

Weekly Planner

Oct 30, 2024 - Nov 05, 2024

Tara Swaffar

Unit 2, Week 5, Tara Swaffar's Class

Weekly Concept: POETRY

Wednesday, Oct 30, 2024

Whole Group

Talk About It: **SL.3.1b, SL.3.2, SL.3.2, SL.3.3, SL.3.1.B**
Introduce the Genre: **L.3.5a, RL.3.1, L.3.5.A, RL.3.1**
“Empanada Day”: **RL.3.5, RL.3.5**
Words in Context: **L.3.5a, RI.3.4, L.3.5.A, RI.3.4**
Similes: **L.3.5a, RI.3.4, L.3.5.A, RI.3.4**
Possessive Nouns: **L.3.2d, L.CCR.2, L.3.2.B**
Talk About It: **L.3.2d, L.CCR.2, L.3.2.B**
Digraphs: **L.3.2.D, L.3.2f, L.3.2g**
Connect to Words: **L.3.4b, RL.3.4, L.3.5a, RL.3.4, L.3.5.A, L.3.4.B**

Small Group
DIFFERENTIATED
INSTRUCTION

Approaching
Level

Leveled Reader *Problem Solved*: **RL.3.6, L.3.5.A, RL.3.6, L.3.5a**
Decode Words With Digraph *th*: **RF.3.3**
Review High-Frequency Words: **L.3.2.D, L.3.2e**
Similes: **L.3.5.A, L.3.5a**

On Level

Leveled Reader *The Long Walk*: **RL.3.6, L.3.5.A, L.3.5a, RL.3.6**
Review Vocabulary Words

Beyond Level

Leveled Reader *Two Up, One Down*: **RL.3.6, L.3.5.A, RL.3.6, L.3.5a**
Review Domain-Specific Words: **L.3.1i**

English
Language
Learner

“Empanada Day,” “Cold Feet,” “Our Washing Machine,” and “Bugged”: **RI.3.6, RL.3.5, RL.3.5, RI.3.6**
“*The Inventor Thinks Up Helicopters*” and “*Ornithopter*”: **RL.3.5, RL.3.5**

<p>Whole Group</p>		<p>Alliteration and Rhyme: L.3.2.D, RL.3.5, RL.3.5, L.3.2f Limerick and Free Verse: RL.3.10, RL.3.5, RL.3.5, RL.3.10 Point of View: RL.3.6, RL.3.6 Craft and Structure: RL.3.5, L.3.5a, L.3.5.A, RL.3.5 Write About the Shared Read: W.3.10, W.3.10 Digraphs: SL.3.5, RF.3.3c, RF.3.3, L.3.2f, L.3.2g, L.3.2.D, SL.3.5, RF.3.3.C Open Syllables: SL.3.5, RF.3.3c, RF.3.3, SL.3.5, RF.3.3.C Fluency: SL.3.5, RF.3.3c, RF.3.3, SL.3.5, RF.3.3.C Gathering Information: W.3.7, W.3.8, W.3.7, W.3.8 Possessive Nouns: L.3.2d, L.CCR.2, L.3.2.B Talk About It: L.3.2d, L.CCR.2, L.3.2.B Digraphs: L.3.2.D, L.3.2f, L.3.2g Related Words: L.3.4b, RL.3.4, L.3.5a, RL.3.4, L.3.5.A, L.3.4.B</p>
<p>Small Group DIFFERENTIATED INSTRUCTION</p>	<p>Approaching Level</p>	<p>Leveled Reader <i>Problem Solved</i>: RL.3.6, L.3.5.A, RL.3.6, L.3.5a Genre Passage "Learning to Read": RL.3.4, RL.3.5, RL.3.4, RL.3.5 Review Vocabulary Words Answer Yes/No Questions: L.3.5 Identify The Narrator's Thoughts And Feelings: RL.3.6, RL.3.6 Review Point Of View: RL.3.6, RL.3.6</p>
	<p>On Level</p>	<p>Leveled Reader <i>The Long Walk</i>: RL.3.6, L.3.5.A, L.3.5a, RL.3.6 Genre Passage "Learning to Read": RL.3.4, RL.3.5, RL.3.4, RL.3.5 Similes: L.3.5a, L.3.5.A</p>
	<p>Beyond Level</p>	<p>Leveled Reader <i>Two Up, One Down</i>: RL.3.6, L.3.5.A, RL.3.6, L.3.5a Genre Passage "Learning to Read": RL.3.4, RL.3.5, RL.3.4, RL.3.5 Similes: L.3.5a, L.3.5.A</p>
	<p>English Language Learner</p>	<p>"Empanada Day," "Cold Feet," "Our Washing Machine," and "Bugged": RI.3.6, RL.3.5, RL.3.5, RI.3.6 <i>"The Inventor Thinks Up Helicopters" and "Ornithopter"</i>: RL.3.5, RL.3.5 Leveled Reader <i>The Long Walk</i>: RL.3.3, RF.3.4b, RF.3.4.B, RL.3.3 Genre Passage "Learning to Read," "Missing Glasses," and "Curious Cat": RL.3.5, RL.3.5</p>

<p>Whole Group</p>	<p><i>“The Inventor Thinks Up Helicopters” and “Ornithopter”</i>: W.3.10, L.3.5a, RL.3.6, RL.3.1, W.3.10, RL.3.6, L.3.5.A, RL.3.1</p> <p>Respond to the Text: W.3.10, RL.3.6, L.3.5.A, RL.3.1, W.3.10, RL.3.6, L.3.5a, RL.3.1</p> <p>Possessive Nouns: L.3.2.B, L.3.2d, L.CCR.2</p> <p>Talk About It: L.3.2d, L.CCR.2, L.3.2.B</p> <p>Digraphs: L.3.2.D, L.3.2f, L.3.2g</p> <p>Reinforce the Words: L.3.4b, RL.3.4, L.3.5a, RL.3.4, L.3.5.A, L.3.4.B</p>
<p>Small Group DIFFERENTIATED INSTRUCTION</p>	<p>Approaching Level</p> <p>Leveled Reader <i>Problem Solved</i>: RL.3.6, L.3.5.A, RL.3.6, L.3.5a</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p> <p>Build Words With Digraphs: RF.3.3c, RF.3.3, RF.3.3.C</p> <p>Fluency: RF.3.4.B, RF.3.4b</p>
	<p>On Level</p> <p>Leveled Reader <i>The Long Walk</i>: RL.3.6, L.3.5.A, L.3.5a, RL.3.6</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p> <p>Review Point Of View: RL.3.6, RL.3.6</p>
	<p>Beyond Level</p> <p>Leveled Reader <i>Two Up, One Down</i>: RL.3.6, L.3.5.A, RL.3.6, L.3.5a</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p> <p>Review Point Of View: RL.3.6, RL.3.6</p>
	<p>English Language Learner</p> <p>“Empanada Day”: RL.3.5, RL.3.5</p> <p>Grammar in Context: L.3.2d, L.3.2, L.3.2.B</p> <p>Independent Time: L.3.2</p> <p><i>“The Inventor Thinks Up Helicopters” and “Ornithopter”</i>: RL.3.5, RL.3.5</p> <p>Grammar in Context: Text Deconstruction: L.3.1</p> <p>Independent Time: L.3.1</p> <p>Leveled Reader <i>The Long Walk</i>: RL.3.3, RF.3.4b, RF.3.4.B, RL.3.3</p> <p>Genre Passage “Learning to Read,” “Missing Glasses,” and “Curious Cat”: RL.3.5, RL.3.5</p>

Whole Group	<p>“The Inventor Thinks Up Helicopters” and “Ornithopter”: W.3.10, RL.3.6, L.3.5a, RL.3.1, W.3.10, RL.3.6, L.3.5.A, RL.3.1</p> <p>“Montgolfier Brothers’ Hot Air Balloon”: RL.3.6, RL.3.1, RL.3.1</p> <p>Write About the Anchor Text: W.3.10, W.3.10</p> <p>Voice: RL.3.5, L.3.5a, L.3.5.A, RL.3.5</p> <p>Poetry Expert Model: RL.3.5, L.3.5a, L.3.5.A, RL.3.5</p> <p>Poetry Plan: Choose Your Topic: SL.3.1b, L.3.3a, SL.3.1.B, L.3.3.A</p> <p>Poetry Plan: Ideas: W.3.4, W.3.4</p> <p>Possessive Nouns: L.3.2d, L.CCR.2, L.3.2.B</p> <p>Talk About It: L.3.2.B, L.3.2d, L.CCR.2</p> <p>Digraphs: L.3.2.D, L.3.2f, L.3.2g</p> <p>Connect to Writing: L.3.4b, RL.3.4, L.3.5a, RL.3.4, L.3.5.A, L.3.4.B</p>	
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	<p>Paired Read: “Rainy Day”: RL.3.6, L.3.5.A, L.3.5a, RL.3.6</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p> <p>Practice Words With Digraphs: RF.3.3c, RF.3.3, RF.3.3.C</p>
	On Level	<p>Paired Read: “The Forgetful Girl” and “The Friendly Frog”: RL.3.6, L.3.5.A, RL.3.6, L.3.5a</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p>
	Beyond Level	<p>Paired Read: “I Listen” and “The Nesting Box”: RL.3.6, L.3.5.A, RL.3.6, L.3.5a</p> <p>Genre Passage “Learning to Read”: RL.3.4, RL.3.5, RL.3.4, RL.3.5</p>
	English Language Learner	<p>Independent Time: L.3.2</p> <p>Independent Time: L.3.1</p> <p>Paired Read: “Thomas, the Mess Monster”: RL.3.3, RF.3.4b, RF.3.4.B, RL.3.3</p> <p>Respond to Reading</p> <p>Level Up</p>

<p>Whole Group</p>	<p>Text Connections: RL.3.5, RL.3.5 Fluency: RF.3.4.B, RF.3.4b “Montgolfier Brothers’ Hot Air Balloon”: RL.3.1, RL.3.1 Poetry Draft: RL.3.5, L.3.1.K, RL.3.5 Possessive Nouns: L.3.2.B, L.3.2d, L.CCR.2 Talk About It: L.3.2.B, L.3.2d, L.CCR.2 Digraphs: L.3.2.D, L.3.2f, L.3.2g Word Squares: L.3.4b, RL.3.4, L.3.5a, RL.3.4, L.3.5.A, L.3.4.B Progress Monitoring</p>
<p>Small Group DIFFERENTIATED INSTRUCTION</p>	<p>Approaching Level Literature Circles: RL.3.6, L.3.5.A, RL.3.6, L.3.5a Self-Selected Reading: RL.3.6, RL.3.6</p>
	<p>On Level Literature Circles: RL.3.6, L.3.5.A, RL.3.6, L.3.5a Self-Selected Reading: RL.3.6, RL.3.6</p>
	<p>Beyond Level Literature Circles: RL.3.6, L.3.5.A, RL.3.6, L.3.5a Self-Selected Reading: RL.3.6, RF.3.4.A, RL.3.6, RF.3.4a</p>
	<p>English Language Learner Independent Time: L.3.2 Independent Time: L.3.1 Self-Selected Reading Literature Circles: RL.3.3, RF.3.4b, RF.3.4.B, RL.3.3 Level Up</p>