

Name: <b>BRES 3<sup>rd</sup> Grade</b>	Grading Quarter: 2	Week Beginning: <b>November 18, 2024</b> <b>WEEK 6</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday

Notes:  
**Unit 2  
Lesson  
3  
Day 1**

**OBJECTIVE:**

**Foundational Skills:**

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

**Reading Skills:**

- learn and apply the comprehension strategies Making Connections, Summarizing, and Visualizing.
- read the entire selection.
- learn new vocabulary words.
- focus on reading with correct phrasing.

**Language Arts Skills:**

- receive feedback about their drafts in writers' conferences.
- learn about cause-and-effect signal words.
- revise the drafts of their informative/explanatory texts.
- learn about /ō/ spelling patterns and homophones.

**LESSON OVERVIEW:**

**Foundational Skill:**

**REVIEW** /ō/ spelled *oa\_* and *\_ow*

**Reading Skills:**

Remind students that when they make connections, they relate what they are reading to what they already know from personal experience or what they have read before. Explain that making connections enhances comprehension of the text. When students add what they know to what they read, they have an even deeper understanding of the information and concepts conveyed. Tell students to make sure they keep track of all the most important ideas in the

**Academic Standards:**

RF.3.3cRF.3.3aL.3.1iL.3.4aL.3.4bL.3.2eL.3.2f

L.3.5bRI.3.10RI.3.9RI.3.7RI.3.3RI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRI.3.4L.3.4aL.3.6RF.3.

W.3.2cL.3.2e

	<p>text, or summarize, as they read. Summarizing helps readers understand and remember content. Emphasize that a summary contains only the most important ideas and details from a text and should be stated in the reader's own words. As they read, students should stop periodically to summarize at the ends of paragraphs, chapters, or sections. Remind students to also visualize as they read. Tell students that visualizing means using details and descriptions in the text to picture what the author is writing about. Visualizing also helps readers make sense of the text and remember what is being described.</p> <p><b>Language Arts:</b> <b>REMIND</b> students that revising is the third step in the writing process. Tell them they will carefully read their writing and make changes to improve the content of the work. Explain that they will also meet in writers' conferences to have peers read their drafts and provide feedback.</p>	
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Notes:  
**Unit 2**  
**Lesson 3**  
**Day 2**

**OBJECTIVE:**

**Foundational Skills:**

- build oral language skills.
- practice spelling words with /ō/ spelled *oa\_* and *\_ow*.
- learn new high-frequency words.
- read a **Decodable Story**.
- build fluency.

**Reading Skills:**

- reread “Tornadoes!” while digging deeper into the text.
- build fluency.
- review the selection vocabulary words.

**Language Arts Skills:**

- use proofreading marks and a checklist to edit their informative/explanatory texts.
- develop handwriting skills by practicing the formation of cursive letters *h* and *f*.

**LESSON OVERVIEW:**

**Foundational Skill:**

**HAVE** students name the parts of speech for the words on the word lines. Have students explain the function of each part of speech, then go around the room and have students add a new word to the category, or if there are no more words, suggest a new category. Remind students that some words will fit into more than one part of speech category.

**Reading Skills:**

**INFORM** students that the second read of “Tornadoes!” will involve taking a closer look at the text to help analyze its complexity.

**CAUSE AND EFFECT**

**REMIND** students that an effect is something that happens and a cause is what makes it happen. Most

**Academic Standards:**

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

RF.3.4aRF.3.4bRF.3.4cL.3.6

W.3.5

nonfiction texts that explain a process or how something happens will consist of causes and effects. Tell students that recognizing and understanding the causes and effects in a text will help them have a more complete understanding of the subject. Suggest that they look for signal words when identifying cause-and-effect relationships, such as *because, as a result, when, and since*.

### **Sequence**

**REMIND** students that sequence is the order in which events happen in time. Understanding the sequence will help them understand steps in a process, cause and effect, and how certain historic or scientific events are related to each other. Remind students to look for time-order words in the text that will help them determine sequence, such as *first, next, finally, then, and yesterday*.

### **Language Arts:**

**REMIND** students that after they have revised their writing, the next step is editing. They will check their writing for spelling, punctuation, and grammatical errors before they publish it.

Model editing your revised draft, explaining why you make each change. Point out where you edit and correct possessive nouns. Have students make suggestions for edits, and incorporate their suggestions wherever possible.

**MODEL** for students the formation of cursive lowercase letters *h* and *f* as letters with loops.

Notes:  
  
**Unit 2  
Lesson  
3  
Day 3**

**OBJECTIVE:**

**Foundational Skills:**

- understand homophones.
- build oral language skills.

**Reading Skills:**

- I finish reading "Tornadoes!"
- review the selection vocabulary words.
- focus on reading with automaticity.
- learn about conducting research on the Internet.

**Language Arts Skills:**

- create final copies of their informative/explanatory texts for publishing.
- evaluate their informative/explanatory texts based on writer's goals.
- learn about types of sentences.
- review spelling words.

**LESSON OVERVIEW:**

**Foundational Skill:**

**REVIEW** with students that homophones are words with the same pronunciation but different spellings and meanings.

**Reading Skills:**

**REMIND** students that fluent reading comes from automatic word recognition, or automaticity.

Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. One way students can improve their automaticity is through echo reading. Explain to students that echo reading is repeating a passage after it has been read aloud. Echo reading will help students read expressively and smoothly.

Have students listen and

**Academic Standards:**

RF.3.3cL.3.1iL.3.4a

RI.3.1RI.3.3RI.3.4RI.3.9L.3.4aL.3.5bRF.3.4aRF.3.4bRF.3.4cW.3.8

W.3.4L.3.1i

	<p>follow along as you read a section of "Tornadoes!" Explain that they should reread the section with the same expression and tone you modeled. Help them use context to confirm the pronunciations and meanings of any unfamiliar words or phrases. Then have them practice reading the passage with a partner. Have them work on improving their automaticity by echo reading with each other. Work individually with students who need additional support with reading.</p> <p><b>Language Arts:</b></p> <p><b>REMIND</b> students that the final step of the writing process is publishing. They will produce a final copy of their informative/explanatory writing and present it to others. Tell them that reading their writing aloud is one way to publish it, and that the written version of their work can be presented in different ways. They may want to write or type on colored paper, include drawings, or make a cover.</p> <p><b>REMIND</b> students that /ō/ spellings include <i>oa_</i> and <i>_ow</i>, and homophones are words that are pronounced the same but have different spellings and meanings.</p>	
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Notes:  
**Unit 2**  
**Lesson**  
**3**  
**Day 4**

**OBJECTIVE:**

**Foundational Skills:**

- build their oral language skills.

**Reading Skills:**

- read excerpts from "Tornadoes!" to focus on writer's craft.
- answer questions to better understand the selection.
- build on the vocabulary they have learned this week.
- build fluency.
- read the social studies link.

**Language Arts Skills:**

- review the steps of the writing process.
- review the purpose of writing to inform.
- choose a topic for their informative/explanatory text.
- review taking notes from a source.
- review types of sentences.

**LESSON OVERVIEW:**

**Foundational Skill:**

Ask students to give examples of other homophones they know. If they cannot think of any, give them extra examples. Have students use the examples of homophones they came up with in sentences and as a class, identify which homophone they are using.

**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

**Academic Standards:**

L.3.1L.3.4a

RI.3.7RI.3.1RI.3.3RI.3.4RI.3.9RF.3.4aRF.3.4bL.3.6

W.3.8L.3.1i

	<p>look at the text closely to see what makes it a well-written piece.</p> <p><b>Language Arts:</b></p> <p><b>EXPLAIN</b> to students that they will complete all five steps of the writing process individually for the next writing assignment. Remind them that the five steps are prewriting, drafting, revising, editing, and publishing. Although students will be writing individual informative/explanatory pieces, be sure they understand that they will receive feedback throughout the process both from their peers and from you.</p> <p><b>WRITE</b> the following sentences on the board. Remind students of the four sentence types and their end marks. Then have students identify the type of sentence and the end mark.</p>	
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Friday

Notes:  
**Unit 2**  
**Lesson**  
**3**  
**Day 5**

**OBJECTIVE:**

**Foundational Skills:**

- read words with /ō/ spelled *oa\_* and *\_ow*.
- understand homophones.
- build oral language skills.
- build fluency.

**Reading Skills:**

- review the selection vocabulary words.
- review the comprehension strategies.
- review elements of accessing complex text.
- review writer's craft elements.
- build fluency.

**Language Arts Skills:**

- complete a TREE diagram to plan their informative/explanatory texts.
- evaluate their TREE diagrams as good plans for writing.
- take the spelling assessment.
- review types of sentences.
- review the formation of small letters *h* and *f*.

**LESSON OVERVIEW:**

**Foundational Skill:**

**DISPLAY** a blank TREE graphic organizer. Review the sections of the graphic organizer and how they can be used to plan and organize informative/explanatory writing.

**Reading Skills:**

**REVIEW** the comprehension strategies by asking students to summarize the text, make connections with an earlier selection, and visualize what the author describes.

**Language Arts:**

Tell students the topic you have chosen, and model completing the graphic organizer using the information you gathered

**Academic Standards:**

RF.3.3cRF.3.4aRF.3.4bL.3.1i

W.3.2bL.3.2e

		from a source during the previous day's lesson. <b>REVIEW</b> with students the formation of cursive lowercase letters <i>h</i> and <i>f</i> as letters with loops.	
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