

| | | | |
|---|---------------------------------|------------------------------|--|
| Name: BRES 3rd Grade | | Grading Quarter: 3 | Week Beginning: January 7, 2025 WEEK 1 |
| School Year: 2024-2025 | | Subject: ELA | |
| Monday | Notes: | | Academic Standards: |
| | PD Day NO SCHOOL | | |

Notes:
Unit 2
Lesson
6
Day 1

OBJECTIVE:

Foundational Skills:

- review words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey*, as well as contractions and possessives.
- learn new high-frequency words.
- read a **Decodable Story**.
- build writing skills.
- build fluency

Reading Skills:

- learn and apply the comprehension strategies Predicting, Summarizing, and Clarifying.
- read the first half of the selection.
- focus on accuracy when reading fluently.

Language Arts Skills:

- evaluate their writing plans and receive feedback in writers' conferences.
- set writer's goals for their informative/explanatory texts.
- draft their informative/explanatory texts.

LESSON OVERVIEW:

Foundational Skill:

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

REVIEW with students what a contraction is.

Reading Skills:

Remind students that, as they read a story, they may stop to predict. When they make a prediction, they make an educated guess about what will happen next, based on details in the text and prior knowledge. As they read further, they will look for details that either confirm their prediction or necessitate a revision. Making predictions keeps them engaged with the text and increases

Academic Standards:

RF.3.3cL.3.2dL.3.1iRF.3.4aRF.3.4bRL.3.1RF.3.4c

L.3.5bRL.3.10RF.3.4aRF.3.4b

W.3.2aL.3.2e

| | | |
|--|--|--|
| | <p>understanding. Remind students that they should also summarize the events and details in the text. Review 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.</p> <p>Review that clarifying is identifying parts of the text that are initially confusing and using context clues, further reading, or outside research to increase understanding. Clarifying ensures that students comprehend the text as fully as possible. Explain that this week's selection is fiction but it is about a scientific topic. Students may therefore come across terms and concepts that need clarification.</p> <p>Language Arts: MODEL creating a draft based on your TREE graphic organizer from the previous lesson. Leave out some information and details so they can be added during revising, and include some mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step.</p> | |
|--|--|--|

Notes:

**Unit 2
Lesson
6
Day 2**

OBJECTIVE:

Foundational Skills:

- review words with /ī/ spelled *_igh*, *_ie*, and *_y*, as well as irregular verbs and abstract nouns.
- build writing skills.
- build fluency.

Reading Skills:

- f read the second half of “Einstein Anderson and the Hurricane Hoax.”
- build fluency by reading with prosody.
- learn new vocabulary words.

Language Arts Skills:

- evaluate their drafts and receive feedback in writers’ conferences.
- revise their informative/explanatory texts.
- develop handwriting skills by practicing formation of cursive

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ī/ spelled *_igh*, *_ie*, and *_y*.

HAVE students explain the concept of irregular verbs.

Reading Skills:

REMIND students that they have been making and confirming predictions in *Einstein Anderson and the Hurricane Hoax*. Have students recall one prediction they made in the first half of the story. Tell students that they will continue to summarize paragraphs or sections of the text to help them understand and remember important details. Students will also continue to clarify, or clear up any confusing words or concepts they encounter in the text. Discuss what students had to clarify in the first half of the story.

Academic Standards:

RF.3.3cRF.3.4aRF.3.4bRF.3.3dL.3.1dL.3.1c

RI.3.3RL.3.1RL.3.2SL.3.1aSL.3.1bSL.3.1cSL.3.1dRL.3.4L.3.4aL.3.6RF.3.4aRF.3.4b

W.3.5

| | | |
|--|--|--|
| | <p>Language Arts:</p> <p>MODEL revising your draft based on the writer’s goals set in the previous day’s lesson. Narrate your thoughts as you make changes. Be sure to include place and location words, and add descriptive adjectives and adverbs. Encourage students to suggest improvements as well, and incorporate their changes whenever appropriate.</p> <p>MODEL for students the formation of cursive lowercase letters <i>c</i> and <i>d</i> as downcurve letters.</p> | |
|--|--|--|

Notes:

**Unit 2
Lesson
6
Day 3**

OBJECTIVE:

Foundational Skills:

- review words with /ō/ spelled *oa_* and *_ow*, as well as homophones.
- build writing skills.
- build fluency.

Reading Skills:

- reread “Einstein Anderson and the Hurricane Hoax” while digging deeper into the text.
- build fluency by reading with proper intonation.
- review the selection vocabulary words.

Language Arts Skills:

- practice editing for subject/verb agreement.
- use proofreading marks and a checklist to edit their texts.
- review Unit 2 grammar, usage, and mechanics lessons.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ō/ spelled *oa_* and *_ow*.

HAVE students review the definition for *homophones*.

Reading Skills:

Making Inferences

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.

Cause and Effect

REMIND students that the effect is something that happens and the cause is what makes it happen. The plot of a story is progressed by causes and effects. When

Academic Standards:

RF.3.3cRF.3.4aRF.3.4bRF.3.4cL.3.1i

RL.3.3RL.3.1RF.3.4aRF.3.4bL.3.6

L.3.1fW.3.5L.3.1a

readers examine these causes and effects, they have a better understanding of why things happen, why characters think and act the way they do, and the messages the author is trying to convey.

Classify and Categorize

REMINDE students that when they classify and categorize, they recognize ways that related characters, events, or details in a text can be grouped together and then sort them into those groups. Classifying and categorizing helps readers organize information so they can make comparisons, make connections, and remember content.

Language Arts:

TELL students they will edit their informative/explanatory writing today. Remind them that during the editing step, they will read their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation.

Model editing your revised draft. Be sure to narrate the changes you make, including corrections for subject/verb agreement. Encourage students to offer suggestions for edits, and incorporate their changes whenever appropriate

Ask students to identify subject pronouns, possessive pronouns, object pronouns, and plurals.

Notes:
Unit 2
Lesson
6
Day 4

OBJECTIVE:

Foundational Skills:

- review words with /ū/ spelled *_ew* and *_ue* as well as homographs and multiple-meaning words.
- build writing skills.
- build fluency.

Reading Skills:

- read excerpts from “Einstein Anderson and the Hurricane Hoax” to focus on writer’s craft.
- answer questions to better understand the selection.
- review the selection vocabulary words.
- build fluency.
- read the science link.

Language Arts Skills:

- create a final copy of their informative/explanatory texts, including a visual element.
- evaluate their informative/explanatory texts based on writer’s goals.
- review the formation of cursive letters *c* and *d*.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ū/ spelled *_ew* and *_ue*.

HAVE students review the definition for *homographs*.

Reading Skills:

Point of View

TELL students that it is important to establish the characters’ thoughts and attitudes about the events and other characters in the story. These points of view are revealed by what the characters say and do. Tell students to also think about how their own points of view are alike and different from those of the characters.

Story Elements:

Character

Academic Standards:

REVIEW /ū/ spelled *_ew* and *_ue*

RL.3.2RL.3.3RL.3.6RL.3.1RL.3.4RL.3.7RF.3.4aRF.3.4bL.3.4a

W.3.7

| | | |
|--|--|--|
| | <p>REMIND students that when they read fiction they will want to keep track of the traits and actions of the main characters. Information about characters is usually revealed through descriptions of their feelings, words, and actions, or in general descriptive text provided by the author. What the characters think and feel often conveys the theme, or message, of the story.</p> <p>Story Elements: Plot</p> <p>REVIEW with students that the plot is the series of events in a story. A typical plot includes an introduction, a conflict or problem, events involving the solving of the problem, a climax, and a conclusion.</p> <p>Language Arts:</p> <p>REMIND students that the final step of the writing process is publishing. They will produce a final copy of their informative/explanatory writing, including one or more visual elements related to the subject of their writing. Then students will present their texts to others.</p> <p>REVIEW with students the formation of cursive lowercase letters <i>c</i> and <i>d</i> as downcurve letters.</p> | |
|--|--|--|