

Name: Reinhold, Riches, Cotellesse, Polkabla		Grading Quarter: 4	Week Beginning: April 14
School Year: 24/25		Subject: ELA	
Monday	Notes:	Objective: The ough Spelling Pattern, antonyms, synonyms, compound words, multiple-meaning words, & homophones	Academic Standards:
	ELA Unit 6 Lesson 1 Pages: T10-T75	<p>Comprehension Strategies Predicting Summarizing Access Complex Text Cause and Effect Making Inferences Writer's Craft Point of View Story Elements: Setting Story Elements: Plot</p> <p>Lesson Overview: Read Aloud: Aladdin and the Wonderful Lamp, Part One Genre: Folktale Essential Question Why do you think this story is called "One Thousand and One Nights"? Aladdin and the Wonderful Lamp, Part Two Genre: Folktale LEXILE® 700L Essential Question What are some qualities that make a story exciting? Social Studies Connection: Culture and Government</p> <p>Decodable: Little Havana in Miami</p> <p>Vocabulary: meanwhile, spark, bazaar, polished, fortune, sultan, procession, word, acquainted, extraordinary, spectacular, lord</p> <p>Spelling: cough, dough, pancake, through, thought, rough, allowed, aloud, moonlight, enough, thorough, throughout, thoughtful, foreword, forward</p> <p>Grammar: Dictionary Skills</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>RF.2.3.e, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1d, L.2.1e, L.2.1f, L.2.2a, L.2.2d, L.2.4a, L.2.4d, L.2.5a, L.2.5b, RL.2.1, RL.2.2, RL.2.3, RL.2.10, RL.2.2, RL.2.5, RL.2.6, RL.2.7, 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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<p>Wednesday</p>	<p>Notes:</p> <p>ELA Unit 6 Lesson 1 Pages: T10-T75</p>	<p>Objective: The ough Spelling Pattern, antonyms, synonyms, compound words, multiple-meaning words, & homophones</p> <p>Comprehension Strategies Predicting Summarizing Access Complex Text Cause and Effect Making Inferences Writer’s Craft Point of View Story Elements: Setting Story Elements: Plot</p> <p>Lesson Overview: Read Aloud: Aladdin and the Wonderful Lamp, Part One Genre: Folktale Essential Question Why do you think this story is called “One Thousand and One Nights”? Aladdin and the Wonderful Lamp, Part Two Genre: Folktale LEXILE® 700L Essential Question What are some qualities that make a story exciting? Social Studies Connection: Culture and Government</p> <p>Decodable: Little Havana in Miami</p> <p>Vocabulary: meanwhile, spark, bazaar, polished, fortune, sultan, procession, word, acquainted, extraordinary, spectacular, lord</p> <p>Spelling: cough, dough, pancake, through, thought, rough, allowed, aloud, moonlight, enough, thorough, throughout, thoughtful, foreword, forward</p> <p>Grammar: Dictionary Skills</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.2.3.e, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1d, L.2.1e, L.2.1f, L.2.2a, L.2.2d, L.2.4a, L.2.4d, L.2.5a, L.2.5b, RL.2.1, RL.2.2, RL.2.3, RL.2.10, RL.2.2, RL.2.5, RL.2.6, RL.2.7, 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 6 Lesson 1 Pages: T10-T75</p>	<p>Objective: The ough Spelling Pattern, antonyms, synonyms, compound words, multiple-meaning words, & homophones</p> <p>Comprehension Strategies Predicting Summarizing Access Complex Text Cause and Effect Making Inferences Writer's Craft Point of View Story Elements: Setting Story Elements: Plot</p> <p>Lesson Overview: Read Aloud: Aladdin and the Wonderful Lamp, Part One Genre: Folktale Essential Question Why do you think this story is called "One Thousand and One Nights"? Aladdin and the Wonderful Lamp, Part Two Genre: Folktale LEXILE® 700L Essential Question What are some qualities that make a story exciting? Social Studies Connection: Culture and Government</p> <p>Decodable: Little Havana in Miami</p> <p>Vocabulary: meanwhile, spark, bazaar, polished, fortune, sultan, procession, word, acquainted, extraordinary, spectacular, lord</p> <p>Spelling: cough, dough, pancake, through, thought, rough, allowed, aloud, moonlight, enough, thorough, throughout, thoughtful, foreword, forward</p> <p>Grammar: Dictionary Skills</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.2.3.e, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1d, L.2.1e, L.2.1f, L.2.2a, L.2.2d, L.2.4a, L.2.4d, L.2.5a, L.2.5b, RL.2.1, RL.2.2, RL.2.3, RL.2.10, RL.2.2, RL.2.5, RL.2.6, RL.2.7, 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>