

Name _____

ELA Unit 4 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group	<u>Read Aloud</u> <u>Essential ?</u> : What can you discover when you give things a second look? <u>Vocabulary</u> p. 250-251 (key book & cards) <u>Close Read</u> : "Where's Brownie?" p. 252-255 (key book)	<u>Read Aloud</u> <u>Mini-lessons</u> : Visualize p. 256 Point of View p. 257 Mystery p. 258 Adages and Proverbs p. 259 <u>Spelling</u> : Mini-lesson <u>Reread</u> : Sheet Discussion (on your own now during Flex)	<u>Read Aloud</u> <u>Read</u> : "A Window Into History" p. 282-291 (lock book) <u>Spelling</u> : Word Meanings Quizlet Live Sparkle!	<u>Read Aloud</u> <u>Read</u> : "A Second Chance for Chip" p. 294-297 (lock book) <u>Selection Test</u> : comprehension/vocab (lock book) and correct	<u>Read Aloud</u> <u>Weekly Assessment</u> <u>Spelling Test</u> (Write misspelled words 5xs)
ELA Flex Must Do: (by Fri Morning)	<input type="checkbox"/> Leveled Reader & Sheet (Google Classroom) <input type="checkbox"/> Fluency & Comprehension Sheet (Wonders To Do) <input type="checkbox"/> Vocab Practice (daily) (Cards, SpellingCity, Wonders To Do) <input type="checkbox"/> Reread "Where's Brownie?" p. 252-255 (key book) w/ sheet <input type="checkbox"/> Spelling: Pretest, Practice Daily (Spelling Fun), Post Test <input type="checkbox"/> Achieve Articles <ol style="list-style-type: none"> 1. 1000+ 2. 660 - 999 3. 400 - 659 4. 399 or below 				
At Home	<input type="checkbox"/> Read 20+ mins (daily) <input type="checkbox"/> Reading Log Entry (you can work on this in school if you have extra time)				
Grammar	<ul style="list-style-type: none"> • Daily Language Activity: I can learn to write the correct pronoun- verb agreement. • Grammar Handbook pg. 464 • More found at Mr. Haase's Writing/Grammar Classroom 				
Writing	<ul style="list-style-type: none"> • Build Writing Fluency: Write to a Prompt • Write to the Reading/ Writing Workshop Text • Writing Project: Opinion Essay 				

Student Outcomes



Close Reading of Complex Text

- Cite relevant evidence from text
- Identify author's point of view
- Summarize

Writing

Write to Sources

- Draw evidence from informational text
- Write an informative text
- Conduct extended research on Lewis and Clark

Writing Process

- Proofread/edit and publish fictional narrative

Speaking and Listening

- Engage in collaborative discussions about taking action
- Paraphrase portions of "Fighting for Change" and presentations on taking action
- Present information on taking action

Language Development

Conventions

- Ensure pronoun-verb agreement

Vocabulary Acquisition

- Acquire and use academic vocabulary

anticipation	defy	entitled	neutral
outspoken	reserved	sought	unequal
- Use prefixes and suffixes as clues to the meaning of a word

Foundational Skills

Phonics/Word Study

- Homographs

Spelling Words

contest	content	protest	combat
permits	rebel	present	insert
desert	subject	minute	compact
conduct	contract	refuse	conflict
research	excuse	entrance	extract

Fluency

- Phrasing