

Mrs. Harvel's Lesson Plans
Week of- March 17th - March 21st

7:05 – 7:45 Morning Room & Morning Work

Monday	Tuesday	Wednesday	Thursday	Friday
Journal Activity	Journal Writing	Book Bins	Journal Writing	Puzzles

7:45–8:00 Lunch Count, Attendance, & Morning Announcements

8:00–8:45 Reader's Workshop, Phonics, Phonemic Awareness, and Word Work–

Monday	Tuesday	Wednesday	Thursday	Friday
Reader's Workshop Standards: ELACCKRL123: Answer questions about a text, retell familiar stories. EQ: Who are the characters in the story? Where does the story take place? TTW read <u>The Pot of Gold by Jerry Smath</u> . With prompting and support, TSW answer questions about key details in the story. TSW identify the characters and the setting of the story. How does the story end? How could it have ended differently? Differentiation Remediation- TSW be given extra prompting and support using the text to answer the EQ(s). Acceleration: Higher order thinking questions will be asked.	Phonics/Sounding Out Words ELACCKRF2d: Pronounce and write initial, medial vowel, and final sounds. ELACCKRF3a&b: Produce sounds for consonants and vowels. ELACCKL1: Print many upper- and lowercase letters. EQ: Why is it important to know how to sound out words? Task: TSW say the name of each picture. Print the letters for the beginning and the ending sound to finish each word. EVAL: WR Remediation: TS can refer to the word wall to identify letters and sounds. Acceleration: TS can write sentences using the words given for the day to sound out.	Phonics/Sounding Out Words ELACCKRF2d: Pronounce and write initial, medial vowel, and final sounds. ELACCKRF3a&b: Produce sounds for consonants and vowels. ELACCKL1: Print many upper- and lowercase letters. EQ: Why is it important to know how to sound out words? Task: TSW say the name of each picture. Print the letters for the beginning and the ending sound to finish each word. EVAL: WR Remediation: TS can refer to the word wall to identify letters and sounds. Acceleration: TS can write sentences using the words given for the day to sound out.	Reader's Workshop Standards: ELACCKRL123: Answer questions about a text, retell familiar stories. EQ: Who are the characters in the story? Where does the story take place? TTW read <u>There's a Map on My Lap! by Dr. Seuss</u> . With prompting and support, TSW answer questions about key details in the story. TSW identify the characters and the setting of the story. How does the story end? How could it have ended differently? Differentiation Remediation- TSW be given extra prompting and support using the text to answer the EQ(s). Acceleration: Higher order thinking questions will be asked.	Phonics/Sounding Out Words ELACCKRF2d: Pronounce and write initial, medial vowel, and final sounds. ELACCKRF3a&b: Produce sounds for consonants and vowels. ELACCKL1: Print many upper- and lowercase letters. EQ: Why is it important to know how to sound out words? Task: TSW say the name of each picture. Print the letters for the beginning, middle and the ending sound to write each word. EVAL: WR Remediation: TS can refer to the word wall to identify letters and sounds. Acceleration: TS can write sentences using the words given for the day to sound out.

Purple Group	Orange Group	Blue Group	Green Group	Red Group
Tanis	Shelby	Brayden	Rose	Tiffany
Renee	Landen	Steven	Alexander	Taylor
Miley	Jackson	Kenan	Katie	Trystan
Destiny		Hunter	Jacob	Leslie
Mackenzie				

8:45-9:25 Language Arts: Reader's Workshop, Whole Group, and Small Groups

Reading Groups are determined according to the most recent student performance on F & P SLOs, GKIDS, as well as classroom observations and assessments.

Assessments: teacher observation/Writer Response

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>Harvel-Blue Group Level D TSW read <u>Bath Time</u> to check understanding, track print, identify sight words, and to blend sounds to read unknown words.</p> <p>EVAL: OR & TO</p> <p>Technology Center: Red Group ABCya.com-Letter Sound Bingo/Starfall will be used if we have “tech” problems.</p> <p>Mrs. Rowland-Orange Group: Read: Clay’s Surprise Re-Read: Animals, Animals ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO</p> <p>Reading Center/Purple Group TSW read books of their choice and level.</p> <p>Writing Center/ Green Group- TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.</p> <p>EVAL: TO & WR</p>	<p>Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>Harvel-Green Group Level E TSW re- read <u>Shoveling Snow</u> to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO</p> <p>Technology Center: Blue Group ABCya.com-Sight Word Bingo</p> <p>Mrs. Rowland-Red Group: Read: I Like Shapes and How Many Fish? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO</p> <p>Reading Center/Orange Group TSW read books of their choice and level.</p> <p>Writing Center/Purple Group- TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.</p> <p>EVAL: TO & WR</p>	<p>Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>Harvel-Purple Group Level C TSW read <u>Spin to Win!</u> to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO</p> <p>Technology Center: Green Group ABCya.com-Sight Word Bingo</p> <p>Mrs. Rowland-Blue Group: Reread: Big and Little ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>EVAL: OR & TO</p> <p>Reading Center/Red Group TSW read books of their choice and level.</p> <p>Writing Center/Orange Group- TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.</p> <p>EVAL: TO & WR</p>	<p>Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>Harvel-Orange Group Level F, G & H TSW re- read <u>The Dinosaur Who Lived In My Backyard</u> to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO</p> <p>Technology Center: Purple Group ABCya.com-Letter Sound Bingo</p> <p>Mrs. Rowland-Green Group: Lil, Sal, and Bill ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>EVAL: OR & TO</p> <p>Reading Center/Blue Group TSW read books of their choice and level.</p> <p>Writing Center/Red Group TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.</p> <p>EVAL: TO & WR</p>	<p>Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?</p> <p>Harvel-Red Group Level A & B TSW read <u>The Cat and The Rat and One for You and One for Me</u> to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO</p> <p>Technology Center: Orange Group ABCya.com-Sight Word Bingo</p> <p>Mrs. Rowland-Purple Group: Reread: Zip ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO</p> <p>Reading Center/Green Group TSW read books of their choice and level.</p> <p>Writing Center/Blue Group- TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.</p> <p>EVAL: TO & WR</p>

9:30-9:40

Restroom Break

9:40-10:25

Specials:

M

T

W

TH

F

Math Lab

Music/Art

Computer Lab

Library

P.E

Science Lab

Writing Lab

10:25-10:49 Restroom Break/Read Aloud/

10:49-11:19 Lunch

11:19-11:30 Restroom Break

11:30-11:55 Calendar/ Number Talks/Math Frameworks

Monday	Tuesday	Wednesday	Thursday	Friday
Calendar/Number Talks/Math Frameworks Standards: MCCK.CC1: Count to 100 by ones and tens MCCKCCC2: Count forward beginning from a given number. MCCKCCC4: Say the number names in standard order. Social Studies –SSKH3 TSW count the months of the year and the days in a week. TSW identify the days of the week for today, yesterday and tomorrow. TSW count to 100 by ones and by tens. MCCKCCC2-TSW count forward and backwards from a given number and stop at a given number. EQs: How can numbers be represented? How do we use numbers in our everyday life? Before and After Activity: TSW look at the number in each row. TSW cut and paste the numbers that come before and after. Acceleration/Intervention: Increasing or decreasing the number given to start and stop counting to.	Calendar/Number Talks/Math Frameworks Standards: MCCK.CC1: Count to 100 by ones and tens MCCKCCC2: Count forward beginning from a given number. MCCKCCC4: Say the number names in standard order. Social Studies –SSKH3 TSW count the months of the year and the days in a week. TSW identify the days of the week for today, yesterday and tomorrow. TSW count to 100 by ones and by tens. MCCKCCC2-TSW count forward and backwards from a given number and stop at a given number. EQs: How can numbers be represented? How do we use numbers in our everyday life? Counting Gold Coins: TSW look at the number on the coin in each row. TSW trace the number and count on for each set of coins. Acceleration/Intervention: Increasing or decreasing the number given to start and stop counting to.	Calendar/Number Talks/Math Frameworks Standards: MCCK.CC1: Count to 100 by ones and tens MCCKCCC2: Count forward beginning from a given number. MCCKCCC4: Say the number names in standard order. Social Studies –SSKH3 TSW count the months of the year and the days in a week. TSW identify the days of the week for today, yesterday and tomorrow. TSW count to 100 by ones and by tens. EQs: How can numbers be represented? How do we use numbers in our everyday life? Counting by Tens/Skip Counting Irish Puppies: TSW skip count by 10's and write the missing numbers on each puppy from 10 to 100. Acceleration/Intervention: Increasing or decreasing the number given to start and stop counting to.	Calendar/Number Talks/Math Frameworks Standards: MCCK.CC1: Count to 100 by ones and tens MCCKCCC2: Count forward beginning from a given number. MCCKCCC4: Say the number names in standard order. Social Studies –SSKH3 TSW count the months of the year and the days in a week. TSW identify the days of the week for today, yesterday and tomorrow. TSW count to 100 by ones and by tens. EQs: How can numbers be represented? How do we use numbers in our everyday life? Tally Up Your Coins!: TSW count the number of tally marks on each pot of gold. TSW cut and paste the matching number next to the gold. Acceleration/Intervention: Increasing or decreasing the number given to start and stop counting to.	Calendar/Number Talks/Math Frameworks Standards: MCCK.CC1: Count to 100 by ones and tens MCCKCCC2: Count forward beginning from a given number. MCCKCCC4: Say the number names in standard order. Social Studies –SSKH3 TSW count the months of the year and the days in a week. TSW identify the days of the week for today, yesterday and tomorrow. TSW count to 100 by ones and by tens. EQs: How can numbers be represented? How do we use numbers in our everyday life? Ten Frames: TSW count the number on each ten frame set. TSW cut and paste the matching number next to the ten frame. Acceleration/Intervention: Increasing or decreasing the number given to start and stop counting to.

11:55-12:45 Math Whole Group and Small Groups

Square Group	Triangle Group	Rectangle Group	Hexagon Group
Tiffany	Rose	Miley	Shelby
Mackenzie	Landen	Steven	Alexander
Leslie	Tanis	Renee	Jacob
Taylor	Katie	Kenan	Brayden
Trystan	Destiny	Hunter	Jackson

Monday	Tuesday	Wednesday	Thursday	Friday
<p>MCCKCC2: Count forward beginning from a given number.</p> <p>MCCKCC4a: Say the number names in standard order.</p> <p>MCCKCC4b: Last number name said tells the number of objects.</p> <p>MCCKOA1: Represent addition and subtraction with objects.</p> <p>MCCKCC4c: Each number name refers to a quantity that is one larger</p> <p>EQs: How can numbers be represented?</p> <p>Mrs. Harvel- Rectangle Group: TSW play Number Bingo to identify numerals 1-20.</p> <p>DI- TS can use the number line to identify numerals.</p> <p>Independent Center #1 Triangle Group Math Games to Review Math Skills Sequencing Numbers Pattern Blocks-TSW use magnetic pattern blocks to build environment objects.</p> <p>Computer Center-Starfall Math Measurement-Use unifix cubes to measure objects.</p> <p>Fill the Line! -Identifying & Writing Numerals</p> <p>Roll, Add, and Color- Counting Sets & Identifying Numeral</p> <p>Matching Sets-Counting sets & matching to the correct numeral</p> <p>EVAL: SA & TO</p> <p>Mrs. Rowland-Hexagon Group MCCKCC6 Whether a group is greater than/less than/equal to another. TSW learn how to play War with a partner using a deck of cards. TSW identify the greater number. TS that has the greater number, keeps both cards. The student with more cards at the end of the game wins.</p> <p>Independent Center Independent Center #2/Square Group-TSW review sequencing numbers that come before and after a given numeral up to 22.</p> <p>EVAL: SA & TO</p>	<p>MCCKCC2: Count forward beginning from a given number.</p> <p>MCCKCC4a: Say the number names in standard order.</p> <p>MCCKCC4b: Last number name said tells the number of objects.</p> <p>MCCKOA1: Represent addition and subtraction with objects</p> <p>MCCKCC4c: Each number name refers to a quantity that is one larger</p> <p>MCCKCC6 Whether a group is greater than/less than/equal to another.</p> <p>EQs: How can numbers be represented?</p> <p>Mrs. Harvel- Square Group: TSW play Who Has More? TSW play this game with a partner. TSW take turns rolling dice and recording the amount on the game sheet. TS that has more will circle the numeral that represents more.</p> <p>DI-Increasing or decreasing the number of die/dice.</p> <p>Independent Center #1 Rectangle Group Math Games to Review Math Skills Pattern Blocks-TSW use magnetic pattern blocks to build environment objects.</p> <p>Computer Center-Starfall Math Number Bingo- Identifying numerals</p> <p>Die Plus One Chart- Refers to a quantity that is one larger. *Adding one to a given numeral.</p> <p>Fill the Line! -Identifying & Writing Numerals</p> <p>Roll, Add, and Color- Counting Sets & Identifying Numeral</p> <p>Matching Sets-Counting sets & matching to the correct numeral</p> <p>EVAL: SA & TO</p> <p>Mrs. Rowland-Triangle Group: TSW review sequencing numbers that come before and after a given numeral up to 60 or more.</p> <p>Independent Center #2/ Hexagon Group-TSW review sequencing numbers that come before and after a given numeral up to 100.</p> <p>EVAL: SA & TO</p>	<p>MCCKCC2: Count forward beginning from a given number.</p> <p>MCCKCC4a: Say the number names in standard order.</p> <p>MCCKCC4b: Last number name said tells the number of objects</p> <p>MCCKOA1: Represent addition and subtraction with objects.</p> <p>MCCKCC4c: Each number name refers to a quantity that is one larger</p> <p>MCCKOA1: Represent addition and subtraction with objects.</p> <p>EQs: How can numbers be represented?</p> <p>Mrs. Harvel- Hexagon Group: TSW play a dice game called Seusstacular! TSW roll 3 dice and add to cover the sum with a partner. TS that covers the most sums on the game board wins the game.</p> <p>Intervention: TS can count each individual dot on the dice.</p> <p>Acceleration: TSW use the counting on strategy to identify the sum.</p> <p>Independent Center #1 Square Group Math Games to Review Math Skills Pattern Blocks-TSW use magnetic pattern blocks to build environment objects.</p> <p>Computer Center-Starfall Math Number Bingo- Identifying numerals</p> <p>Die Plus One Chart- Refers to a quantity that is one larger. *Adding one to a given numeral.</p> <p>Fill the Line! -Identifying & Writing Numerals</p> <p>Roll, Add, and Color- Counting Sets & Identifying Numeral</p> <p>Matching Sets-Counting sets & matching to the correct numeral</p> <p>EVAL: SA & TO</p> <p>Mrs. Rowland-Rectangle Group MCCKCC6 Whether a group is greater than/less than/equal to another. TSW learn how to play War with a partner using a deck of cards. TSW identify the greater number. TS that has the greater number, keeps both cards. The student with more cards at the end of the game wins.</p> <p>Independent Center #2/ Triangle Group-TSW review sequencing numbers that come before and after a given numeral up to 30-50</p> <p>EVAL: SA & TO</p>	<p>MCCKCC2: Count forward beginning from a given number.</p> <p>MCCKCC4a: Say the number names in standard order.</p> <p>MCCKCC4b: Last number name said tells the number of objects.</p> <p>MCCKCC4c: Each number name refers to a quantity that is one larger</p> <p>EQs: How can numbers be represented?</p> <p>Mrs. Harvel- Triangle Group: TSW play Who Has Less? TSW play this game with a partner. TSW take turns rolling dice and recording the amount on the game sheet. TS that has less will circle the numeral that represents less.</p> <p>DI-Increasing or decreasing the number of die/dice.</p> <p>Independent Center #1 Hexagon Group Math Games to Review Math Skills Pattern Blocks-TSW use magnetic pattern blocks to build environment objects.</p> <p>Computer Center-Starfall Math Number Bingo- Identifying numerals</p> <p>Die Plus One Chart- Refers to a quantity that is one larger. *Adding one to a given numeral.</p> <p>Fill the Line! -Identifying & Writing Numerals</p> <p>Roll, Add, and Color- Counting Sets & Identifying Numeral</p> <p>Matching Sets-Counting sets & matching to the correct numeral</p> <p>EVAL: SA & TO</p> <p>Mrs. Rowland-Square Group TSW play Who Has Less? TSW play this game with a partner. TSW take turns rolling dice and recording the amount on the game sheet. TS that has less will circle the numeral that represents less.</p> <p>DI-Increasing or decreasing the number of die/dice.</p> <p>Independent Center #2//Rectangle Group-TSW review sequencing numbers that come before and after a given numeral up to 60.</p> <p>EVAL: SA & TO</p>	<p>MCCKCC2: Count forward beginning from a given number.</p> <p>MCCKCC4a: Say the number names in standard order.</p> <p>MCCKCC4b: Last number name said tells the number of objects.</p> <p>MCCKOA1: Represent addition and subtraction with objects.</p> <p>MCCKCC4c: Each number name refers to a quantity that is one larger</p> <p>EQs: How can numbers be represented?</p> <p>Mrs. Harvel-will pull students to assess to progress monitor tier 2 interventions.</p> <p>Mrs. Rowland-Whole Group TSW will play Number Bingo to identify numerals. TS that wins the first game will call out the numerals for the next game. Intervention: TSW be directed to use the number line to identify unknown numerals.</p> <p>EVAL: SA & TO</p>

12:45-12:55 Restroom Break

12:55-1:30 Writer's Workshop/Science and Social Studies Integration- TTW model writing. **Assessment-** Teacher observation, peer editing, teacher/student conferencing; **Remediation-** TW pull a small group to review rules of writing and work on writing skills, conferencing; **Acceleration:** TW challenge students to write more details and use more describing words.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Narrative Writing ELACCKRW3</p> <p>Review the mentor text from Reader’s Workshop: The Pot of Gold TS(s)W discuss what they would do if they found a pot of gold.</p> <p>TSW draw and write to narrate an event.</p> <p>If I found a pot of gold...</p> <p>Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing, Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.</p> <p>EVAL; OR & WR</p>	<p>Information Writing Butterflies ELACCKRW2-Draw, dictate, and write to compose informative text. EQ: What do good writers do? Day 1 TSW make a book about butterflies! TSW give details about the life cycle of a butterfly. TSW draw pictures to illustrate his/her writing. Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing. Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.</p> <p>EVAL; OR & WR</p>	<p>Information Writing Butterflies ELACCKRW2-Draw, dictate, and write to compose informative text. EQ: What do good writers do? Day 2 TSW continue writing pages for his/her butterfly book. TSW give details about the life cycle of a butterfly. TSW draw pictures to illustrate his/her writing. TSW revise and edit writing as needed after conferencing with the teacher. Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing, Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.</p> <p>EVAL; OR & WR</p>	<p>Information Writing Butterflies ELACCKRW2-Draw, dictate, and write to compose informative text. EQ: What do good writers do? EQ: What do good writers do? Day 3: Author’s Chair/TSW share his/her writing with the class. ELACCKRW5-Respond to suggestions from peers to improve writing Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing, Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.</p> <p>EVAL; OR & WR</p>	<p>Social Studies-SSKG3 Personal Information</p> <p>TSW sing My World Family by Dr. Jean. Then the student will state his/her street address, city, county, state, nation, and continent in which he/she lives. EQ: What is the name of the city you live in? County? State? Nation? Continent?</p> <p>EVAL: OR</p>

- 1:30-1:40
Snack Time
- 1:40-2:00
Recess
- 2:00-2:25
Pack Up & Dismissal