

Name: <b>BRES 3<sup>rd</sup> Grade</b>		Grading Quarter: <b>2</b>	Week Beginning: <b>November 11, 2024</b> <b>WEEK 5</b>
School Year: <b>2024-2025</b>		Subject: <b>ELA</b>	
Monday	Notes:	<u><b>OBJECTIVE:</b></u>	Academic Standards:
	<b>VETERAN'S Day - NO SCHOOL</b>		

<p>Tuesday</p>	<p>Notes:</p> <p><b>Unit 2</b> <b>Lesson 2</b> <b>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 /i/ spelled <i>_igh</i>, <i>_ie</i>, and <i>_y</i>.</li> <li>• understand irregular verbs and abstract nouns.</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> </ul> <p><b>Language Arts Skills:</b></p> <ul style="list-style-type: none"> <li>• receive feedback about their writing plans in writers’ conferences.</li> <li>• set writer’s goals for their informative/explanatory text.</li> <li>• learn about staying on topic as they write.</li> <li>• begin drafting their informative/explanatory texts.</li> <li>• take the spelling assessment.</li> <li>• review regular and irregular plural nouns.</li> <li>• review cursive letters <i>n</i> and <i>m</i>.</li> </ul> <p><b>LESSON OVERVIEW:</b></p> <p><b>Foundational Skill:</b>  <b>REVIEW</b> /i/ spelled <i>_igh</i>, <i>_ie</i>, and <i>_y</i>.  <b>REVIEW</b> the concept of irregular verbs with students. Remind them that irregular verbs change their spellings or remain the same when they are changed to a different tense. Remind students that abstract nouns name ideas, feelings, or concepts.</p> <p><b>Reading Skills:</b>  <b>REVIEW</b> the comprehension strategies by asking students to find examples in the text where they clarified confusing text and asked questions.  <b>Clarifying</b> involves identifying an unclear or confusing portion of the text and using context clues, further thinking and reading, or outside research to improve understanding of the text. Have students discuss something they had to clarify in “Seasons of Change.”  <b>Asking and Answering Questions</b> about the descriptions, explanations, facts, concepts, vocabulary, and point of view in a nonfiction text helps readers keep track of what they know and gain a deeper understanding of the text. Have students describe how they asked and answered questions during their reading of “Seasons of Change.”</p> <p><b>Language Arts:</b>  Remind students that even the best writers ask others to look over their writing and provide suggestions for how it could be improved.  <b>REMIND</b> students that the next step of the writing process is drafting. Tell them they will draft, revise, edit, and publish their writing individually. Explain that they should also meet the following goals in their informative/explanatory writing.  Model writing a draft on the board, using the TREE diagram as a guide. Narrate your thought process as you write the draft and make changes. As you write the draft, include a sentence or two that stray from the topic so you can model revising or deleting</p>	<p><b>Academic Standards:</b>  <u>RF.3.3cRF.3.3dL.3.1cL.3.1dL.3.1i</u></p> <p><u>W.3.2aL.3.2eSL.3.1d</u></p>
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		them later. Also include some imprecise language and a few spelling, punctuation, and grammar mistakes that you will model fixing during the editing step of the writing process.	
Wednesday	Notes:  Unit 2 Lesson 2 Day 6	<b><u>OBJECTIVE:</u></b> <b>REVIEW and RETEACH as needed</b> <b>Writing Assignment: Informational Essay using TREE Paragraph</b>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:
Thursday	Notes:  Unit 2 Lesson 2 Day 7	<b><u>OBJECTIVE:</u></b> <b>ASSESSMENT</b>  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards:
Friday	Notes:  Unit 2 Lesson 2 Day 8	<b><u>OBJECTIVE:</u></b> Review and Reteach as needed  <b><u>LESSON OVERVIEW:</u></b>	Academic Standards: