

Name: BRES 3rd Grade	Grading Quarter: 2	Week Beginning: November 4, 2024 WEEK 4
School Year: 2024-2025	Subject: ELA	

Monday	<p>Notes:</p> <p>Unit 2 Lesson 2 Day 1</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • read words with /ī/ spelled <i>_igh</i>, <i>_ie</i>, and <i>_y</i>. • spell dictated words with /ī/ correctly. • build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies Asking and Answering Questions and Clarifying. • read the entire selection. • learn new vocabulary words. • focus on reading with accuracy. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • produce a final copy of the informative/explanatory text for publishing. • evaluate the informative/explanatory text according to writer’s goals. • learn about /ī/ spelling patterns, irregular verbs, and abstract nouns. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW /ī/ spelled <i>_igh</i>, <i>_ie</i>, and <i>_y</i>.</p> <p>Reading Skills:</p> <p>MODEL the use of the following comprehension strategies during the first read of “Seasons of Change.”</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Clarifying <p>Remind students to ask questions about explanations, descriptions, facts, unfamiliar words and concepts, and text features as they read. They should then seek answers to their questions by rereading or</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1aL.3.1iL.3.2eL.3.2f</u></p> <p><u>L.3.5bRI.3.10RI.3.3RI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4aRF.3.4b</u></p> <p><u>W.3.4L.3.2f</u></p>
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		<p>reading further in the text for more details or evidence, making inferences, or even doing research in another text. Explain that asking and answering questions will help students monitor their understanding of the text. Remind students that when readers clarify, they first recognize something in the text that is confusing or that they do not fully understand. Then they try to find clues in the text, do research outside the text, or read further with the intention of increasing their understanding. Clarifying may occur at the word, the sentence, the paragraph, or the whole-text level.</p> <p>Language Arts:</p> <p>REMIND students that the final step of the writing process is publishing. Tell them this is when they will produce a final copy of their writing and present it to others. Tell them that reading their writing aloud is one way to publish it. Model rewriting the revised and edited informative/explanatory piece to create a clean copy. Have students follow your model and create their own neatly written copies.</p>	
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Tuesday	<p>Notes:</p> <p>Unit 2</p> <p>Lesson 2</p> <p>Day 2</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /i/ spelled <i>_igh</i>, <i>_ie</i>, and <i>_y</i>. • learn new high-frequency words. • read a <i>Decodable Story</i>. • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • reread “Seasons of Change” while digging deeper into the text. • focus on reading with proper intonation. • review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review the benefits of using a graphic organizer to plan writing. • work with a partner to generate ideas for an informative/explanatory text. • develop handwriting skills by practicing formation of cursive letters <i>n</i> and <i>m</i>. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>ORGANIZE students into groups and have them create lists of compound words.</p> <p>Reading Skills:</p> <p>INFORM students that the second read of “Seasons of Change” will involve taking a closer look at the text to help analyze its complexity. Before you begin the second read of “Seasons of Change,” teach the following aspects of text complexity.</p> <p>REMIND students that when they compare, they identify similarities between two or more things within a text or across texts. When they contrast, they identify differences. Explain that</p>	<p>Academic Standards:</p> <p><u>L.3.1dL.3.1iRL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RF.3.4aRF.3.4bL.3.6</u></p> <p><u>SL.3.1d</u></p>
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		<p>looking for similarities and differences in a text will help students better understand the information and concepts presented.</p> <p>Language Arts:</p> <p>EXPLAIN to students that they will work with a partner to create a plan for their next informative/explanatory text. Remind them that the main purpose when writing to inform is to provide facts and information about a topic. It is not to share their opinions about the topic.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 2 Lesson 2 Day 3</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand irregular verbs and abstract nouns. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> finish reading “Seasons of Change.” read and analyze poetry. review the selection vocabulary words. focus on reading with automaticity.. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> use sources and an idea web to gather and organize facts. learn about regular and irregular plural nouns. review spelling words. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW with students that most verbs follow a regular pattern when changing tense that involves adding - <i>ed</i></p> <p>Reading Skills:</p> <p>HAVE students reread pages 188–189 to compare and contrast winter in Colorado with winter in Kenya.</p> <p>Language Arts:</p> <p>USE Routine 16, the <u>Graphic Organizer Routine</u>, to review how to use an idea web. Display a blank idea web, and remind students that they used an idea web in the previous unit to help them gather reasons to support their opinions. Explain that an idea web can be used in a similar way to organize facts and explanations when writing to inform. Model completing an idea web using an animal chosen for your informative/explanatory</p>	<p>Academic Standards:</p> <p><u>RF.3.3cRF.3.3dL.3.1cL.3.1dL.3.1i</u></p> <p><u>RI.3.7RL.3.5RF.3.4aRF.3.4bRI.3.1RI.3.3RI.3.5RI.3.9RI.3.4L.3.4aL.3.5bRF.3.4c</u></p> <p><u>W.3.7W.3.8L.3.1b</u></p>
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		<p>text. Use a classroom source to locate facts about the animal, and record them in the web. Narrate your thoughts as you take notes using the web.</p> <p>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>	
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Thursday	<p>Notes:</p> <p>Unit 2 Lesson 2 Day 4</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> build their oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> read excerpts from “Seasons of Change” to focus on writer’s craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency by reading with expression read the science connection. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> learn about cause-and-effect relationships. review their idea webs to choose the three best supporting facts. use a TREE diagram to plan their informative/explanatory texts. review regular and irregular plural nouns. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>GIVE students the present tense of any of the words in Lines 1 and 2 and ask them to describe how the word is changed to form the past tense.</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>Explain to students that each element of their text— introduction, three different facts and explanations, and conclusion—will be its own</p>	<p>Academic Standards:</p> <p><u>L.3.1cL.3.1dL.3.4d</u></p> <p><u>RI.3.5RI.3.7RI.3.6RI.3.2RL.3.5RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.2bL.3.1i</u></p>
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		<p>paragraph, so their texts will consist of five paragraphs total.</p> <p>Remind students that a plural noun names more than one person, place, or thing. Review the rules for forming plurals: -s is added to most singular nouns to form the plural; -es is added to most nouns ending in <i>s</i>, <i>x</i>, <i>z</i>, <i>ss</i>, <i>ch</i>, and <i>sh</i>; when a noun ends in a consonant and the letter <i>y</i>, the <i>y</i> is changed to <i>i</i> and then -es is added; when a noun ends in the letter <i>f</i>, the <i>f</i> is changed to <i>v</i> and then -es is added; and irregular plurals do not follow these rules.</p>	
Friday	Notes: NO SCHOOL PD DAY	<u>OBJECTIVE:</u> <u>LESSON OVERVIEW:</u>	Academic Standards: