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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, skills  Level D: Mudd Balls – Identify why the author wrote the text (explain, inform, entertain) and explain how they know  Level E: Making Pizza - Identify why the author wrote the text (explain, inform, entertain) and explain how they know  Level 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 know  Level 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 know  Level 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, skills  Level D: Mudd Balls – Work on more words with “ea”, “ar”, “er” and “ir”  Level E: Making Pizza – Sequence Skills Sheet  Level F: How to Make a Snow Person – Sequence Events Skills Sheet  Level H: How to Make a Drum – Sequence Events Skills Sheet  Level I: We Make Maple Syrup – Commas and Sequence Skills Sheet  Level J: Let’s Make Shapes – Classify Skills Sheet  Level 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, skills  Level D: Mudd Balls – Finish Tuesday, Reread text for comprehension test tomorrow  Level E: Making Pizza - Finish Tuesday, Reread text for comprehension test tomorrow  Level 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 tomorrow  Level I: We Make Maple Syrup - Finish Tuesday, Reread text for comprehension test tomorrow  Level J: Let’s Make Shapes - Finish Tuesday, Reread text for comprehension test tomorrow  Level 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, skills  Level D: Mudd Balls – Comprehension Check  Level E: Making Pizza - Comprehension Check  Level F: How to Make a Snow Person - Comprehension Check  Level H: How to Make a Drum - Comprehension Check  Level I: We Make Maple Syrup - Comprehension Check  Level J: Let’s Make Shapes - Comprehension Check  Level 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, skills  Confer, 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 Prepositions  Opinion Writing -  Conference on pieces, keyboarding, free writing, editing pieces (after conferencing) |