

Name: BRES 3rd Grade	Grading Quarter: 4	Week Beginning: March 24, 2025 WEEK 2
School Year: 2024-2025	Subject: ELA	

Notes:

Unit 4
Lesson
1
Day 5

OBJECTIVE:

Foundational Skills:

- understand words with the suffixes *-y* and *-ly*.
- understand words with the Latin suffixes *-ment* and *-ive*.
- build oral language skills.

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:

- learn about writing an informative/explanatory that compares and contrasts.
- set writer's goals for an informative/explanatory text.
- begin drafting an informative/explanatory text.
- take the spelling assessment.
- review comparative and superlative adjectives and adverbs.
- review cursive letters *b*, *k*, *u*, *w*, *v*, *y*, *x*, and *z*.

LESSON OVERVIEW:

Foundational Skill:

REVIEW that derivational suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. The suffix *-y* means "full of" and changes nouns to adjectives, and the suffix *-ly* means "in a certain way" and changes adjectives to adverbs. Have students identify the meaning of each suffix and read each word on the word lines. Then have students

Academic Standards:

RF.3.3aRF.3.3bRF.3.3cL.3.1i

W.3.4L.3.2eL.3.1g

read each sentence with appropriate rate and expression.

Review that many suffixes are derived from Latin. Have students explain that the Latin suffix *-ment* means "action" or "process," and the Latin suffix *-ive* means "inclined to" or "likely to."

Remind students that knowing the meanings of these suffixes will help them figure out the meanings of unfamiliar words.

Reading Skills:

REVIEW the comprehension strategies by asking students to find examples in the text where they stopped to predict and clarify.

Predicting involves readers using their knowledge along with information found in the text to guess what will happen next in the story. Have students identify places in "The Country Mouse and the City Mouse" where they made predictions.

Clarifying 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 "The Country Mouse and the City Mouse."

REVIEW the skills for accessing complex text by asking students to identify facts and opinions in the selection and to compare and contrast settings and characters.

Fact and Opinion refer to statements in the story that can be proven true and statements that are merely

beliefs of the narrator or the characters. Distinguishing facts from opinions is an important part of comprehending the text. Have students identify one fact and one opinion in “The Country Mouse and the City Mouse.”

Compare and Contrast involves determining how two things are alike and how they are different. Have students cite evidence from the text to compare and contrast the two habitats in “The Country Mouse and the City Mouse.”

Language Arts:

REMIND students that informative/explanatory texts should begin with a topic sentence that clearly describes what they are writing about, provide facts and explanations related to the topic, and sum up the information with a strong conclusion.

Explain that the first paragraph of their informative/explanatory texts for comparing and contrasting will introduce the places being compared. The second paragraph will provide facts and details that describe their similarities. The third paragraph will provide facts and details that describe their differences. The final paragraph will sum up the text.

REVIEW comparative and superlative adjectives and adverbs with students. Remind them that comparative adjectives compare two people, places, or things, and they are often formed by adding *-er* to an adjective. Many adjectives with more than one syllable

		<p>use the word <i>more</i> instead of adding <i>-er</i>. Remind students that superlative adjectives compare three or more people, places, or things, and they are often formed by adding <i>-est</i> to an adjective, Many adjectives with more than one syllable use the word <i>most</i> instead of adding <i>-est</i>. Some comparative and superlative adjectives do not follow these rules and have special forms.</p> <p>Remind students that some adverbs can compare actions. Some short adverbs add <i>-er</i> and <i>-est</i> to form the comparative and superlative, but for adverbs that end in <i>-ly</i>, the words <i>more</i> and <i>most</i> are used to form the comparatives and superlatives.</p> <p>ASK students to remind you of the four different types of strokes for cursive writing.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tuesday</p>	<p>Notes:</p> <p>Unit 4 Lesson 1 Day 6</p>	<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> • ASSESSME T <p><u>LESSON OVERVIEW:</u></p>	<p>Academic Standards:</p>

Notes:

**Unit 4
Lesson
2
Day 1**

OBJECTIVE:

Foundational Skills:

- understand words with the suffixes *-ful* and *-less*.
- spell dictated words with the suffixes *-ful* and *-less* correctly.
- build oral language skills.

Reading Skills:

- learn and apply the comprehension strategies Visualizing and Summarizing.
- read the entire selection.
- learn new vocabulary words.
- focus on reading with accuracy.

Language Arts Skills:

- review the writer's goals for their informative/explanatory text.
- review compare and contrast signal words.
- review content words.
- review time and order words.
- finish drafting their informative/explanatory text.
- learn about suffixes *-ful*, *-less*, *-ity*, and *-able*.

LESSON OVERVIEW:

Foundational Skill:

REVIEW with students that derivational suffixes are word parts added to the ends of base words. They can change the meaning and part of speech of the base word. Adding suffixes such as *-ful* and *-less* will sometimes necessitate a change in the spelling of the base word as well. Remind students that knowing the meanings of common suffixes will help them define unfamiliar words that contain these suffixes.

Academic Standards:

RF.3.3aRF.3.3cRF.3.3dL.3.1iL.3.4bL.3.2eL.3.2f

L.3.5bRL.3.10RL.3.3RL.3.2RL.3.7RL.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6R

W.3.2bW.3.2cL.3.2eL.3.2f

Reading Skills:

MODEL AND PROMPT the use of the following comprehension strategies during the first read of “A Saguaro’s Story.”

- Visualizing
- Summarizing

Remind students that visualizing involves using details from the text and prior knowledge to picture the setting, characters, and events of a story. Visualizing helps students engage with and better understand the text. Remind students to seek out sensory language and concrete, specific words in the text to help them visualize. Students may also use accompanying illustrations.

Review with students that a summary contains only the most important ideas and details 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. This will help them monitor their understanding and keep track of the plot, the setting, and the motivations of the characters.

Language Arts:

REMIND students that the first paragraph of their informative/explanatory texts will introduce the places being compared and contrasted. The second paragraph will provide facts and details that describe their similarities. The third paragraph will provide facts and details that describe their differences. The final paragraph will sum up the

		text.	
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Notes:

Unit 4
Lesson
2
Day 2

OBJECTIVE:

Foundational Skills:

- build oral language skills.
- practice using words with the suffixes *-ful* and *-less*.

Reading Skills:

- reread “A Saguaro’s Story” while digging deeper into the text.
- review the selection vocabulary words.
- build fluency.

Language Arts Skills:

- review drafts and receive feedback in writers’ conferences.
- revise the draft of their informative/explanatory text.
- develop handwriting skills by practicing formation of cursive letters *I* and *T*.

LESSON OVERVIEW:

Foundational Skill:

POINT out that the suffixes *-ful* and *-less* have opposite meanings, using the words *merciful* and *merciless* as examples. Ask students if any of the base words on the lines with the suffix *-ful* could instead have the suffix *-less*.

Reading Skills:

Sequence

REMIND students that the sequence of events is the order in which a story’s events happened in time. When they know the sequence of events, they can see how certain events might have led to others. Remind students that authors often use time-order words, such as *first*, *next*, *finally*, *after*, *yesterday*, *at 5:00*, *May 1st*, and *that morning*, to establish the sequence of events.

Academic Standards:

L.3.1iL.3.4bL.3.5b

RL.3.3RL.3.2RF.3.4aRF.3.4bL.3.6

W.3.2c

Cause and Effect

REVIEW with students that an effect is what happens and a cause is what makes this event happen. Students will notice as they read that a narrative is basically a string of causes and effects—one action causes another action, which causes another action, and so on. Identifying causes and effects in a story helps readers understand why certain events are happening as well as the motivations of characters.

Language Arts:

MODEL revising the draft of your informative/explanatory text comparing and contrasting two places. Be sure to point out where you revise to include descriptive words and phrases, additional details, compare and contrast signal words, and time and order words. Narrate your thoughts as you make changes, and encourage students to suggest improvements. Incorporate their changes whenever appropriate.

MODEL uppercase cursive *I* as an overcurve letter and uppercase cursive *T* as a curve forward letter.

Notes:

**Unit 4
Lesson
2
Day 3**

OBJECTIVE:

Foundational Skills:

- understand words with the Latin suffixes *-able* and *-ity*.
- spell dictated words with the Latin suffixes *-able* and *-ity* correctly.
- build oral language skills.

Reading Skills:

- finish reading "A Saguaro's Story."
- read and analyze poetry.
- review the selection vocabulary words.
- build fluency.
- continue Inquiry

Language Arts Skills:

- review capitalization of proper nouns.
- use a checklist and proofreading marks to edit and proofread their informative/explanatory texts.
- learn about abbreviations.
- review spelling words.

LESSON OVERVIEW:

Foundational Skill:

REVIEW that suffixes are word parts added to the ends of base words. They can change the meaning and part of speech of the base word. Remind students that suffixes have their own meanings and origins, and that many suffixes are derived from the ancient Latin language.

Reading Skills:

Encouraging students to use metaphors will help make their descriptions more vivid and their writing more interesting.

HAVE students retell the events on pages 38–39 in the correct sequence.

TELL students that they are about to read a poem about

Academic Standards:

RF.3.3aRF.3.3bRF.3.3cL.3.4bL.3.1iL.3.2eL.3.2f

RL.3.3RL.3.5RL.3.10L.3.5aRF.3.4aRF.3.4bRL.3.1L.3.4aL.3.5b

W.3.5

the animals of the Sonoran Desert. Explain that some of these animals are mentioned in "A Saguaro's Story" and some are not. Then tell students that the poem is all about predators and prey in this particular habitat. Review that predators are animals that hunt other animals for food and that prey are the hunted animals. Explain that the poem's animals are also nocturnal, which means that they are active and hunt at night.

Language Arts:

MODEL editing and proofreading your revised informative/explanatory text that compares and contrasts two places. Be sure to point out where you make changes, including capitalizing proper nouns. Narrate your thoughts as you make changes, and encourage students to suggest improvements. Incorporate their changes whenever appropriate.

REMIND students that the suffix *-ful* means "full of;" the suffix *-less* means "without;" the suffix *-ity* means "state of being;" and the suffix *-able* means "able or tending to be."