

Name: <b>BRES 3<sup>rd</sup> Grade</b>		Grading Quarter: <b>1</b>	Week Beginning: <b>August 12, 2024</b> <b>WEEK 2</b>
School Year: <b>2024-2025</b>		Subject: <b>ELA</b>	
Monday	Notes:  <b>DNA</b>	Objective: <i>(Students take beginning of the year benchmark tests.)</i>  Lesson Overview:	Academic Standards:
Tuesday	Notes:  <b>DNA</b>	<b><u>OBJECTIVE:</u></b> <i>(Students take beginning of the year benchmark tests.)</i>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:

Wednesday	<p>Notes:</p> <p><b>Unit 1 Lesson 1 Day 4</b></p>	<p><b><u>OBJECTIVE:</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills.</li> <li>• build fluency.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• reread excerpts from “The Origami Master” to focus on writer’s craft.</li> <li>• answer questions to better understand the selection.</li> <li>• build on the vocabulary they have learned this week.</li> <li>• build fluency.</li> <li>• read the science connection</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• evaluate a TREE diagram as a plan for opinion writing.</li> <li>• set goals for opinion writing.</li> <li>• learn about linking words.</li> <li>• review nouns.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skills:</b> Students work in pairs to list other compound words that contain some of the word parts in the word lines. Then have student pairs write sentences with the words and share them with the class. Ask students to identify the compound word they hear in each sentence.</p> <p><b>DISPLAY</b> the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.</p> <p><b>Reading Skills: EXPLAIN</b> to students that it is important to understand all they can about the characters, or the people or creatures that interact with each other, in a story. The characters’ thoughts, actions, and motivations, or reasons for acting, can all reveal important things about them. When we understand the characters, we can begin to see the important lessons about life and people that the author is trying to convey. Tell students to look to descriptive details, dialogue, and even illustrations to discover all they can about characters.</p> <p><b>Language Arts Skills:</b> Have students point out the common and proper nouns. <b>HAVE</b> students work in pairs to look for common and proper nouns in pages 13–25 of <i>Student Anthology 1</i>. Ask students to list the nouns in two columns headed</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.1i</u></p> <p><u>RL.3.2RL.3.3RL.3.4L.3.5aRL.3.7RF.3.4aRF.3.4bL.3.4aL.3.4b</u></p> <p><u>SL.3.6SL.3.3</u></p>
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		<i>Common Nouns</i> and <i>Proper Nouns</i> . Have students use the nouns from their lists to create four new simple sentences. Two sentences should contain common nouns, and two should contain proper nouns.	
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Thursday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 1</b> <b>Day 5</b></p>	<p><b>OBJECTIVE:</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>• understand compound words</li> <li>• build oral language skills.</li> <li>• build fluency.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• review the selection vocabulary words.</li> <li>• review the comprehension strategies.</li> <li>• review elements of accessing complex text.</li> <li>• review writer’s craft elements.</li> <li>• build fluency.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• use a completed TREE diagram to begin drafting opinion writing.</li> <li>• take the spelling assessment.</li> <li>• review nouns.</li> <li>• review cursive undercurve and downcurve strokes.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skills:</b>  <b>REVIEW</b> /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>.  <b>REVIEW</b> that compound words are made up of two smaller words. Open compounds have a space between the two smaller words and closed compounds do not. Remind students that the meanings of the smaller words can help them determine the meaning of the compound.</p> <p><b>Reading Skills:</b>  <b>REVIEW</b> the comprehension strategy by asking students to find examples in the text where they stopped to predict and then where they were able to confirm or revise the prediction.  <b>Predicting</b> involves readers using their knowledge along with information found in the text to guess what will happen next in the story. Have students identify places in “The Origami Master” where they made predictions.</p> <p><b>Language Arts Skills:</b>  <b>DISPLAY</b> the TREE graphic organizer for this week’s opinion writing. Remind students that they will use the diagram to guide them in drafting the opinion writing. Review each section of the diagram (Topic sentence, Reasons and Explanations, Ending), and explain that they can follow the graphic organizer like a map as they</p>	<p><b>Academic Standards:</b>  <u>RF.3.3cL.3.1iRF.3.4b</u></p> <p><u>SL.3.3L.3.2eL.3.1i</u></p>
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		<p>write the draft. Remind students of the goals set for the opinion writing:</p> <ul style="list-style-type: none"><li>• linking and transition words that help guide the reader through the piece</li><li>• subject-verb agreement</li><li>• detailed and descriptive language</li><li>• a clear purpose for writing</li></ul> <p>Explain that these goals should be kept in mind as students write the draft, but the main purpose of drafting is to write. There will be time for editing later, so they do not need to worry about making mistakes now.</p> <p><b>REVIEW</b> with students the difference between common and proper nouns. Remind students that common nouns name general, non-specific people, places, and things and begin with small letters, while proper nouns begin with capital letters and name specific people, places, and things.</p> <p><b>REVIEW</b> cursive undercurve and downcurve strokes.</p> <p>Remind students that their papers should be placed straight in front of them when they are writing. The edges of their papers should be parallel to the edges of the desks. Left-handed students may find it easier to slant the paper slightly to the right and parallel to their left forearm.</p>	
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Friday	Notes:	Objective:	Academic Standards: 3.RL.3
	Unit 1 Lesson 1	Assessment  Lesson Overview:	