

| | | | |
|---|--|---|---|
| Name: Polkabila, Reinhold, Cotellesse, Pompe, Riches | | Grading Quarter: 2 | Week Beginning: December 11 |
| School Year: 23-24 | | Subject: ELA | |
| Monday | Notes: | Objective: Students will read and spell / ī/ spelled _igh, _ie, _y, i, and i_e Comprehension Strategies: Visualizing Summarizing Access Complex Text: Making Inferences Main Idea and Details Writer's Craft: Point of View Story Elements: Character Language Use | Academic Standards: Phonics- RF.2.3.b, RF.2.3.e, RF.2.3.b, RF.3.a Reading- L.2.4.a, L.2.1.f, RL.2.1, RL.2.7 2.W.3 |
| | ELA Unit 4 Lesson 5 Pages: T268-T331 | <p>Lesson Overview:</p> <p>Decodable- 35 Meet the Firefighters 36 Try My Pie</p> <p>HFW- light, work, myself</p> <p>Spelling- pie, night, fly, pile, child, right, shy, lie, mice, try, recognize, skyscraper, style, knight, mighty</p> <p>Vocabulary- gasp, plaza, sighed, surely, wilted, indeed, seasoning, simmer, well, wringing</p> <p>Theme and Story- The Stranger and the Soup Genre: Folktale LEXILE® 580L</p> <p>Essential Question What behaviors help to create a strong community? Social Studies Connection: Citizenship"</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> | |

| | | | |
|---------|---|---|--|
| Tuesday | <p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T331</p> | <p>Objective:</p> <p>Students will read and spell / ī/ spelled _igh, _ie, _y, i, and i_e</p> <p>Comprehension Strategies: Visualizing Summarizing Access Complex Text: Making Inferences Main Idea and Details Writer's Craft: Point of View Story Elements: Character Language Use</p> <p>Lesson Overview:</p> <p>Decodable- 35 Meet the Firefighters 36 Try My Pie HFW- light, work, myself Spelling- pie, night, fly, pile, child, right, shy, lie, mice, try, recognize, skyscraper, style, knight, mighty Vocabulary- gasp, plaza, sighed, surely, wilted, indeed, seasoning, simmer, well, wringing Theme and Story- The Stranger and the Soup Genre: Folktale LEXILE® 580L Essential Question What behaviors help to create a strong community? Social Studies Connection: Citizenship" 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.b, RF.2.3.e, RF.2.3.b, RF.3.a Reading- L.2.4.a, L.2.1.f, RL.2.1, RL.2.7 2.W.3</p> |
|---------|---|---|--|

| | | | |
|-----------|---|---|--|
| Wednesday | <p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T331</p> | <p>Objective:</p> <p>Students will read and spell / ī/ spelled _igh, _ie, _y, i, and i_e</p> <p>Comprehension Strategies: Visualizing Summarizing Access Complex Text: Making Inferences Main Idea and Details Writer's Craft: Point of View Story Elements: Character Language Use</p> <p>Lesson Overview:</p> <p>Decodable- 35 Meet the Firefighters 36 Try My Pie HFW- light, work, myself Spelling- pie, night, fly, pile, child, right, shy, lie, mice, try, recognize, skyscraper, style, knight, mighty Vocabulary- gasp, plaza, sighed, surely, wilted, indeed, seasoning, simmer, well, wringing Theme and Story- The Stranger and the Soup Genre: Folktale LEXILE® 580L Essential Question What behaviors help to create a strong community? Social Studies Connection: Citizenship" 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.b, RF.2.3.e, RF.2.3.b, RF.3.a Reading- L.2.4.a, L.2.1.f, RL.2.1, RL.2.7 2.W.3</p> |
|-----------|---|---|--|

| | | | |
|----------|---|---|--|
| Thursday | <p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T331</p> | <p>Objective:</p> <p>Students will read and spell / ī/ spelled _igh, _ie, _y, i, and i_e</p> <p>Comprehension Strategies: Visualizing Summarizing Access Complex Text: Making Inferences Main Idea and Details Writer's Craft: Point of View Story Elements: Character Language Use</p> <p>Lesson Overview:</p> <p>Decodable- 35 Meet the Firefighters 36 Try My Pie HFW- light, work, myself Spelling- pie, night, fly, pile, child, right, shy, lie, mice, try, recognize, skyscraper, style, knight, mighty Vocabulary- gasp, plaza, sighed, surely, wilted, indeed, seasoning, simmer, well, wringing Theme and Story- The Stranger and the Soup Genre: Folktale LEXILE® 580L Essential Question What behaviors help to create a strong community? Social Studies Connection: Citizenship" 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.b, RF.2.3.e, RF.2.3.b, RF.3.a Reading- L.2.4.a, L.2.1.f, RL.2.1, RL.2.7 2.W.3</p> |
|----------|---|---|--|

| | | | |
|--------|---|--|---|
| Friday | <p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T331</p> | <p>Objective:</p> <p>Students will read and spell / ī/ spelled _igh, _ie, _y, i, and i_e</p> <p>Comprehension Strategies: Visualizing</p> <p>Summarizing Access Complex Text: Making Inferences</p> <p>Main Idea and Details Writer's Craft: Point of View</p> <p>Story Elements: Character</p> <p>Language Use</p> <p>Lesson Overview:</p> <p>Decodable- 35 Meet the Firefighters 36 Try My Pie</p> <p>HFW- light, work, myself</p> <p>Spelling- pie, night, fly, pile, child, right, shy, lie, mice, try, recognize, skyscraper, style, knight, mighty</p> <p>Vocabulary- gasp, plaza, sighed, surely, wilted, indeed, seasoning, simmer, well, wringing</p> <p>Theme and Story- The Stranger and the Soup Genre: Folktale</p> <p>LEXILE® 580L</p> <p>Essential Question What behaviors help to create a strong community? Social Studies Connection: Citizenship"</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.b, RF.2.3.e, RF.2.3.b, RF.3.a</p> <p>Reading- L.2.4.a, L.2.1.f, RL.2.1, RL.2.7 2.W.3</p> |
|--------|---|--|---|