

Name: <b>BRES 3<sup>rd</sup> Grade</b>	Grading Quarter: <b>1</b>	Week Beginning: <b>August 26, 2024</b> <b>WEEK 4</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 2</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 /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i>.</li> <li>• understand antonyms and synonyms.</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>• review facts versus opinions.</li> <li>• review using a graphic organizer to plan writing.</li> <li>• begin brainstorming topics for opinion writing.</li> <li>• take the spelling assessment.</li> <li>• review verbs and verb phrases.</li> <li>• review cursive overcurve and slant strokes.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i> using <i>Sound/Spelling Cards</i> 28 and 31.</p> <p>Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. <b>REVIEW</b> the difference between antonyms and synonyms. Stress that synonyms may not mean exactly the same thing, and the slight differences can add meaning to sentences.</p> <p><b>Reading Skills:</b></p> <p><b>REVIEW</b> the comprehension strategies by asking students to find examples in the text where they stopped to predict or ask questions, and then where they were able to confirm or revise the prediction or answer the question. <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 “Little Havana” where they made predictions. <b>Asking and Answering Questions</b> about the characters, events, and setting of a story helps readers keep track of what they know and gain a deeper understanding of the text. Have students describe how they asked and answered questions during their reading of “Little Havana.”</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that a fact is a true statement, and an opinion is what someone thinks or believes. Explain that opinions should be based on good reasons. Point out that describing their feelings about a topic can be effective, but facts, details, and explanations will provide even better reasons to support their opinions.</p> <p>Display a TREE diagram, and review with students how it can be used for planning an opinion essay.</p> <ul style="list-style-type: none"> <li>• <b>T</b> is for Topic Sentence. The essay should begin with a topic sentence that tells clearly what you believe.</li> <li>• <b>R</b> is for Reasons. There are three spaces for Reasons because a good opinion essay will include at least three reasons why you have the opinion.</li> </ul>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.1i</u></p> <p><u>RF.3.4aRF.3.4b</u></p> <p><u>SL.3.1aL.3.2eL.3.1a</u></p>
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Tuesday	Notes:  <b>Unit 1</b> <b>Lesson 2</b>  <b>REVIEW/</b> <b>WRITING</b> <b>Day</b>	<u><b>OBJECTIVE:</b></u> Ask and Answer questions  <u><b>LESSON OVERVIEW:</b></u> Students answer questions	Academic Standards:
Wednesday	Notes:  <b>Unit 1</b> <b>Lesson 2</b> <b>Assessment</b>	<u><b>OBJECTIVE:</b></u>  <u><b>LESSON OVERVIEW:</b></u>	Academic Standards:
Thursday	Notes:  <b>Unit 1</b> <b>Lesson 2</b>  <b>REVIEW</b> <b>Catch</b> <b>Up/Make up</b>	<u><b>OBJECTIVE:</b></u>  <u><b>LESSON OVERVIEW:</b></u>	Academic Standards:
Friday	Notes:  <b>District</b> <b>Closed</b> <b>NO SCHOOL</b>	<u><b>OBJECTIVE:</b></u>  <u><b>LESSON OVERVIEW:</b></u>	Academic Standards: