

Name: BRES 3rd Grade	Grading Quarter: 3	Week Beginning: January 13, 2025 WEEK 2
School Year: 2024-2025	Subject: ELA	

Monday	<p>Notes:</p> <p>Unit 2 Lesson 6 Day 5</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /<u>oo</u>/ spelled <i>oo</i>, <i>u</i>, <i>_ue</i>, <i>u_e</i>, and <i>_ew</i>, as well as homographs and multiple-meaning words. build writing skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> discuss the unit reading selections. discuss the unit theme. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> publish their informative/explanatory writing. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW /<u>oo</u>/ spelled <i>oo</i>, <i>u</i>, <i>_ue</i>, <i>u_e</i>, and <i>_ew</i>.</p> <p>REVIEW the difference between homographs and multiple-meaning words. Have students also explain the difference between a homograph and a homophone.</p> <p>Reading Skills:</p> <p>HAVE students look in <i>Student Anthology 1</i> at the selections and poems for Unit 2. Have them choose the selection they like best. Organize students into small groups based on the selection they chose. Review the rules for collaborative conversations, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections:</p> <ul style="list-style-type: none"> Retell the selection. Explain why you liked the selection. Explain how various text features (e.g., graphs, photos, etc.) help you more easily understand the 	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1iL.3.5b</u></p> <p><u>SL.3.1bSL.3.1dSL.3.3</u></p> <p><u>SL.3.4SL.3.6</u></p>
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		<p>selection.</p> <ul style="list-style-type: none">• Once one of the other members of your group is done speaking, respond to their comments by saying if you agree or disagree.• Ask questions you had about the selection to the other members of your small group. <p>Have each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or gather additional information.</p> <p>Language Arts: HAVE students take turns presenting their pieces orally to the class. Have students display their drawings or photographs, and tell students to refer to these visuals while presenting to add interest. Instruct students to read each informative/explanatory piece with expression to hold the audience’s attention. Remind students that their presentations should include appropriate facts and relevant, descriptive details. Tell students it is also helpful to maintain eye contact with their audience if possible, and that it is important to read at an understandable pace and speak in complete sentences.</p> <p>Remind the other students to listen carefully. Instruct students that they can show respect to the speaker by using their senses: keep their eyes on the speaker; keep their ears open; keep their</p>	
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		<p>mouth closed; and keeping their hands still.</p> <p>Give time for students to ask questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of the written piece. Instruct students to give examples about what they liked about the piece of writing after the speaker is finished, and then tell them to identify:</p> <ul style="list-style-type: none"> • the topic sentence. • one fact or explanation about the topic. • the concluding statement. • place and location words. • adjectives. 	
Tuesday	<p>Notes:</p> <p>Unit 2</p> <p>Lesson 6</p> <p>Day 6</p>	<p><u>OBJECTIVE:</u></p> <p>ASSESSMENT</p> <p><u>LESSON OVERVIEW:</u></p>	<p>Academic Standards:</p>

Wednesday	<p>Notes:</p> <p>Unit 3 Lesson 1 Day 1</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • read words with /<u>oo</u>/ spelled <i>oo</i> and /<i>oo</i>/ spelled <i>oo</i>. • spell dictated words with /<u>oo</u>/ and /<i>oo</i>/ correctly. • build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> • discuss the elements of narrative nonfiction. • listen attentively. • build vocabulary <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • learn about the elements of narrative writing. • learn about writing a realistic story. • learn about using a WWW-H2-W2 graphic organizer. • use drawings to generate ideas for a realistic story. • learn about /<u>oo</u>/ and /<i>oo</i>/ spelling patterns and inflectional endings <i>-ing</i> and <i>-ed</i>. <p>LESSON OVERVIEW:</p> <p>Foundational Skill: REVIEW /<u>oo</u>/ spelled <i>oo</i>.</p> <p>Reading Skills: MODEL the comprehension strategy Asking and Answering Questions as you read. Stop periodically to ask a question about the events in the narrative. Then explain how you can answer the question by reading further in the text, rereading, or consulting outside sources.</p> <p>Language Arts: REMIND students that different kinds of writing have different purposes. Opinion writing shares what the author thinks, believes, or feels about a topic, and informative/explanatory writing provides facts or</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1aL.3.1iL.3.2eL.3.2f</u></p> <p><u>L.3.6SL.3.1dSL.3.2SL.3.3W.3.8</u></p> <p><u>RL.3.1L.3.2eL.3.2f</u></p>
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		<p>information about a topic. Tell students that another kind of writing is narrative writing, or writing that tells a story. Explain that the main purpose of narrative writing is often to entertain, such as in action tales, mysteries, or funny stories. Point out that narratives can also inform the reader, such as biographies that tell about a person’s life, and narratives like fables can teach a lesson.</p> <p>Ask students to name stories they have read. List their responses on the board, and use their examples to point out the wide variety of narrative styles: true stories, made-up stories, exciting stories, sad stories, funny stories, and so on.</p>	
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Thursday	<p>Notes:</p> <p>Unit 3 Lesson 1 Day 2</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /<u>oo</u>/ spelled <i>oo</i> and /<i>oo</i>/ spelled <i>oo</i>. • learn new high-frequency words. • read a <i>Decodable Story</i>. • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • learn and apply the comprehension strategies Predicting and Asking and Answering Questions. • read the entire selection. • learn new vocabulary words. • focus on reading accurately <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review elements of narrative writing in general and realistic stories in particular. • complete a WWW-H2-W2 graphic organizer based on a model of good writing. • choose an idea for a realistic story. • develop handwriting skills by practicing the formation of cursive lowercase letters <i>g</i> and <i>q</i>. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>ASK students to explain the meanings of the words from the word lines, such as <i>proof</i>, <i>crook</i>, <i>toolbox</i>, and <i>cookbook</i>. Then ask the class whether each definition was accurate. If students think the definition was inaccurate, have them refine it. Invite students to use print and digital beginning dictionaries to clarify meanings.</p> <p>Reading Skills:</p> <p>MODEL AND PROMPT the</p>	<p>Academic Standards:</p> <p><u>L.3.4dL.3.6RL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>L.3.5bRL.3.10RL.3.5RL.3.1RL.3.2SL.3.1aSL.3.1bSL.3.1cSL.3.1dL.3.4aL.3.6RF.3.4aRF.3.4</u></p> <p><u>RL.3.1</u></p>
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		<p>use of the following comprehension strategies during the first read of “A New Life for Mei.”</p> <ul style="list-style-type: none">• Predicting• Asking and Answering Questions <p>Review that engaged readers make predictions as they read a story. They use details from the text and their own knowledge of the world and human nature to guess what will happen next. Then they read on to find out whether their predictions have been confirmed. If their predictions have not been confirmed, they use new details from the text to revise those predictions. Remind students to also ask questions as they read. Explain that students’ questions should not be answered with a simple <i>yes</i> or <i>no</i>. Useful questions might involve what happens in the story, the setting, what characters say or do, or the author’s purpose. They may be answered by finding evidence in the text, making inferences, or even doing research in other texts. Tell students that asking and answering questions will help them monitor their understanding of the story.</p> <p>Language Arts:</p> <p>REMIND students that a realistic story is a form of narrative writing. The characters, settings, and events are made up by the author, but they could happen in real life.</p> <p>MODEL for students the formation of cursive lowercase letters <i>g</i> and <i>q</i> as downcurve letters.</p>	
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Friday	<p>Notes:</p> <p>Unit 3 Lesson 1 Day 3</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand words with the inflectional endings <i>-ing</i> and <i>-ed</i>. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> reread “A New Life for Mei” 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 the purpose of using a WWW-H2-W2 graphic organizer to plan narrative writing. help plan a realistic story using a WWW-H2-W2 graphic organizer. plan the beginning, middle, and end of the realistic story using a story map. learn about abstract nouns. review spelling words. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW with students that inflectional endings such as <i>-ing</i> and <i>-ed</i> change the tense of the verbs to which they are added. The past tense of many verbs is formed by adding <i>-ed</i> to the base word. The progressive tense, which indicates that action is continuing, is formed by adding <i>-ing</i>. Remind students that there are special spelling rules for adding <i>-ing</i> and <i>-ed</i> to base words ending in silent <i>e</i>, with a <i>y</i>, and with a short vowel and a single consonant.</p> <p>Reading Skills:</p> <p>Classify and Categorize</p> <p>REMIND students that when they classify and categorize they group related information from the story.</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1dL.3.1eL.3.1i</u></p> <p><u>RL.3.3RL.3.7RL.3.1RL.3.2L.3.6RF.3.4bW.3.8</u></p> <p><u>SL.3.1bL.3.1c</u></p>
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		<p>Students might classify characters, events, or descriptive details from the text. Classifying and categorizing helps readers see how people, places, and things in the story are alike and different.</p> <p>Making Inferences</p> <p>REVIEW that when students 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>Language Arts:</p> <p>Remind students that an abstract noun is something that you cannot experience with your five senses. Abstract nouns are feelings, concepts, and ideas.</p> <p>REMIND students that /ōō/ and /oo/ spellings both include oo.</p>	
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