

Name: <b>BRES 3<sup>rd</sup></b> Grade		Grading Quarter: <b>3</b>	Week Beginning: <b>January 21, 2025</b> <b>WEEK 3</b>
School Year: <b>2024-2025</b>		Subject: <b>ELA</b>	
Monday	Notes:	<b><u>OBJECTIVE:</u></b>	Academic Standards:
	<b>MLK Day NO SCHOOL</b>	<b><u>LESSON OVERVIEW:</u></b>	

Notes:  
  
**Unit 3**  
**Lesson**  
**1**  
**Day 4**

- OBJECTIVE:**
- Foundational Skills:**
- build oral language skills.
- Reading Skills:**
- reread excerpts from “A New Life for Mei” 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 social studies connection.
  - choose a research question for Inquiry.
- Language Arts Skills:**
- learn about using action verbs to make writing more interesting.
  - set writer’s goals for the realistic story.
  - choose an audience and purpose for the realistic story.
  - help draft the realistic story.
  - learn about abstract nouns.

**LESSON OVERVIEW:**

**Foundational Skill:**

**SAY** a sentence featuring a verb with the inflectional ending *-ing* and omit the helping verb, such as *I carrying my books to school*. Have students

Academic Standards:

L.3.1dL.3.1e

RL.3.3RL.3.5RL.3.2W.3.10RL.3.1RL.3.4RL.3.7RF.3.4aRF.3.4bL.3.4aL.3.5b

L.3.1c

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<p>correct your sentence and say it aloud.</p> <p><b>Reading Skills:</b></p> <p><b>Story Elements:</b></p> <p><b>Character</b></p> <p><b>REMIND</b> students that story 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 discover all they can about characters.</p> <p><b>Story Elements:</b></p> <p><b>Plot</b></p> <p><b>REVIEW</b> that the plot is the series of events that make up a story’s beginning, middle, and end. Most plots follow a similar pattern that includes an introduction, the establishing of a problem or conflict, the period of action and suspense when the problem is being solved, the solving of the problem and the climax, and the conclusion. Keeping track of plot events in the correct order, or sequence, helps readers understand how and why things</p>
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		<p>happen in the story.</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that realistic stories should include characters, settings, and events that could exist or happen in real life. Point out that a realistic story, like all narrative writing, should be interesting to read. Explain that they should be sure to use action verbs to describe what happens in the story. Use a current or previous reading selection to locate descriptive action verbs. List them on the board, and point out to students how the descriptive verbs are more interesting to read and paint a better picture of what is happening than general verbs do.</p>	
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Wednesday	<p>Notes:</p> <p><b>Unit 3 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 /<u>oo</u>/ spelled <i>oo</i> and /<i>oo</i>/ spelled <i>oo</i>.</li> <li>• understand the inflectional endings <i>-ing</i> and <i>-ed</i>.</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>• evaluate the realistic story draft using a WWW-H2-W2 graphic organizer.</li> <li>• review how action verbs and descriptive details make writing more interesting.</li> <li>• help revise the draft of a realistic story.</li> <li>• take the spelling assessment.</li> <li>• review abstract nouns.</li> <li>• review cursive lowercase letters <i>g</i> and <i>q</i>.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b></p> <p><b>REVIEW</b> /<u>oo</u>/ spelled <i>oo</i> and /<i>oo</i>/ spelled <i>oo</i>.</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1eL.3.1i</u></p> <p><u>W.3.5L.3.2eL.3.1c</u></p>
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		<p><b>REVIEW</b> the rules students have learned for adding inflectional endings <i>-ing</i> and <i>-ed</i> to verbs, including dropping the silent <i>e</i>, changing <i>y</i> to <i>i</i>, and doubling the final consonant.</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 stopped to predict and ask questions.</p> <p><b>REVIEW</b> the skills for accessing complex text by asking students to explain inferences they made and ways that they classified and categorized information.</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that the revising step is when they can make their writing better by changing parts of it. They can add details or descriptions, replace general or uninteresting language with vivid and precise words and phrases, and they can move chunks of content around to better organize their writing.</p> <p><b>REVIEW</b> with students that abstract nouns are nouns that cannot be experienced with the five senses. They are concepts, ideas, and</p>	
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		feelings. <b>REVIEW</b> with students the formation of cursive lowercase letters <i>g</i> and <i>q</i> as downcurve letters.	
Thursday	Notes:  Unit 3 Lesson 1 Day 6	<b><u>OBJECTIVE:</u></b> <b>ASSESSMENT</b>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:

Notes:

Unit 3  
Lesson 2  
Day 1

**OBJECTIVE:**

**Foundational Skills:**

- read words with /ow/ spelled *ow* and *ou\_* and /ō/ spelled *\_ow*.
- spell dictated words with /ow/ and /ō/ correctly.
- build oral language skills.

**Reading Skills:**

- learn and apply the comprehension strategies Asking and Answering Questions and Visualizing.
- read the entire selection.
- learn new vocabulary words.
- focus on reading with automaticity.

**Language Arts Skills:**

- review the writer’s goals.
- help edit the revised draft of the realistic story.
- learn about /ow/ and /ō/ spelling patterns, comparatives, and superlatives.

**LESSON OVERVIEW:**

**Foundational Skill:**

**REVIEW** /ow/ spelled *ow* and *ou\_*.

**Reading Skills:**

**MODEL AND**

**PROMPT** the use of the following comprehension strategies during the first read of “The Harlem Renaissance.”

**Academic Standards:**

RF.3.3cL.3.1aL.3.1iL.3.2eL.3.2f

L.3.5bRI.3.10RI.3.1RI.3.7RI.3.3SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4aRF.3.4b

W.3.5L.3.2f



		<ul style="list-style-type: none"><li>• Asking and Answering Questions</li><li>• Visualizing</li></ul> <p>Remind students that they will want to ask questions as they read the selection. Questions might concern unfamiliar vocabulary, facts and details requiring more confirmation, the point of view or purpose, background information, text features, or causes and effects. Students should then reread the text, read further, or explore other sources to discover the answers to their questions. Asking questions keeps students engaged with the text and ensures that they fully understand the selection. Review that visualizing involves using details from the text and prior knowledge to picture what is being described in a selection. Visualizing also helps with text engagement and understanding. Remind students to seek out sensory language and concrete, specific words in the text to help them visualize</p> <p><b>Language Arts:</b> <b>REMIND</b> students that the editing stage is when they will check the text for</p>	
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		spelling, punctuation, and grammatical errors before they publish it.	
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