

Name: <b>BRES 3<sup>rd</sup> Grade</b>	Grading Quarter: 2	Week Beginning: <b>October 28, 2024</b> <b>WEEK 3</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday	<p>Notes:</p> <p><b>Unit 2</b></p> <p><b>Lesson 1</b></p> <p><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 contractions and possessives.</li> <li>build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>reread “Storm Chasers” while digging deeper into the text.</li> <li>review the selection vocabulary words.</li> <li>build fluency by reading with prosody.</li> <li>develop questions for Inquiry.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>evaluate the TREE diagram as a good plan for writing.</li> <li>set writer’s goals for an informative/explanatory text.</li> <li>review types of sentences.</li> <li>help draft an informative/explanatory text using the plan.</li> <li>learn about possessive nouns and pronouns.</li> <li>review spelling words</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> with students that a contraction is a shortened form of two combined words. An apostrophe takes the place of the letter or letters that were removed. A possessive noun is a form of a noun that shows that that noun owns or is in control of something. Possessive nouns also use an apostrophe, but should not be confused with contractions. Tell students they should use context to determine if a word ending in 's is a contraction or a possessive.</p> <p><b>Reading Skills:</b></p> <p><b>REMIND</b> students that a fact is a statement that can be proven with evidence, and an opinion is a person’s point of view that cannot be proven. Explain that nonfiction texts will often contain both facts and opinions. It is therefore very important for students to be able to identify both and sort the author’s feelings about a subject from the proven facts.</p> <p><b>REMIND</b> students that the main idea is the most important overall point in a text. The author supports this point in a nonfiction text with details, which can be descriptions, explanations, facts, definitions, and even pictures. Keeping</p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.2dL.3.1i</u></p> <p><u>RI.3.2RI.3.6RI.3.1L.3.6RF.3.4aRF.3.4b</u></p> <p><u>W.3.4L.3.2d</u></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tuesday</p>	<p>Notes:</p> <p><b>Unit 2</b></p> <p><b>Lesson 1</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>• reread excerpts from “Storm Chasers” 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 by reading at an appropriate rate.</li> <li>• read the social studies connection.</li> <li>• choose a research question for Inquiry.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• review the writer’s goals for an informative/explanatory text.</li> <li>• help revise the draft of the informative/explanatory text.</li> <li>• learn about possessive nouns and pronouns.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>HAVE</b> students come up with clues for possessives that follow the format.</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 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>Language Arts:</b></p> <p><b>DISPLAY</b> the ePresentation slide containing writer’s goals and review with students the characteristics of informative/explanatory writing. Have students refer to <i><b>Skills Practice 1</b></i> page 87 to review the audience and purpose of their writing. Remind students that they will also vary the sentence types in their report.</p> <p>Identify the possessive noun and pronoun.</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.1iL.3.2d</u></p> <p><u>RI.3.5RI.3.1RI.3.2RI.3.8RF.3.4bRI.3.7RI.3.10RI.3.4L.3.4aL.3.5b</u></p> <p><u>W.3.5L.3.2d</u></p>
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Wednesday	<p>Notes:</p> <p><b>Unit 2 Lesson 1 Day 5</b></p>	<p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• read words with /ē/ spelled <i>ee</i>, <i>ea</i>, <i>_ie_</i>, <i>_y</i>, and <i>_ey</i>.</li> <li>• understand contractions and possessives.</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> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• I review the writer's goals for the informative/explanatory text.</li> <li>• help edit the revised draft of the informative/explanatory text.</li> <li>• take the spelling assessment.</li> <li>• review possessive nouns and pronouns.</li> <li>• review cursive letters <i>s</i> and <i>r</i>.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /ē/ spelled <i>ee</i>, <i>ea</i>, <i>_ie_</i>, <i>_y</i>, and <i>_ey</i>.</p> <p><b>REVIEW</b> how contractions are formed by combining two words into one. Have students explain what the apostrophe does in a contraction. Then review how possessives are used, and the rules for deciding whether to add just an apostrophe, or an apostrophe <i>s</i>.</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 visualized and asked questions.</p> <p><b>REVIEW</b> the skills for accessing complex text by asking students to identify facts, opinions, main ideas, and supporting details in the selection.</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students of the writer's goals for their informative/explanatory writing. Remind students that the editing stage is when they will check their writing for spelling, punctuation, and grammatical errors before they publish it.</p> <p><b>REVIEW</b> with students the formation of cursive lowercase letters <i>s</i> and <i>r</i> as undercurve letters.</p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cRF.3.4bL.3.2dL.3.1i</u></p> <p><u>W.3.5L.3.2eL.3.3a</u></p>
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Thursday	Notes:  Unit 2 Lesson 1 Day 6	<b><u>OBJECTIVE:</u></b> <b>REVIEW and RETEACH</b>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:
Friday	Notes:  Unit 2 Lesson 1 Day 7	<b><u>OBJECTIVE:</u></b> <b>ASSESSMENT</b>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards: