Teacher: Brandon

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	**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).	**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).	**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).
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** .

Date March 22-26	9:00 – 9:45 P/I Hedick/ 5th Math Monday	9:00 – 9:45 P/I Hedick 5th Math Tuesday	9:00 – 9:45 P/I Hedick 5th Reading Wednesday	9:00 – 9:45 P/I Hedick 5th Reading Thursday	9:00 – 9:45 P/I Hedick 5th Reading Friday
Standards	5.OA.2 5.OA.3 5.G.1	5.OA.2 5.OA.3 5.G.1	5.OA.2 5.OA.3 5.G.1	5.OA.2 5.OA.3 5.G.1	5.OA.2 5.OA.3 5.G.1
Learning Target	**Learning Target/Teaching Point:** We are learning to...explore coordinate systems.	**Learning Target/Teaching Point:** We are learning to...explore coordinate systems.	.**Learning Target/Teaching Point:** We are learning to...explore coordinate systems.	**Learning Target/Teaching Point:** We are learning to...explore coordinate systems.	**Learning Target/Teaching Point:** We are learning to...explore coordinate systems.
Success Criteria	**Success Criteria:** I am successful when I can...construct a coordinate system on a plane.	**Success Criteria:** I am successful when I can...construct a coordinate system on a plane.	**Success Criteria:** I am successful when I can...construct a coordinate system on a plane.	**Success Criteria:** I am successful when I can...construct a coordinate system on a plane.	**Success Criteria:** I am successful when I can...construct a coordinate system on a plane.
Instructional Strategies: Gradual Release Model of Instruction: I Do, We Do, You Do	*I Do* Vocabulary *We Do* *Vocabulary/Partner Share* *You Do* Module 4 Lesson 16 SG- Adding and Subtracting Fraction Sarai, Esther, Christain, Emely, Elaph	*I Do* Vocabulary *We Do* *Vocabulary/Partner Share* *You Do* Module 4 Lesson 16 SG- Adding and Subtracting Fraction Sarai, Esther, Christain, Emely, Elaph	*I Do* Vocabulary *We Do* *Vocabulary/Partner Share* *You Do* Module 4 Lesson 17 SG- Adding and Subtracting Fraction Sarai, Esther, Christain	*I Do* Vocabulary *We Do* *Vocabulary/Partner Share* *You Do* Module 4 Lesson 18 Adding and Subtracting Fraction Sarai, Esther, Christain	*I Do* Vocabulary *We Do* *Vocabulary/Partner Share* *You Do* Module 4 Lesson 19 SG- Adding and Subtracting Fraction Sarai, Esther, Christain
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

Teacher: Brandon					
Date: March 22-26	*9:50 – 10:35* *P/I* *Seals* *3rd S/SS* *Monday*	*9:50 – 10:35* *P/I* *Seals* *3rd S/SS* *Tuesday*	*9:50 – 10:35* *P/I* *Seals* *3rd S/SS* *Wednesday*	*9:50 – 10:35* *P/I* *Seals* *3rd S/SS* *Thursday*	*9:50 – 10:35* *P/I* *Seals* *3rd S/SS* *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. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)	**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. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)	**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. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)	**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. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)	**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. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)
Learning Target	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	I can obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
Success Criteria	will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
Instructional Strategies: Gradual Release Model of Instruction: I Do, We Do, You Do	*I DO* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Heat SG-Celena, Dallana, Camila, Rudy	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Heat SG-Celena, Dallana, Camila, Rudy	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Heat SG-Celena, Dallana, Camila, Rudy1-5	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation Heat SG-Celena, Dallana, Camila, Rudy	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Heat SG-Celena, Dallana, Camila, Rudy
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	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

Teacher: Brandon					
Date: March 22-26	10:25 – 11:35 P/O McKinney 5th S/SS Monday	10:25 – 11:35 P/O McKinney 5th S/SS Tuesday	10:25 – 11:35 P/O McKinney 5th S/SS Wednesday	10:25 – 11:35 P/O McKinney 5th S/SS Thursday	10:25 – 11:35 P/O McKinney 5th S/SS Friday
Standards	**Standard/s:** S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	**Standard/s:** S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	**Standard/s:** S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	**Standard/s:** S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	**Standard/s:** S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
Learning Target	**Learning Target/Teaching Point:** I can obtain, evaluate, and communicate information to explain the differences between physical and chemical changes.	**Learning Target/Teaching Point:** I can obtain, evaluate, and communicate information to explain the differences between physical and chemical changes.	**Learning Target/Teaching Point:** I can obtain, evaluate, and communicate information to explain the differences between physical and chemical changes.	**Learning Target/Teaching Point:** I can obtain, evaluate, and communicate information to explain the differences between physical and chemical changes.	**Learning Target/Teaching Point:** I can obtain, evaluate, and communicate information to explain the differences between physical and chemical changes.
Success Criteria	*I can plan and carry out investigations of physical changes. *I can manipulate, separate, and mix dry and liquid materials. *I can construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes. *I can plan and carry out investigations to determine if a chemical change occurred. *I can explain the observable evidence of a chemical change such as color, gas, temperature change, odor, or new substance produced	*I can plan and carry out investigations of physical changes. *I can manipulate, separate, and mix dry and liquid materials. *I can construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes. *I can plan and carry out investigations to determine if a chemical change occurred. *I can explain the observable evidence of a chemical change such as color, gas, temperature change, odor, or new substance produced.	*I can plan and carry out investigations of physical changes. *I can manipulate, separate, and mix dry and liquid materials. *I can construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes. *I can plan and carry out investigations to determine if a chemical change occurred. *I can explain the observable evidence of a chemical change such as color, gas, temperature change, odor, or new substance produced.	*I can plan and carry out investigations of physical changes. *I can manipulate, separate, and mix dry and liquid materials. *I can construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes. *I can plan and carry out investigations to determine if a chemical change occurred. *I can explain the observable evidence of a chemical change such as color, gas, temperature change, odor, or new substance produced.	*I can plan and carry out investigations of physical changes. *I can manipulate, separate, and mix dry and liquid materials. *I can construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes. *I can plan and carry out investigations to determine if a chemical change occurred. *I can explain the observable evidence of a chemical change such as color, gas, temperature change, odor, or new substance produced.
Instructional Strategies: Gradual Release Model of Instruction: I Do, We Do, You Do	*I Do* *Vocabulary* *We Do* *Vocabulary Review/Partner Share* *You Do* *SG- GO Maya, Melanie, Armando*	*I Do* *Vocabulary* *We Do* *Vocabulary Review/Partner Share* *You Do* *SG- GO Maya, Melanie, Armando*	*I Do* *Vocabulary* *We Do* *Vocabulary Review/Partner Share* *You Do* *GO* *SG-Maya, Melanie, Armando*	*I Do* *Vocabulary* *We Do* *Vocabulary Review/Partner Share* *You Do* *GO* *SG-Maya, Melanie, Armando*	*I Do* *Vocabulary* *We Do* *Vocabulary Review/Partner Share* *You Do* *GO* *SG-Maya, Melanie, Armando*
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	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

Teacher: Brandon					
Date: March 22-26	*12:45 – 1:30* *P/I* *Seals* *3rd S/SS* *Monday*	*12:45 – 1:30* *P/I* *Seals* *3rd S/SS* *Tuesday*	*12:45 – 1:30* *P/I* *Seals* *3rd S/SS* *Wednesday*	*12:45 – 1:30* *P/I* *Seals* *3rd S/SS* *Thursday*	*12:45 – 1:30* *P/I* *Seals* *3rd S/SS* *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 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.
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… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured	I will be successful when I can… -Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
Instructional Strategies: Gradual Release Model of Instruction: I Do, We Do, You Do	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/DifferentiationRock PP SG- David, Anna N, Ahahy P, Michael L.	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/DifferentiationRock PP SG- David, Anna N, Ahahy P, Michael L.	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Rocks PP SG-David, Anna N, Ahahy P, Michael L.	SG- *I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Rocks PP David, Anna N, Ahahy P, Michael L.	*I Do* *Vocabulary/Native Americans* *We Do* *Vocabulary/Review* *You Do* Independent/ Collaborative Practice/Differentiation: Rock PP SG- David, Anna N, Ahahy P, Michael L.
Differentiation Strategies	RAZ Kids According to LC reading level, each student will work	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	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

	for 15 minutes every other day		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

Date: March 22-26	1:30-2:15 Pull Out 1st S/SS Monday	1:30-2:15 Pull Out 1st S/SS Tuesday	1:30-2:15 Pull Out 1st S/SS Wednesday	1:30-2:15 Pull Out 1st S/SS Thursday	1:30-2:15 Pull Out 1st S/SS Friday
Standards	ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	ELAGSE1W2: Write informative/ explanatory texts in which they 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