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| **PLEASE NOTE: Daily lesson components are subject to change based on my professional judgement in order to best meet the needs of my students.** | | | | | |
| **Teacher(s): Date/Lesson: Grade Level:**  **MMV Week:**  **MM Unit:** | | | | | |
| **Do Now (5-8 minutes) – have a chart indicating a rotation for students to exchange books in classroom library.** | | | | | |
| 1. **“Free Write”**   **Or**   1. **Free Write/sketch in journals/folders (without an assigned prompt, topic or genre)** | | | | | |
| **Essential Question(s):** | | | | | |
| **MM Unit \_ Essential Question(s):** | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Planned Prioritized Learning Target (Student Friendly)** |  |  |  |  |  |
| **Lesson Agenda include time frames, I do, We Do Activities, Highlight DOK questions, instructional strategies including TPT strategies**  **You Do Activities: Student Independent Practice** |  |  |  |  |  |
| **Modifications being Implemented:** |  |  |  |  |  |
| **Guided and Independent Writing:** Students you will meet with and why? Make sure to develop and have anecdotal notes from all conferencing (through the learning hub’s class view or via pencil/paper). Through the week, as you noticed students with similar struggles, make adjustments as to when you will pull those students for guided writing and goals for students, below.  Also: Indicate what will be done during each cycle of application (partner work, KDR, word work etc… and purpose) |  |  |  |  |  |