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| Name: BRES 3rd Grade | | Grading Quarter: 2 | Week Beginning: October 14, 2024 WEEK 1 |
| School Year: 2024-2025 | | Subject: ELA | |
| Monday | Notes: | | Academic Standards: |
| | FALL BREAK = PD DAY | | |

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| Tuesday | <p>Notes:</p> <p>Unit 1 Lesson 6 Day 1</p> | <p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /ā/ spelled <i>a</i> and <i>a_e</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_e</i>, as well as compound words. learn new high-frequency words. read a <i>Decodable Story</i> build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> learn and apply the comprehension strategies Predicting, Asking Questions, and Clarifying. read the first half of the selection. focus on accuracy when reading fluently. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review linking/transition words. use a graphic organizer to begin planning their opinion writing. take the Unit 1 spelling assessment. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW /ā/ spelled <i>a</i> and <i>a_e</i>, /ī/ spelled <i>i</i> and <i>i_e</i>, and /ō/ spelled <i>o</i> and <i>o_e</i></p> <p>REVIEW with students what a compound word is.</p> <p>Reading Skills:</p> <p>MODEL the use of the following comprehension strategies during the first read of “The White Spider’s Gift.”</p> <ul style="list-style-type: none"> Predicting Asking and Answering Questions Clarifying <p>Language Arts:</p> <p>REVIEW linking words and how they can help a reader</p> | <p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iRF.3.4aRF.3.4bRL.3.1RF.3.4c</u></p> <p><u>L.3.5bRL.3.10RF.3.4aRF.3.4b</u></p> <p><u>W.3.1bL.3.2e</u></p> |
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| | | <p>understand the relationship between an opinion and the reason for having the opinion, as well as guide the reader through the opinion essay. Using one of the finished models of opinion writing, identify linking word</p> | |
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| Wednesday | <p>Notes:</p> <p>Unit 1 Lesson 6 Day 2</p> | <p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i>, plus antonyms and synonyms. build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> read the second half of “The White Spider’s Gift.” build fluency. learn new vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> receive feedback from peers about writing plans. set goals for opinion writing. begin drafting their opinion writing. review formation of cursive lowercase letters <i>i</i>, <i>t</i>, and <i>l</i> <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW /ē/ spelled <i>e</i> and <i>e_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i>.</p> <p>REVIEW the definitions of <i>antonym</i> and <i>synonym</i> with students.</p> <p>Reading Skills:</p> <p>REMIND students that they have been making and confirming predictions in “The White Spider’s Gift.” In other words, they have been making educated guesses about what will happen next based on details in the text and their own knowledge. Have students recall one prediction they made in the first half of the story. Tell students that they will continue to ask and answer questions about the characters, setting, and plot in the second half of “The White Spider’s Gift.”</p> <p>Language Arts:</p> <p>MODEL creating a draft based on your TREE diagram. Be sure to leave some aspects of</p> | <p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iRF.3.4aRF.3.4b</u></p> <p><u>RL.3.2RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6RF.3.4aRF.3.4b</u></p> <p><u>W.3.5</u></p> |
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| | | <p>the opinion writing incomplete so they can be addressed in the revising step. Include mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step. 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>REVIEW the formation of cursive lowercase letters <i>i</i>, <i>t</i>, and <i>l</i>.</p> | |
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| Thursday | <p>Notes:</p> <p>Unit 1 Lesson 6 Day 3</p> | <p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /j/ spelled <i>ge</i> and <i>gi_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i>, as well as shades of meaning. build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> reread “The White Spider’s Gift” while digging deeper into the text. build fluency. review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review goals for opinion writing. finish drafting their opinion writing. receive feedback in writers’ conference about their drafts and begin revising. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW /j/ spelled <i>ge</i> and <i>gi_</i> and /s/ spelled <i>ce</i>, <i>ci_</i>, and <i>cy</i>.</p> <p>REVIEW with students what they know about 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>Reading Skills:</p> <p>REMIND students that comparing is stating things that are similar and contrasting is stating things that are different. Students might compare and contrast characters, settings, and actions in a story to get a better understanding of what the author is describing. Students can also compare and contrast the story with other stories they have read.</p> <p>REVIEW with students that when they make inferences</p> | <p>Academic Standards:</p> <p><u>RF.3.3cRF.3.4aRF.3.4b</u></p> <p><u>RL.3.3RL.3.2RL.3.1RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.5</u></p> |
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| | | <p>they combine details from the text with what they already know to conclude something that the author does not directly state in the text. Fiction often calls for readers to make inferences about the characters and their feelings, traits, and motivations.</p> <p>REMIND students that the effect is something that happens and the cause is what makes it happen. The plot of a story is progressed by causes and effects. When readers examine these causes and effects, they have a better understanding of why things happen, why characters think and act the way they do, and the messages the author is trying to convey.</p> <p>Language Arts:</p> <p>HAVE students finish writing the drafts of their opinion writing. Remind them to use their graphic organizers as a guide and to keep the writer’s goals in mind. Circulate among students to help them as needed.</p> | |
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| Friday | <p>Notes:</p> <p>Unit 1</p> <p>Lesson 6</p> <p>Day 4</p> | <p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • REVIEW /ā/ spelled <i>ai_</i> and <i>_ay</i> • REVIEW with students the rules for forming regular plural nouns. <p>Reading Skills:</p> <ul style="list-style-type: none"> • read excerpts from “The White Spider’s Gift” to focus on writer’s craft. • answer questions to better understand the selection. • review the selection vocabulary words. • build fluency • read the social studies link. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • finish revising their opinion writing draft • edit and publish their opinion writing. • review the formation of cursive lowercase letters <i>e</i>, <i>o</i>, and <i>a</i>. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>TELL students that they will look back 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>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>Have students finish revising their drafts using the checklist.</p> <p>MODEL editing your draft. Encourage students to suggest edits.</p> <p>REVIEW the formation of</p> | <p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iRF.3.4bRF.3.4c</u></p> <p><u>RL.3.5RL.3.3RL.3.1RL.3.7RF.3.4aRF.3.4bRL.3.4L.3.4aL.3.5b</u></p> <p><u>W.3.4</u></p> |
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