

Name: BRES 3rd Grade		Grading Quarter: 4	Week Beginning: March 17, 2025 WEEK 1
School Year: 2024-2025		Subject: ELA	
Monday	Notes:	<u>OBJECTIVE:</u>	Academic Standards:
	PD DAY – NO SCHOOL	<u>LESSON OVERVIEW:</u>	

Tuesday	<p>Notes:</p> <p>Unit 4 Lesson 1 Day 1</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand words with the suffixes -y and -ly. spell dictated words with the suffixes -y and -ly correctly. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> discuss the elements of a folktale. listen attentively. build vocabulary. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review different types of writing and their purposes. learn about using a Venn diagram to compare and contrast. learn about compare and contrast signal words. consider topics for an informative/explanatory text. learn about suffixes -ly, -y, -ment, and -ive. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW with students that derivational suffixes are word parts added to the ends of base words that change the base words' meanings and parts of speech. Adding derivational suffixes such as -y and -ly will sometimes necessitate a change in the spelling of the base word as well. Explain that suffixes, like words, are derived from certain roots and carry meanings of their own.</p> <p>Reading Skills:</p> <p>MODEL the comprehension strategy Clarifying as you read. Stop periodically to identify something unclear or confusing in the text. Then explain how you can clarify the information by</p>	<p>Academic Standards:</p> <p><u>RF.3.3aRF.3.3cL.3.4bL.3.1iL.3.2eL.3.2f</u></p> <p><u>W.3.8</u></p> <p><u>RI.3.1L.3.2eL.3.2f</u></p>
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		<p>using context clues, reading further in the text, rereading, or consulting outside sources.</p> <p>Language Arts:</p> <p>REMIND students that the purpose of informative/explanatory writing is to provide facts and explanations about a topic. Ask students to recall the informative/explanatory texts they completed earlier. Have students compare and contrast the purpose and elements of writing to inform with the purposes and elements of opinion writing and narrative writing.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 4</p> <p>Lesson 1</p> <p>Day 2</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • practice using words with the suffixes -y and -ly. <p>Reading Skills:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies Predicting and Clarifying. • read the entire selection. • learn new vocabulary words. • focus on prosody when reading. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review comparing and contrasting. • review how to research and take notes using a source. • choose two places to compare and contrast in an informative/explanatory text. • review cursive letters <i>b</i>, <i>k</i>, <i>u</i>, <i>w</i>, <i>v</i>, <i>y</i>, <i>x</i>, and <i>z</i> <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>ORGANIZE students into groups and have them write complete sentences using the words from the word lines. Then have groups take turns reading a sentence aloud, leaving out the word with the suffix -y or -ly. Have volunteers identify the word that best completes the sentence and explain what it means.</p> <p>Reading Skills:</p> <p>MODEL AND PROMPT the use of the following comprehension strategies during the first read of “The Country Mouse and the City Mouse.”</p> <ul style="list-style-type: none"> • Predicting • Clarifying 	<p>Academic Standards:</p> <p><u>L.3.1iL.3.4b</u></p> <p><u>L.3.5bRL.3.10RL.3.7RL.3.3RL.3.2RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6</u></p> <p><u>W.3.7W.3.8SL.3.1d</u></p>
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		<p>Remind students to make predictions as they read a story. They should use text evidence and their own knowledge of the world and human nature to guess what will happen next. Then they should read on to find out whether their predictions have been confirmed. If their predictions have not been confirmed, they must use new evidence from the text to revise those predictions. Review that clarifying is identifying parts of the text that are initially confusing and using context clues, further reading, or outside research to increase understanding. Students might stop to clarify an unfamiliar term, the motive of a character, or a complicated sequence of events. Clarifying ensures that students comprehend the text as fully as possible.</p> <p>Language Arts:</p> <p>REMIND students that comparing two objects means describing their similarities and contrasting two objects means describing their differences. Ask students to list signal words that might show an author is comparing and contrasting.</p> <p>Tell students that notes are short phrases or words that summarize important information. When students take notes, they should use their own words and phrases to help them remember the information better and to avoid plagiarism.</p>	
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Thursday	<p>Notes:</p> <p>Unit 4 Lesson 1 Day 3</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand words with the Latin suffixes <i>-ment</i> and <i>-ive</i>. spell dictated words with the Latin suffixes <i>-ment</i> and <i>-ive</i> correctly. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> reread “The Country Mouse and the City Mouse” 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 note taking from a source. use a source to research and take notes for an informative/explanatory text. learn about comparative and superlative adjectives and adverbs. review spelling words. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW that suffixes are word parts added to the ends of base words that can change their meaning and part of speech. Remind students that suffixes have their own meanings and origins. Explain that like many English words, many suffixes are derived from the ancient Latin language.</p> <p>Reading Skills:</p> <p>Compare and Contrast</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</p>	<p>Academic Standards:</p> <p><u>RF.3.3aRF.3.3bRF.3.3cL.3.4bL.3.1iL.3.5bL.3.2eL.3.2f</u></p> <p><u>RL.3.3RL.3.6L.3.6RF.3.4bW.3.7W.3.8W.3.10</u></p> <p><u>W.3.8L.3.1g</u></p>
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		<p>what the author is describing. Students can also compare and contrast the story with other stories they have read.</p> <p>Fact and Opinion</p> <p>REMIND students that they will encounter facts and opinions as they read stories and informational texts. Facts are statements that can be proven. Opinions are beliefs that cannot be proven, only supported with evidence. Knowing which statements are facts and which are opinions will help students comprehend what they are reading. Additionally, determining the opinions of the characters in a story will help them understand the characters' personalities and beliefs.</p> <p>Language Arts:</p> <p>REMIND students that they are writing informative/explanatory texts comparing and contrasting two places. Explain that today they will research facts and details to include in their texts. Remind students that they should use note cards to record the information they find, and they should use their own words and phrases when writing the information.</p>	
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Friday	<p>Notes:</p> <p>Unit 4 Lesson 1 Day 4</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • practice using words with the Latin suffixes -<i>ment</i> and -<i>ive</i>. <p>Reading Skills:</p> <ul style="list-style-type: none"> • I reread excerpts from “The Country Mouse and the City Mouse” to focus on writer’s craft. • answer questions to better understand the selection. • build on the vocabulary they have learned this week. • build fluency. • read the Science Connection. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review comparing and contrasting. • complete a Venn diagram using notes from their research. • learn about comparative and superlative adjectives and adverbs. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>ASK students to identify the meanings of the suffixes -<i>ment</i> and -<i>ive</i>, then think of other base words to which the suffixes could be added. Discuss how the spelling and part of speech of the base word changes with the addition of the suffix, then have students determine the meaning of each new word. Tell students to think back to what they have learned about adjectives and other kinds of descriptive words they have learned about. Explain that you will say a word or words in order to describe the kind of responses you want. For example, you could use the</p>	<p>Academic Standards:</p> <p><u>RF.3.3aL.3.3aL.3.4b</u></p> <p><u>RL.3.2RL.3.3RL.3.4RL.3.6RL.3.7RF.3.4aRF.3.4bL.3.4aL.3.5bW.3.7W.3.8W.3.10</u></p> <p><u>W.3.8L.3.1g</u></p>
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<p>words <i>negative</i> and <i>positive</i>. This would mean that students’ responses would have to feature carefully chosen words and phrases in order to have either a negative or a positive effect. Share the following examples with students:</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 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>Story Elements:</p> <p>Setting</p> <p>REVIEW with students that the setting is where and when a story takes place. Tell students to look for details in the text that describe the setting. Determining the setting is important because the setting has an impact on what the characters do and think, helps create the tone, or feeling, of the story, and can even help convey the theme, or message.</p> <p>Story Elements:</p> <p>Character</p> <p>REMIND students that characters’ thoughts, actions, and motivations, or reasons for acting, can all reveal important things about them. When we understand the characters, we can begin to see the important lessons about life and people that the author is trying to convey. Tell students to look to descriptive details, dialogue, and even illustrations to</p>

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<p>discover all they can about characters.</p> <p>Language Arts:</p> <p>REMIND students that comparing is to describe how two things are alike, and contrasting is to describe how they are different. Review the compare and contrast signal words and phrases by listing them on the board.</p> <ul style="list-style-type: none">• Comparing words: both, also, too, as well• Contrasting words: but, unlike, however, in contrast to, contrary to <p>Model using the words by comparing and contrasting objects in the classroom. Review that comparative adjectives compare two people, places, or things. They are often formed by adding <i>-er</i> to an adjective, but many adjectives with more than one syllable use the word <i>more</i> instead of adding <i>-er</i>. Superlative adjectives compare three or more people, places, or things. They are often formed by adding <i>-est</i> to an adjective, but many adjectives with more than one syllable use the word <i>most</i> instead of adding <i>-est</i>. Remind students that some comparative and superlative adjectives do not follow these rules and have special forms.</p> <p>Review that some adverbs compare actions. Many short adverbs add <i>-er</i> and <i>-est</i> to form the comparative and superlative; however, for adverbs that end in <i>-ly</i>, the words <i>more</i> and <i>most</i> are used to form the</p>

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