

Name: BRES 3rd Grade	Grading Quarter: 2	Week Beginning: October 21, 2024 WEEK 2
School Year: 2024-2025	Subject: ELA	

Monday

Notes:

**Unit 1
Lesson
6
Day 5**

OBJECTIVE:

Foundational Skills:

- review words with /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*, as well as irregular plurals.
- build writing skills.

Reading Skills:

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

Language Arts Skills:

- publish their writing.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*

REVIEW the definition of *plural* and have students give rules they have learned for forming plural nouns. Explain that the word lines contain plural forms that do not follow these rules.

Reading Skills:

HAVE students look in Student Anthology 1 at the selections and poems for Unit 1. 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.

Language Arts:

USE Routine 18, the Presenting Writing Routine, to have students share their writing. Model rewriting your revised and edited opinion piece to create a clean copy. Have students follow your model and create their own

Academic Standards:

RF.3.3cRF.3.3dL.3.1i

SL.3.1bSL.3.1dSL.3.3

W.3.4L.3.2c

		neatly written copies. Have students decide whether they want to present their writing orally or in written form. Ask volunteers to read their opinion writing aloud.	
Tuesday	Notes: Unit 1 Lesson 6 Day 6	<u>OBJECTIVE:</u> REVIEW and RETEACH <u>LESSON OVERVIEW:</u>	Academic Standards:
Wednesday	Notes: Unit 1 Lesson 6 Day 7	<u>OBJECTIVE:</u> ASSESSMENT <u>LESSON OVERVIEW:</u>	Academic Standards:

Notes:

**Unit 2
Lesson
1
Day 1**

OBJECTIVE:

Foundational Skills:

- read words with /ē/ spelled *ee, ea, _ie_, _y,* and *ey*.
- spell dictated words with /ē/ correctly.
- build oral language skills.

Reading Skills:

- discuss the elements of a legend.
- listen attentively.
- build vocabulary.

Language Arts Skills:

- learn about informative/explanatory texts.
- review the writing process.
- brainstorm topics for an informative/explanatory text.
- learn about /q/ spelling patterns, contractions, and possessives.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ē/ spelled *ee, ea, _ie_, _y,* and *_ey*.

Reading Skills:

MODEL the comprehension strategy Predicting as you read. Stop at several points throughout the story to make a prediction. Explain what details from the story and/or prior knowledge you have used to make each prediction. Note when your predictions have been confirmed or when they need to be revised.

Language Arts:

EXPLAIN to students that their next writing assignments will be writing informative/explanatory texts. Tell students that this type of writing informs the reader about a topic or explains how to do something. Locate examples of informative/explanatory texts in the classroom, and describe each in terms of its purpose to

Academic Standards:

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

SL.3.2SL.3.3W.3.8

SL.3.1aL.3.2f

		inform or explain.	
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Notes:

**Unit 2
Lesson
1
Day 2**

OBJECTIVE:

Foundational Skills:

- build oral language skills.
- practice spelling words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey*.
- learn new high-frequency words.
- read a ***Decodable Story***.
- build fluency.

Reading Skills:

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

Language Arts Skills:

- choose a topic for an informative/explanatory text.
- help complete a graphic organizer to plan and organize their writing.
- develop handwriting skills by practicing cursive letters *s* and *r*.

LESSON OVERVIEW:

Foundational Skill:

ASK students which words on the word lines have the schwa sound and how each schwa is spelled.

Have students explain the schwa sound and emphasize the accented and unaccented syllables as they pronounce the words.

Reading Skills:

MODEL the use of the following comprehension strategies during the first read of “Storm Chasers.”

- Visualizing
- Asking and Answering Questions

Remind students that when readers visualize they generate images in their minds of what they are reading about. Details in the

Academic Standards:

L.3.1iRL.3.1RF.3.4aRF.3.4bRF.3.4c

L.3.5bRI.3.10RI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.4aRF.3.4bRF.3

W.3.5

	<p>text and prior knowledge will help them visualize. Explain that students should look specifically for descriptive nouns, verbs, adjectives, adverbs, and sensory language that appeals to their five senses when attempting to visualize. Tell them that visualizing will help them understand and better engage with the text.</p> <p>Remind students to ask questions as they read the text as well. Students might ask about an explanation or description, a fact, an unfamiliar word or concept, or a text feature, such as a photograph, chart, or diagram. They should then seek answers to their questions by rereading or reading further in the text for more details or evidence, making inferences, or even doing research in another text. Explain that asking and answering questions will help students monitor their understanding of the text.</p> <p>Language Arts: REMIND students that informative/explanatory writing provides the reader with information about a topic or explains something. Tell them they will begin planning a short report that will inform their readers about a topic. MODEL for students the formation of cursive lowercase letters <i>s</i> and <i>r</i> as undercurve letters.</p>	
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