

Name: <b>BRES 3<sup>rd</sup> Grade</b>	Grading Quarter: 2	Week Beginning: <b>December 2, 2024</b> <b>WEEK 8</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday	Unit 2 Lesson 4 Day 1	<p>Notes:</p> <p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"><li>• read words with /ū/ spelled <i>_ew</i> and <i>_ue</i>.</li><li>• spell dictated words with /ū/ 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 Making Connections and Predicting.</li><li>• read the entire selection.</li><li>• learn new vocabulary words.</li><li>• focus prosody when reading fluently.</li></ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"><li>• learn about including context clues in their writing.</li><li>• revise their writing plans based on feedback from writers' conferences.</li><li>• set writer's goals for their informative/explanatory texts.</li><li>• begin drafting their informative/explanatory texts.</li><li>• learn about /ū/ spelling patterns, homographs, and multiple-meaning words.</li></ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /ū/ spelled <i>_ew</i> and <i>_ue</i>.</p> <p><b>Reading Skills:</b></p> <p><b>MODEL AND PROMPT</b> the use of the following comprehension strategies during the first read of "Get the Facts."</p> <ul style="list-style-type: none"><li>• Making Connections</li><li>• Predicting</li></ul> <p>Remind students that when they make connections, they relate what they are reading to what they already know from personal experience or</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iL.3.5bL.3.5cL.3.2eL.3.2f</u></p> <p><u>L.3.5bRL.3.10RL.3.5RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6RF.3.4aRF.3.4</u></p> <p><u>W.3.4L.3.2f</u></p>

		<p>what they have read before. Explain that making connections enhances comprehension of the text. When students add what they know to what they read, they have an even deeper understanding of the information and concepts conveyed. Explain that this week's play is set in the present at a typical elementary school, so students should be able to make many connections to their own lives while they read.</p> <p>Remind students that another strategy that will keep them engaged with the text is predicting. When they predict, they guess what will happen next in the story after examining textual evidence and considering their own prior knowledge. Stress that predictions must be based on details from the story. Also, remind students that once they make a prediction, they must read on to discover whether that prediction is confirmed. If their predictions are not confirmed, they should revise them on the basis of new evidence in the text.</p> <p><b>Language Arts:</b> <b>REMIND</b> students that the main purpose for informative/explanatory writing is to inform the reader about a topic by providing facts or explanations. Tell students that they should avoid including their opinions when they write to inform. Tells students that today they will draft their informative/explanatory text. Remind them to use the TREE graphic organizers</p>	
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		they completed in the previous day's lesson as a guide for writing. Model completing a draft using the TREE graphic organizer you completed. Include one or two sentences that include irrelevant information so you can model eliminating them during the revising step. Also include some mistakes in grammar, usage, and mechanics that will be fixed during the editing step.	
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Tuesday	<p>Notes:</p> <p><b>Unit 2</b></p> <p><b>Lesson 4</b></p> <p><b>Day 2</b></p>	<p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• build oral language skills.</li> <li>• practice spelling words with /ū/ spelled <i>_ew</i> and <i>_ue</i>.</li> <li>• learn new high-frequency words.</li> <li>• read a <i>Decodable Story</i>.</li> <li>• build fluency.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• reread “Get the Facts” while digging deeper into the text.</li> <li>• build fluency by reading with accuracy.</li> <li>• review the selection vocabulary words.</li> <li>• evaluate their conjecture for Inquiry and revise as needed.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• review staying on topic and learn about deleting irrelevant information.</li> <li>• receive feedback about their drafts in writers’ conferences.</li> <li>• review cursive letters <i>s</i>, <i>r</i>, <i>n</i>, <i>m</i>, <i>h</i>, and <i>f</i>.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b></p> <p><b>HAVE</b> students use the words from the word lines in sentences, but tell them to leave out the word when they share their sentences with the class.</p> <p><b>Reading Skills:</b></p> <p><b>INFORM</b> students that the second read of “Get the Facts” will involve taking a closer look at the text to analyze its complexity.</p> <p><b>Fact and Opinion</b></p> <p><b>REMIND</b> students that they will encounter facts and opinions in their reading of fiction and nonfiction. Facts are statements that can be proven. Opinions are statements of belief that cannot be proven. Knowing</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.4aRL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.5</u></p>
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		<p>which statements are facts and which are opinions will help students understand what they are reading.</p> <p><b>Making Inferences</b></p> <p><b>REMIND</b> students that when they make inferences, they are using information from the story along with personal knowledge and experience to understand something that may not be directly stated in the story. Making inferences helps students understand the characters and events with more depth. It reveals insights and details that make the story even more meaningful and compelling .</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that a well-organized informative/explanatory text will stay on topic and will not include irrelevant information. Model revising your draft based on the writer’s goals set in the previous day’s lesson. Narrate your thoughts as you make changes, including eliminating irrelevant information and adding descriptive details. Encourage students to suggest improvements as well, and incorporate their changes whenever appropriate.</p> <p><b>REVIEW</b> with students the formation of cursive lowercase letters <i>s, r, n, m, h,</i> and <i>f</i>.</p>	
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Wednesday	<p>Notes:</p> <p><b>Unit 2 Lesson 4 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 homographs and multiple-meaning words.</li> <li>build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>finish reading "Get the Facts."</li> <li>read and analyze poetry.</li> <li>review the selection vocabulary words.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>practice correcting errors in homophones.</li> <li>use proofreading marks and a checklist to edit their revised drafts.</li> <li>learn about subjects and direct objects.</li> <li>review spelling words.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b>  <b>REVIEW</b> with students that homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. Homographs can also be different parts of speech.</p> <p><b>Reading Skills:</b>  <b>READ</b> the first three poems aloud. Ask students whether they hear any repeating rhythms or rhyming words in the poems.</p> <p><b>Language Arts:</b>  <b>TELL</b> students they will edit their informative/explanatory writing today. Remind them that during the editing step, they will read their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation. Point out that they may need to read their writing several times to</p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cL.3.4aL.3.1i</u></p> <p><u>RL.3.5RF.3.4aRL.3.1RL.3.3RL.3.4L.3.4aL.3.5bRF.3.4b</u></p> <p><u>W.3.5L.3.1f</u></p>
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		<p>ensure that it is error free. Model editing your revised draft. Be sure to narrate the changes you make. Encourage students to offer suggestions for edits, and incorporate their changes whenever appropriate. 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><b>Unit 2 Lesson 4 Day 4</b></p>	<p><b>OBJECTIVE:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>will build oral language skills.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>read excerpts from “Get the Facts” 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 link.</li> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>review the publishing step of the writing process.</li> <li>create a final copy of their informative/explanatory texts.</li> <li>evaluate their informative/explanatory texts based on the writer’s goals.</li> <li>review subjects and direct objects.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b>  <b>ORGANIZE</b> students into groups and have them write clues for the words on the word lines. Encourage students to give vague clues that could apply to more than one word.</p> <p><b>Reading Skills:</b>  <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.  Read over each question with the class. Call on various students to answer each question. Provide</p>	<p><b>Academic Standards:</b></p> <p><u>L.3.1i</u></p> <p><u>RL.3.5RL.3.3RL.3.6RL.3.7RF.3.4aRF.3.4bL.3.6</u></p> <p><u>SL.3.4L.3.1fL.3.1i</u></p>
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		<p>enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write activity on their own.</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 informative/explanatory writing and present it to others.</p> <p><b>WRITE</b> sentences on the board. Identify the direct object in each sentence, and then model rewriting the sentence using an object pronoun.</p>	
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Friday	<p>Notes:</p> <p><b>Unit 2</b></p> <p><b>Lesson 4</b></p> <p><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 /ū/ spelled <i>_ew</i> and <i>_ue</i>.</li> <li>• understand homographs and multiple-meaning words.</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 plan their writing.</li> <li>• choose a topic for an informative/explanatory text.</li> <li>• use TREE diagrams to plan their informative/explanatory texts.</li> <li>• take the spelling assessment.</li> <li>• review subjects and direct objects.</li> <li>• review cursive letters <i>s</i>, <i>r</i>, <i>n</i>, <i>m</i>, <i>h</i>, and <i>f</i>.</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /ū/ spelled <i>_ew</i> and <i>_ue</i>.</p> <p><b>REVIEW</b> the definition of <i>homographs</i>: words that are spelled the same but have different meanings and origins, and often different parts of speech and pronunciations. Review that multiple-meaning words are different from homographs because the different meanings come from the same origin.</p> <p><b>Reading Skills:</b></p>	<p><b>Academic Standards:</b></p> <p><u>RF.3.3cRF.3.4bL.3.1iL.3.4a</u></p> <p><u>SL.3.1dL.3.2eL.3.1i</u></p>
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		<p><b>REVIEW</b> the comprehension strategies by asking students to find examples in the text where they made connections and predicted what would happen next.</p> <p><b>REVIEW</b> the skills for accessing complex text by asking students to find examples in the text where they identified facts and opinions and made inferences.</p> <p><b>Language Arts:</b></p> <p><b>USE</b> Routine 16, the <u>Graphic Organizer Routine</u>, to review the purpose and benefits of using a TREE graphic organizer to plan writing. Tell students that they will be writing another informative/explanatory essay individually. Display the model of good informative writing. Ask students to identify the topic sentence, facts and explanations, and concluding sentence.</p> <p><b>REVIEW</b> subjects and direct objects with students. Remind them that the subject is who or what the sentence is about, and the direct object is a noun or pronoun that receives the action from the subject.</p> <p><b>REVIEW</b> with students the formation of cursive lowercase letters <i>s</i>, <i>r</i>, <i>n</i>, <i>m</i>, <i>h</i>, and <i>f</i>.</p>	
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