### DAY 3

**Grade 3**
- **Listening/Speaking**
  - Focus Question: How is the problem in "Community Works" similar to the problem in Seven Spools of Thread? How are the solutions to the problems different?
  - Summarize, 429
- **Vocabulary**
  - R3.1.7, R3.1.8
  - Review Words, Related Words, 35B
- **Spelling**
  - Word Meanings, 35D LC1.1.8
  - Reproducible, SP47

**Grade 4**
- **Listening/Speaking**
  - Focus Question: How is Country Mouse's experience similar to Chester's? How is it different? Use details from both selections in your answer.
  - Summarize, 429
- **Vocabulary**
  - R4.1.2, R4.1.5
  - Review Words, Related Words, 433B
- **Spelling**
  - Word Meanings, 433D LC4.1.7
  - Reproducible, SP47

### DAY 4

**Grade 3**
- **Listening/Speaking**
  - Focus Question: Why is the sun important in Seven Spools of Thread?
  - R3.1.7, R3.1.8
  - Review Words, Morphology, 35B
- **Spelling**
  - Proofread, 35D LC1.1.8
  - Practice Book, 200

**Grade 4**
- **Listening/Speaking/Viewing**
  - Focus Question: Think about the editorial and The Cricket in Times Square. What misunderstandings do people have about crickets? About bats?
  - R4.1.2, R4.1.4
  - Content Vocabulary: colony, echolocation, insecticides, 430
  - Practice Book, 200

### DAY 5

**Grade 3**
- **Listening/Speaking/Viewing**
  - Focus Question: Life in the city can be surprising and dangerous. Write a short story or essay showing how life in the city might seem to someone from the country.
  - LC4.1.7
  - Reproducible, SP48

**Grade 4**
- **Listening/Speaking/Viewing**
  - Focus Question: The story. Write how you feel about
  - Practice Book, 200

### Read
- **Seven Spools of Thread**, 10–31
- **The Cricket in Times Square**, 410–427
- **What Causes Day and Night?**
  - 34–35
- **The Chance of a Lifetime**, 430–433
- **The Chances of a Lifetime**, 440–443

### Comprehension
- **Critical Thinking**, 33
- **Review Skill**: Character, Setting, and Plot, 33B LC3.1.3
- **Fluency**: Repeated Reading: Phrasing, 33A R3.1.4
  - Practice Book, 196

### Writing
- **Daily Writing Prompt**: Imagine that you are one of the seven brothers in the story. Write how you feel about working with your brothers now and why. W3.2.1
- **Dialogue, 37D**
- **Grammar**
  - Daily Language Activities, 35E
  - Mechanics and Usage, 35F Reproducible, GR47 LC3.1.3

### Quick Check
- **Fluency, 33A**
- **Fluency, 429A**
- **Vocabulary, 35A–35B**
- **Vocabulary, 433B**

### Weekly Assessment
- **37I–37J**
- **381–38J**

### Practice Book
- **196**
- **197**
- **200**
- **202**
- **321–324**
- **406J**

### Review and Assess
- **Self-Selected Reading, 6J R3.3.2**
- **Comprehension**
  - Critical Thinking, 35 ES3.4.d, ES3.4.e
  - Practice, 6J R3.1.7
- **Fluency**
  - Practice, 406J R4.1.1

### Practice, 429A R4.1.1
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### DAY 5: Review and Assess

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**Note:**
- **Reading** Nacho and Lolita, 42–61
- **Comprehension** Critical Thinking, 63
- **Review** Skill: Draw Conclusions, 63B
- **Fluency** Repeated Reading: Expression, 63A
- **Writing** Daily Writing Prompt: Describe a sacrifice you once made for a friend or family member.
- **Grammar** Daily Language Activities, 65E
- **Mechanics and Usage**, 459E
- **Connect to Writing**, 459B
- **Vocabulary** Practice Book, 208
- **Spelling** Related Words, 65B
- **Fluency** Related Reading: Expression, 459A
- **Weekly Assessment**, 67G–67H
- **Daily Writing Prompt** Write a poem describing what daily life would be like if you lived underground the way an ant does.
- **Reading/Writing Connection**, 67C–67D
- **Grammar** Daily Language Activities, 65E
- **Linking Verbs**, 459E
- **Vocabulary** Practice Book, 214
- **Weekly Assessment**, 416G–461H
**Grade 3**

**Listening/Speaking/Viewing**

- **Focus Question**: Why is it a good idea for people to work together to solve problems?
- **Read Aloud**: “Walk Lightly,” pp. 68–68M
- **Build Background**: Background, 68

**Comprehension**

- **Summarize**: Summarize
- **Fact and Opinion**: Fact and Opinion

**Vocabulary**

- **Grade 3**: W 3.2.1, R 3.2.5, R 3.2.6
- **Grade 4**: R 4.2.2, R 4.2.6

**Writing Process**

- **Serve the Community**: Problem/Solution
- **Evaluate**: Evaluate
- **Reproduce**: Reproduce

**Language Arts**

- **Grammar**: Grammar
- **Practice Book**: Practice Book, 218

**ASSESSMENT**

- **Quick Check**: Vocabulary, 70
  - **Comprehension**: Comprehension, 71B

**Grade 4**

**Listening/Speaking/Viewing**

- **Focus Question**: How can working together make your community a better place to live?
- **Read Aloud**: “At the Flick of a Switch,” pp. 462L–462M
- **Build Background**: Background, 462

**Comprehension**

- **Problem/Solution**: Problem/Solution
- **Fact and Opinion**: Fact and Opinion

**Vocabulary**

- **Grade 3**: R 3.1.4, R 3.1.5, R 3.1.8
- **Grade 4**: R 3.1.4, R 3.1.5, R 3.1.8

**Writing Process**

- **Serve the Community**: Problem/Solution
- **Evaluate**: Evaluate
- **Reproduce**: Reproduce

**Language Arts**

- **Grammar**: Grammar
- **Practice Book**: Practice Book, 228

**ASSESSMENT**

- **Quick Check**: Vocabulary, 464
  - **Comprehension**: Comprehension, 465B

**California Standards**

**Grade 3**

- **Vocabulary Words**: Word Parts/Suffixes
  - R 3.1.4, R 3.1.5, R 3.1.8

- **Comprehension Strategy**: Summarize
  - R 3.2.5, R 3.2.6

**Writing Fictional Narrative**: Short
- W 3.1.1, W 3.1.4

**History/Social Science**
- LS 3.3.C, HSS 3.4.A

**Grade 4**

- **Vocabulary Words**: Word Origins
  - R 4.1.2, R 4.1.4

- **Comprehension Strategy**: Evaluate
  - R 4.2.2, R 4.2.6

**Writing Process**

- **Summaries**: Summaries
  - W 4.1.1, W 4.1.10, W 4.2.4

**History/Social Science**
- HSS 4.5.3, HSS 4.5.4

**Whole Group**

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**Reading**

- **Read**: “A Higher Goal,” “Words to Live By,” and “Service with a Smile”, pp. 70–71
- **Comprehension**: pp. 71A–71B
  - **Strategy**: Summarize
  - R 3.2.5

**Vocabulary**

- **Grade 3**: w, a, au, aw, alt, alk, all, ough
  - LC 3.1.8

**Spelling**

- **Model Fluency**: 68M
- **Practice Book**: Practice Book, 224

**Writing**

- **Daily Writing Prompt**: Describe how you felt after solving a problem you saw.
  - Prewrite, 79G–79H

**Grammar**

- **Daily Language Activities**: Constructions with Not, 79E
  - Reproducible, GR52

**Phonics**

- **Practice Book**: Practice Book, 223
- **Reproducible**: GR52

**Comprehension**

- **Grade 3**: p. 468A–468B
- **Grade 4**: p. 469A

**Language Arts**

- **Grammar**: Grammar
- **Practice Book**: Practice Book, 228

**ASSESSMENT**

- **Informal/Formal**: Informal/Formal
- **Quick Check**: Vocabulary, 70
  - **Comprehension**: Comprehension, 71B

**Quick Check**

- **Grade 3**: Differentiated Instruction 79Q–79PP
- **Grade 4**: Differentiated Instruction 473Q–473PP
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<td>Focus Question: Has Backpacks for Kids been successful? How can you tell? Use details from the article to support your answer.</td>
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**Weekly Assessment:**

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- Grade 4: 473O–473P

**Weekly Assessment:**

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- Grade 4: 473O–473P
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<td>Make a list of why older siblings can be frustrating and make a list of how they can be helpful. Formatting Dialogue, 109D</td>
<td>Write out a plan describing how your family could follow to help her family. Formatting Dialogue, 109D</td>
<td>Write a diary entry describing the earthquake as any character in The Earth Dragon Awakes but Chin and Henry. Reading/Writing Connection, 109E–109F</td>
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## Grades 3–4 Unit 4 Week 5 Combination Class Lesson Plan

### Whole Group

#### ORAL LANGUAGE
- **Listening/Comprehension**
- **Speaking/Viewing**

### Day 1

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<td>Focus Question: What can family members accomplish when they work together?</td>
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### Vocabulary

#### R.3.1.4
- decisions, communicate, essential, responsible, research, specialist, 113, 129A
- Practice Book, 242

#### R.4.1.3
- balloon, applauded, headlines, hoisting, assured, assembled, 507, 529A
- Practice Book, 242

#### R.3.1.5
- Review Words, Thesaurus/Related Words, 114, 129A
- Practice Book, 247

#### R.4.1.5
- Review Words, Suffixes, 508, 529A
- Practice Book, 247

### Phonics/Word Study

#### R.3.1.4
- Read: “A Robot on Your Team,” 112–113

#### R.4.1.3
- Comprehension, 113A–113B
- Practice Book, 243

### Fluency

#### Reading
- Model Fluency, 110M

#### Writing
- Daily Writing Prompt: Make a list of all the jobs you can think of that require teamwork.

### Language Arts

#### Grade 3

- **Vocabulary**
  - Vocabulary Words
  - Thesaurus/Related Words B.3.1.4, B.3.1.5
- **Comprehension**
  - Strategy: Monitor Comprehension
  - Skill: Sequence
- **Writing**
  - Formatting Dialogue: W.3.1.1, W.3.1.4
  - Practice Book, 243
  - Model Fluency, 110M

#### Grade 4

- **Vocabulary**
  - Vocabulary Words
  - Suffixes B.4.1.2, B.4.1.4
- **Comprehension**
  - Strategy: Monitor Comprehension
  - Skill: Author’s Perspective
- **Writing**
  - Formatting Dialogue: W.4.1.1, W.4.1.10
  - Practice Book, 250

### Science

#### Grade 3

- **ES 3.4, ES 3.4.b**

#### Grade 4

- **ES 4.5.b**

### Assessment

#### Informal/Formal

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#### ASSESSMENT

- **Grade 3**
  - Differentiated Instruction 131I–131HH
- **Grade 4**
  - Differentiated Instruction 531I–531HH
### DAY 3

**Grade 3**
- **Listening/Speaking**
  - **Focus Question**: What is the common main idea in "Life in Antarctica" and *Penguin Chick*? Use details from both selections to support your answer. Summarize, 167
- **Vocabulary**
  - LC 3.1.4
  - LC 4.1.5
  - LC 4.1.7
- **Spelling**
  - Word Meanings, 169D
  - Reproducible, SP62

**Grade 4**
- **Listening/Speaking**
  - **Focus Question**: What is the common main idea in "Life in Antarctica," *Penguin Chick,* and "Antarctic Anthem," and *A Walk in the Desert.* Compare what happens to the animals in *A Walk in the Desert* to the food chain in this article. What is the relationship between a jackrabbit and a coyote? Where would they be in the food chain?
- **Comprehension**
  - Genre: Poetry
  - Text Feature: Rhythmic Patterns and Imagery, 168
- **Fluency**
  - LC 3.1.2

### DAY 4

**Grade 3**
- **Listening/Speaking/Viewing**
  - **Focus Question**: Compare "Antarctic Anthem" to *Penguin Chick.* Which selection gives more information about life in Antarctica?
- **Comprehension**
  - Genre: Nonfiction
- **Fluency**
  - Practice Book, 258

**Grade 4**
- **Listening/Speaking/Viewing**
  - **Focus Question**: Compare the main ideas and details in "Life in Antarctica," *Penguin Chick,* and "Antarctic Anthem." Which selection gave us the most details? What are some of those details?
- **Comprehension**
  - Genre: Fiction
  - Text Feature: Flow Chart, 564
- **Fluency**
  - Practice Book, 261

### DAY 5

**Grade 3**
- **Listening/Speaking/Viewing**
  - **Focus Question**: What happens when someone has to survive on a desert island? Conferences/Revision (Assignments), 569G–569H
- **Grammar**
  - Adjectives, 567F
  - Reproducible, GR63

**Grade 4**
- **Listening/Speaking/Viewing**
  - **Focus Question**: Compare the main ideas and details in "Life in Antarctica," *Penguin Chick,* and "Antarctic Anthem." Which selection gave us the most details? What are some of those details?
- **Grammar**
  - Daily Language Activities, 567E

### Quick Check
- **Fluency**, 167A
- **Fluency**, 563A
- **Vocabulary**, 169A–169B
- **Vocabulary**, 567B

### Weekly Assessment
- **Grade 3**: 171I–171J
- **Grade 4**: 569I–569J
### Grades 3–4 Unit 5 Week 2 Combination Class Lesson Plan

**ORAL LANGUAGE**

- **Grade 3**
  - **Listening Comprehension**
  - **Speaking/Viewing**
  - Duration: 15–20 min

- **Grade 4**
  - **Listening Comprehension**
  - **Speaking/Viewing**
  - Duration: 15–20 min

**WORD STUDY**

- **Grade 3**
  - **Vocabulary**
  - **Phonics/Word Study**
  - **Spelling**
  - Duration: 20–30 min

- **Grade 4**
  - **Vocabulary**
  - **Phonics/Word Study**
  - **Spelling**
  - Duration: 20–30 min

**READING**

- **Grade 3**
  - **Comprehension**
  - Duration: 30–40 min

- **Grade 4**
  - **Comprehension**
  - Duration: 30–40 min

**LANGUAGE ARTS**

- **Grade 3**
  - **Writing**
  - **Grammar**
  - Duration: 30–40 min

- **Grade 4**
  - **Writing**
  - **Grammar**
  - Duration: 30–40 min

**ASSESSMENT**

- **Quick Check**
  - **Vocabulary**
  - **Comprehension**
  - **Grammar**
  - Duration: 45–60 min

**Grade 3**

- **Vocabulary**
  - **Focus Question**
  - **Comprehension**
  - **Quick Check**

**Grade 4**

- **Vocabulary**
  - **Focus Question**
  - **Comprehension**
  - **Quick Check**

---

**DAY 1**

**Grade 3**

- **Listening/Speaking/Viewing**
- **Focus Question**: What does this animal home have in common with people’s homes?
- **Read Aloud**: “Nests and How They Are Built,” 172L–172M
- **Build Background**: 172

**Grade 4**

- **Listening/Speaking/Viewing**
- **Focus Question**: How do some animal homes similar to your home?
- **Read Aloud**: “Amazing Animals,” 570L–570M
- **Build Background**: 570

---

**DAY 2**

**Grade 3**

- **Listening/Speaking**
- **Focus Question**: What does this folktale teach you about life?

**Grade 4**

- **Listening/Speaking**
- **Focus Question**: What do you think makes the desert animal on pages 570–571 unique?

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**Grade 3**

- **Vocabulary**: B.3.1.4, B.3.1.6
- **Word Study**: arch, shallow, shelter, 175, 197A
- **Spelling**: Pretest, 197C

**Grade 4**

- **Vocabulary**: R.4.1.2
- **Word Study**: Homophones, 176
- **Spelling**: Pretest: Open Syllables, 595C

---

**SKILLS**

- **Grammar**: Subject and Object Pronouns, 197E
- **Logical Structure**: Strong First Sentences, 198–199
- **Writing**: Daily Writing Prompt
- **Fluency**: Model Fluency, 172M

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**ASSESSMENT**

- **Informal/Formal**
- **Quick Check**:
  - **Vocabulary**: 174
  - **Comprehension**: 175B
  - **Grammar**: 197E

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**RESOURCES**

- **Practice Book**: 265, 266, 267, 268
- **Read Aloud**: “Web Spinners,” 174–175
- **Read Aloud**: “Nests and How They Are Built,” 172L–172M

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**ADDITIONAL RESOURCES**

- **Reproducible**: GR64
- **Reproducible**: SP64
- **Practice Book**: 265, 266, 267, 268

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**DIFFERENTIATED INSTRUCTION**

- **Grade 3**
  - Differentiated Instruction 199I–199HH
- **Grade 4**
  - Differentiated Instruction 597I–597HH

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### DAY 3

**Grade 3**

**Listening/Spoken Language**
- Focus Question: Compare the stories on pages 174–175 of "Web Spinners" with the structure of another animal home. Summarize, 193

**Vocabulary**
- **R3.1.4, R3.1.6** Review Words, Related Words, 197B
- **LC 3.1.8** Reproducible, SP65

**Spelling**
- Word Meanings, 197D
- **LC 3.1.8** Reproducible, SP65

**Reading**
- Animal Homes, 176–191
- **R4.2.2** Critical Thinking, 193
- **LC 3.1.4** Main Idea and Details, 193B

**Fluency**
- Repeated Reading: Pacing and Phrasing, 193A
- **R3.1.3** Practice Book, 269

**Writing**
- Daily Writing Prompt: Describe an animal home that you would like to build for a pet. List the materials you will use and write steps to build the home. Logical Structure: Writing Leads, 199B
- **W3.1.1** 197F
- **Grammar**
  - Mechanics and Usage, 197F
  - Reproducible, GR65

**Quick Check**
- Fluency, 193A

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**Grade 4**

**Listening/Spoken Language**
- Focus Question: What information did you learn about roadrunners from "Roadrunners: Surprising Birds" that was not provided in Roadrunner's Dance? Use details in your answer. Summarize, 591
- **194.2.3**

**Vocabulary**
- **R4.1.2, R4.1.5** Review Words, Related Words, 595B
- **R4.1.4, R4.1.6** Content Vocabulary: personality, behavior, individual, 194
- **LC 4.1.7** Reproducible, SP65

**Spelling**
- Word Meanings, 595D
- **LC 4.1.7** Practice Book, 273

**Reading**
- Roadrunner's Dance, 574–589
- **R4.2.2** Critical Thinking, 193
- **LC 4.1.4** Main Idea and Details, 193B

**Fluency**
- Repeated Reading: Intonation/Pacing, 591A
- **R4.1.1** Practice Book, 269

**Writing**
- Daily Writing Prompt: Why do people say, "Practice makes perfect"? Logical Structure: Chronological Order, 597B
- **W4.2.1.b** 197F
- **Grammar**
  - Daily Language Activities, 595E
  - Mechanics and Usage, 595F
  - Reproducible, GR65

**Quick Check**
- Fluency, 193A

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### DAY 4

**Grade 3**

**Listening/Spoken Language**
- Focus Question: Compare the covered in Animal Homes with the parrot in this selection. What does each bird's behavior tell you about its personality?
- **194.2.3**

**Vocabulary**
- **R3.1.4, R3.1.6** Review Words, Related Words, 595B
- **R4.1.4, R4.1.5** Content Vocabulary: personality, behavior, individual, 194
- **LC 4.1.7** Reproducible, SP65

**Spelling**
- Word Meanings, 595D
- **LC 4.1.7** Practice Book, 273

**Reading**
- "Do Animals Have Personalities?" 194–197
- **R4.1.1** Critical Thinking, 193
- **LC 4.1.4** Main Idea and Details, 193B

**Fluency**
- Repeated Reading: Intonation/Pacing, 591A
- **R4.1.1** Practice Book, 269

**Writing**
- Daily Writing Prompt: Write a limerick about an animal's home. Follow the pattern of rhythm and rhyme of limericks. Reading/Writing Connection, 199C–199D
- **W4.1.1, W4.2.1.b** 197F
- **Grammar**
  - Daily Language Activities, 197E
  - Subject and Object Pronouns, 197F
  - Practice Book, 275

**Quick Check**
- Vocabulary, 197B

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**Grade 4**

**Listening/Spoken Language**
- Focus Question: Using what you learned in Animal Homes and "Web Spinners," describe some of the different animal homes.

**Vocabulary**
- **R4.1.2, R4.1.5** Review Words, Related Words, 595B
- **R4.1.4, R4.1.5** Content Vocabulary: personality, behavior, individual, 194
- **LC 4.1.7** Practice Book, 273

**Spelling**
- Word Meanings, 595D
- **LC 4.1.7** Practice Book, 273

**Reading**
- "Flycatcher and Coyote" 592–595
- **R4.3.4, R4.3.5** Critical Thinking, 197
- **LC 4.3.4** Main Idea and Details, 197B

**Fluency**
- Repeated Reading: Intonation/Pacing, 591A
- **R4.1.1** Practice Book, 269

**Writing**
- Daily Writing Prompt: Write an alternate ending for "Flycatcher and Coyote." What if someone saw Coyote? What if he was not so proud?
- **W4.1.1, W4.2.1.b** 197F
- **Grammar**
  - Daily Language Activities, 595E
  - Articles, 595F
  - Reproducible, GR66

**Quick Check**
- Vocabulary, 595B

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### DAY 5

**Grade 3**

**Listening/Spoken Language**
- Focus Question: Authors sometimes use humor to tell stories with serious points. Why do you think that is? What are some examples in this week's stories?

**Vocabulary**
- **R3.1.4, R3.1.6** Review Words, Related Words, 595B
- **LC 3.1.4** Main Idea and Details, 193B

**Spelling**
- Word Meanings, 197D
- **LC 3.1.8** Reproducible, SP66

**Reading**
- Self-Selected Reading, 570J
- **R3.1.3** Critical Thinking, 197
- **LC 3.1.3** Main Idea and Details, 193B

**Fluency**
- Practice, 570J
- **R4.1.1** 197F

**Writing**
- Daily Writing Prompt: Think of an animal whose home you know about. Write a description of its home from the animal's point of view.
- **W4.1.10** 197F
- **Grammar**
  - Daily Language Activities, 595E
  - Articles, 595F
  - Reproducible, GR66

**Quick Check**
- Vocabulary, 597G–597H

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**Grade 4**

**Listening/Spoken Language**
- Focus Question: Using what you learned in Animal Homes and "Web Spinners," describe some of the different animal homes.

**Vocabulary**
- **R4.1.2, R4.1.5** Review Words, Related Words, 595B
- **R4.1.4, R4.1.5** Content Vocabulary: personality, behavior, individual, 194
- **LC 4.1.7** Practice Book, 273

**Spelling**
- Word Meanings, 595D
- **LC 4.1.7** Practice Book, 273

**Reading**
- Self-Selected Reading, 570J
- **R3.1.3** Critical Thinking, 197
- **LC 3.1.3** Main Idea and Details, 193B

**Fluency**
- Practice, 570J
- **R4.1.1** 197F

**Writing**
- Daily Writing Prompt: Think of an animal whose home you know about. Write a description of its home from the animal's point of view.
- **W4.1.10** 197F
- **Grammar**
  - Daily Language Activities, 595E
  - Articles, 595F
  - Reproducible, GR66

**Quick Check**
- Vocabulary, 597G–597H

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**Weekly Assessment, 199G–199H**

**Weekly Assessment, 597G–597H**
**Grade 3**

**Call of the Wild, pp. 204–207**

- **Wholesale Group**
  - Listening Comprehension
  - Speaking/Viewing

- **Whole Group**
  - Listening/Viewing
  - Vocabulary: R3.1.4, R3.1.6

**Grade 4**

**Animals Come Home to Our National Parks, pp. 602–605**

- **Whole Group**
  - Listening Comprehension
  - Speaking/Viewing

- **Whole Group**
  - Listening/Viewing
  - Vocabulary: R3.1.4, R3.1.6

- **Whole Group**
  - Listening/Viewing
  - Vocabulary: R3.1.4, R3.1.6, R3.1.8

**California Standards**

**Grade 3**

- **Vocabulary**
  - Vocabulary Words: Context Clue/Synonyms R3.1.4, R3.1.6, R3.1.8

- **Comprehension**
  - Strategy: Analyze Text Structure

- **Writing Process**
  - Personal Narrative: W3.1.1, W3.1.4

- **Science**
  - LS3.3.d

**Grade 4**

- **Vocabulary**
  - Vocabulary Words: Word Parts/Latin Roots R4.1.2, R4.1.4

- **Comprehension**
  - Strategy: Summarize

- **Writing**
  - Expository: Compare and Contrast W4.1.10, W4.2.3

- **Science**
  - ES4.3.a, ES4.3.b
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<td><strong>Listening/Speaking</strong></td>
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<tr>
<td><em>Focus Question</em> What effect is global warming having on some birds and turtles?</td>
<td><em>Focus Question</em> Compare the problems a park ranger at Yellowstone might face with those of a ranger in Yosemite or Petrified Forest National Park.</td>
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<td><strong>Vocabulary</strong></td>
<td><strong>Focus Question</strong> What does the author mean when he says the animal kingdom is more of a democracy?</td>
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<td><strong>Listening/Speaking/Viewing</strong></td>
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<tr>
<td><em>Focus Question</em> How do you feel about changes? What kinds of events cause you to adapt?</td>
<td><em>Focus Question</em> Summarize the most important ideas you have learned about national parks this week.</td>
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<td><strong>Vocabulary</strong></td>
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<td><strong>Posts, Connect to Writing, 211B</strong></td>
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### Quick Check

| Fluency, 207A | Fluency, 605A | Vocabulary, 609B | Weekly Assessment, 2110–211P | Weekly Assessment, 6090–609P |
### Grades 3–4 Unit 5 Week 4 Combination Class Lesson Plan

**Whole Group**

**Grade 3**
- **Listening Comprehension**
- **Speaking/Viewing**

**Grade 4**
- **Listening Comprehension**
- **Speaking/Viewing**

**ORAL LANGUAGE**
- **Listening/Speaking/Viewing**
  - **Focus Question**: What is the most amazing thing you have ever seen an animal do?
  - **Read Aloud**: “Dolphin Play,” 212L–212M
  - **Build Background**: 212

**WORD STUDY**
- **Vocabulary**
  - **conversation, interrupted, boosting, scrambled, seized, rebuild, 215, 231A**
  - **Practice Book, 291**
  - **Strategy**: Word Parts/Prefixes, 214
  - **Context Clues/Descriptions, 612**
  - **Spelling**: Pretest words with Inflexional Endings, 231C
  - **Practice Book, 297**

**Reading**
- **Read** “Max the Amazing Hamster,” 214–215
  - **Comprehension, 215A–215B**
  - **Strategy**: Monitor Comprehension
  - **Skill**: Make Judgments
  - **Practice Book, 292**
  - **Fluency**: Model Fluency, 212M

**Writing**
- **Daily Writing Prompt**: Write a make-believe description of the most unusual animal in the world.
  - **Logical Structure**: Distinguishing Moments, 232–233B
  - **Grammar**: Daily Language Activities, 231E
  - **Possessive Pronouns, 231E**
  - **Reproductive, GR70**

**Language Arts**
- **Writing**
  - **Daily Writing Prompt**: Write a short poem describing the sea: how it looks, feels, smells, tastes, and sounds.
  - **Logical Structure**: Distinguishing Moments, 233C
  - **Skill**: Compare and Contrast
  - **Practice Book, 301**
  - **Grammar**: Daily Language Activities, 635E
    - **Comparing with More and Most, 635E**
    - **Reproductive, GR70**

**Comprehension, 635E**
- **Grammar**: Daily Language Activities, 635E
  - **Possessive Pronouns, 231E**
  - **Reproductive, GR70**

**Fluency**: Model Fluency, 610M

**Strategy**: Monitor Comprehension

**Fluency**: Model Fluency, 610M

**Practice Book, 301**

**Grammar**: Daily Language Activities, 635E

**Quick Check**: Vocabulary, 214

**Grade 3**
- **Comprehension, 215B**

**Grade 4**
- **Comprehension, 216–227**

**Language Arts**
- **Writing**
  - **Daily Writing Prompt**: Write about a day when you sleep, and who your friends and foes are.
  - **Logical Structure**: Distinguishing Moments, 637C
  - **Skill**: Compare and Contrast
  - **Practice Book, 301**
  - **Grammar**: Daily Language Activities, 635E

**Grammar**: Daily Language Activities, 635E

**Practice Book, 301**

**Grammar**: Daily Language Activities, 635E

**Quick Check**: Comprehension, 227

**Quick Check**: Comprehension, 613B

**Quick Check**: Comprehension, 629

**Quick Check**: Comprehension, 635A

**Quick Check**: Comprehension, 635C

**Quick Check**: Comprehension, 635E

**Writing**
- **W 4.2.1, W 4.2.1a, W 4.2.1c**

**ASSESSMENT**
- **Informal/Formal**

**Grade 3 Differentiated Instruction 233K–233JJ**

**Grade 4 Differentiated Instruction 637K–637JJ**

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**California Standards**

**Grade 3**
- **Vocabulary Words**
- **Word Parts/Prefixes**
- **Comprehension**
  - **Strategy**: Monitor Comprehension
  - **Skill**: Make Judgments
- **Writing**
  - **Logical Structure**: Distinguishing Moments
  - **W 3.1.1, W 3.2.1.b, W 3.1.4**
- **Science**
  - **LS 3.3.a**

**Grade 4**
- **Vocabulary Words**
- **Context Clues/Descriptions**
  - **R 4.1.2**
  - **Comprehension**
    - **Strategy**: Analyze Text Structure
    - **Skill**: Compare and Contrast
  - **Writing**
    - **Logical Structure**: Distinguishing Moments
      - **W 4.1.10, W 4.2.1.a, W 4.2.1.c**
  - **Grammar**
    - **Possessive Pronouns, 231E**
    - **Reproductive, GR70**
  - **Science**
    - **ES 4.3.c**

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**Grade 3**
- **Wilbur’s Boast, pp. 216–227**

**Grade 4**
- **At Home in the Coral Reef, pp. 614–629**

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<td>Compare Max with the animals in Wilbur’s Boast. Which story is more realistic? Summarize, 229</td>
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<td>Daily Writing Prompt</td>
<td>Write a journal entry from Fern’s point of view about Wilbur’s attempt to spin a web. Logical Structure: Distinguishing Moments, 233D W 3.1.1, W 3.2.1.b</td>
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<td>Think about “Coral Reefs” and At Home in the Coral Reef. What information does each provide about hard and soft coral? Summarize, 631 L 4.2.3</td>
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<td>Write a short skit featuring two unusual animals. Each animal should explain how it is more unusual than the other. Perform your skit. Reading/Writing Connection, 233E–233F W 3.1.1, W 3.2.1.b</td>
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<td>✅ Focus Question: Read “What Curious Creatures!” on pages 236–237. How is this selection similar to Unique Animals of the Southwest? How are they different? Use details from both selections in your answer. Summarize, 261</td>
<td>✅ Focus Question: What information about whales was in “A Whale of a Trip!” that was not in Adelina’s Whales? Summarize, 659</td>
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<td><strong>Writing:</strong> Daily Writing Prompt: Pick one of the desert animals you would like to be. Write a paragraph describing why you made your choice and what would be the most difficult part of being this animal. Logical Structure: Distinguishing Moments, 267B</td>
<td><strong>Writing:</strong> Daily Writing Prompt: Write a magazine article on what you know about whales. Logical Structure: Distinguishing Moments, 663B</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Daily Language Activities, 661E</td>
<td><strong>Grammar:</strong> Daily Language Activities, 265E</td>
</tr>
<tr>
<td>Mechanics and Usage, 661F</td>
<td>Pronoun-Verb Contractions, 265F</td>
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<tr>
<td>LC 4.1.2</td>
<td>Practice Book, 312</td>
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<tr>
<td>Reproducible, GR74</td>
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<td><strong>Quick Check:</strong> Fluency, 261A</td>
<td><strong>Quick Check:</strong> Fluency, 659A</td>
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<tr>
<td><strong>Weekly Assessment:</strong> 267G–267H</td>
<td><strong>Weekly Assessment:</strong> 663G–663H</td>
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### DAY 4

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<th>Grade 3</th>
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<tbody>
<tr>
<td><strong>Listening/Speaking</strong></td>
<td><strong>Listening/Speaking/Viewing</strong></td>
</tr>
<tr>
<td>✅ Focus Question: This myth tells about why a woodpecker must look for food in a certain way. Compare and contrast how different animals gather food in Unique Animals of the Southwest.</td>
<td>✅ Focus Question: How are the whales in the poems similar to the ones in Adelina’s Whales? How are they different?</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> R3.1.7</td>
<td><strong>Vocabulary:</strong> R4.1.2, R4.1.4</td>
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<tr>
<td>Content Vocabulary: Foreshadowing, 262</td>
<td>Review Words, Morphology, 661B</td>
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<tr>
<td><strong>Spelling:</strong> Proofread, 265D</td>
<td><strong>Spelling:</strong> Practice Book, 310</td>
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<tr>
<td>Reproducible, LC 3.1.8</td>
<td>Reproducible, SP75</td>
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<tr>
<td><strong>Reading:</strong> “The Story of the First Woodpecker,” 262–265</td>
<td><strong>Reading:</strong> “A Whale of a Meal,” “Whale Watch,” “The Podless Whale,” 660–661</td>
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<tr>
<td><strong>Comprehension:</strong> Genre: Myth</td>
<td><strong>Comprehension:</strong> Poetry: Limerick</td>
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<tr>
<td>Literary Elements: Foreshadowing, 262</td>
<td>Literary Elements: Meter and Rhyme Scheme, 660</td>
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<td>Practice Book, 307</td>
<td>Practice Book, 307</td>
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<tr>
<td><strong>Fluency:</strong> Repeated Reading: Intonation, 261A</td>
<td><strong>Fluency:</strong> Repeated Reading: Tempo/Expression, 659A</td>
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<tr>
<td>R3.1.3</td>
<td>R4.1.1</td>
</tr>
<tr>
<td><strong>Writing:</strong> Daily Writing Prompt: Describe a time you could have been more generous than you were. How did you feel?</td>
<td><strong>Writing:</strong> Daily Writing Prompt: Write a journal entry from the point of view of a crew member on a whale-watching ship. Reading/Writing Connection, 663C–663D</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Daily Language Activities, 661E</td>
<td><strong>Grammar:</strong> Daily Language Activities, 265E</td>
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<tr>
<td>Pronoun-Verb Contractions, 265F</td>
<td>Comparing with Good and Bad, 661F</td>
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<tr>
<td>Practice Book, 312</td>
<td>Practice Book, 312</td>
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<tr>
<td><strong>Quick Check:</strong> Vocabulary, 661B</td>
<td><strong>Weekly Assessment:</strong> 663G–663H</td>
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### DAY 5

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<tbody>
<tr>
<td><strong>Listening/Speaking/Viewing</strong></td>
<td><strong>Listening/Speaking/Viewing</strong></td>
</tr>
<tr>
<td>✅ Focus Question: Using what you learned in Unique Animals, “What Curious Creatures!” and “The Story of the First Woodpecker,” describe some of the different animals of the Southwest.</td>
<td>✅ Focus Question: Describe an encounter with a whale on a fishing trip—from when you first spot it to after it swims away.</td>
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<tr>
<td><strong>Vocabulary:</strong> R3.1.7</td>
<td><strong>Vocabulary:</strong> R4.1.2</td>
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<tr>
<td>Assess Words, Connect to Writing, 265B</td>
<td>Assess Words, Connect to Writing, 661B</td>
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<tr>
<td>Reproducible, SP75</td>
<td>Reproducible, SP75</td>
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<tr>
<td><strong>Comprehension:</strong> Critical Thinking, 265</td>
<td><strong>Comprehension:</strong> Critical Thinking, 661</td>
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<tr>
<td>Practice, 234J</td>
<td>HSS 4.4.6</td>
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<td>R3.1.3</td>
<td>Fluency, Practice, 638J</td>
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<tr>
<td><strong>Fluency:</strong> Practice, 234J</td>
<td>R4.1.1</td>
</tr>
<tr>
<td><strong>Writing:</strong> Daily Writing Prompt: Choose a desert animal, other than the woodpecker, and write a short myth explaining one of its habits. Conferences/Revision (Assignments), 267E–267F</td>
<td><strong>Writing:</strong> Daily Writing Prompt: Suppose you have the chance to interview a famous expert on whales. What are some questions you would ask? Conferences/Revision (Assignments), 663E–663F</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Daily Language Activities, 661E</td>
<td><strong>Grammar:</strong> Daily Language Activities, 661E</td>
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<tr>
<td>Comparing with Good and Bad, 661F</td>
<td>Comparing with Good and Bad, 661F</td>
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<td>Pronoun-Verb Contractions, 265F</td>
<td>Reproducible, GR75</td>
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**Grades 3–4 Unit 6 Week 1 Combination Class Lesson Plan**

**WHOLE GROUP**

**ORAL LANGUAGE**
- **Listening Comprehension**
- **Speaking/Viewing**

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<tr>
<td><strong>Listening/Speaking/Viewing</strong></td>
<td><strong>Listening/Speaking/Viewing</strong></td>
</tr>
<tr>
<td><strong>Focus Question:</strong> How do people around the world share stories that are important to them?</td>
<td><strong>Focus Question:</strong> What problem do the people in the photo on pages 674–675 face? How are they being helped?</td>
</tr>
<tr>
<td><strong>Read Aloud:</strong> “Eating International,” 278L–278M Build Background, 278</td>
<td><strong>Read Aloud:</strong> “On Our Own,” 674L–674M Build Background, 674</td>
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<tbody>
<tr>
<td><strong>Vocabulary:</strong> B3.1.4 guests, banquet, agreeable, curiosity, gaze, untrusting, 281, 307A</td>
<td><strong>Vocabulary:</strong> R3.1.4 items, clustered, overflowing, sturdy, glistened, bidding, 677, 701A</td>
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<tr>
<td>Practice Book, 315</td>
<td>Practice Book, 315</td>
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<tr>
<td><strong>Strategy:</strong> Context Clues/Synonyms, 280</td>
<td><strong>Strategy:</strong> Dictionary/Unfamiliar Words, 676</td>
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<tr>
<td><strong>Spelling</strong> Pretest words with Prefixes, 307C Practice Book, 321 LC3.1.8</td>
<td><strong>Spelling</strong> Pretest Words with /ә n/, 701C LC4.1.7 Practice Book, 321</td>
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**WORD STUDY**
- **Vocabulary**
- **Phonics/Word Study**
- **Spelling**

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<td><strong>Reading “Family Feast,” 280–281</strong></td>
<td><strong>Reading “Grandma’s Story,” 676–677</strong></td>
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<tr>
<td><strong>Comprehension,</strong> 281A–281B</td>
<td><strong>Comprehension,</strong> 677A–677B</td>
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<tr>
<td><strong>Fluency</strong> Model Fluency, 278M R3.1.3</td>
<td><strong>Fluency</strong> Model Fluency, 674M R4.1.1</td>
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**READING**
- **Comprehension**
- **Fluency**

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<tr>
<td><strong>Read</strong> “Family Feast,” 280–281</td>
<td><strong>Read</strong> Stone Soup, 282–301</td>
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<tr>
<td><strong>Comprehension,</strong> 281A–281B</td>
<td><strong>Comprehension,</strong> 282–301</td>
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<tr>
<td><strong>Strategy:</strong> Visualize</td>
<td><strong>Strategy:</strong> Visualize</td>
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<td><strong>Skill:</strong> Make Inferences R3.2.2</td>
<td><strong>Skill:</strong> Make Inferences R3.2.2</td>
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<td>Practice Book, 316</td>
<td>Practice Book, 317</td>
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<tr>
<td><strong>Fluency</strong> Model Fluency, 278M R3.1.3</td>
<td><strong>Fluency</strong> Repeated Reading: Fluency, 303A R3.1.3</td>
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**LANGUAGE ARTS**
- **Writing**
- **Grammar**

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<thead>
<tr>
<th>Grade 3</th>
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<tbody>
<tr>
<td><strong>Writing</strong> Daily Writing Prompt Write a description of your favorite food but do not name it. Exchange descriptions with a partner and try to guess each other’s food.</td>
<td><strong>Writing</strong> Daily Writing Prompt Write a list of things that you might see on a farm that you would not see in the city.</td>
</tr>
<tr>
<td><strong>Character Development:</strong> Believable, 308–309B W1.1.1</td>
<td><strong>Character Development:</strong> Believable, 702–703B</td>
</tr>
<tr>
<td><strong>Grammar</strong> Daily Language Activities, 307E Adjectives and Articles, 307E LC3.1.2, LC3.1.7 Reproducible, GR76</td>
<td><strong>Grammar</strong> Daily Language Activities, 307E Adverbs, 701E LC4.1.3 Reproducible, GR76</td>
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**ASSESSMENT**
- **Quick Check**
- **Informal/Formal**

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<tr>
<td><strong>Quick Check</strong> Vocabulary, 280 Comprehension, 281B</td>
<td><strong>Quick Check</strong> Vocabulary, 676 Comprehension, 677B</td>
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<td><strong>Quick Check</strong> Comprehension, 301</td>
<td><strong>Quick Check</strong> Comprehension, 697A R4.2.2</td>
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**SMALL GROUP Lesson Plan**

**GRADE 3** Differentiated Instruction 309K–309JJ

**GRADE 4** Differentiated Instruction 703K–703JJ
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<tbody>
<tr>
<td><strong>Listening/Speaking</strong></td>
<td><strong>Focus Question</strong> Compare the class banquet to the village feast in Stone Soup. How are they alike? How are they different? Retell, 303</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>R3.1.1</strong> Review Words, Related Words, 307B</td>
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<tr>
<td><strong>Spelling</strong></td>
<td><strong>Word Meanings, 307D LC 3.1.8</strong> Reproducible, SP77</td>
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<tr>
<td><strong>Reading</strong></td>
<td><strong>Stone Soup, 282–301</strong></td>
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<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Critical Thinking, 303</strong> Review Skill: Compare and Contrast, 303B</td>
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<td><strong>Fluency</strong></td>
<td><strong>Repeated Reading: Phrasing, 303A Practice Book, 318 R3.1.3</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>Daily Writing Prompt</strong> Write a paragraph comparing and contrasting the lives of a girl during the Great Depression and today. Character Development: Believable, 309D <strong>W3.1.1</strong></td>
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<tr>
<td><strong>Grammar</strong></td>
<td><strong>Daily Language Activities, 307E Mechanics and Usage, 307F LC 3.1.2, LC 3.1.7</strong> Reproducible, GR77</td>
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<tr>
<td><strong>Listening/Speaking/Viewing</strong></td>
<td><strong>Focus Question</strong> Think about “What’s for Lunch?” and Stone Soup. What ingredients might people from Russia, Mexico, India, Thailand, and South Korea have brought to put in the soup?</td>
<td><strong>Focus Question</strong> What do the characters in Leah’s Pony have in common with the migrants who came to California in the 1930’s looking for work?</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>R4.1.1, R4.1.5</strong> Content Vocabulary: unique, tortillas, hearty, kimchi, chapati, 304 Practice Book, 322</td>
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<td><strong>Spelling</strong></td>
<td><strong>Repeated Reading: Accuracy, 697A Practice Book, 318 R4.1.1</strong></td>
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<td><strong>Comprehension</strong></td>
<td><strong>Genre: Nonfiction Article Text Feature: Charts, 304 Practice Book, 319</strong></td>
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<td><strong>Fluency</strong></td>
<td><strong>Repeated Reading: Phrasing, 303A R3.1.3</strong></td>
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<tr>
<td><strong>Reading</strong></td>
<td><strong>What’s for Lunch?”, 304–307</strong></td>
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<td><strong>Adjectives and Articles, 307F LC 3.1.7</strong> Practice Book, 324</td>
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<tr>
<td><strong>Listening/Speaking/Viewing</strong></td>
<td><strong>Focus Question</strong> Think about the selections you have read. How could Mr. Ortiz’s class help cure hunger?</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>R3.1.4</strong> Assess Words: Connect to Writing, 307B</td>
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<td><strong>Posttest, 307D LC 3.1.8</strong> Reproducible, SP78</td>
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<td><strong>Writing</strong></td>
<td><strong>Self-Selected Reading, 278J LC 3.1.3</strong></td>
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<td><strong>Critical Thinking, 307</strong></td>
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<td><strong>Fluency</strong></td>
<td><strong>Practice, 278J R3.1.3</strong></td>
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<td><strong>Grammar</strong></td>
<td><strong>Adjectives and Articles, 307F LC 3.1.7</strong> Reproducible, GR78</td>
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<tr>
<td><strong>Quick Check</strong></td>
<td><strong>Vocabulary, 701B</strong></td>
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<td><strong>Weekly Assessment</strong></td>
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### Grades 3–4 Unit 6 Week 2 Combination Class Lesson Plan

#### Grade 3
- **The Strongest One**, pp. 314–327

#### Grade 4
- **The Gold Rush Game**, pp. 708–721

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### WHOLE GROUP

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<tr>
<td><strong>ORAL LANGUAGE</strong></td>
<td><strong>ORAL LANGUAGE</strong></td>
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<tr>
<td>- Listening/Spoken</td>
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<tr>
<td>- Comprehension</td>
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</tr>
<tr>
<td>- Speaking/Viewing</td>
<td>- Speaking/Viewing</td>
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<tr>
<td><strong>Focus Question</strong>: Plays tell a story. How do costumes make plays more fun to watch?</td>
<td><strong>Focus Question</strong>: What event in California history does the photo on pages 704–705 teach you about?</td>
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### WORD STUDY

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<tr>
<td><strong>Vocabulary</strong>: R3.1.4, R3.1.6</td>
<td><strong>Vocabulary</strong>: R4.1.2</td>
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<tr>
<td>decorated, symbol, darkened, gnawed, securing, weaker, 313, 334A Practice Book, 327</td>
<td>reference, disappointment, annoyed, circular, outstretched, conducted, 707, 727A Practice Book, 327</td>
</tr>
<tr>
<td><strong>Strategy</strong>: Context Clues/Antonyms, 312</td>
<td><strong>Strategy</strong>: Suffixes, 706</td>
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<tr>
<td><strong>Spelling</strong>: Pretest: Consonant + el le Syllables, 334C LC 3.1.8 Practice Book, 333</td>
<td><strong>Spelling</strong>: Pretest: Homophones, 727C LC 4.1.7 Practice Book, 333</td>
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### READING

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<td><strong>Reading</strong></td>
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<td><strong>Comprehension</strong>, 313A–313B</td>
<td><strong>Comprehension</strong>, 707A–707B</td>
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<tr>
<td>Strategy: Generate Questions</td>
<td>Strategy: Analyze Story Structure</td>
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<td>Practice Book, 328</td>
<td>Practice Book, 332</td>
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<tr>
<td><strong>Fluency</strong>: Model Fluency, 310M R3.3.13</td>
<td><strong>Fluency</strong>: Model Fluency, 704M R4.1.1</td>
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### LANGUAGE ARTS

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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Daily Writing Prompt: Write a description of one performance you have seen in school, such as a concert or play.</td>
<td>Daily Writing Prompt: Write a brief review of a performance you have seen, telling whether or not you liked it and why.</td>
</tr>
<tr>
<td>Character Development: Believable, 334–335 W3.2.1</td>
<td>Character Development: Believable, 728–729</td>
</tr>
<tr>
<td><strong>Grammar</strong>: Daily Language Activities, 334E Adjectives that Compare, 334E Reproducible, GR79</td>
<td><strong>Grammar</strong>: Daily Language Activities, 727E Comparing with Adverbs, 727E LC 4.1.3 Reproducible, GR79</td>
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### ASSESSMENT

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<td><strong>Quick Check</strong>: Comprehension, 313B</td>
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<tr>
<td><strong>Quick Check</strong>: Vocabulary, 706 Comprehension, 707B</td>
<td><strong>Quick Check</strong>: Comprehension, 707B</td>
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<tr>
<td><strong>Quick Check</strong>: Comprehension, 327</td>
<td><strong>Quick Check</strong>: Comprehension, 721</td>
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### QUICK CHECK

**Focus Question**: Which part of this story is science and which part is fiction?

**Focus Question**: What event in California history does the photo on pages 704–705 teach you about?

**Focus Question**: How does Little Red Ant find out who is the strongest one?

**Focus Question**: What would be so important to people in the days of the Gold Rush? Write a few sentences to explain your answer.

**Focus Question**: Why was gold so important to people in the days of the Gold Rush? Write a few sentences to explain your answer.

**Focus Question**: What event in California history does the photo on pages 704–705 teach you about?

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<tr>
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<td><strong>Grade 4</strong></td>
<td><strong>Grade 3</strong></td>
</tr>
<tr>
<td><strong>Listening/Speaking</strong></td>
<td><strong>Focus Question</strong> Compare the Wind from &quot;The Wind and the Sun&quot; with the ants in <em>The Strongest One</em>. Where in the stories do the characters feel the weakest? What do they learn about being strong? Summarize, 723</td>
<td><strong>Focus Question</strong> How is Larry's experience similar to that of the prospectors in <em>The Gold Rush Game</em>? How is it different? Summarize, 723</td>
</tr>
<tr>
<td><strong>Focus Question</strong> How is Larry's experience similar to that of the prospectors in <em>The Gold Rush Game</em>? How is it different? Summarize, 723</td>
<td><strong>Focus Question</strong> How did the &quot;49ers&quot; get to California?</td>
<td><strong>Focus Question</strong> What effects did the discovery of gold have on California's population size and diversity? What other changes did it cause?</td>
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