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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, skills  Level E: City Animals – skills sheet on adjectives and prepositions  Level F: Some Birds Go – skills sheet on adjectives and prepositions  Level G: Stars and Stripes – skills sheet on adjectives and prepositions  Level H: Earth’s Water – skills sheet on adjectives and prepositions  Level I: Extreme Insects – skills sheet on adjectives and prepositions  Level J: A Rainbow of Food – skills sheet on adjectives and prepositions  Level 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 Stations  Conferring  Free Writing  Keyboarding  Grammar 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, skills  Level E: City Animals – skill sheet on commas and synonyms  Level F: Some Birds Go – skill sheet on commas and synonyms  Level G: Stars and Stripes – skill sheet on commas and synonyms  Level H: Earth’s Water – skill sheet on commas and synonyms  Level I: Extreme Insects – skill sheet on commas and synonyms  Level J: A Rainbow of Food – skill sheet on commas and synonyms  Level K: Chickens in the Backyard – skill sheet on commas and synonyms  Level 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 Stations  Conferring  Free Writing  Keyboarding  Grammar 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, skills  Level E: City Animals – comprehension check  Level F: Some Birds Go – comprehension check  Level G: Stars and Stripes – comprehension check  Level H: Earth’s Water – comprehension check  Level I: Extreme Insects – comprehension check  Level J: A Rainbow of Food – comprehension check  Level K: Chickens in the Backyard – comprehension check  Level 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 Stations  Conferring  Free Writing  Keyboarding  Grammar 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, skills  All 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 Stations  Conferring  Free Writing  Keyboarding  Grammar 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, skills  Data 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 Stations  Conferring  Free Writing  Keyboarding  Grammar Skills |