

Name: <b>BRES 3<sup>rd</sup></b> <b>Grade</b>	Grading Quarter: <b>3</b>	Week Beginning: <b>February 3, 2025</b> <b>WEEK 5</b>
School Year: <b>2024-2025</b>	Subject: <b>ELA</b>	

Monday

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

**OBJECTIVE:**

**Foundational Skills:**

- read words with /aw/ spelled *au\_*, *aw*, *augh*, *ough*, and *al*.
- spell dictated words with /aw/ correctly.
- build oral language skills.

**Reading Skills:**

- learn and apply the comprehension strategies Summarizing and Clarifying.
- read the entire selection.
- learn new vocabulary words.
- focus on reading with appropriate phrasing.

**Language Arts Skills:**

- learn about including figurative language in their stories.
- finish drafting their tall tales.
- learn about /aw/ spelling patterns and irregular comparatives and superlatives.

**LESSON OVERVIEW:**

**Foundational Skill:**

**REVIEW** /aw/ spelled *au\_*, *aw*, *augh*, *ough*, and *al*.

**Reading Skills:**

**MODEL AND**

**PROMPT** the use of the following comprehension strategies during the first read of “The Overlanders.”

**Academic Standards:**

RF.3.3cL.3.1iL.3.5bL.3.2eL.3.2f

L.3.5bRL.3.10RL.3.1RL.3.7RL.3.2RL.3.3SL.3.1aSL.3.1bSL.3.1cSL.3.1dL.3.4aL.3.6RF.3.4aRF.3.4b

W.3.3aW.3.3dL.3.2f

- Summarizing
- Clarifying

Remind students to summarize the events and details in the selection. 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.

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. Students might stop to clarify an unfamiliar term, an unknown historical reference, or a complicated sequence of events. Clarifying ensures that students comprehend the text as fully as possible.

**Language Arts:**  
**REMIND** students that they are drafting tall tales. Review the elements of tall tales specifically and narrative writing in general with students.

**MODEL** writing the

	<p>remainder of your tall tale draft. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.</p>	
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Tuesday

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

**OBJECTIVE:**

**Foundational Skills:**

- build oral language skills.
- practice spelling words with /aw/ spelled *au*, *aw*, *augh*, *ough*, and *al*.
- learn new high-frequency words.
- read a ***Decodable Story***.
- build fluency.

**Reading Skills:**

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

**Language Arts Skills:**

- meet in writers’ conferences to review their drafts and receive feedback.
- revise their tall tales.
- develop handwriting skills by practicing the formation of cursive lowercase letters *b* and *k*.

**LESSON OVERVIEW:**

**Foundational Skill:**

**HAVE** students come up with sentence starters using the words on the word lines.

**Reading Skills:**

**Sequence**

**REMINDE** students that the sequence of

**Academic Standards:**

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

RL.3.1RL.3.3RF.3.4aRF.3.4bRF.3.4cL.3.6

W.3.3aW.3.3bW.3.3cW.3.5

events is the order in which a story's events happened in time. When they know the sequence of events, they can determine what happened in the beginning, middle, and end of the story. They can also 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 1<sup>st</sup>*, and *that morning*, to establish the sequence of events.

**Making Inferences**

**REMINDE** students that when they make inferences, they are using information from the story along with personal knowledge and experience to understand something that may not be directly stated in the story. Making inferences can be thought of as "reading between the lines." It helps readers understand the characters and events with more depth.

**Language Arts:**

**REMINDE** students that revising is the next step in the writing process. Explain that they will meet in writers'

	<p>conferences to have peers read their drafts and provide feedback. Then they will carefully read their writing and make changes to improve the structure and content of the work.</p> <p><b>MODEL</b> revising your draft, narrating your thoughts as you make changes. Point out where you add descriptive details, figurative language, or time and order words. Allow students to suggest revisions, and incorporate their suggestions whenever possible.</p> <p><b>MODEL</b> for students the formation of cursive lowercase letters <i>b</i> and <i>k</i> as letters with loops.</p>	
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Notes:  
  
**Unit 3  
Lesson  
3  
Day 3**

**OBJECTIVE:**

**Foundational Skills:**

- understand irregular comparatives and superlatives.
- build oral language skills.

**Reading Skills:**

- finish reading "The Overlanders."
- read and analyze poetry.
- review the selection vocabulary words.

**Language Arts Skills:**

- edit their tall tales.
- learn about compound sentences.
- review spelling words.

**LESSON OVERVIEW:**

**Foundational Skill:**

**REVIEW** with students that a comparative 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. Explain that not all comparatives and superlatives are formed by adding -*er*, -*est*, *more*, or *most*. Some are irregular. This means that the comparative and superlative forms are different words entirely.

**Reading Skills:**

**CONTINUE** to plan

**Academic Standards:**

RF.3.3cRF.3.3dL.3.1gL.3.1i

RL.3.1RL.3.5L.3.3bRF.3.4aRF.3.4bRL.3.3L.3.4aL.3.5bW.3.8

W.3.5L.3.1hL.3.1i

time for students to do research in their groups. Even though students are beginning to work more independently, spend time with each group and help them assess materials for usefulness. Have students research information from print material found in the classroom and trusted digital sources. Review the notes the members are taking and remind them of effective note-taking strategies.

**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.

**TELL** students it is easy to miss simple errors when correcting one's own work, so it is always a good idea to have a friend or other student read the material as well. Have students exchange tall tales with a partner. Have the partner read the revised draft and note any places where edits should be made. Have students return the texts to their authors with a list of

		<p>suggested edits. <b>REMIND</b> students that /aw/ spellings include <i>au_</i>, <i>aw</i>, <i>augh</i>, <i>ough</i>, and <i>al</i>.</p>	
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Thursday

Notes:  
**Unit 3  
Lesson  
3  
Day 4**

**OBJECTIVE:**

**Foundational Skills:**

- build oral language skills.

**Reading Skills:**

- read excerpts from “The Overlanders” 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:**

- create clean final copies of their tall tales.
- share their tall tales with others.
- evaluate the tall tales based on writer’s goals and elements of narrative writing.
- review compound sentences.

**LESSON OVERVIEW:**

**Foundational Skill:**

**ASK** students whether adjectives describe nouns or verbs.

**Reading Skills:**

**TELL** students that, rather than rereading the entire selection a third time, they will look at specific parts of the story. Explain that they will read with a writer’s eye. This means they will

**Academic Standards:**

L.3.1aL.3.1gL.3.1i

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

RL.3.5L.3.1hL.3.1i

look at the text closely to see what makes it a well-written piece.

**Point of View**

**REMINDE** 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.

**Language Use:**

**Descriptive**

**Words**

**REMINDE** students that authors of fiction use descriptive words to paint a picture in the reader's mind. Descriptive words include specific nouns, verbs, adjectives, and adverbs that appeal to the senses of sight, hearing, touch, taste, and smell. Descriptive words make a story more interesting and memorable for the reader.

**Language Arts:**

**REMINDE** students that the final step of the writing process is publishing. They will produce a final copy of their tall tale and present it to others.

	<p>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>WRITE</b> the following compound sentences on the board. Point out the conjunction in each sentence.</p>	
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Friday

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

- OBJECTIVE:**  
**Foundational Skills:**
- read words with /aw/ spelled *au*, *aw*, *augh*, *ough*, and *al*.
  - understand irregular comparatives and superlatives.
  - build oral language skills.
  - build fluency

- Reading Skills:**
- review the selection vocabulary words.
  - review the comprehension strategies.
  - review elements of accessing complex text.

- Language Arts Skills:**
- learn about writing a personal narrative.
  - evaluate a model of good personal narrative writing using a WWW-H2-W2 graphic organizer.
  - plan a personal narrative using a WWW-H2-W2 graphic organizer.
  - take the spelling assessment.
  - review compound sentences.
  - review the formation of cursive lowercase letters *b* and *k*.

**LESSON OVERVIEW:**  
**Foundational Skill:**  
**REVIEW** /aw/ spelled

**Academic Standards:**  
RF.3.3cRF.3.4bRF.3.3dL.3.1g  
  
W.3.8L.3.2eL.3.1hL.3.1i

*au\_, aw, augh, ough,*  
and *al*.

**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 that *more* and *most* or the endings *-er* and *-est* are added to most base words to form the comparative or the superlative. Some comparative and superlative forms, however, are irregular.

**Reading Skills:**

**REVIEW** the comprehension strategies by asking students to summarize a portion of the text and describe something in the selection that they clarified. Summarizing involves restating the most important ideas and details from a text in your own words.

**REVIEW** the skills for accessing complex text by asking students to find examples in the text where they made an inference and noted the sequence of events.

	<p><b>Language Arts:</b> <b>REMIND</b> students that narrative writing tells a story. The story can be true or made-up, but either way, it needs a beginning, middle, and end. Ask students what other elements are needed in narrative writing.</p> <p><b>REVIEW</b> with students the formation of cursive lowercase letters <i>b</i> and <i>k</i> as letters with loops.</p>	
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