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| IEP/Student Modifications Noted in Classroom |

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

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

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| **Monday, March 16** | **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.1.3 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 the characters, setting, and major events of the text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Read a version of the Three Little Pigs  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Each guided group will describe the story elements for the book. |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1f Use frequently occurring adjectives. |
| **Learning Target:** SWBAT write an informational piece on an animal that includes an introduction, facts, and a closure. SWBAT use adjectives to make a sentence sound better. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Adjectives: Give a simple sentence and have students add adjectives to make it sound better.  Informative Writing –  Conference with students on previous informative piece  Look at what they can do to make it better.  Can they spell words correctly?  Do they need punctuation? |
| **Tuesday, March 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:** 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 the characters, setting, and major events of the text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Read a version of the Three Little Pigs  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Each guided group will describe the story elements for the book. |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1e Use verbs to convey a sense of past, present, and future. |
| **Learning Target:** SWBAT write an informational piece on an animal that includes an introduction, facts, and a closure. SWBAT correctly use verbs to convey past, present, and future |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Verbs: provide a verb and have students write a past, present, future sentence using the verb  Informative Writing –  Conference with students on previous informative piece  Look at what they can do to make it better.  Can they spell words correctly?  Do they need punctuation? |

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| **Wednesday, March 18** | **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 :Comparing and Contrasting Fiction  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Compare and Contrast the versions of The Three Little Pigs |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1g use frequently occurring conjunctions. |
| **Learning Target:** SWBAT write an informational piece on an animal that includes an introduction, facts, and a closure. SWBAT correctly use conjunctions in sentences. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Conjunctions: Provide two sentences, have students combine them using conjunctions.  Informative Writing –  Conference with students on previous informative piece  Look at what they can do to make it better.  Can they spell words correctly?  Do they need punctuation? |
| **Thursday, March 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 :Comparing and Contrasting Fiction  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Compare and Contrast the versions of The Three Little Pigs |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1.2 Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1g use frequently occurring conjunctions. |
| **Learning Target:** SWBAT write an informational piece on an animal that includes an introduction, facts, and a closure. |
| Vocabulary:  Activities/Strategies:  Mini Lesson – Assessment C & D on adjectives, verbs, and conjunctions  Informative Writing –  Conference with students on previous informative piece  Look at what they can do to make it better.  Can they spell words correctly?  Do they need punctuation? |

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| **Friday March 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* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT compare and contrast information in a text. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Assessment RI.1.9 (put into data notebook)  **9:30-11:00 Small Guided Group Activities**  Students will rotate through literacy stations: read to self, listen to reading, read to someone, skills  Complete any of the days from this week.  Data Notebooks |
| **11:45-12:45 Writing Workshop**  **Standard:** W.1. |
| **Learning Target:** SWBAT write |
| Vocabulary:  Activities/Strategies:  Writing will be split between informative pieces and Lexia in Computer Lab.  Informative Writing –  Conference with students on previous informative piece  Look at what they can do to make it better.  Can they spell words correctly?  Do they need punctuation? |