

	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 3-10	<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>	3			<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 3-11	<p>O: Utilize vocab strategy to interpret meaning of figurative language devices</p> <p>A: Show video and complete Simile & Metaphor Puzzle on Google Classroom; Begin poetry writing project</p> <p>E: Student responses</p>	4			<p>Acceleration & Tower of Books until CHORUS AT 2:15!</p>
WED 3-12	<p>O: Read and comprehend grade level text</p> <p>A: Read the anchor texts; Begin Text Questions</p> <p>E: Informal observation</p>	5			<p>5th Grade Band @ 2:15</p> <p>O: Experience the steps in the process of writing a poem</p> <p>A: Continue working on Snapshot Poems</p> <p>E: Written responses</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 3-13	<p>O: Read and comprehend grade level text</p> <p>A: Give Spelling Test; Continue Text Questions for anchor poems</p> <p>E: Grade test; Written response</p>	6			<p>O: Experience the steps in the process of writing a poem</p> <p>A: Continue working on Snapshot Poems</p> <p>E: Written responses</p>
FRI 3-14	No School - Teacher Inservice				No School - Teacher Inservice

Accommodations & Enrichment:

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