

Name: BRES 3rd Grade	Grading Quarter: 3	Week Beginning: January 27, 2025 WEEK 4
School Year: 2024-2025	Subject: ELA	

Monday	<p>Notes:</p> <p>Unit 3 Lesson 2 Day 2</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • build oral language skills. • practice spelling words with /ow/ spelled <i>ow</i> and <i>ou_</i> and /ō/ spelled <i>_ow</i>. • learn new high-frequency words. • read a <i>Decodable Story</i>. • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • reread “The Harlem Renaissance” while digging deeper into the text. • build fluency. • review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • create a clean final copy of the realistic story. • evaluate the realistic story based on writer’s goals and elements of narrative writing. • discuss the writing process. • review cursive small letters <i>p</i>, <i>j</i>, <i>c</i>, <i>d</i>, <i>g</i>, and <i>q</i>. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill: HAVE students identify the words in the lines that begin with a consonant blend.</p> <p>Reading Skills: Fact and Opinion REMIND students</p>	<p>Academic Standards:</p> <p><u>L.3.1iRL.3.1RF.3.4aRF.3.4bRF.3.4c</u></p> <p><u>RI.3.2RI.3.8RF.3.4bL.3.6W.3.7W.3.8W.3.10</u></p> <p><u>SL.3.5</u></p>
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		<p>that facts are statements that can be proven true while opinions are beliefs of people that cannot be proven. Explain that it is important when reading informational texts to determine which statements are facts and which statements are the opinions of the author.</p> <p>Main Idea and Details</p> <p>REMIND students that the main ideas in a text are the most important points that the author wants to make. The author then supports or explains these points with details that describe why, what, when, where, and how. Tell students they can determine the main idea and supporting details in a paragraph, section, or chapter, or even the entire text. When students know the main ideas, they can understand what the author is trying to get across in the text.</p> <p>Language Arts:</p> <p>REMIND students that the final step of the writing process is publishing. Tell them this is when they will produce a final copy of their writing and present it to others. Tell them that reading their writing aloud is one way to</p>	
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		<p>publish it.</p> <p>REVIEW with students that cursive letters are made of four types of strokes (undercurve, overcurve, downcurve, and slant lines).</p>	
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Notes:

**Unit 3
Lesson
2
Day 3**

- OBJECTIVE:**
Foundational Skills:
- understand comparatives and superlatives.
 - build oral language skills.
- Reading Skills:**
- finish reading “The Harlem Renaissance.”
 - read and analyze poetry.
 - review the selection vocabulary words.
 - focus on reading with prosody.
 - select conjectures for Inquiry.
- Language Arts Skills:**
- learn about the elements of tall tales.
 - analyze a tall tale story using a WWW-H2-W2 graphic organizer.
 - choose an audience and purpose for their writing and begin brainstorming ideas for a tall tale.
 - learn about coordinating and subordinating conjunctions.
 - review spelling words.

LESSON OVERVIEW:
Foundational Skill:
REVIEW with students that adjectives are words that modify nouns, and adverbs are words that modify verbs. Remind them that a comparative

Academic Standards:
RF.3.3cL.3.1gL.3.1i

RI.3.2RI.3.8RL.3.5RL.3.10RL.3.4RF.3.4aRF.3.4bRI.3.1RI.3.3RI.3.4L.3.4aL.3.5bW.3.7W.3.8W.3.1

RL.3.3L.3.1h

		<p>adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it.</p> <p>Reading Skills:</p> <p>TELL students that they will be reading three short poems by Langston Hughes. Have students recall what they learned about Hughes in the selection “The Harlem Renaissance.” Tell students that Hughes lived from 1902 to 1967. He went to New York City in the 1920s to study engineering but dropped out of college to begin writing poetry. Hughes wrote poems, short stories, plays, novels, musicals, and even children’s literature throughout his career. He is known for his honest portrayals of African-American life and his pride in his heritage. He enjoyed the new jazz and blues music of the era and reflected those rhythms in his poetry.</p> <p>Language Arts:</p> <p>EXPLAIN to students that they will work with a partner to create a plan for</p>	
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		<p>their next narrative writing assignment. Tell students they will be writing a tall tale. Explain that a tall tale is a made-up story that describes unlikely or impossible events, often to explain how a problem is solved. Tall tales include a lot of exaggeration. The characters, settings, and events sometimes seem like they could be real, but some part of the story is always hard to believe. A tall tale is different from a realistic story because some parts of the story could not happen in real life. Point out the conjunctions, and identify them as either coordinating or subordinating conjunctions.</p> <p>REMIND students that /ow/ spellings include <i>ow</i> and <i>ou_</i>, and /ō/ spellings include <i>_ow</i>.</p>	
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Wednesday	<p>Notes:</p> <p>Unit 3 Lesson 2 Day 4</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> read excerpts from “The Harlem Renaissance” 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. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> review the elements of tall tales. analyze a good model of a tall tale using a WWW-H2-W2 graphic organizer. choose a story idea and complete a WWW-H2-W2 graphic organizer to plan a tall tale. review coordinating and subordinating conjunctions. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill:</p> <p>ORGANIZE students into small groups and have them think of more adjectives and adverbs in comparative and superlative form, and then use them in complete sentences.</p>	<p>Academic Standards:</p> <p><u>L.3.1g</u><u>L.3.1i</u></p> <p><u>RI.3.5</u><u>RI.3.7</u><u>RI.3.1</u><u>RI.3.3</u><u>RL.3.4</u><u>RI.3.8</u><u>RF.3.4a</u><u>RF.3.4b</u><u>L.3.6</u></p> <p><u>W.3.4</u><u>L.3.1h</u></p>
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		<p>Have student volunteers read the sentences to the class. Tell them they may choose to say the correct form of the comparative or superlative, or the incorrect one.</p> <p>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 look at the text closely to see what makes it a well-written piece.</p> <p>Language Arts: REVIEW the elements of tall tales with students. MODEL completing a WWW-H2-W2 graphic organizer to plan your own tall tale. WRITE the following sentences on the board. Point out the conjunctions, and identify them as coordinating or subordinating.</p>	
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Thursday	<p>Notes:</p> <p>Unit 3 Lesson 2 Day 5</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • read words with /ow/ spelled <i>ow</i> and <i>ou_</i> and /ō/ spelled <i>_ow</i>. • understand comparatives and superlatives. • build oral language skills. • build fluency. <p>Reading Skills:</p> <ul style="list-style-type: none"> • review the selection vocabulary words. • review the comprehension strategies. • review elements of accessing complex text. • review writer's craft elements. • build fluency. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • receive feedback about their writing plans in writers' conferences. • learn about presenting the events of their stories in logical sequence. • set writer's goals for their tall tales. • begin drafting their tall tales. • take the spelling assessment. • review coordinating and subordinating conjunctions. • review cursive lowercase letters <i>p, j, c, d, g,</i> and <i>q.</i> 	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.1gL.3.1i</u></p> <p><u>W.3.3aL.3.2eL.3.1h</u></p>
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LESSON OVERVIEW:

Foundational Skill:

REVIEW /ow/ spelled *ow* and *ou* and /ō/ spelled *_ow*.

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students to add the words *more* and *most* instead of the endings *-er* and *-est* to form the comparative and superlative forms of some multisyllabic word.

Reading Skills:

REVIEW the comprehension strategies by asking students to explain how they asked questions and visualized while reading the selection.

REVIEW the skills for accessing complex text by asking students to identify facts and opinions, as well as main ideas and supporting details, in the selection.

Language Arts:

TELL students that they will get into small groups to review their writing

		<p>plans. Remind students that even the best writers ask others to look over their writing and provide suggestions for how it could be improved.</p> <p>REVIEW with students that conjunctions are joining words. They can connect words, clauses, or phrases. Common coordinating conjunctions are <i>and</i>, <i>or</i>, <i>but</i>, and <i>so</i>. Subordinating conjunctions, like <i>although</i>, <i>until</i>, <i>because</i>, <i>unless</i>, <i>since</i>, <i>if</i>, and <i>while</i>, connect two clauses that are not equal. The dependent clause, or the one that cannot stand alone, contains the subordinating conjunction.</p> <p>REVIEW cursive letters <i>p</i>, <i>j</i>, <i>c</i>, <i>d</i>, <i>g</i>, and <i>q</i>, using models if necessary.</p>	
Friday	Notes: Unit 3 Lesson 2 Day 6	<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none">• ASSESSMENT <p><u>LESSON OVERVIEW:</u></p>	Academic Standards: