

	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 1-6	<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>	6			<p>O: Practice the current grammar skill</p> <p>A: Begin packet on Combining Sentences (Subordinating Conjunctions)</p> <p>E: Writing response</p>
TUES 1-7	<p>O: Explore similes and metaphors</p> <p>A: Introduce similes and metaphors with video, work on simile/metaphor printables with a partner</p> <p>E: written responses</p>	1			<p>O: Accurately identify the long vowel silent-e syllable pattern as a strategy for accurately decoding and encoding similar words</p> <p>A: 95% Core Lesson 2, Day 4</p> <p>E: Discussion, written response</p>
WED 1-8	<p>O: Answer questions using comprehension skills</p> <p>A: Begin Shared Read in RW</p> <p>E: Class discussion, written responses</p>	2			<p>O: Accurately identify the long vowel silent-e syllable pattern as a strategy for accurately decoding and encoding similar words</p> <p>A: 95% Core Lesson 2, Day 4</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 1-9	<p>O: Demonstrate knowledge of weekly spelling pattern</p> <p>A: Give Spelling Test, Continue grammar packet on conjunctions</p> <p>E: Grade Test</p>	3			<p>O: Accurately identify the long vowel silent-e syllable pattern as a strategy for accurately decoding and encoding similar words</p> <p>A: 95% Core Lesson 2, Day 4</p> <p>E: Discussion, written response</p>
FRI 1-10	<p>O: Read and comprehend grade level text</p> <p>A: Read the anchor text</p> <p>E: Informal observation</p>	4			<p>O: Practice the current grammar skill</p> <p>A: Finish packet on Combining Sentences (Subordinating Conjunctions)</p> <p>E: Writing response</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.)