

Name: <b>BRES 3<sup>rd</sup> Grade</b>	Grading Quarter: <b>1</b>	Week Beginning: <b>September 30, 2024</b> <b>WEEK 9</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday	<p>Notes:</p> <p><b>Unit 1</b></p> <p><b>Lesson 5</b></p> <p><b>Day 4</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> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• read excerpts from “The Prairie Fire” 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>• publish their opinion writing.</li> <li>• evaluate opinion writing based on writer’s goals.</li> <li>• review quotation marks, commas, and capitalization.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>HAVE</b> students use the singular form of each word on Line 4 in a science-related sentence. Make sure students are using the words correctly. Have them explore a print or online student dictionary if they need to clarify meanings. Then challenge them to use the plural forms in sentences. If students struggle to think of sentences for <i>fungi</i> or <i>stimuli</i>, model a few examples for them and have them extend your sentences.</p> <p><b>Reading Skills:</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 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><b>Language Arts:</b></p> <p><b>REMIND</b> 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. They may want to write or type on colored paper, include drawings, or make a cover for their writing. Point out the use of commas, quotation marks, and capital letters in the sentence.</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.1bL.3.1i</u></p> <p><u>RL.3.4L.3.5aRL.3.3RL.3.6RL.3.7RF.3.4aRF.3.4bRF.3.4cL.3.6</u></p> <p><u>W.3.4L.3.2c</u></p>
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Tuesday	<p>Notes:</p> <p><b>Unit 1</b> <b>Lesson 5</b> <b>Day 5</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>• spelled <i>wh_</i>.</li> <li>• review irregular plural nouns.</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 using a graphic organizer to help plan and organize opinion writing.</li> <li>• review paragraphs.</li> <li>• freewrite to generate ideas about the opinion writing topic.</li> <li>• identify the audience and purpose of their opinion writing.</li> <li>• take the spelling assessment.</li> <li>• review quotation marks, commas, and capitalization.</li> <li>• review formation of cursive lowercase letters <i>o</i> and <i>a</i>.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b>  <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>  <b>REVIEW</b> that the words on the word lines do not follow the standard rules for forming plural nouns.</p> <p><b>Reading Skills:</b>  <b>REVIEW</b> the comprehension strategies by asking students to summarize and clarify points in the text.</p> <p><b>REVIEW</b> the skills for accessing complex text by asking students to put story events in sequence and identify main ideas and supporting details.</p> <p><b>Language Arts:</b>          Use Routine 16, <u>Graphic Organizer Routine</u>, to review the purpose and benefits of using a TREE diagram to plan their writing. Tell students that they will be writing another opinion essay individually. Display the model of good opinion writing. Discuss the elements of opinion writing in the piece (topic</p>	<p><b>Academic Standards:</b>  <u>RF.3.3cRF.3.3dL.3.1i</u></p> <p><u>SL.3.1dL.3.2eL.3.2aL.3.2c</u></p>
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Wednesday	<p>Notes:</p> <p><b>Unit 1 Lesson 5 Day 6</b></p>	<p><b><u>OBJECTIVE:</u></b> RETEACH and REVIEW as needed</p> <p><b><u>LESSON OVERVIEW:</u></b></p>	Academic Standards:
Thursday	<p>Notes:</p> <p><b>Unit 1 Lesson 5 Day 7</b></p>	<p><b><u>OBJECTIVE:</u></b> ASSESSMENT Unit 1 Lesson 5</p> <p><b><u>LESSON OVERVIEW:</u></b></p>	Academic Standards:
Friday	<p>Notes:</p> <p><b>Fall Break – NO SCHOOL</b></p>	<p><b><u>OBJECTIVE:</u></b></p> <p><b><u>LESSON OVERVIEW:</u></b></p>	Academic Standards: