

Name: <b>BRES 3<sup>rd</sup></b> Grade		Grading Quarter: <b>1</b>	Week Beginning: <b>September 25, 2024</b> <b>WEEK 8</b>
School Year: <b>2024-2025</b>		Subject: <b>ELA</b>	
Monday	Notes:  <b>Unit 1</b> <b>Lesson</b> <b>4</b> <b>Day 6</b>	<b><u>OBJECTIVE:</u></b> RETEACH and REVIEW as needed  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:
Tuesday	Notes:  <b>Unit 1</b> <b>Lesson</b> <b>4</b> <b>Day 7</b>	<b><u>OBJECTIVE:</u></b> ASSESSMENT Unit 1, Lesson 4 (Main Idea and Details)  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:

Wednesday	<p>Notes:</p> <p><b>Unit 1 Lesson 5 Day 1</b></p>	<p><b><u>OBJECTIVE:</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• read words with /m/ spelled <i>_mb</i>, /n/ spelled <i>kn_</i>, /r/ spelled <i>wr_</i>, /f/ spelled <i>ph</i>, and /w/ spelled <i>wh_</i>.</li> <li>• spell dictated words with /f/, /m/, /n/, /r/, and /w/ 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 Clarifying and Summarizing.</li> <li>• read the entire selection.</li> <li>• learn new vocabulary words.</li> <li>• focus on prosody when reading fluently.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• learn about writing to persuade.</li> <li>• choose an audience and purpose for their opinion writing.</li> <li>• evaluate their writing plans with partners and receive feedback.</li> <li>• set goals for opinion writing.</li> <li>• begin drafting their opinion writing.</li> <li>• learn about /m/, /n/, /r/, /f/, and /w/ spelling patterns and irregular plurals.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /m/ spelled <i>_mb</i>, /n/ spelled <i>kn_</i>, /r/ spelled <i>wr_</i>, /f/ spelled <i>ph</i>, and /w/ spelled <i>wh_</i></p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.1iL.3.2eL.3.2f</u></p> <p><u>L.3.5bRL.3.10RL.3.3SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4aRF.3.4b</u></p> <p><u>W.3.5L.3.2f</u></p>
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Thursday	Notes:  <b>Unit 1 Lesson 5 Day 2</b>	<p><b><u>OBJECTIVE:</u></b>  <b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills.</li> <li>• spell dictated words with /f/, /m/, /n/, /r/, and /w/ correctly.</li> <li>• learn new high-frequency words.</li> <li>• read a <i><b>Decodable Story.</b></i></li> <li>• build fluency.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• reread “The Prairie Fire” 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>• review goals for opinion writing.</li> <li>• finish drafting their opinion writing.</li> <li>• receive feedback about their opinion writing in a writers’ conference.</li> <li>• develop handwriting skills by practicing formation of cursive lowercase letters <i>o</i> and <i>a</i>.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b>  <b>Foundational Skill:</b></p> <p>Have students read "Bike Races." Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.</p> <p><b>New High-Frequency Words:</b> <i>almost, also, years</i></p> <p><b>Reviewed High-Frequency Words:</b></p>	<p><b>Academic Standards:</b>  <u>L.3.5bRL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RL.3.2RL.3.3RF.3.4aRF.3.4bRF.3.4cL.3.6</u></p> <p><u>SL.3.1b</u></p>
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*close, each, hard, high, last, most, next, second, time, watch*

**Reading Skills:**

**REMIND** 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. Remind them to look for time-order words in the text that will help them establish the sequence, such as *first, next, finally, after, yesterday, and afternoon.*

**REVIEW** with 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. When students know the main ideas, they can understand what the author is trying to get across in the text. Often, especially in nonfiction, the main idea of a paragraph or section is directly stated. In fiction, however, this is not as common. Readers will need to infer the main idea.

**Language Arts:**

**MODEL** using a TREE diagram to guide you as you write a draft. Narrate your thought process as you follow the diagram to create the draft. The following text can serve as an example of teacher

		<p>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>o</i> and <i>a</i> as downcurve letters.</p>	
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Friday	Notes:	<b>OBJECTIVE:</b>	Academic Standards:
	Unit 1 Lesson 5 Day 3	<b>Foundational Skills:</b> <ul style="list-style-type: none"><li>understand irregular plural nouns.</li><li>build oral language skills.</li></ul> <b>Reading Skills:</b> <ul style="list-style-type: none"><li>finish reading “The Prairie Fire.”</li><li>review the selection vocabulary words.</li></ul> <b>Language Arts Skills:</b> <ul style="list-style-type: none"><li>revise and edit their opinion writing drafts.</li><li>learn about quotation marks, commas, and capitalization.</li><li>review spelling words.</li></ul> <b>LESSON OVERVIEW:</b> <b>Foundational Skill:</b> <b>REVIEW</b> the definition of <i>plural</i> and have students give rules they have learned for forming plural nouns <b>Reading Skills:</b> <b>REVIEW</b> Sequencing and Main Idea and Details. <b>Language Arts:</b> Making a chart with rules about comma usage will help students remember when to use commas in their writing. <b>MODEL</b> revising your draft based on the writer’s goals and the elements of opinion writing. Narrate your thoughts as you revise the writing to use formal language, add descriptive details, and make other changes to strengthen the content.	<u>RF.3.3cRF.3.3dL.3.1bL.3.1i</u>  <u>RL.3.3RL.3.2RL.3.1RL.3.4L.3.4aL.3.4bRF.3.4aRF.3.4b</u>  <u>W.3.5L.3.2cL.3.2a</u>

		<p>Encourage students to suggest improvements as well.</p> <p><b>REMIND</b> students that /m/ spellings include <i>_mb</i>, /n/ spellings include <i>kn_</i>, /r/ spellings include <i>wr_</i>, /f/ spellings include <i>ph</i>, /w/ spellings include <i>wh_</i>, and some plurals have irregular spellings.</p>	
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