

Name: BRES 3rd Grade		Grading Quarter: 1	Week Beginning: August 20, 2024 WEEK 3
School Year: 2024-2025		Subject: ELA	
Monday	Notes:	<u>OBJECTIVE:</u>	Academic Standards:
	Navajo Code Talkers' Day NO SCHOOL	<u>LESSON OVERVIEW:</u>	

Tuesday	<p>Notes:</p> <p>Unit 1 Lesson 2 Day 1</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • read words with /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i>. • spell dictated words with /ē/ and /ū/ correctly. • build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies Predicting and Asking and Answering Questions. • read the entire selection. • learn new vocabulary words. • focus on reading at an appropriate rate. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • learn about and participate in revising the opinion writing draft. • generate descriptive details about the opinion writing topic. • learn about /ē/ and /ū/ spelling patterns and synonyms and antonyms. <p>LESSON OVERVIEW:</p> <p>Foundational Skills:</p> <p>REVIEW /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i> using Sound/Spelling Cards 28 and 31.</p> <p>Have students tell</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iL.3.2eL.3.2f</u></p> <p><u>L.3.5bRL.3.10RL.3.1RL.3.2RL.3.3SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6RF.3.4b</u></p> <p><u>L.3.2f</u></p>
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what they already know about these cards. Use Routine 4, the Closed Syllable Routine, to review dividing words between two middle consonants in words with a VCCV pattern and use Routine 5, the Open Syllable Routine, to review dividing words after the vowel in words with the VCV pattern.

Reading Skills: Tell students that readers constantly ask questions about the characters, setting, and events as they read a story. Asking and then answering questions allows readers to monitor their understanding of the story. Explain that the questions students ask should not be answered with a simple *yes* or *no*. Questions about fiction might involve what happens in the story, why characters speak or act the way they do, why the author is writing, or what characteristics of the text make it a certain genre. They may be answered by finding evidence in the text, making inferences, or even doing research in other texts. Remind students that when they make predictions, they guess what will

		<p>happen next in a story based on what they have already read in the text as well as their prior knowledge and personal experience. Making predictions helps 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 or not those predictions are confirmed or unconfirmed as they gain more information from the text.</p> <p>Language Arts Skills: EXPLAIN the word <i>revising</i> to students. Tell them that revising is the third step in the writing process. When you revise, you carefully read your writing and then make changes to improve the content of your work. You may need to add details to make things clearer or delete something that does not belong. You may also reorder ideas to improve the flow of thoughts and ideas in your paragraph.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 1 Lesson 2 Day 2</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • spell dictated words with /ē/ and /ū/ correctly. • learn new high-frequency words. • read a <i>Decodable Story.</i> • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • reread “Little Havana” while digging deeper into the text. • build fluency. • review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review writer’s goals for opinion writing. • continue revising the opinion writing draft with you. • learn about using proofreading marks. • develop handwriting skills by practicing formation of cursive <p>LESSON OVERVIEW:</p> <p>Foundational Skills:</p> <p>ASK students to identify words on the word lines that have multiple meanings.</p> <p><i>even, meter, unit, humor, fume, fuse</i></p> <p>Call on students to give two definitions for each word. <i>A meter is unit of distance and a tool</i></p>	<p>Academic Standards:</p> <p><u>L.3.6RL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RL.3.1RF.3.4aRF.3.4b</u></p> <p><u>W.3.5</u></p>
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	<p><i>for measuring something.</i> Ask volunteers for additional definitions. Students may consult a dictionary if needed. Ask students to use one of the multiple-meaning words in a sentence, then have a partner identify the part of speech for the meaning used.</p> <p>Reading Skills:</p> <p>Fact and Opinion:</p> <p>TELL students that they will encounter facts and opinions in their reading of fiction and nonfiction. Facts are statements that can be proven. Opinions are beliefs that cannot be proven, only supported with evidence. Knowing which statements are facts and which are opinions will help students understand what they are reading.</p> <p>Making Inferences:</p> <p>REMIND students that when they 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</p>	
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	<p>that make the story even more meaningful and compelling</p> <p>Language Arts Skills:</p> <p>REMIND students that their opinion writing should include:</p> <ul style="list-style-type: none">• an opening sentence that clearly states the opinion.• three reasons that support the opinion.• an explanation for each reason.• a strong concluding statement.• linking and transition words that help guide the reader through the piece.• subject-verb agreement.• detailed and descriptive language.• a clear purpose for writing. <p>Tell them you will use this checklist to revise the opinion writing.</p> <p>Review the descriptive details from the previous day's lesson that will be added to the paragraph.</p>	
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Thursday	<p>Notes:</p> <p>Unit 1 Lesson 2 Day 3</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand antonyms and synonyms. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> finish reading “Little Havana.” read and analyze poetry. review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> help you edit the revised opinion writing. learn about verbs and verb phrases. review spelling words. <p>LESSON OVERVIEW:</p> <p>Foundational Skills:</p> <p>REVIEW the definitions of <i>antonym</i> and <i>synonym</i> with students. <i>Antonyms are words with opposite meanings. Synonyms are words with the same or similar meanings.</i></p> <p>Explain that the word lines contain pairs of words that are either synonyms or antonyms.</p> <p>Reading Skills:</p> <p>HAVE students reread pages 42–43. Ask them to identify any opinions on these pages and explain how they know they are opinions. HAVE</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1aL.3.1iL.3.5bL.3.5c</u></p> <p><u>RL.3.5RF.3.4aRF.3.4bRL.3.1RL.3.3L.3.5b</u></p> <p><u>W.3.5L.3.1d</u></p>
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	<p>students read to the end of the third paragraph on page 44. Discuss.</p> <p>Language Arts Skills:</p> <p>EXPLAIN to students that the editing stage is when they will check their writing for spelling, punctuation, and grammatical errors before they publish it. Tell students to turn to <i>Language Arts Handbook</i> pages 40–43.</p> <p>Use Routine 17, the <u>Checklist Routine</u>, to review the editing process, including the use of proofreading marks, with students. Tell them they will use these marks as they revise and edit any piece of writing.</p> <p>Tell students that the verb or verb phrase in a sentence tells the action, condition, or state of being of the subject. For example, the action verb <i>read</i> in the first sentence explains what the subject of the sentence—the teacher—did. The verb <i>ran</i> in the second sentence is also an action verb.</p> <p>Explain that state-of-being verbs tell about a condition or state-of-being. State-of-being verbs include <i>is</i>, <i>am</i>, <i>are</i>, <i>was</i>, and <i>were</i>. Tell</p>	
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		<p>students that state-of-being verbs are often linking verbs that connect the subject of a sentence to a word or words in the predicate that describe the subject.</p>	
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Notes:

Unit 1
Lesson
2
Day 4

OBJECTIVE:

Foundational Skills:

- build oral language skills.

Reading Skills:

- read excerpts from “Little Havana” to focus on writer’s craft.
- answer questions to better understand the selection.
- build on the vocabulary they have learned this week.
- build fluency.

Language Arts Skills:

- create a clean, finished copy of the opinion writing.
- learn about the publishing step of the writing process.
- evaluate the opinion writing based on writer’s goals.
- review verbs and verb phrases.

LESSON OVERVIEW:

Foundational Skills:

ASK students to name a synonym for each word in Lines 1 and 2. *indoors, external, begin, end, untie, secure, overlook, recall* Then ask students to name an antonym for each word pair in Lines 3 and 4. *whisper, destroy, scatter, perfection*

Ask a student to name one of the words in the word lines, and then say

Academic Standards:

L.3.1i

RL.3.3RL.3.4RL.3.6RF.3.4aRF.3.4bRF.3.4cL.3.6

W.3.4L.3.1aL.3.1i

	<p>"synonym" or "antonym." Another student should name a synonym or antonym for the word. Another student should then use both words in sentences. Continue until all students have participated.</p> <p>Reading Skills: TELL students that an important part of understanding a story is determining its setting, or where and when the story takes place. The setting is important because it has an effect on the characters and may even help to convey the theme or message of the story. Explain that authors often include concrete details to describe the setting and students should look for these as they read. EXPLAIN to students that one way authors use language in a story is by including dialogue. Dialogue is the words the characters say to each other. In a realistic fiction story, the dialogue sounds like a conversation one would hear in real life. Authors use dialogue to show things about the characters, such as their feelings, what</p>	
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	<p>they know, and how they relate to other characters. Dialogue also adds to the realism of the story and makes the story more engaging for the reader.</p> <p>Language Arts Skills:</p> <p>EXPLAIN to students that the final step of the writing process is publishing. Tell them that this is when they will produce a final copy of their writing and share it with others. Tell students that reading their writing aloud is one way to publish it.</p> <p>Use Routine 18, the <u>Presenting Writing Routine</u>, to have students publish and present their writing. Explain that every writing assignment does not lend itself to every method of publication. For example, a play can be performed, but a short opinion essay could not.</p> <p>Tell students that the written version of their work can be presented in different ways. They may want to write or type on colored paper, include drawings, or make a cover for their paragraphs.</p> <p>Review with students that verbs show the action, condition, or state of being of the</p>	
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		subject in a sentence, and a verb phrase is one or more helping verbs followed by the main verb.	
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