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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of March 2, 2015**

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

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| **Monday, March 2** | **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 – Benchmark Series Compare and Contrast: Butterflies and Moths **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 – compare and contrast two types of transportationLevel E: Animals, Animals – compare and contrast two animalsLevel F: Sleds – compare and contrast two types of sledsLevel H: Animals, Animals – compare and contrast two animalsLevel I: Birds – compare and contrast two birdsLevel J: Animal Skeletons – compare and contrast two animalsLevel M: What Lives in This Hole? – compare and contrast animals that live in a hole |
| **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. L.1.1b Use common, proper, and possessive nouns |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Mini Lesson – Review common, proper, and possessive nouns: provide examples, practice using in sentences correctlyNarrative Writing - Continue working on small moment pieceStations: Conference, keyboarding, free writing  |
| **Tuesday, March 2** | **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:** RI.1.2 Identify the main topic and retell key details of a text.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the main topic and retell key details of a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Benchmark Series Compare and Contrast: Monkeys and Apes **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 – identify the main topic, main idea and key details Level E: Animals, Animals – identify the main topic, main idea and key detailsLevel F: Sleds – identify the main topic, main idea and key detailsLevel H: Animals, Animals – identify the main topic, main idea and key details Level I: Birds – identify the main topic, main idea and key detailsLevel J: Animal Skeletons – identify the main topic, main idea and key details Level M: What Lives in This Hole? – identify the main topic, main idea and key details |
| **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. L.1.1c Use singular and plural nouns with matching berbs in basic sentences. |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Mini Lesson – Review singular and plural nouns: provide examples, practice using in sentences correctly (He hops. We hop.)Narrative Writing - Continue working on small moment pieceStations: Conference, keyboarding, free writing  |

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| **Wednesday, March 4** | **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:** RI.1.2 Identify the main topic and retell key details of a text.  | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT identify the main topic and retell key details of a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Benchmark Series Compare and Contrast: Families **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 – identify the main topic, main idea and key details Level E: Animals, Animals – identify the main topic, main idea and key detailsLevel F: Sleds – identify the main topic, main idea and key detailsLevel H: Animals, Animals – identify the main topic, main idea and key details Level I: Birds – identify the main topic, main idea and key detailsLevel J: Animal Skeletons – identify the main topic, main idea and key details Level M: What Lives in This Hole? – identify the main topic, main idea and key details |
| **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. L.1.1d Use personal, possessive, and indefinite pronouns  |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Mini Lesson – Review personal, possessive, and indefinite pronouns: provide examples, practice using in sentences correctly (I, me, my, they, them, their, anyone, everything)Narrative Writing - Continue working on small moment pieceStations: Conference, keyboarding, free writing  |
| **Thursday, March 5** | **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.1.3 (put in 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, skillsAll Guided Reading Levels will complete their book comprehension check |
| **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. L.1.1b,c,d Use common, proper, possessive, singular, and plural nouns and personal, possessive, and indefinite pronouns |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Mini Lesson – Review nouns from the weekNarrative Writing - Continue working on small moment pieceStations: Conference, keyboarding, free writing  |

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| **Friday March 6** | **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, skillsData Notebooks – word lists, comprehension check reflections |
| **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. L.1.1b,c,d Use common, proper, possessive, singular, and plural nouns and personal, possessive, and indefinite pronouns |
| **Learning Target:** SWBAT write a narrative on a small moment in their life. |
| Vocabulary: Activities/Strategies:Mini Lesson – Assessment A & B for L.1.1 Narrative Writing - Continue working on small moment pieceStations: Conference, keyboarding, free writing  |