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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of March 30, 2015**

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

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| **Monday, March 23** | **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.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, main idea, and key details in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Discuss how we know if something is fiction or nonfiction**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel E: City Animals – skills sheet on adjectives and prepositionsLevel F: Some Birds Go – skills sheet on adjectives and prepositionsLevel G: Stars and Stripes – skills sheet on adjectives and prepositionsLevel H: Earth’s Water – skills sheet on adjectives and prepositions Level I: Extreme Insects – skills sheet on adjectives and prepositionsLevel J: A Rainbow of Food – skills sheet on adjectives and prepositionsLevel K: Chickens in the Backyard – skills sheet on adjectives and prepositions Level O: Animal Discoveries – skills sheet on adjectives and prepositions |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure.  |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it.  |
| Vocabulary: Activities/Strategies:Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |
| **Tuesday, March 31** | **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.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, main idea, and key details in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Review story elements**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel E: City Animals – skill sheet on commas and synonyms Level F: Some Birds Go – skill sheet on commas and synonymsLevel G: Stars and Stripes – skill sheet on commas and synonyms Level H: Earth’s Water – skill sheet on commas and synonymsLevel I: Extreme Insects – skill sheet on commas and synonyms Level J: A Rainbow of Food – skill sheet on commas and synonymsLevel K: Chickens in the Backyard – skill sheet on commas and synonymsLevel O: Animal Discoveries – skill sheet on commas and synonyms |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure.  |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it.  |
| Vocabulary: Activities/Strategies:Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |

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| **Wednesday, April 1** | **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.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, main idea, and key details in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Discuss Author’s Purpose**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsLevel E: City Animals – comprehension checkLevel F: Some Birds Go – comprehension checkLevel G: Stars and Stripes – comprehension checkLevel H: Earth’s Water – comprehension checkLevel I: Extreme Insects – comprehension checkLevel J: A Rainbow of Food – comprehension checkLevel K: Chickens in the Backyard – comprehension checkLevel O: Animal Discoveries – comprehension check |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure.  |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it.  |
| Vocabulary: Activities/Strategies:Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |
| **Thursday, April 2** | **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.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, main idea, and key details in a text. |
| Vocabulary: Activities/Strategies:MiniLesson – Review fiction, nonfiction, story elements, author’s purpose, comparing and contrasting**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsAll groups will meet to complete the reading common assessment |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure.  |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it.  |
| Vocabulary: Activities/Strategies:Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |

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| **Friday April 3** | **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.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, main idea, and key details in a text. |
| Vocabulary: Activities/Strategies:**9:30-11:00 Small Guided Group Activities** Students will rotate through literacy stations: read to self, listen to reading, read to someone, skillsData Notebook |
| **11:45-12:45 Writing Workshop** **Standard:** W.1.2 Write informative/explanatory texts win which they name a topic, supply facts about the topic, and provide some sense of closure.  |
| **Learning Target:** SWBAT revise and edit their informative animal piece to enhance it.  |
| Vocabulary: Activities/Strategies:Informational Writing StationsConferringFree Writing KeyboardingGrammar Skills |