

Name_____

ELA Unit 5 Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group	<u>Read Aloud</u> <u>Essential ?</u> : How do shared experiences help people adapt to change? <u>Vocabulary</u> p. 322-323 (key book & cards) <u>Close Read</u> : “The Day the Rollets Got Their Moxie Back” p. 324-327 (key book)	<u>Read Aloud</u> <u>Mini-lessons</u> : Make Predictions p. 328 Compare & Contrast p. 329 Historical Fiction p. 330 Idioms p. 331 <u>Spelling</u> : Mini-lesson Quizlet Live Sparkle!	<u>Read Aloud</u> <u>Read</u> : “Bud, Not Buddy” p. 364-377 (lock book) <u>Spelling</u> : Word Meanings	<u>Read Aloud</u> <u>Read</u> : “Musical Impressions” p. 380-383 (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, Quizlet) <input type="checkbox"/> Reread “The Day the Rollets Got Their Moxie Back” p. 324-327 (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 produce complex sentences. • 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



Ken Karp/McGraw-Hill Education

Close Reading of Complex Text

- Cite relevant evidence from text
- Describe character, setting, plot: compare and contrast
- Make predictions

Writing

Write to Sources

- Draw evidence from literature
- Write a narrative text
- Conduct short research on photographs from the Great Depression

Writing Process

- Draft and revise an informational article

Speaking and Listening

- Engage in collaborative discussions about working together
- Paraphrase portions of "Starting Over" and presentations on working together
- Present information on better together

Language Development

Conventions

- Produce complex sentences

Vocabulary Acquisition

- Acquire and use academic vocabulary
 assume guarantee nominate obviously
 rely supportive sympathy weakling
- Demonstrate understanding of idioms

Foundational Skills

Phonics/Word Study

- Homophones

Spelling Words

sweet	prey	peer	pole
poll	pray	waste	manner
current	manor	pier	waist
currant	presents	counsel	presence
council	stationary	stationery	suite

Fluency

- Expression and Phrasing