Teacher: Brandon				I	I
March 22-26	8:10 – 9:00 P/I Scalese 4 th S/SS Monday	8:10 – 9:00 P/I Scalese 4 th S/SS Tuesday	8:10 – 9:00 P/I Scalese 4 th S/SS Wednesday	8:10 – 9:00 P/I Scalese 4 th S/SS Thursday	8:10 – 9:00 P/I Scalese 4 th S/SS Friday
Standards	ELAGSEARL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSEARL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ELAGSEARL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ELAGSEARL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ELAGSEARL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2: Determine a theme of story, drama, or poem from details in the text summarize the text. ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Learning Target	Learning Target/Teaching Point: I can take minor characters into account so that I can improve my interpretation of a story.	Learning Target/Teaching Point: I can take minor characters into account so that I can improve my interpretation of a story.	Learning Target/Teaching Point: I can take minor characters into account so that I can improve my interpretation of a story.	Learning Target/Teaching Point: I can take minor characters into account so that I can improve my interpretation of a story.	Learning Target/Teaching Point: I can take minor characters into account so that I can improve my interpretation of a story.
Success Criteria	. Success Criteria: I understand that minor characters are in the story for a reason. I understand that minor characters help to carry the big messages or big ideas of the story. I will reread to try to understand the perspective or POV of the minor character.	. Success Criteria: I understand that minor characters are in the story for a reason. I understand that minor characters help to carry the big messages or big ideas of the story. I will reread to try to understand the perspective or POV of the minor character.	. Success Criteria: I understand that minor characters are in the story for a reason. I understand that minor characters help to carry the big messages or big ideas of the story. I will reread to try to understand the perspective or POV of the minor character.	Success Criteria: I understand that minor characters are in the story for a reason. I understand that minor characters help to carry the big messages or big ideas of the story. I will reread to try to understand the perspective or POV of the minor character.	Success Criteria: I understand that minor characters are in the story for a reason. I understand that minor characters help to carry the big messages or big ideas of the story. I will reread to try to understand the perspective or POV of the minor character.
Instructional Strategies: Gradual Release Model of Instruction: I Do, We Do, You Do	I Do Vocabulary We Do Vocabulary/Partner Share You Do Unit 3 Session 2 SG-Jazmin, Oscar, Aldhyr, Valen, Jeffery	I Do Vocabulary We Do Vocabulary/Partner Share You Do Unit 3 Session 2 SG-Jazmin, Oscar, Aldhyr, Valen, Jeffery	I Do Vocabulary We Do Vocabulary/Partner Share You Do Unit 3 Session 3 SG-Jazmin, Oscar, Aldhyr, Valen, Jeffery	I Do Vocabulary We Do Vocabulary/Partner Share You Do Unit 3 Session 4 SG-Jazmin, Oscar, Aldhyr, Valen, Jeffery	I Do Vocabulary We Do Vocabulary/Partner Share You Do Unit 3 Session 5 SG-Jazmin, Oscar, Aldhyr, Valen, Jeffery
Differentiation Strategies	RAZ Kids According to LC reading level, each student will work for 15 minutes every other day	RAZ Kids According to LC reading level, each student will work for 15 minutes every other day	RAZ Kids According to LC reading level, each student will work for 15 minutes every other day	RAZ Kids According to LC reading level, each student will work for 15 minutes every other day	RAZ Kids According to LC reading level, each student will work for 15 minutes every other day
Formative Assessment	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob

	I	T		T	T
Date	9:00 – 9:45	9:00 – 9:45	9:00 – 9:45	9:00 – 9:45	9:00 – 9:45
March 22-26	P/I	P/I	P/I	P/I	P/I
	Hedick/	Hedick	Hedick	Hedick	Hedick
	5 th Math	5 th Math	5 th Reading	5 th Reading	5 th Reading
	Monday	Tuesday	Wednesday	Thursday	Friday
Ctorodondo	· · · · · · · · · · · · · · · · · · ·	,		Thuisday	
Standards	5.OA.2	5.OA.2	5.OA.2		5.OA.2
	5.OA.3	5.OA.3	5.OA.3	5.OA.2	5.OA.3
	5.G.1	5.G.1	5.G.1	5.OA.3	5.G.1
				5.G.1	
Learning Target	Learning Target/Teaching	Learning Target/Teaching Point:	.Learning Target/Teaching	Learning Target/Teaching	Learning Target/Teaching Point:
Learning ranger		, , , ,		, , , , ,	
	Point:	We are learning toexplore	Point:	Point:	We are learning toexplore
	We are learning toexplore	coordinate systems.	We are learning toexplore	We are learning toexplore	coordinate systems.
	coordinate systems.		coordinate systems.	coordinate systems.	
	_		•		
Success Criteria	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:
Caccoo Cinona	Success Criteria.	Success Circuia.	Jacobs Citteria.	Juccess Criteria.	Saccess Criteria.
	Lam augeografiel eebam l	I am successful when I	I am successful when I	I am successful when I	Lam augacaful when I
	I am successful when I				I am successful when I
	canconstruct a coordinate	canconstruct a coordinate	canconstruct a coordinate	canconstruct a coordinate	canconstruct a coordinate
	system on a plane.	system on a plane.	system on a plane.	system on a plane.	system on a plane.
Instructional Strategies:	I Do	I Do	I Do	I Do	I Do
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Gradual Release Model	We Do	We Do	We Do	We Do	We Do
of Instruction:					
	Vocabulary/Partner Share	Vocabulary/Partner Share	Vocabulary/Partner Share	Vocabulary/Partner Share	Vocabulary/Partner Share
I Do, We Do, You Do	You Do	You Do	You Do	You Do	You Do
	Module 4	Module 4	Module 4	Module 4	Module 4
	Lesson 16	Lesson 16	Lesson 17	Lesson 18	Lesson 19
	SG- Adding and Subtracting	SG- Adding and Subtracting	SG- Adding and Subtracting	Adding and Subtracting	SG- Adding and Subtracting
	Fraction	Fraction	Fraction	Fraction	Fraction
	Sarai, Esther, Christain,	Sarai, Esther, Christain,	Sarai, Esther, Christain	Sarai, Esther, Christain	Sarai, Esther, Christain
	Emely, Elaph	Emely, Elaph	Jarai, Estrier, Christain	Jarai, Estrier, Christain	Jarai, Estrier, Offisialir
	Етпету, Етарт	Етпету, шарт			
Differentiation Strategies	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids
	According to LC reading	According to LC reading level,	According to LC reading	According to LC reading	According to LC reading level,
	level, each student will work	each student will work for 15	level, each student will work	level, each student will work	each student will work for 15
	for 15 minutes every other	minutes every other day	for 15 minutes every other	for 15 minutes every other	minutes every other day
	day	Annuces every other day	day	day	Initiates every officer day
	l uay		l day	uay	
Famortius Assessment	Ma Charle	Wa Charle	Ma Obsala	Ma Charle	M/a Chaple
Formative Assessment	We Check	We Check	We Check	We Check	We Check
	Daily and weekly data for	Daily and weekly data for	Daily and weekly data for	Daily and weekly data for	Daily and weekly data for
	understanding on RAZKIDS.	understanding on RAZKIDS.	understanding on RAZKIDS.	understanding on RAZKIDS.	understanding on RAZKIDS.
	Teacher Ob	Teacher Ob	Teacher Ob	Teacher Ob	Teacher Ob

Teacher: Brandon					
Date:	9:50 – 10:35	9:50 – 10:35	9:50 – 10:35	9:50 – 10:35	9:50 – 10:35
March 22-26	P/I	P/I	P/I	P/I	P/I
	Seals	Seals	Seals	Seals	Seals
	3 rd S/SS	3 rd S/SS	3 rd S/SS	3 rd S/SS	3 rd S/SS
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Standard/s: S3P1. Obtain, evaluate, and	Standard/s: S3P1. Obtain, evaluate, and	Standard/s: S3P1. Obtain, evaluate, and	Standard/s: S3P1. Obtain, evaluate, and	Standard/s: S3P1. Obtain, evaluate, and
	communicate information about the ways	communicate information about the ways	communicate information about the ways	communicate information about the ways	communicate information about the ways heat
	heat energy is transferred and measured. a. Ask questions to identify sources of	heat energy is transferred and measured. a. Ask questions to identify sources of heat	heat energy is transferred and measured. a. Ask guestions to identify sources of heat	heat energy is transferred and measured. a. Ask questions to identify sources of heat	energy is transferred and measured. a. Ask questions to identify sources of heat
	heat energy. (Clarification statement:	energy. (Clarification statement: Examples	energy. (Clarification statement: Examples	energy. (Clarification statement: Examples	energy. (Clarification statement: Examples could
	Examples could include sunlight, friction,	could include sunlight, friction, and	could include sunlight, friction, and	could include sunlight, friction, and burning.)	include sunlight, friction, and burning.)
	and burning.)	burning.)	burning.)	b. Plan and carry out an investigation to	b. Plan and carry out an investigation to gather
	b. Plan and carry out an investigation to gather data using thermometers to	b. Plan and carry out an investigation to gather data using thermometers to produce	b. Plan and carry out an investigation to gather data using thermometers to	gather data using thermometers to produce tables and charts that illustrate the effect of	data using thermometers to produce tables and charts that illustrate the effect of sunlight on
	produce tables and charts that illustrate	tables and charts that illustrate the effect of	produce tables and charts that illustrate	sunlight on various objects. (Clarification	various objects. (Clarification statement: The use
	the effect of sunlight on various objects.	sunlight on various objects. (Clarification	the effect of sunlight on various objects.	statement: The use of both Fahrenheit and	of both Fahrenheit and Celsius temperature scales
	(Clarification statement: The use of both	statement: The use of both Fahrenheit and	(Clarification statement: The use of both	Celsius temperature scales is expected.)	is expected.)
	Fahrenheit and Celsius temperature scales	Celsius temperature scales is expected.)	Fahrenheit and Celsius temperature scales	c. Use tools and every day materials to	c. Use tools and every day materials to design and
	is expected.) c. Use tools and every day materials to	c. Use tools and every day materials to design and construct a device/structure that	is expected.) c. Use tools and every day materials to	design and construct a device/structure that will increase/decrease the warming effects	construct a device/structure that will increase/decrease the warming effects of sunlight
	design and construct a device/structure	will increase/decrease the warming effects	design and construct a device/structure	of sunlight on various materials. (Clarification	on various materials. (Clarification statement:
	that will increase/decrease the warming	of sunlight on various materials.	that will increase/decrease the warming	statement: Conduction, convection, and	Conduction, convection, and radiation are taught
	effects of sunlight on various materials.	(Clarification statement: Conduction,	effects of sunlight on various materials.	radiation are taught in upper grades.)	in upper grades.)
	(Clarification statement: Conduction, convection, and radiation are taught in	convection, and radiation are taught in upper grades.)	(Clarification statement: Conduction, convection, and radiation are taught in		
	upper grades.)	upper grades.	upper grades.)		
Learning Target	I can obtain, evaluate, and	I can obtain, evaluate, and	I can obtain, evaluate, and	I can obtain, evaluate, and	I can obtain, evaluate, and
Learning ranger	communicate information	communicate information about	communicate information about	communicate information about	communicate information about the
	1				
	about the ways heat energy is	the ways heat energy is	the ways heat energy is	the ways heat energy is	ways heat energy is transferred and
	transferred and measured	transferred and measured	transferred and measured	transferred and measured	measured
Success Criteria	will be successful when I can	I will be successful when I can	I will be successful when I can	I will be successful when I can	I will be successful when I can
	-Obtain, evaluate, and	-Obtain, evaluate, and	-Obtain, evaluate, and	-Obtain, evaluate, and	-Obtain, evaluate, and communicate
	communicate information	communicate information about	communicate information about	communicate information about	information about the ways heat
	about the ways heat energy is	the ways heat energy is	the ways heat energy is	the ways heat energy is	energy is transferred and measured
	transferred and measured	transferred and measured	transferred and measured	transferred and measured	chergy is transferred and measured
	transferred and measured	transferred and measured	transferred and measured	transferred and measured	
Instructional Strategies:	I DO	I Do	I Do	I Do	I Do
	Vocabulary/Native Americans	Vocabulary/Native Americans	Vocabulary/Native Americans	Vocabulary/Native Americans	Vocabulary/Native Americans
Gradual Release Model	We Do	We Do	We Do	We Do	We Do
of Instruction:	Vocabulary/Review	Vocabulary/Review	Vocabulary/Review	Vocabulary/Review	Vocabulary/Review
I Do, We Do, You Do	You Do	You Do	You Do	You Do	You Do
	Independent/ Collaborative	Independent/ Collaborative	Independent/ Collaborative	Independent/ Collaborative	Independent/ Collaborative
	Practice/Differentiation:	Practice/Differentiation:	Practice/Differentiation: Heat	Practice/Differentiation Heat	Practice/Differentiation: Heat
	Heat	Heat	SG-Celena, Dallana, Camila,		SG-Celena, Dallana, Camila, Rudy
			Rudy1-5	SG-Celena, Dallana, Camila,	
	SG-Celena, Dallana, Camila,	SG-Celena, Dallana, Camila,		Rudy	
	Rudy	Rudy			
Differentiation	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids
Strategies	According to LC reading	According to LC reading level,	According to LC reading	According to LC reading level,	According to LC reading level,
	level, each student will work	each student will work for 15	level, each student will work	each student will work for 15	each student will work for 15
	for 15 minutes every other	minutes every other day	for 15 minutes every other	minutes every other day	minutes every other day
	1				
	day		day		

Daily and weekly data for understanding on RAZKIDS. Teacher Ob Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob
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Teacher: Brandon Date:	10:25 – 11:35	10:25 – 11:35	10:25 – 11:35	10:25 – 11:35	10:25 – 11:35
Date.	P/O	P/O	P/O	P/O	10.25 – 11.35 P/O
March 22-26	McKinney	McKinney	McKinney	McKinney	McKinney
March 22-20	5 th S/SS	5 th S/SS	5 th S/SS	5 th S/SS	5 th S/SS
			, _	I and the second	
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Standard/s:	Standard/s:	Standard/s:	Standard/s:	Standard/s:
	S5P1. Obtain, evaluate, and	S5P1. Obtain, evaluate, and	S5P1. Obtain, evaluate, and	S5P1. Obtain, evaluate, and	S5P1. Obtain, evaluate, and
	communicate information to	communicate information to	communicate information to	communicate information to	communicate information to
	explain the differences between a	explain the differences between a	explain the differences between a	explain the differences between a	explain the differences between a
	physical change and a chemical	physical change and a chemical	physical change and a chemical	physical change and a chemical	physical change and a chemical
	change.	change.	change.	change.	change.
Learning Target	Learning Target/Teaching Point:	Learning Target/Teaching Point:	Learning Target/Teaching Point:	Learning Target/Teaching Point:	Learning Target/Teaching Point:
0 0	I can obtain, evaluate, and communicate information to explain the differences between	I can obtain, evaluate, and communicate information to explain the differences between	I can obtain, evaluate, and communicate information to explain the differences between	I can obtain, evaluate, and communicate information to explain the differences between	I can obtain, evaluate, and communicate information to explain the differences between
	physical and chemical changes.	physical and chemical changes.	physical and chemical changes.	physical and chemical changes.	physical and chemical changes.
Success Criteria	*I can plan and carry out investigations of physical changes.	*I can plan and carry out investigations of physical changes.	*I can plan and carry out investigations of physical changes.	*I can plan and carry out investigations of physical changes.	*I can plan and carry out investigations of physical changes.
	*I can manipulate, separate, and mix dry and	*I can manipulate, separate, and mix dry and	*I can manipulate, separate, and mix dry and	*I can manipulate, separate, and mix dry and	*I can manipulate, separate, and mix dry and
	liquid materials. *I can construct an argument based on	liquid materials.	liquid materials.	liquid materials. *I can construct an argument based on	liquid materials. *I can construct an argument based on
	observations to support a claim that the physical	*I can construct an argument based on observations to support a claim that the	*I can construct an argument based on observations to support a claim that the	observations to support a claim that the	observations to support a claim that the
	changes in the state of water are due to	physical changes in the state of water are due	physical changes in the state of water are due to	physical changes in the state of water are due to	physical changes in the state of water are due
	temperature changes. *I can plan and carry out investigations to	to temperature changes. *I can plan and carry out investigations to	temperature changes. *I can plan and carry out investigations to	temperature changes. *I can plan and carry out investigations to	temperature changes. *I can plan and carry out investigations to
	determine if a chemical change occurred.	determine if a chemical change occurred.	determine if a chemical change occurred.	determine if a chemical change occurred.	determine if a chemical change occurred.
	*I can explain the observable evidence of a	*I can explain the observable evidence of a	*I can explain the observable evidence of a	*I can explain the observable evidence of a	*I can explain the observable evidence of a
	chemical change such as color, gas, temperature change, odor, or new substance produced	chemical change such as color, gas, temperature change, odor, or new substance	chemical change such as color, gas, temperature change, odor, or new substance	chemical change such as color, gas, temperature change, odor, or new substance	chemical change such as color, gas, temperature change, odor, or new substance
	change, odor, or new substance produced	produced.	produced.	produced.	produced.
Instructional	I Do	I Do	I Do		I Do
Strategies:	Vocabulary	Vocabulary	Vocabulary	I Do	Vocabulary
ou alogico.	We Do	We Do	We Do	Vocabulary	We Do
Gradual Release	Vocabulary Review/Partner	Vocabulary Review/Partner	Vocabulary Review/Partner	We Do	Vocabulary Review/Partner
Model of Instruction:	Share	Share	Share	Vocabulary Review/Partner	Share
I Do, We Do, You	You Do	You Do	You Do	Share	You Do
Do	1	1000	GO	You Do	GO
	SG- GO Maya, Melanie,	SG- GO Maya, Melanie,	SG-Maya, Melanie, Armando	GO	SG-Maya, Melanie, Armando
	Armando	Armando		SG-Maya, Melanie, Armando	
Differentiation	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids
Strategies	According to LC reading level,	According to LC reading level,	According to LC reading level,	According to LC reading level,	According to LC reading level,
•	each student will work for 15	each student will work for 15	each student will work for 15	each student will work for 15	each student will work for 15
	minutes every other day	minutes every other day	minutes every other day	minutes every other day	minutes every other day
Formative	We Check	We Check	We Check	We Check	We Check

Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob	Daily and weekly data for understanding on RAZKIDS. Teacher Ob
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Teacher: Brandon		<u> </u>			
Date:	12:45 – 1:30	12:45 – 1:30	12:45 – 1:30	12:45 – 1:30	12:45 – 1:30
March 22-26	P/I	P/I	<i>P/I</i>	P/I	P/I
	Seals	Seals	Seals	Seals	Seals
	3 rd S/SS	3 rd S/SS	3 rd S/SS	3 rd S/SS	3 rd S/SS
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Standard/s: S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	Standard/s: S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	Standard/s: S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	Standard/s: S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	Standard/s: S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples coulc include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The us of both Fahrenheit and Celsius temperature scal is expected.) c. Use tools and every day materials to design a construct a device/structure that will increase/decrease the warming effects of sunlig on various materials.
Learning Target	can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
Success Criteria	will be successful when I can	I will be successful when I can	I will be successful when I can	I will be successful when I can	I will be successful when I can
	-Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	-Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	-Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	-Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	-Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
Instructional Strategies:	I Do	I Do	I Do	SG-1Do	I Do
Gradual Release Model of Instruction:	Vocabulary/Native Americans We Do Vocabulary/Review You Do	Vocabulary/Native Americans We Do Vocabulary/Review You Do	Vocabulary/Native Americans We Do Vocabulary/Review You Do	Vocabulary/Native Americans We Do Vocabulary/Review You Do	Vocabulary/Native Americans We Do Vocabulary/Review You Do
	Independent/ Collaborative Practice/DifferentiationRock PP	Independent/ Collaborative Practice/DifferentiationRock PP	Independent/ Collaborative Practice/Differentiation: Rocks PP	Independent/ Collaborative Practice/Differentiation: Rocks PP	Independent/ Collaborative Practice/Differentiation: Rock P
	SG- David, Anna N, Ahahy P, Michael L.	SG- David, Anna N, Ahahy P, Michael L.	SG-David, Anna N, Ahahy P, Michael L.	David, Anna N, Ahahy P, Michael L.	SG- David, Anna N, Ahahy P, Michael L.
Differentiation	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids	RAZ Kids
Strategies	According to LC reading level, each student will work	According to LC reading level, each student will work for 15 minutes every other day	According to LC reading level, each student will work	According to LC reading level, each student will work for 15 minutes every other day	According to LC reading level each student will work for 15 minutes every other day

	for 15 minutes every other		for 15 minutes every other		
	day		day		
Formative Assessment	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob	We Check Daily and weekly data for understanding on RAZKIDS. Teacher Ob

Date:	1:30-2:15	1:30-2:15	1:30-2:15	1:30-2:15	1:30-2:15
March 22-26	Pull Out	Pull Out	Pull Out	Pull Out	Pull Out
	1 st S/SS	1 st S/SS	1 st S/SS	1 st S/SS	1 st S/SS
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	ELAGSE1W2: Write	ELAGSE1W2: Write	ELAGSE1W2: Write informative/	ELAGSE1W2: Write	ELAGSE1W2: Write informative/
	informative/ explanatory texts	informative/ explanatory texts	explanatory texts in which they	informative/ explanatory texts	explanatory texts in which they
	in which they name a topic, supply some facts about the topic, and provide some sense of closure	in which they name a topic, supply some facts about the topic, and provide some sense of closure	name a topic, supply some facts about the topic, and provide some sense of closure	in which they name a topic, supply some facts about the topic, and provide some sense of closure	name a topic, supply some facts about the topic, and provide some sense of closure
Learning Target	I can write about one topic and add at least two supporting details.	I can write about one topic and add at least two supporting details.	I can write about one topic and add at least two supporting details.	I can write about one topic and add at least two supporting details.	I can write about one topic and add at least two supporting details.
Success Criteria	I can write a complete sentence. I can write on one subject at a time. I can write at least two supporting details	I can write a complete sentence. I can write on one subject at a time. I can write at least two supporting details.	I can write a complete sentence. I can write on one subject at a time. I can write at least two supporting details.	I can write a complete sentence. I can write on one subject at a time. I can write at least two supporting details.	I can write a complete sentence. I can write on one subject at a time. I can write at least two supporting details.
Instructional Strategies:	I Do: Vocabulary We Do: Vocabulary Review/Partner Share You DoSG Compound Word SG-Isabella, Bella, Olivia, Enberlin, Ana	I Do: Vocabulary We Do: Vocabulary Review/Partner Share You DoSG Compound Word SG-Isabella, Bella, Olivia, Enberlin, Ana	I Do: Vocabulary We Do: Vocabulary Review/Partner Share You DoSG-Contractions SG Writing-Isabella, Bella, Olivia, Enberlin, Ana	I Do: Vocabulary We Do: Vocabulary Review/Partner Share You Do: SG Compound Words SG Writing-Isabella, Bella, Olivia, Enberlin, Ana	I Do: Vocabulary We Do: Vocabulary Review/Partner Share You Do: SG: As needed on contractions or compound words SG Writing-Isabella, Bella, Olivia, Enberlin, Ana
Differentiation Strategies	Lexia Core 5-According to student level, each student will work on time specified by Lexia for each week.	Lexia Core 5-According to student level, each student will work on time specified by Lexia for each week.	Lexia Core 5-According to student level, each student will work on time specified by Lexia for each week.	Lexia Core 5-According to student level, each student will work on time specified by Lexia for each week.	Lexia Core 5-According to student level, each student will work on time specified by Lexia for each week.
Formative Assessment	We Check, Teacher Observation	We Check, Teacher Observation	We Check Teacher Observation	We Check Teacher Observation	We Check Teacher Observation