * Supporting the Point

**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: Mudd Balls – Comprehension CheckLevel E: Making Pizza - Comprehension CheckLevel F: How to Make a Snow Person - Comprehension CheckLevel H: How to Make a Drum - Comprehension CheckLevel I: We Make Maple Syrup - Comprehension CheckLevel J: Let’s Make Shapes - Comprehension CheckLevel M: Let’s Make Lemonade - Comprehension Check |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state the opinion, supply a reason for the opinion, and provide some sense of closure.  |
| **Learning Target:** SWBAT write an opinion piece. |
| Vocabulary: opinion Activities/Strategies:MiniLesson – * Common Core Clinic Writing & Language – Lesson 7: Words that Describe

Opinion Writing - Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |

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| **Friday, January 30** | **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.1.8 Identify the reasons an author gives to support points in a text | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the reasons an author gives to support points in the text.  |
| Vocabulary: Activities/Strategies:MiniLesson – * Supporting the Point

**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsConfer, Data Notebooks |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state the opinion, supply a reason for the opinion, and provide some sense of closure.  |
| **Learning Target:** SWBAT write an opinion piece. |
| Vocabulary: opinion Activities/Strategies:MiniLesson – You Tube - School House Rock PrepositionsOpinion Writing - Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |