

Name: BRES 3rd Grade	Grading Quarter: 1	Week Beginning: September 16, 2024 WEEK 7
School Year: 2024-2025	Subject: ELA	

<div>Monday</div>	<div>Notes:</div> <div>Unit 1 Lesson 4 Day 1</div>	<div> OBJECTIVE: Foundational Skills: <ul style="list-style-type: none"> read words with /ā/ spelled <i>ai_</i> and <i>_ay</i> and /ə/ spelled <i>_le, _el, _al,</i> and <i>_il</i>. spell dictated words with /ā/ and /ə/ correctly. build oral language skills. </div> <div> Reading Skills: <ul style="list-style-type: none"> learn and apply the comprehension strategies Summarizing and Making Connections. read the entire selection. learn new vocabulary words. focus on reading at an appropriate rate. </div> <div> Language Arts Skills: <ul style="list-style-type: none"> review the writer’s goals for their opinion writing. revise and edit their opinion writing drafts. learn about ā/ and /ə/ spelling patterns and regular plurals. </div> <div> LESSON OVERVIEW: Foundational Skill: REVIEW /ā/ spelled <i>ai_</i> and <i>_ay</i>. Then review the /l/ sound. Tell students that they will be reading words that end with the schwa and /l/ sounds. Remind them that the schwa sound can be spelled with any vowel and is found in the unaccented syllables of words. The schwa sound most closely resembles the short <i>u</i> sound. Reading Skills: MODEL the use of the following comprehension strategies during the first read of “Bummer and Lazarus.” <ul style="list-style-type: none"> Summarizing Making Connections Language Arts: REMIND students that revising is the third step in the writing process. Tell them they will carefully read their writing and make changes to improve the content of the work. </div>	<div> Academic Standards: <u>RF.3.3cL.3.1aL.3.2eL.3.2f</u> <u>3.5bRI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4b</u> <u>L.3.2f</u> </div>
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Tuesday	<p>Notes:</p> <p>Unit 1</p> <p>Lesson 4</p> <p>Day 2</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • spell dictated words with /ā/ and /ə/ 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 “Bummer and Lazarus” while digging deeper into the text. • build fluency. • review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • create a clean and final copy of the opinion writing. • share their opinion writing with others. • evaluate opinion writing based on writer’s goals. • develop handwriting skills by practicing the formation <p><u>LESSON OVERVIEW:</u></p> <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>ASK students to name synonyms, or words with similar meanings</p> <p>Reading Skills:</p> <p>Compare and Contrast</p> <p>TELL students when authors of nonfiction want to describe things, they often compare and contrast them to other things. When they compare, they talk about the similarities that are shared. When they contrast, they talk about the differences between the two things. Explain that looking for similarities and differences in a text will help students better understand the information and concepts presented. Tell students that they might also compare and contrast information in one text with similar information in another text. Talk about how you might compare and contrast the story of Damon and Pythias with that of Bummer and Lazarus.</p> <p>Main Idea and Details</p> <p>TELL students that the main ideas in a text are the most important points that the author wants to make. The author then supports or explains these points with details that describe why, what,</p>	<p>Academic Standards:</p> <p><u>L.3.6RL.3.1RF.3.3dRF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RI.3.2RI.3.9RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>W.3.4</u></p>
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		<p>when, where, and how. Remind students that summarizing involves identifying these main ideas. When students know the main ideas, they can understand what the author is trying to get across in the text.</p> <p>Language Arts:</p> <p>REMIND students that the final step of the writing process is publishing. They will produce a final copy of their opinion writing and present it to others. Tell them that reading their writing aloud is one way to publish it, and that the written version of their work can be presented in different ways.</p> <p>MODEL for students the formation of cursive lowercase letters / and e as letters with loops.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 1 Lesson 4 Day 3</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand regular plural nouns. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> finish reading “Bummer and Lazarus.” read and analyze poetry. review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review facts versus opinions. decide on a topic for their opinion writing. use an idea Web to generate possible opinions for their writing. learn about complete simple sentences. review spelling words. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW with students the rules for forming regular plural nouns. Remind them that they should add -s to most words that end with a consonant or an <i>e</i>. They should add -es to words ending in <i>x</i>, <i>ch</i>, <i>sh</i>, or <i>ss</i>. For words that end with a consonant and <i>y</i>, they must change the <i>y</i> to <i>i</i> and then add -es. For words that end with the /f/ sound spelled <i>f</i> or <i>fe</i>, the <i>f</i> or <i>fe</i> is usually removed and -ves is added.</p> <p>Reading Skills:</p> <p>ELL students that, just as a paragraph does, a section of text has a main idea. Explain that the main idea of the section titled “More Stories” is that there were many stories about Bummer and Lazarus’s adventures that kept the public entertained and made the pair popular. Ask students to identify details that support the main idea. Make sure they list only the most important details.</p> <p>Language Arts:</p> <p>Tell students that the subjects and predicates in a simple sentence may be either simple or compound. Remind students that a compound subject is two or more simple subjects connected by a conjunction such as <i>and</i>, <i>but</i>, and <i>or</i>. A compound predicate is two or more</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1bL.3.1i</u></p> <p><u>RI.3.2RF.3.4aRF.3.4bRI.3.1RI.3.9RI.3.4L.3.4aL.3.5b</u></p> <p><u>SL.3.1aL.3.1i</u></p>
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		<p>predicates connected by a conjunction that tells two or more things about the subject.</p> <p>REMIND students that /ā/ spellings include <i>ai_</i> and <i>_ay</i>, /ə/ spellings include <i>_le</i>, <i>_el</i>, <i>_al</i>, and <i>_il</i>, and regular plurals are formed by adding -s or -es to a singular noun.</p>	
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Thursday	<p>Notes:</p> <p>Unit 1</p> <p>Lesson 4</p> <p>Day 4</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> read excerpts from “Bummer and Lazarus” to focus on writer’s craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency. read the science connection. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review possible opinions and choose one to write about. use a model of good opinion writing to review the elements of a TREE diagram. review complete simple sentences. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>HAVE a volunteer choose a word from the word lines, say it, and use it in a simple sentence</p> <p>Reading Skills:</p> <p>TELL students that, rather than rereading the entire selection a third time, they will look at specific parts of the selection. 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>Language Arts:</p> <p>Model reviewing your opinions from the graphic organizer completed in the previous day’s lesson. Narrate your thoughts as you evaluate each opinion as a potential choice. 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>WRITE sentences on the board. Identify the subjects and predicates</p>	<p>Academic Standards:</p> <p><u>L.3.1bL.3.1i</u></p> <p><u>RI.3.5RI.3.1RF.3.4aRF.3.4bL.3.6</u></p> <p><u>L.3.1i</u></p>
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Friday	<p>Notes:</p> <p>Unit 1 Lesson 4 Day 5</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • read words with /ā/ spelled <i>ai_</i> and <i>_ay</i> and /ə/ spelled <i>_le, _el, _al,</i> and <i>_il</i>. • understand regular plural nouns. • build oral language skills. • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • I review the selection vocabulary words. • review the comprehension strategies. • review elements of accessing complex text. • review writer’s craft elements. • build fluency. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • r review linking/transition words. • set additional writer’s goals, including audience and purpose. • use TREE diagrams to plan their opinion writing. • take the spelling assessment. • review complete simple sentences. • review forming cursive lowercase letters <i>l</i> and <i>e</i>. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW /ā/ spelled <i>ai_</i> and <i>_ay</i> and /ə/ spelled <i>_le, _el, _al,</i> and <i>_il</i> .</p> <p>REVIEW the rules for forming plurals.</p> <p>Reading Skills:</p> <p>REVIEW the comprehension strategies by asking students to summarize and make connections in the text.</p> <p>Language Arts:</p> <p>REVIEW the TREE diagrams based on the opinion writing model that students completed during the previous day’s lesson. Remind students that the model has a clear topic sentence, three reasons with further explanations, and an ending that sums up the opinion.</p> <p>REVIEW simple sentences and simple and compound subjects and predicates with students.</p> <p>REVIEW with students the formation of cursive lowercase letters <i>l</i> and <i>e</i>.</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iRF.3.4aRF.3.4b</u></p> <p><u>L.3.6RI.3.2</u></p> <p><u>W.3.1aL.3.2e</u></p>
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