

Name: Reinhold, Riches, Cotellesse, Polkabla		Grading Quarter: 3	Week Beginning: January 6	
School Year: 24/25		Subject: ELA		
Monday	Notes:	Objective: Lesson Overview:		Academic Standards:
	No School			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tuesday</p>	<p>Notes:</p> <p>ELA Unit 3 Lesson 6 Pages: T334-T391</p>	<p>Objective:</p> <p style="text-align: center;">"/ā/ spelled a, a_e, ai_, and _i /ē/ spelled e, e_e, ee, ea, _ie_, _y, _ey /f/ spelled ph /m/ spelled _mb Silent Letters /s/ spelled ce, ci_, and cy /j/ spelled ge and gi_ /ī/ spelled _igh, _ie, _y, i, and i_e"</p> <p style="text-align: center;">"Comprehension Strategies: • Asking and Answering Questions • Predicting • Clarifying Access Complex Text • Making Inferences • Sequence • Cause and Effect Writer's Craft: • Story Elements: Plot • Story Elements: Setting • Language Use"</p> <p>Lesson Overview:</p> <p style="text-align: center;">"Night Shift Genre: Realistic Fiction LEXILE® N-P Essential Questions Why do some people do their jobs at night? In what ways do people who work at night help their community? Social Studies Connection: Time Zones"</p> <p>Decodable: A Green Leaf Print</p> <p>Vocabulary: adjust, assemble, freight, jam, lingers, maneuverable, nocturnal, nudges, perishable, port, shift, smartly</p> <p>Spelling: rain, play, field, money, graph, crumb, pencil, large, night, try, payable, raisin, pricey, sphere, sighted</p> <p>Grammar: Conjunctions</p> <p>Writing: Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.</p>	<p>Academic Standards:</p> <p>RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3f, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1e, L.2.1.f, L.2.2d, L.2.2a, L.2.2e, L.2.4a, L.2.6, RL.2.1, RL.2.4, RL.2.4a, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.5, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p>
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<p>Wednesday</p>	<p>Notes:</p> <p>ELA Unit 3 Lesson 6 Pages: T334-T391</p>	<p>Objective:</p> <p>"/ā/ spelled a, a_e, ai_, and _i /ē/ spelled e, e_e, ee, ea, _ie_, _y, _ey /f/ spelled ph /m/ spelled _mb Silent Letters /s/ spelled ce, ci_, and cy /j/ spelled ge and gi_ /ī/ spelled _igh, _ie, _y, i, and i_e"</p> <p>"Comprehension Strategies: • Asking and Answering Questions • Predicting • Clarifying Access Complex Text • Making Inferences • Sequence • Cause and Effect Writer's Craft: • Story Elements: Plot • Story Elements: Setting • Language Use"</p> <p>Lesson Overview:</p> <p>"Night Shift Genre: Realistic Fiction LEXILE® N-P Essential Questions Why do some people do their jobs at night? In what ways do people who work at night help their community? Social Studies Connection: Time Zones"</p> <p>Decodable: A Green Leaf Print</p> <p>Vocabulary: adjust, assemble, freight, jam, lingers, maneuverable, nocturnal, nudges, perishable, port, shift, smartly</p> <p>Spelling: rain, play, field, money, graph, crumb, pencil, large, night, try, payable, raisin, pricey, sphere, sighted</p> <p>Grammar: Conjunctions</p> <p>Writing: Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.</p>	<p>Academic Standards:</p> <p>RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3f, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1e, L.2.1.f, L.2.2d, L.2.2a, L.2.2e, L.2.4a, L.2.6, RL.2.1, RL.2.4, RL.2.4a, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.5, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p>
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<p>Thursday</p>	<p>Notes:</p> <p>ELA Unit 3 Lesson 6 Pages: T334-T391</p>	<p>Objective:</p> <p style="text-align: center;">"/ā/ spelled a, a_e, ai_, and _i /ē/ spelled e, e_e, ee, ea, _ie_, _y, _ey /f/ spelled ph /m/ spelled _mb Silent Letters /s/ spelled ce, ci_, and cy /j/ spelled ge and gi_ /ī/ spelled _igh, _ie, _y, i, and i_e"</p> <p style="text-align: center;">"Comprehension Strategies: • Asking and Answering Questions • Predicting • Clarifying Access Complex Text • Making Inferences • Sequence • Cause and Effect Writer's Craft: • Story Elements: Plot • Story Elements: Setting • Language Use"</p> <p>Lesson Overview:</p> <p style="text-align: center;">"Night Shift Genre: Realistic Fiction LEXILE® N-P Essential Questions Why do some people do their jobs at night? In what ways do people who work at night help their community? Social Studies Connection: Time Zones"</p> <p>Decodable: A Green Leaf Print</p> <p>Vocabulary: adjust, assemble, freight, jam, lingers, maneuverable, nocturnal, nudges, perishable, port, shift, smartly</p> <p>Spelling: rain, play, field, money, graph, crumb, pencil, large, night, try, payable, raisin, pricey, sphere, sighted</p> <p>Grammar: Conjunctions</p> <p>Writing: Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.</p>	<p>Academic Standards:</p> <p>RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3f, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1e, L.2.1.f, L.2.2d, L.2.2a, L.2.2e, L.2.4a, L.2.6, RL.2.1, RL.2.4, RL.2.4a, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.5, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p>
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