

	MORNING CLASS 8:30-9:30, 9:35-10:35, 10:40-11:40	S P E C I A L	L U N C H	R E C E S S	AFTERNOON CLASS 1:55-2:35
MON 2-24	<p>O: Define vocab that corresponds to the anchor text</p> <p>A: Go over morning work; Introduce vocabulary & complete trifold; Begin RW vocab pages</p> <p>E: Informal observation</p>	2			<p>O: Accurately identify the open syllable pattern as a strategy for decoding/encoding open syllable words</p> <p>A: 95% Core Lesson 3, Day 2</p> <p>E: Discussion, written response</p>
TUES 2-25	<p>O: Utilize vocab strategy to identify meanings of unfamiliar words</p> <p>A: Show video and complete Ashley's Dream activity with a partner</p> <p>E: Student responses</p>	3			<p>Acceleration & Tower of Books until CHORUS AT 2:15!</p>
WED 2-26	<p>O: Read and comprehend grade level text</p> <p>A: Read the anchor text</p> <p>E: Informal observation</p>	4			<p>5th Grade Band @ 2:15 (Grp 2)</p> <p>O: Accurately identify the open syllable pattern as a strategy for decoding/encoding open syllable words</p> <p>A: 95% Core Lesson 3, Day 2</p> <p>E: Discussion, written response</p>

	MORNING CLASS 8:15-9:25 & 10:15-11:40	S P E C I A L	L U N C H	R E C E S S	AFTERNOON CLASS 1:20-2:00 & 2:00-2:40
THURS 2-27	<p>O: Read and comprehend grade level text</p> <p>A: Give Spelling Test; Begin TDA on "A Window Into History"</p> <p>E: Grade test; Written response</p>	5			<p>5th Grade Band @ 2:15 (Grp 1)</p> <p>O: Accurately identify the open syllable pattern as a strategy for decoding/encoding open syllable words</p> <p>A: 95% Core Lesson 3, Day 2</p> <p>E: Discussion, written response</p>
FRI 2-28	<p>O: Practice the weekly comprehension skill</p> <p>A: Continue TDA on "A Window Into History"</p> <p>E: Written responses</p>	6			<p>Musical Matinee @ 1:15</p>

Accommodations & Enrichment:

- Following SDI outlined in IEPs
- Differentiated group work
- Preferential seating
- Extra time given for classwork
- Opportunities for enrichment/challenging work (BOGGLE, etc.)