

	<b>ELA</b> 8:15-9:15 9:15-10:15 10:15-11:15	S P E C I A L	L U N C H	R E C E S S	<b>GRAMMAR/ WRITING</b> 12:50-1:20 2:05-2:35
<b>MON 3-25</b>	<b>O:</b> Read and comprehend grade level text  <b>A:</b> Read the anchor text and complete Text Questions  <b>E:</b> Informal observation	<b>5</b>			<b>O:</b> Explore US History by reading about and discussing significant events in the country's past  <b>A:</b> Read and discuss Underground Railroad magazine  <b>E:</b> Class discussion
<b>TUES 3-26</b>	<b>O:</b> Demonstrate knowledge of weekly vocab & vocab skill  <b>A:</b> Review vocab & thesaurus skills, give weekly vocab tes; continue Text Questions  <b>E:</b> Grade test	<b>6</b>			<b>O:</b> Practice current spelling pattern  <b>A:</b> Review answers to morning work from yesterday  <b>E:</b> Class discussion  <b>**CHORUS AT 2:20!</b>
<b>WED 3-27</b>	<b>5th &amp; 6th Grade Dance</b>	<b>1</b>			<b>EARLY DISMISSAL AT 12:30 PM</b>

## Accommodations &amp; Enrichment:

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

	ELA	S P E C	L U N	R E C	GRAMMAR/ WRITING
<b>TUES 4-2</b>	<p><b>O:</b> Read and comprehend grade level text</p> <p><b>A:</b> Read "Pluto!" aloud and complete Venn Diagram</p> <p><b>E:</b> Informal observation</p>	<b>2</b>			<p><b>O:</b> Review the weekly spelling pattern</p> <p><b>A:</b> Go over morning work</p> <p><b>E:</b> Writing response</p> <p><b>**CHORUS AT 2:20!</b></p>
<b>WED. 4-3</b>	<p><b>O:</b> Identify components of a TDA writing response</p> <p><b>A:</b> Begin writing response for TDA prompt</p> <p><b>E:</b> Written responses</p>	<b>3</b>			<p><b>O:</b> Practice the current grammar skill</p> <p><b>A:</b> Begin grammar packet on verbs</p> <p><b>E:</b> Written response</p>
<b>THURS 4-4</b>	<p><b>O:</b> Identify components of a TDA writing response</p> <p><b>A:</b> Continue writing response for TDA prompt</p> <p><b>E:</b> Written responses</p>	<b>4</b>			<p><b>O:</b> Demonstrate knowledge of weekly spelling pattern</p> <p><b>A:</b> Give spelling test</p> <p><b>E:</b> Grade test</p>
<b>FRI 4-5</b>	<p><b>O:</b> Demonstrate understanding of anchor text and the vocab associated with it</p> <p><b>A:</b> Give Cold Read Assessment</p> <p><b>E:</b> Grade tests</p>	<b>5</b>			<p><b>O:</b> Practice the current grammar skill</p> <p><b>A:</b> Continue grammar packet on verbs</p> <p><b>E:</b> Written response</p>