

Name: Reinhold, Riches, Cotellesse, Polkabla		Grading Quarter: 3	Week Beginning: February 10
School Year: 24/25		Subject: ELA	
Monday	Notes:	Objective: /oo/ spelled u, u_e, _ew, _ue, Prefixes pre_ & mis_  <u>Comprehension Strategies</u> Predicting Making connections <u>Access Complex Text</u> Cause and Effect Sequence <u>Writer's Craft</u> Language Use Genre Knowledge	Academic Standards:
	ELA Unit 4 Lesson 5 Pages: T268-T327	<p>Lesson Overview:</p> <p>Read Aloud: Poppy Chapters 17-20 Genre: fiction Text</p> <p>What types of animals do you see in the ecosystems where you live? What are some defenses used by small animals in real life? How do you think Poppy will connect to the unit them of Plants and Animals?</p> <p>Decodable: Drew's True Lesson</p> <p>Vocabulary: luxuriating, giddy, flourished, feint, grizzly</p> <p>Spelling: clue, blew, tube, misread, preheat, student, grew, precut, mislead, June, blueberry, salute, misunderstand, preview, assume</p> <p>Grammar: Compound Words</p> <p>Writing: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>RF.2.3b, RF.2.3d, RF.2.3.e, RF.2.4a, RF.2.4a, RF.2.4b, L.2.1f, L.2.2c, L.2.2d, L.2.2e, L.2.4.b, L.2.5a, L.2.6, RL.2.1, RL.2.4, RL.2.5, RL.2.7, RL.2.9, RL.2.10, RI.2.1 RI.2.5, SL.2.1a SL.2.1b, SL.2.1c, SL.2.2, SL.2.5, SL.2.6</p>

Tuesday	<p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T327</p>	<p>Objective: /oo/ spelled u, u_e, _ew, _ue, Prefixes pre_ &amp; mis_</p> <p><u>Comprehension Strategies</u> Predicting Making connections <u>Access Complex Text</u> Cause and Effect Sequence <u>Writer's Craft</u> Language Use Genre Knowledge</p> <p>Lesson Overview: Read Aloud: Poppy Chapters 17-20 Genre: fiction Text</p> <p>What types of animals do you see in the ecosystems where you live? What are some defenses used by small animals in real life? How do you think Poppy will connect to the unit them of Plants and Animals?</p> <p>Decodable: Drew's True Lesson</p> <p>Vocabulary: luxuriating, giddy, flourished, feint, grizzly</p> <p>Spelling: clue, blew, tube, misread, preheat, student, grew, precut, mislead, June, blueberry, salute, misunderstand, preview, assume</p> <p>Grammar: Compound Words</p> <p>Writing: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3d, RF.2.3.e, RF.2.4a, RF.2.4a, RF.2.4b, L.2.1f, L.2.2c, L.2.2d, L.2.2e, L.2.4.b, L.2.5a, L.2.6, RL.2.1, RL.2.4, RL.2.5, RL.2.7, RL.2.9, RL.2.10, RI.2.1 RI.2.5, SL.2.1a SL.2.1b, SL.2.1c, SL.2.2, SL.2.5, SL.2.6</p>
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Wednesday	<p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T327</p>	<p>Objective: /oo/ spelled u, u_e, _ew, _ue, Prefixes pre_ &amp; mis_</p> <p><u>Comprehension Strategies</u> Predicting Making connections <u>Access Complex Text</u> Cause and Effect Sequence <u>Writer's Craft</u> Language Use Genre Knowledge</p> <p>Lesson Overview: Read Aloud: Poppy Chapters 17-20 Genre: fiction Text What types of animals do you see in the ecosystems where you live? What are some defenses used by small animals in real life? How do you think Poppy will connect to the unit them of Plants and Animals?</p> <p>Decodable: Drew's True Lesson</p> <p>Vocabulary: luxuriating, giddy, flourished, feint, grizzly</p> <p>Spelling: clue, blew, tube, misread, preheat, student, grew, precut, mislead, June, blueberry, salute, misunderstand, preview, assume</p> <p>Grammar: Compound Words</p> <p>Writing: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3d, RF.2.3.e, RF.2.4a, RF.2.4a, RF.2.4b, L.2.1f, L.2.2c, L.2.2d, L.2.2e, L.2.4.b, L.2.5a, L.2.6, RL.2.1, RL.2.4, RL.2.5, RL.2.7, RL.2.9, RL.2.10, RI.2.1 RI.2.5, SL.2.1a SL.2.1b, SL.2.1c, SL.2.2, SL.2.5, SL.2.6</p>
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Thursday	<p>Notes:</p> <p>ELA Unit 4 Lesson 5 Pages: T268-T327</p>	<p>Objective: /oo/ spelled u, u_e, _ew, _ue, Prefixes pre_ &amp; mis_</p> <p><u>Comprehension Strategies</u> Predicting Making connections <u>Access Complex Text</u> Cause and Effect Sequence <u>Writer's Craft</u> Language Use Genre Knowledge</p> <p>Lesson Overview: Read Aloud: Poppy Chapters 17-20 Genre: fiction Text</p> <p>What types of animals do you see in the ecosystems where you live? What are some defenses used by small animals in real life? How do you think Poppy will connect to the unit them of Plants and Animals?</p> <p>Decodable: Drew's True Lesson</p> <p>Vocabulary: luxuriating, giddy, flourished, feint, grizzly</p> <p>Spelling: clue, blew, tube, misread, preheat, student, grew, precut, mislead, June, blueberry, salute, misunderstand, preview, assume</p> <p>Grammar: Compound Words</p> <p>Writing: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Academic Standards:</p> <p>RF.2.3b, RF.2.3d, RF.2.3.e, RF.2.4a, RF.2.4a, RF.2.4b, L.2.1f, L.2.2c, L.2.2d, L.2.2e, L.2.4.b, L.2.5a, L.2.6, RL.2.1, RL.2.4, RL.2.5, RL.2.7, RL.2.9, RL.2.10, RI.2.1 RI.2.5, SL.2.1a SL.2.1b, SL.2.1c, SL.2.2, SL.2.5, SL.2.6</p>
Friday	<p>Notes:</p> <p>No School</p>	<p>Objective:</p> <p>Lesson Overview:</p>	<p>Academic Standards:</p>