

Name: BRES 3rd Grade		Grading Quarter: 3	Week Beginning: February 17, 2025 WEEK 7
School Year: 2024-2025		Subject: ELA	
Monday	Notes:	<u>OBJECTIVE:</u>	Academic Standards:
	President's Day – NO SCHOOL	<u>LESSON OVERVIEW:</u>	

Tuesday	<p>Notes:</p> <p>Unit 3 Lesson 4 Day 4</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> • read excerpts from “The Cherokee: Gold and Tears” 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 prosody. • read the social studies connection. • organize information gathered for Inquiry. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review the publishing step of the writing process. • create a final copy of their personal narratives. • evaluate their personal narratives based on the writer’s goals. • review adjectives <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>ORGANIZE students into small groups and have them brainstorm examples of things that are <i>cool, cold, biting, and frigid</i>, as well as situations that make</p>	<p>Academic Standards:</p> <p><u>L.3.5bL.3.5cL.3.6</u></p> <p><u>RI.3.5RI.3.7SL.3.2RI.3.1RI.3.3RI.3.9RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.4SL.3.1aL.3.1g</u></p>
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		<p>them <i>uneasy</i>, <i>bothered</i>, <i>fearful</i>, and <i>distraught</i>. Students should arrange their related words into a graphic organizer such as a word web. Then have groups present their graphic organizers to the class.</p> <p>Reading Skills: 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: Model rewriting your revised and edited personal narrative to create a clean copy. Have students follow your model and create their own neatly written copies. Have students add illustrations or create covers for their writing if they so desire. Have students choose one comparative adjective and one superlative adjective from the chart. Ask students to use each adjective in a sentence.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 3 Lesson 4 Day 5</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none">• read words with /oi/ spelled <i>oi</i> and <i>_oy</i>.• understand domain-specific content words and shades of meaning.• build oral language skills.• build fluency <p>Reading Skills:</p> <ul style="list-style-type: none">• review the selection vocabulary words.• review the comprehension strategies.• review elements of accessing complex text.• practice fluency by reading part of the selection. <p>Language Arts Skills:</p> <ul style="list-style-type: none">• learn about the elements of a fantasy story.• begin brainstorming ideas for a fantasy story.• take the spelling assessment.• review adjectives.• review forming cursive lowercase letters <i>u</i> and <i>w</i>. <p>LESSON OVERVIEW:</p> <p>Foundational Skill:</p> <p>REVIEW /oi/ spelled <i>oi</i> and <i>_oy</i>.</p> <p>REVIEW that all fields of study have domain-specific content words that are used to write and talk about that field.</p>	<p>Academic Standards:</p> <p><u>RF.3.3cRF.3.4aRF.3.4bL.3.1iL.3.5b</u></p> <p><u>L.3.2eSL.3.1aL.3.1g</u></p>
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		<p>Understanding these words will help students understand academic texts. Also, remind students that many words that have similar meanings have differing shades of meaning. These differences can add more specific meaning to language.</p> <p>Reading Skills: REVIEW the comprehension strategies by asking students to summarize portions of the text and explain what connections they made while reading.</p> <p>Language Arts: EXPLAIN to students that a fantasy story includes characters, settings, or events that could not happen in the real world. Ask students to provide some examples of fantasy stories they have read, either on their own or as previous reading selections.</p> <p>REVIEW with students the formation of cursive lowercase letters <i>u</i> and <i>w</i> as undercurve letters.</p>	
Thursday	Notes: Unit 3 Lesson 4 Day 6	<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none">• Assessment <p><u>LESSON OVERVIEW:</u></p>	Academic Standards:

Notes:

Unit 3
Lesson 5
Day 1

OBJECTIVE:

Foundational Skills:

- read words with /ō/ spelled _ow; /ū/ spelled u_e, _ew, and _ue; /ōō/ spelled _ue, _ew, and u_e; and /ow/ spelled ow.
- spell dictated words with /ō/, /ū/, /ōō/, and /ow/ correctly.
- build oral language skills.

Reading Skills:

- learn and apply the comprehension strategies Clarifying and Predicting.
- read the entire selection.
- learn new vocabulary words.
- focus on reading with automaticity.

Language Arts Skills:

- identify the elements of fantasy in a good model of fantasy writing.
- choose story ideas for their fantasies.
- learn about /o/, /u/, /ōō/, and /ow/ spelling patterns and words with the same base.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ō/ spelled _ow; /ū/ spelled u_e, _ew and _ue; /ōō/ spelled _ue, _ew, and u_e; and /ow/ spelled ow.

Reading Skills:

Academic Standards:

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

L.3.5bRI.3.10RI.3.2RI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4aRF.3.4bRF.

W.3.5L.3.2f

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<p>MODEL AND PROMPT the use of the following comprehension strategies during the first read of “The Dancing Bird of Paradise.”</p> <ul style="list-style-type: none">• Clarifying• Predicting <p>Remind students that when they clarify they identify parts of the text that are unfamiliar or confusing and use context clues, further reading, or outside research to increase understanding. Students might stop to clarify an unfamiliar term, an unknown historical reference, or a complicated sequence of events. Clarifying helps students comprehend the text as fully as possible. Encourage students to stop and make predictions as they read this narrative. Remind them to use details from the text 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 will use new details from the text to revise</p>
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those predictions. Language Arts: REVIEW the elements of a fantasy with students. Remind them that in a fantasy, people, animals, or objects are able to do things they cannot do in the real world. Things also happen that could not happen in the real world, the story takes place in a make-believe setting, and the story may have creatures that are not found in the real world.
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