

	<p>MORNING CLASS</p> <p>8:30-9:30, 9:35-10:35, 10:40-11:40</p>	<p>S P E C I A L</p>	<p>L U N C H</p>	<p>R E C E S S</p>	<p>AFTERNOON CLASS</p> <p>1:55-2:35</p>
<p>MON 10-21</p>	<p>O: Read and discuss key elements in literature, using comprehension strategies to understand the story</p> <p>A: Go over morning work; Read the anchor text, Review vocab with online game</p> <p>E: Discussion</p>	<p>2</p>			<p>O: Accurately identify syllable patterns as a strategy for decoding and encoding words</p> <p>A: 95% Core Lesson 1, Day 4</p> <p>E: Discussion, written response</p>
<p>TUES 10-22</p>	<p>O: Utilize dictionary skills to define unfamiliar words</p> <p>A: Fix Dictionary Skills slides; Complete Dictionary Skills worksheet & alphabetical order practice on back</p> <p>E: Informal observation</p>	<p>3</p>			<p>*Chorus at 2:20.</p> <p>Work on Tower of Books Challenge from 1:55 to 2:15.</p>
<p>WED 10-23</p>	<p>O: Identify components of a TDA writing response</p> <p>A: Work through writing response for TDA prompt</p> <p>E: class discussion</p>	<p>4</p>			<p>O: Accurately identify syllable patterns as a strategy for decoding and encoding words</p> <p>A: 95% Core Lesson 1, Day 4</p> <p>E: Discussion, written response</p>

	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
THURS 10-24	<p>O: Identify components of a TDA writing response</p> <p>A: Give Spelling Test; Continue writing response for TDA prompt</p> <p>E: Written response</p>	5			<p>O: Identify specific parts of speech and apply the weekly grammar skill in writing</p> <p>A: Work on first 10 questions of Subject/Predicate Grammar Quiz together; Have students do bottom 10 questions independently</p> <p>E: Grade bottom 10 questions</p>
FRI 10-25	<p>O: Demonstrate understanding of anchor text and the vocab associated with it</p> <p>A: Give Vocab & Cold Read Assessments, work on Tower of Books assignment</p> <p>E: Grade tests</p>	6			<p>O: Identify specific parts of speech and apply the weekly grammar skill in writing</p> <p>A: Work on first 10 questions of Subject/Predicate Grammar Quiz together; Have students do bottom 10 questions independently</p> <p>E: Grade bottom 10 questions</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.)