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| Name:<br><b>BRES 3<sup>rd</sup></b><br><b>Grade</b> |                           | Grading<br>Quarter: <b>1</b>   | Week Beginning:<br><b>August 5, 2024</b><br><b>WEEK 1</b> |
| School Year:<br><b>2024-2025</b>                    |                           | Subject: <b>ELA</b>  |   |
| Monday  | Notes:                    | Objective:   | Academic Standards:                                       |
|   | First Day<br>of<br>School | <i>(Work on Routines<br/>and Procedures)</i><br><br>Lesson Overview: |   |

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| Tuesday | <p>Notes:</p> <p><b>UNIT 1</b></p> <p><b>Lesson 1</b></p> <p><b>Day 1</b></p> | <p><b><u>OBJECTIVE:</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• read words with /ā/ spelled <i>a</i> and <i>a_e</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_e</i>.</li> <li>• spell dictated words with /ā/, /ī/, and /ō/correctly.</li> <li>• build oral language skills</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• discuss the elements of a biography.</li> <li>• listen attentively.</li> <li>• build vocabulary</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• learn about the writing process</li> <li>• discuss facts versus opinions</li> <li>• learn about /ā/, /ī/, and /ō/ spelling patterns and compound words.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skills:</b><br/>Review spelling of long a, i, o</p> <p><b>Reading Skills:</b><br/><b>MODEL</b> the comprehension strategy<br/>Summarizing as you read. After each paragraph, stop to summarize the major events that have just been described.</p> | <p><b>Academic Standards:</b><br/><u>RF.3.3cL.3.1aL.3.2eL.3.2f</u></p> <p><u>SL.3.2W.3.8</u></p> <p><u>SL.3.3L.3.2g</u></p> |
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|  |  | <p>Explain that you are recalling the most important information so that you can understand and remember the narrative.</p> <p><b>HAVE</b> students listen for the major events in César Chávez’s life as you read. Tell them to also think about why Chávez became involved with migrant workers’ rights and what results came from his actions.</p> <p><b>Language Arts Skills:</b><br/>Briefly explain each step of the writing process. Give Spelling pretest on long a, i, o words and compound words</p> |  |
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|  |  | <p>when they mispronounce or misunderstand a word. Check for comprehension and practice/reread for fluency.</p> <p><b>Reading Skills:</b><br/><b>MODEL</b> the use of the comprehension strategy Predicting during the first read of “The Origami Master.” Tell students that making predictions about what will happen next in the story helps readers think about the story and focus on what they are reading. Explain that when we make predictions, we try to use what we know or clues from the author to think about what might happen in the story. Explain that making predictions will help students keep track of what is happening in the story and gauge their understanding of events and characters. Students should remember their predictions as they read and decide whether those predictions are confirmed or if they need to revise their predictions as they gain more information from the text.</p> <p><b>Language Arts Skills:</b><br/>Explain that an opinion essay states the author’s opinion</p> |  |
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|  |  | <p>and provides reasons that support the opinion. Remind students that the first step of the writing process is prewriting, or the planning stage. They will brainstorm ideas for the opinion essay, think of reasons to support their opinion, and organize the ideas so they will be ready to begin drafting. Explain to students that good writers have strategies to help them organize their ideas. Different kinds of writing are organized in different ways. For example, a story is often organized by the order in which events happen, instructions are organized by steps needed to complete a process, and informational writing can be organized by the importance of ideas. Tell students that a good way to organize an opinion essay is to use a TREE diagram. Start cursive under/down curve practice.</p> |  |
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| Thursday | <p>Notes:</p> <p><b>Unit 1</b><br/><b>Lesson 1</b><br/><b>Day 3</b></p> | <p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• understand compound words.</li> <li>• build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• reread “The Origami Master” while digging deeper into the text.</li> <li>• build fluency.</li> <li>• review the selection vocabulary words.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• choose an idea for an opinion piece.</li> <li>• identify common and proper nouns.</li> <li>• review spelling words.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skills:</b><br/><b>REVIEW</b> with students what a compound word is. <i>A compound word is a word made by joining two smaller words.</i> Tell students that a closed compound is when the two smaller words are joined without a space between them, and an open compound is when they do have a space between them. Explain that the meaning of a compound word is usually related to the meanings of both of its parts.</p> <p><b>Reading Skills: TELL</b> students that an effect is what happens in the story</p> | <p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.5aL.3.1i</u></p> <p><u>RL.3.3RL.3.1RL.3.2L.3.6RF.3.4b</u></p> <p><u>SL.3.6</u></p> |
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|  |  | <p>and a cause is what makes that event happen. Looking for causes and effects helps students understand why a story's characters act the way they do or why certain actions have certain outcomes. It also helps students relate events and predict what will happen next. <b>EXPLAIN</b> that when students make inferences, they are using information from the story along with personal knowledge and experience to understand something that may not be directly stated in the story. Making inferences helps students understand the characters and events with more depth. It reveals insights and details that make the story even more meaningful and compelling.</p> <p><b>Language Arts Skills:</b></p> <p><b>REMIND</b> students that opinion writing tells the author's opinion and provides reasons and explanations supporting the author's opinion. Tell them that the author's opinion is clearly stated in the topic sentence, followed by three reasons with explanations, and an</p> |  |
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|  |  | <p>ending that sums up the essay.</p> <p>Review the TREE graphic organizer from the previous day's lesson with students. Remind them that it is a useful tool for planning and organizing their opinion writing.</p> <p>Review the elements of the opinion essay on pets and how they align to the TREE diagram.</p> <p>Explain to students that nouns name people, places, things, or ideas.</p> <p>Point to a common noun, and explain that common nouns begin with small letters. Point to a proper noun, and explain that proper nouns name <i>specific</i> people, places, and things and begin with capital letters.</p> <p><b>REVIEW</b> the long vowel spellings /ā/ spelled <i>a</i> and <i>a_e</i>; /ī/ spelled <i>i</i> and <i>i_e</i>; /ō/ spelled <i>o</i> and <i>o_e</i>, and have students explain that compound words consist of two shorter words.</p> |  |
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| Friday | Notes:<br><br><b>NO<br/>SCHOOL-<br/>PD DAY</b> | Objective:<br><br>Lesson Overview: | Academic Standards: |
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