

Name: Reinhold, Riches, Cotellesse, Polkabila		Grading Quarter: 4	Week Beginning: March 17
School Year: 24/25		Subject: ELA	
Monday	Notes:	Objective:	Academic Standards:
	No School	Lesson Overview:	

<p>Tuesday</p>	<p>Notes:</p> <p>ELA Unit 5 Lesson 3 Pages: T142-T205</p>	<p>Objective:</p> <p style="text-align: center;">/oo/ spelled oo /ow/ spelled ow and ou, suffixes -ly & -y</p> <p style="text-align: center;"><u>Comprehension Strategies</u> Asking and Answering Questions Making Connections <u>Access Complex Text</u> Main Idea and Details Making Inferences <u>Writer's Craft</u> Author's Purpose Language Use Story Elements: Style</p> <p>Lesson Overview:</p> <p style="text-align: center;">Read aloud: "The Hundred Dresses" Chapter: "The Contest" and "The Hundred Dresses" The Flag We Love Genre: Rhyming Nonfiction LEXILE® N-P Essential Questions What does the American flag symbolize? What are some of the ways people honor the flag of the United States? Science Connection: A Long-Lasting Flag</p> <p>Decodable: A Plant the Acts Like an Animal</p> <p>Vocabulary: absentmindedly, lavish, exquisite, expectant, casualness</p> <p>Spelling: foot, windy, lightly, plow, quickly, cents, sense, sound, itchy, bravely, birdhouse, easily, scowl, chowder, thirsty</p> <p>Grammar: Prefixes</p> <p>Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3.d, RF.2.3.e, RF.2.4a, RF.2.4b, L.2.1f, L.2.2d, L.2.4a, L.2.3a, L.2.4d, L.2.5a, L.2.6, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.3, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RL.2.4, SL.2.1b, SL.2.1c, SL.2.6</p>
----------------	---	---	---

<p>Wednesday</p>	<p>Notes:</p> <p>ELA Unit 5 Lesson 3 Pages: T142-T205</p>	<p>Objective:</p> <p style="text-align: center;">/oo/ spelled oo /ow/ spelled ow and ou, suffixes -ly & -y</p> <p style="text-align: center;"><u>Comprehension Strategies</u> Asking and Answering Questions Making Connections <u>Access Complex Text</u> Main Idea and Details Making Inferences <u>Writer's Craft</u> Author's Purpose Language Use Story Elements: Style</p> <p>Lesson Overview:</p> <p style="text-align: center;">Read aloud: "The Hundred Dresses" Chapter: "The Contest" and "The Hundred Dresses" The Flag We Love Genre: Rhyming Nonfiction LEXILE® N-P Essential Questions What does the American flag symbolize? What are some of the ways people honor the flag of the United States? Science Connection: A Long-Lasting Flag</p> <p>Decodable: A Plant the Acts Like an Animal</p> <p>Vocabulary: absentmindedly, lavish, exquisite, expectant, casualness</p> <p>Spelling: foot, windy, lightly, plow, quickly, cents, sense, sound, itchy, bravely, birdhouse, easily, scowl, chowder, thirsty</p> <p>Grammar: Prefixes</p> <p>Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3.d, RF.2.3.e, RF.2.4a, RF.2.4b, L.2.1f, L.2.2d, L.2.4a, L.2.3a, L.2.4d, L.2.5a, L.2.6, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.3, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RL.2.4, SL.2.1b, SL.2.1c, SL.2.6</p>
------------------	---	---	---

<p>Thursday</p>	<p>Notes:</p> <p>ELA Unit 5 Lesson 3 Pages: T142-T205</p>	<p>Objective:</p> <p style="text-align: center;">/oo/ spelled oo /ow/ spelled ow and ou, suffixes -ly & -y</p> <p style="text-align: center;"><u>Comprehension Strategies</u> Asking and Answering Questions Making Connections <u>Access Complex Text</u> Main Idea and Details Making Inferences <u>Writer's Craft</u> Author's Purpose Language Use Story Elements: Style</p> <p>Lesson Overview:</p> <p style="text-align: center;">Read aloud: "The Hundred Dresses" Chapter: "The Contest" and "The Hundred Dresses" The Flag We Love Genre: Rhyming Nonfiction LEXILE® N-P Essential Questions What does the American flag symbolize? What are some of the ways people honor the flag of the United States? Science Connection: A Long-Lasting Flag</p> <p>Decodable: A Plant the Acts Like an Animal</p> <p>Vocabulary: absentmindedly, lavish, exquisite, expectant, casualness</p> <p>Spelling: foot, windy, lightly, plow, quickly, cents, sense, sound, itchy, bravely, birdhouse, easily, scowl, chowder, thirsty</p> <p>Grammar: Prefixes</p> <p>Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3.d, RF.2.3.e, RF.2.4a, RF.2.4b, L.2.1f, L.2.2d, L.2.4a, L.2.3a, L.2.4d, L.2.5a, L.2.6, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.3, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RL.2.4, SL.2.1b, SL.2.1c, SL.2.6</p>
-----------------	---	---	---

Friday	<p>Notes:</p> <p>ELA Unit 5 Lesson 3 Pages: T142-T205</p>	<p>Objective:</p> <p style="text-align: center;">/oo/ spelled oo /ow/ spelled ow and ou, suffixes -ly & -y</p> <p style="text-align: center;"><u>Comprehension Strategies</u> Asking and Answering Questions Making Connections <u>Access Complex Text</u> Main Idea and Details Making Inferences <u>Writer's Craft</u> Author's Purpose Language Use Story Elements: Style</p> <p>Lesson Overview:</p> <p style="text-align: center;">Read aloud: "The Hundred Dresses" Chapter: "The Contest" and "The Hundred Dresses" The Flag We Love Genre: Rhyming Nonfiction LEXILE® N-P Essential Questions What does the American flag symbolize? What are some of the ways people honor the flag of the United States? Science Connection: A Long-Lasting Flag</p> <p>Decodable: A Plant the Acts Like an Animal</p> <p>Vocabulary: absentmindedly, lavish, exquisite, expectant, casualness</p> <p>Spelling: foot, windy, lightly, plow, quickly, cents, sense, sound, itchy, bravely, birdhouse, easily, scowl, chowder, thirsty</p> <p>Grammar: Prefixes</p> <p>Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3.d, RF.2.3.e, RF.2.4a, RF.2.4b, L.2.1f, L.2.2d, L.2.4a, L.2.3a, L.2.4d, L.2.5a, L.2.6, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.3, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RL.2.4, SL.2.1b, SL.2.1c, SL.2.6</p>
--------	---	---	---