

Name: BRES 3rd Grade	Grading Quarter: 3	Week Beginning: March 3, 2025 WEEK 9
School Year: 2024-2025	Subject: ELA	

Monday	Notes: Unit 3 Lesson 6 Day 1	<p>OBJECTIVE: Foundational Skills:</p> <ul style="list-style-type: none"> review words with /<u>oo</u>/ spelled <i>oo</i> and /<i>oo</i>/ spelled <i>oo</i>, plus the inflectional endings <i>-ing</i> and <i>-ed</i>. learn new high-frequency words. read a <i>Decodable Story</i>. build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> learn and apply the comprehension strategies Visualizing, Making Connections, and Asking and Answering Questions. read the first half of the selection. focus on accuracy when reading fluently. present their Inquiry findings. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review elements of fantasy stories and the writer's goals. learn about using vivid language. finish revising their fantasy stories. take the Unit 3 spelling assessment. <p>LESSON OVERVIEW: Foundational Skill: REVIEW /<u>oo</u>/ spelled <i>oo</i>. REVIEW the rules students have learned</p>	<p>Academic Standards: <u>RF.3.3cL.3.1eL.3.1iRL.3.1RF.3.4c</u></p> <p><u>RL.3.10RL.3.7RL.3.1RF.3.4aRF.3.4bW.3.7W.3.10</u></p> <p><u>W.3.3bL.3.2f</u></p>
--------	--	---	---

		<p>for adding the 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>Reading Skills: MODEL AND PROMPT the use of the following comprehension strategies during the first read of “Arbor Day Square.”</p> <ul style="list-style-type: none">• Visualizing• Making Connections• Asking and Answering Questions <p>Language Arts: HAVE students think about the elements of a fantasy, and have them determine whether they have included the elements in their stories. Remind students of the additional writer’s goals for their fantasy stories.</p>	
--	--	--	--

Notes:

Unit 3
Lesson
6
Day 2

- OBJECTIVE:**
- Foundational Skills:**
- review words with /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*, as well as comparatives and superlatives.
 - build writing skills.
 - build fluency.
- Reading Skills:**
- read the second half of “Arbor Day Square.”
 - build fluency.
 - learn new vocabulary words.
- Language Arts Skills:**
- practice correcting mistakes with homophones.
 - begin editing their fantasy stories using a checklist and proofreading marks.
 - develop handwriting skills by practicing formation of cursive lowercase letters *x* and *z*.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*.

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one

Academic Standards:
RF.3.3cRF.3.4aRF.3.4bL.3.1i

RL.3.2RL.3.7RL.3.5RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6RF.3.4aRF.3.4b

W.3.5

		<p>action to all others like it. Remind students to add the words <i>more</i> and <i>most</i> instead of the endings <i>-er</i> and <i>-est</i> to form the comparative and superlative forms of some multisyllabic words.</p> <p>Reading Skills: SUMMARIZE the first half of “Arbor Day Square” with students. Remind students that a summary relates the most important details of the story in students’ own words.</p> <p>Language Arts: TELL students they will begin editing their fantasy stories today. Remind them that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation. Model editing the first half of your revised draft. Be sure to narrate the changes you make, and encourage students to offer suggestions for edits. Incorporate their changes whenever appropriate.</p> <p>MODEL for students the formation of cursive lowercase letters x and z as overcurve letters.</p>	
--	--	--	--

<p>Wednesday</p>	<p>Notes:</p> <p>Unit 3 Lesson 6 Day 3</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /aw/ spelled <i>au_</i>, <i>aw</i>, <i>augh</i>, <i>ough</i>, and <i>al</i>, as well as irregular comparatives and superlatives. build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> reread “Arbor Day Square” while digging deeper into the text. build fluency. review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> receive feedback from peers about editing and proofreading their fantasy stories. finish editing their fantasy stories using proofreading marks and a checklist. review Unit 3 grammar, usage, and mechanics lessons. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW /aw/ spelled <i>au_</i>, <i>aw</i>, <i>augh</i>, <i>ough</i>, and <i>a</i>.</p> <p>REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to</p>	<p>Academic Standards:</p> <p><u>RF.3.3cRF.3.4aRF.3.4bRF.3.3dL.3.1gL.3.1i</u></p> <p><u>RL.3.3RL.3.2RL.3.1RF.3.4aRF.3.4bL.3.6</u></p> <p><u>W.3.5L.3.1i</u></p>
------------------	---	---	--

	<p>all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students that <i>more</i> and <i>most</i> or the endings <i>-er</i> and <i>-est</i> are added to most base words to form the comparative or the superlative. Some comparative and superlative forms, however, are irregular.</p> <p>Reading Skills:</p> <p>TELL students that they will now reread parts of “Arbor Day Square” to analyze text complexity. Before you begin, teach the following.</p> <p>Making Inferences</p> <p>REVIEW with students that when they make inferences they combine details from the text with what they already know to conclude something that the author does not directly state in the text. Readers might make inferences about the setting, the events of the plot, and how characters think and feel about things.</p> <p>Sequence</p> <p>REVIEW with students that sequence is the order in which story events happen in time. Remind students to look for time-order words in</p>	
--	---	--

	<p>the text that will help them determine sequence, such as <i>first, next, finally, then,</i> and <i>yesterday</i>. Knowing the sequence of events will help them understand cause and effect in the story.</p> <p>Compare and Contrast</p> <p>REMIND students comparing involves describing the similarities that are shared between two or more things within a text or across texts. Contrasting involves describing the differences. Explain that identifying similarities and differences in a text will help students better understand the information and concepts presented.</p> <p>Language Arts:</p> <p>REMIND students that they are editing their fantasy stories. Model editing the remainder of your fantasy story. Ask students to help you find errors and offer suggestions for edits. 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> <p>REVIEW the following with students:</p> <ul style="list-style-type: none">• Abstract Nouns Remind	
--	--	--

		<p>students that abstract nouns are feelings, concepts, and ideas, such as <i>bravery</i>, <i>curiosity</i>, <i>friendship</i>, and <i>courage</i>. An abstract noun is something that you can't experience with your five senses.</p> <ul style="list-style-type: none">• Coordinating and Subordinating Conjunctions Review with students that conjunctions are connecting words. The most common coordinating conjunctions are <i>and</i>, <i>or</i>, <i>but</i>, and <i>so</i>. Some common subordinating conjunctions are <i>although</i>, <i>until</i>, <i>because</i>, <i>unless</i>, <i>since</i>, <i>if</i>, and <i>while</i>.• Compound Sentences Remind students that by adding conjunctions such as <i>and</i>, <i>but</i>, <i>or</i>, <i>since</i>, <i>after</i>, <i>although</i>, or <i>because</i> to simple	
--	--	--	--

		<p>sentences, they can combine two simple sentences to create one compound sentence.</p> <ul style="list-style-type: none">• Adjectives Review with students that adjectives are descriptive words that tell <i>which one, what kind, and how many</i>. Remind students that comparative adjectives often end in -<i>er</i> and compare two people, places, or things. Superlative adjectives often end in -<i>est</i> and compare more than two people, places, or things.• Adverbs Remind students that adverbs are describing words that tell <i>who, what, when, or how much</i> something happens. An adverb can describe a verb, an adjective, or another	
--	--	--	--

		adverb.	
--	--	---------	--

Thursday	<p>Notes:</p> <p>Unit 3 Lesson 6 Day 4</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> review words with /oi/ spelled <i>oi</i> and <i>_oy</i> as well as content words and shades of meaning. build writing skills. build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> read excerpts from “Arbor Day Square” to focus on writer’s craft. answer questions to better understand the selection. review the selection vocabulary words. build fluency by reading with proper intonation. read the science connection. generate new questions for Inquiry. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> discuss the process of narrative writing. create a clean final copy of their fantasy stories. evaluate their fantasy stories based on writer’s goals. review the formation of cursive lowercase letters x and z. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>REVIEW /oi/ spelled <i>oi</i> and <i>_oy</i>.</p> <p>REVIEW that all fields</p>	<p>Academic Standards:</p> <p><u>RF.3.3cRF.3.4aRF.3.4bL.3.5bL.3.5c</u></p> <p><u>RL.3.4RL.3.3RL.3.1RL.3.7RF.3.4aRF.3.4bL.3.4aL.3.5b</u></p> <p><u>W.3.4</u></p>
----------	---	---	--

		<p>of study have domain-specific content words that are used to write and talk about that field. 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: TELL students that they will again 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: REMIND students that the final step of the writing process is publishing. They will produce a final copy of their narrative writing and present their texts to others.</p> <p>MODEL for students the formation of cursive lowercase letters x and z as overcurve letters.</p>	
--	--	--	--

Notes:

Unit 3
Lesson 6
Day 5
ASSESS

OBJECTIVE:

Foundational Skills:

- review words with /ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew*, and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow*; as well as how prefixes and suffixes are used to generate new words from one base word.
- build writing skills.

Reading Skills:

- discuss the unit reading selections.
- discuss the unit theme.

Language Arts Skills:

- Students will publish their fantasy writing.

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*.

REVIEW how prefixes and suffixes can be added to base words to generate new words. The new words will have different meanings and often different parts of speech.

Reading Skills:

DISPLAY the BIG Idea question and have students suggest answers to the question. Ask students to explain how the selections in

Academic Standards:

RF.3.3cRF.3.3a

SL.3.1bSL.3.1dSL.3.3

SL.3.4SL.3.6

		<p>the unit helped them answer the BIG Idea question.</p> <p>Language Arts:</p> <p>HAVE students take turns presenting their piece orally to the class. Instruct students to read their fantasy stories with expression in order to hold the audience’s attention. Students should speak clearly at an understandable pace. Tell students it is also helpful to maintain eye contact with their audience if possible. To keep the attention of their audience, students should read their story with exciting and descriptive details. They should speak in complete sentences whenever possible.</p>	
--	--	---	--