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| IEP/Student Modifications Noted in Classroom |

**ELA Plans Week of March 9, 2015**

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

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| **Tuesday, March 10** | **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 – 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, skills  All 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 – Assessment A for L.1.1  Narrative Writing -  Continue working on small moment piece  Stations: Conference, keyboarding, free writing |

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| **Wednesday, March 11** | **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:** 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 Wimberley Worried. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Read Wimberley Worried  **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.1.3 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 B for L.1.1  Narrative Writing -  Continue working on small moment piece  Stations: Conference, keyboarding, free writing |
| **Thursday, March 12** | **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:** 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 Chrysanthemum. |
| Vocabulary:  Activities/Strategies:  MiniLesson – Read Chrysanthemum  **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.1.3 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:  Narrative Writing -  Continue working on small moment piece  Stations: Conference, keyboarding, free writing |

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| **Friday March 13** | **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  Guided Groups will compare and contrast Wimberley Worried and Chrysanthemum |
| **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:  Computer Lab 11:45-1:00 Split the time for Lexia  Narrative Writing -  Continue working on small moment piece  Stations: Conference, keyboarding, free writing |