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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standards | [CCSS.ELA-LITERACY.RL.2.4](http://www.corestandards.org/ELA-Literacy/RL/2/4/)Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| Vocabulary | Alliteration, rhymes, rhythm |
| Learning Targets:Today I Can… |  | I can read poetry.I can hear the alliteration. | I can read poetry.I can identify the repeating of text. | I can read poetry.I can hear the beat of the poem. | I can read poetry. |
| Instructional Methods, Strategies and Daily Activities | No School | DOLQuick Write Phonics: aught as in daughtersJunior Achievement  | DOLQuick Write Phonics: aught as in daughters.Poetry Mini Lesson:Alliteration SongGet with a partner and roll the poem cube. Complete the poem profile.**Small Group:** Mrs. Johnson’s Group,Mrs. Thomas’ GroupStationsComputer/IpadWord Work GameSequencingIndependent Reading or writingRhyming Words Phonic Dance : aught words  | DOLQuick Write Phonics: aught as in daughters.List words with corresponding pattern on a anchor chart.Poetry Mini Lesson:Alliteration SongHighlight words that repeat in a poem.**Small Group:** Mrs. Johnson’s Group,Mrs. Thomas’ GroupStations Computer/IpadWord Work GameSequencingIndependent Reading or writingRhyming WordsPhonic Dance : aught words | DOLQuick Write Phonics: Introduce aught as in daughters.List words with corresponding pattern on a anchor chart.Poetry Mini Lesson: Alliteration SongGet with a partner and roll the poem cube. Complete the poem profile.**Small Group:** Mrs. Johnson’s Group,Mrs. Thomas’ GroupStations Computer/IpadWord Work GameSequencingIndependent Reading or writingRhyming WordsPhonic Dance : aught words |
| Formative Assessments |  | Exit slip: Write alliteration with your name. | Exit slip: What kind of feeling did you feel while reading poems today? | Exit slip: What kind of feeling did you feel while reading poems today? | Writing TestExit slip: What kind of feeling did you feel while reading poems today? |
| Summative Assessments |  |  |  |  |  |
| Differentiation |  |
| Modifications: | Scribe, Reader, Paraphrasing, Prompting , Cueing, Manipulatives, Technology, Extended Time ( See attached for details)rereading, using context clues to help self-correct |