

Name: <b>BRES 3<sup>rd</sup> Grade</b>		Grading Quarter: <b>1</b>	Week Beginning: <b>September 2, 2024</b> <b>WEEK 5</b>
School Year: <b>2024-2025</b>		Subject: <b>ELA</b>	
Monday	Notes:	<b><u>OBJECTIVE:</u></b>	Academic Standards:
	<b>Labor Day – NO SCHOOL</b>	<b><u>LESSON OVERVIEW:</u></b>	

Tuesday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 3</b> <b>Day 1</b></p>	<p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• read words with /j/ spelled <i>ge</i> and <i>gi_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i>.</li> <li>• spell dictated words with /j/ and /s/ correctly.</li> <li>• build oral language skills</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• learn and apply the comprehension strategies Asking and Answering Questions and Visualizing.</li> <li>• read the entire selection.</li> <li>• learn new vocabulary words.</li> <li>• focus on reading with accuracy.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• review using a graphic organizer to plan their writing.</li> <li>• work with a partner to choose an opinion to write about.</li> <li>• use an idea web to generate reasons that support the opinion.</li> <li>• learn about /j/ and /s/ spelling patterns and shades of meaning.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b> <b>REVIEW</b> /j/ spelled <i>ge</i> and <i>gi_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i></p> <p><b>Reading Skills:</b> <b>MODEL</b> the use of the following comprehension strategies during the first read of “Damon and Pythias.”</p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Visualizing</li> </ul> <p>Remind students that readers constantly ask questions about the</p>	<p><b>Academic Standards:</b> <u>RF.3.3cL.3.1iL.3.2eL.3.2f</u></p> <p><u>L.3.5bRL.3.10RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dL.3.4aL.3.6RF.3.4aRF.3.4b</u></p> <p><u>W.3.1aW.3.1b</u></p>
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		<p>characters, setting, and events as they read a story. Asking and then answering questions allows readers to monitor their understanding of the story. 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.</p> <p>Tell students that another strategy that will help them engage with and understand the text is visualizing. When readers visualize, they picture the characters, setting, and events of a story in their minds. Explain that students should look for details in the text to help them visualize. They can also use prior knowledge of people, places, and events to help them picture what is happening in the story.</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that a TREE graphic organizer is useful tool for organizing many types of writing, including opinion writing. Display a blank TREE graphic organizer, and review how it is used for planning opinion writing. Explain that other types of graphic organizers can also be useful in helping to generate ideas and plan a piece of writing.</p>	
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Wednesday	<p>Notes:</p> <p><b>Unit 1 Lesson 3 Day 2</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>• spell dictated words with /j/ and /s/ correctly.</li> <li>• learn new high-frequency words.</li> <li>• read a <i><b>Decodable Story.</b></i></li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• reread “Damon and Pythias” 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>• complete a TREE graphic organizer with a partner to plan and organize their writing.</li> <li>• evaluate their plans and receive feedback in a writers’ conference.</li> <li>• review the formation of lowercase cursive letters <i>i</i> and <i>t</i>.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b>  <b>INTRODUCE</b> the new high-frequency words. Help students to recognize and read these words as they read the story.          Have students read "Gem Is Missing." Tell them to use the context of the story to monitor their accuracy and to self-correct their reading when they mispronounce or misunderstand a word</p> <p><b>Reading Skills:</b>  <b>TELL</b> students that as they read a story, it is important for them to keep track of the sequence of events, or the order in which the events happened in time. When they know the sequence of events, they can determine what</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.4dRL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RF.3.4aRF.3.4bL.3.6</u></p>
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	<p>happened in the beginning, middle, and end of the story. They can also see how certain events might have led to others. Explain that students will often encounter time-order words in the text that will help them establish the sequence, such as <i>first</i>, <i>next</i>, <i>finally</i>, <i>after</i>, <i>yesterday</i>, or <i>that morning</i>.</p> <p><b>REMIND</b> students that an effect is what happens and a cause is what makes this event happen. Students will notice as they read that a narrative is basically a string of causes and effects—one action causes another action, which causes another action, and so on. Identifying causes and effects in a story helps readers understand why certain events are happening as well as the motivations of characters.</p> <p><b>Language Arts:</b></p> <p><b>MODEL</b> filling in a TREE graphic organizer based on the idea web you completed in the previous day's class. Narrate your thoughts as you choose the three strongest reasons for your opinion and provide a further explanation for each reason. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.</p> <p><b>MODEL</b> for students the formation of cursive lowercase letters <i>i</i> and <i>t</i> as undercurve letters.</p>	
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Thursday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 3</b> <b>Day 3</b></p>	<p><b><u>OBJECTIVE:</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>understand shades of meaning.</li> <li>build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>finish reading “Damon and Pythias.”</li> <li>read and analyze poetry.</li> <li>review the selection vocabulary words.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>begin drafts of their opinion writing.</li> <li>review transition/linking words.</li> <li>set additional goals for their writing.</li> <li>learn about subjects and predicates.</li> <li>review spelling words.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b> <b>REVIEW</b> with students that they have studied synonyms. Explain that some words have the same general meaning, but are not exactly the same. The slight differences are called <i>shades of meaning</i> and can add context to sentences to give them more meaning.</p> <p><b>Reading Skills:</b> <b>READ</b> both poems aloud. Ask students whether they hear any repeating rhythms or rhyming words in the poems.</p> <p><b>TELL</b> students that the poem “Duty” makes use of a literary device called personification. Explain that personification involves giving human traits to things that are not human. Have students describe how personification is used in “Duty.”</p> <p><b>Language Arts:</b></p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.1i</u></p> <p><u>RF.3.4aRF.3.4bRL.3.1RL.3.3L.3.4aL.3.5b</u></p> <p><u>W.3.4</u></p>
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		<p><b>REMIND</b> students that they will use the TREE graphic organizer as a plan to guide them in drafting their opinion writing. Explain that, although they worked with partners to develop the plan, each student will now write his or her own draft.</p> <p>Tell students that every sentence has a subject and a predicate. Explain that the simple subject is the main noun or pronoun of the complete subject.</p> <p><b>REMIND</b> students that /j/ spellings include <i>ge</i> and <i>gi_</i> and /c/ spellings include <i>ci</i>, <i>ci_</i>, and <i>cy</i>.</p>	
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Friday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 3</b> <b>Day 4</b></p>	<p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• read excerpts from “Damon and Pythias” 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 social studies connection.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• learn about opinion words.</li> <li>• review goals for their writing.</li> <li>• review helping and linking verbs.</li> <li>• learn about precise word choice.</li> <li>• finish drafting their opinion writing.</li> <li>• review subjects and predicates.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>TELL</b> students that, rather than rereading the entire selection a third time, they will look at specific parts of the story. Explain that they will read with a writer’s eye. This means they will look at the text closely to see what makes it a well-written piece.</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</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.4aL.3.5c</u></p> <p><u>RL.3.3RL.3.5RL.3.6RL.3.7RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.1cL.3.1a</u></p>
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		<p>prediction or answer the question.</p> <p><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.</p> <p><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>TELL</b> students that they will continue working on their opinion writing drafts. Remind them that they should keep in mind the following goals as they draft:</p> <ul style="list-style-type: none"><li>• Use precise words.</li><li>• Be sure all sentences have subject/verb agreement.</li><li>• Use detailed and descriptive language.</li><li>• Present a clear point of view.</li></ul> <p>Review with students that the subject of the sentence is who or what the sentence is about, and the predicate of the sentence tells what the subject is or does. Remind students that the simple subject is the main noun or pronoun in</p>	
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