Name: Reinhold, Riches, Cotellesse, Polkabla			Grading Quarter: 2	Week Beginning: November 18	
School Year: 24/25		Subject: ELA			
Monday	Notes: ELA Unit 3 Lesson 1 Pages: T10- T73	Objective:/ā/ spelled a, a_e,"Comprehension SMaking ConnectioMain Idea and DetText FeaturesLanguage Use"Lesson Overview:"Read Aloud: The IEssential Questionstory's lesson conrGenre: InformationEssential Questionclean and safe?Why are all jobs esStudies ConnectionDecodable Story: HVocabulary:clogged, expired, fSpelling:stay, rain, base, Appavement, flavor, TGrammar:Reflexive PronounWriting:Write narratives insequence of event	ai_, and _ay ai_, and _ay atrategies: Asking and Ans ns Access Complex Text: (ails Writer's Craft: Author bet to the idea of commu- nal Text LEXILE® 690L s What types of jobs asential to the well-being n: Wasteful Ways" dit the Trail dexible, landfill, vital, ensu- pril, May, chain, trace, play Thursday s a which they recount a we s; include details to descr	Classify and Categorize 's Purpose stale is story? How does this	Academic Standards: RF.2.3.b, RF.2.3c, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1f, L.2.2d, L.2.4.a, L.2.4d, L.2.4c, L.2.5a, L.2.5b, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10, RL.2.1, RL.2.2, RL.2.9, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6

	Notes:	Objective:	Academic
		/ā/ spelled a, a_e, ai_, and _ay	Standards:
	ELA	"Comprehension Strategies: Asking and Answering Questions	RF.2.3.b, RF.2.3c,
	Unit 3	Making Connections Access Complex Text: Classify and Categorize	RF.2.4a, RF.2.4b,
	Lesson 1	Main Idea and Details Writer's Craft: Author's Purpose	RF.2.4c, L.2.1f,
	Pages: T10-	Text Features	L.2.2d, L.2.4.a,
	T73	Language Use"	L.2.4d, L.2.4c,
			L.2.5a, L.2.5b,
		Lesson Overview:	L.2.6, RI.2.1,
		"Read Aloud: The Little Red Hen Genre: Folktale	RI.2.2, RI.2.5,
		Essential Questions What is the lesson of this story? How does this	RI.2.6, RI.2.7,
		story's lesson connect to the idea of community? Gross Jobs	RI.2.8, RI.2.10,
		Genre: Informational Text LEXILE [®] 690L	RL.2.1, RL.2.2,
		Essential Questions What types of jobs help keep your community	RL.2.9, SL.2.1a,
		clean and safe?	SL.2.1b, SL.2.1c,
٤		Why are all jobs essential to the well-being of your community? Social	SL.2.2, SL.2.4,
'ec		Studies Connection: Wasteful Ways"	SL.2.6
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Wednesday		Decodable Story: Hit the Trail	
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		Vocabulary:	
		clogged, expired, flexible, landfill, vital, ensure, flee, install, plant, waste	
		Spelling:	
		stay, rain, base, April, May, chain, trace, play, paid, fable, waist, railroad,	
		pavement, flavor, Thursday	
		Grammar:	
	Reflexive Pronouns		
		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.	

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	Notes:	Objective:	Academic
		/ā/ spelled a, a_e, ai_, and _ay	Standards:
Thursday	ELA Unit 3 Lesson 1 Pages: T10- T73	 /a/ spelled a, a_e, ai_, and _ay "Comprehension Strategies: Asking and Answering Questions Making Connections Access Complex Text: Classify and Categorize Main Idea and Details Writer's Craft: Author's Purpose Text Features Language Use" Lesson Overview: "Read Aloud: The Little Red Hen Genre: Folktale Essential Questions What is the lesson of this story? How does this story's lesson connect to the idea of community? Gross Jobs Genre: Informational Text LEXILE® 690L Essential Questions What types of jobs help keep your community clean and safe? Why are all jobs essential to the well-being of your community? Social Studies Connection: Wasteful Ways" Decodable Story: Hit the Trail Vocabulary: clogged, expired, flexible, landfill, vital, ensure, flee, install, plant, waste Spelling: stay, rain, base, April, May, chain, trace, play, paid, fable, waist, railroad, pavement, flavor, Thursday Grammar: Reflexive Pronouns Writing: 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. 	Standards: RF.2.3.b, RF.2.3c, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1f, L.2.2d, L.2.4.a, L.2.4d, L.2.4c, L.2.5a, L.2.5b, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10, RL.2.1, RL.2.2, RL.2.9, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6
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	Notes:	Objective:	Academic
		/ā/ spelled a, a_e, ai_, and _ay	Standards:
	ELA		
	Unit 3	"Comprehension Strategies: Asking and Answering Questions	RF.2.3.b, RF.2.3c,
	Lesson 1	Making Connections Access Complex Text: Classify and Categorize	RF.2.4a, RF.2.4b,
	Pages: T10-	Main Idea and Details Writer's Craft: Author's Purpose	RF.2.4c, L.2.1f,
	T73	Text Features	L.2.2d, L.2.4.a,
		Language Use"	L.2.4d, L.2.4c,
			L.2.5a, L.2.5b,
		Lesson Overview:	L.2.6, RI.2.1,
		"Read Aloud: The Little Red Hen Genre: Folktale	RI.2.2, RI.2.5,
		Essential Questions What is the lesson of this story? How does this	RI.2.6, RI.2.7,
		story's lesson connect to the idea of community? Gross Jobs	RI.2.8, RI.2.10,
		Genre: Informational Text LEXILE [®] 690L	RL.2.1, RL.2.2,
		Essential Questions What types of jobs help keep your community	RL.2.9, SL.2.1a,
		clean and safe?	SL.2.1b, SL.2.1c,
		Why are all jobs essential to the well-being of your community? Social	SL.2.2, SL.2.4,
Ţ		Studies Connection: Wasteful Ways"	SL.2.6
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Friday		Decodable Story: Hit the Trail	
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		Vocabulary:	
		clogged, expired, flexible, landfill, vital, ensure, flee, install, plant, waste	
		Spelling:	
		stay, rain, base, April, May, chain, trace, play, paid, fable, waist, railroad,	
		pavement, flavor, Thursday	
		Grammar:	
		Reflexive Pronouns	
		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.	
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