

6Name: BRES 3rd Grade		Grading Quarter: 3	Week Beginning: February 10, 2025 WEEK 6
School Year: 2024-2025		Subject: ELA	
Monday	Notes:	<u>OBJECTIVE:</u> ASSESSMENT	Academic Standards:
	Unit 3 Lesson 3 Day 6	<u>LESSON OVERVIEW:</u>	

Notes:

**Unit 3
Lesson 4
Day 1**

OBJECTIVE:

Foundational Skills:

- read words with /oi/ spelled *oi* and *_oy*.
- spell dictated words with /oi/ correctly.
- build oral language skills.

Reading Skills:

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

Language Arts Skills:

- review the elements of personal narrative writing.
- review the use of action and describing words to make writing interesting.
- practice adding action and describing words to sentences.
- set writer's goals for their personal narratives.
- begin drafting their personal narratives.
- learn about /oi/ spelling patterns, content words, and shades of meaning.

LESSON OVERVIEW:

Foundational Skill:

Academic Standards:

RF.3.3cL.3.1aL.3.1iL.3.2eL.3.2f

L.3.5bRI.3.10RI.3.9RI.3.2RI.3.1SL.3.1aSL.3.1bSL.3.1cSL.3.1dL.3.5aRI.3.4L.3.4aL.3.6RF.3.4

W.3.3aL.3.2f

		<p>REVIEW /oi/ spelled <i>oi</i> and <i>_oy</i> .</p> <p>Reading Skills:</p> <p>Tell students to make sure they keep track of all the most important ideas in the 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 that making connections involves relating what they are reading to what they already know from personal experience or what they have read before. Explain that making connections offers a deeper understanding of the text. It allows readers to apply previous knowledge and insight to comprehending new ideas and concepts.</p> <p>Language Arts:</p> <p>REMIND students that a personal narrative is a story about something that happened to the author. Like all stories, it needs a</p>	
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		<p>beginning, middle, and end. The writer is the main character, and the setting is the actual time and place in which the events of the story occurred. Remind students that they are writing personal narratives that tell about a time when they solved a problem. Tells students that today they will draft their personal narratives using the plans they completed in the previous day's lesson.</p> <p>Model completing a draft using the WWW-H2-W2 graphic organizer you completed.</p>	
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Wednesday

Notes:

Unit 3
Lesson 4
Day 2

OBJECTIVE:

Foundational Skills:

- build oral language skills.
- practice spelling words with /oi/ spelled *oi* and *_oy*.
- learn new high-frequency words.
- read a ***Decodable Story***.
- build fluency.

Reading Skills:

- reread “The Cherokee: Gold and Tears” while digging deeper into the text.
- build fluency.
- review the selection vocabulary words.

Language Arts Skills:

- review elements of personal narrative writing.
- receive feedback about their drafts in writers’ conferences.
- revise their drafts using the feedback they received and the writer’s goals.
- develop handwriting skills by practicing the formation of cursive lowercase letters *u* and *w*

LESSON OVERVIEW:

Foundational Skill:

ASK students whether the words on Line 3 are nouns

Academic Standards:
L.3.1iRL.3.1RF.3.4aRF.3.4bRF.3.4c

RI.3.2RI.3.3RI.3.8RF.3.4aRF.3.4bL.3.6

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

		<p>or verbs. <i>verbs</i> Then have them identify the word with the inflectional ending - <i>ed</i>. Have students spell the past and progressive tenses of each verb on the line. Then have students use any of these verb forms in complete sentences.</p> <p>Reading Skills:</p> <p>Cause and Effect</p> <p>REMIND students that an effect is something that happens and a cause is what makes it happen. Tell students that recognizing and understanding the causes and effects in a text will help them have a more complete understanding of the subject. Remind them to look for signal words when identifying cause-and-effect relationships, such as <i>because, as a result, when, and since</i>.</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 these points with facts, definitions, descriptions, and explanations. Tell students they can determine the main idea and supporting details in a paragraph, section,</p>	
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		<p>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 a personal narrative needs a beginning, middle, and end. The events in their personal narratives should be presented in the correct sequence: a problem is introduced, the author works to solve the problem, and the author finds a solution and the problem is resolved.</p> <p>MODEL for students the formation of cursive lowercase letters <i>u</i> and <i>w</i> as undercurve letters.</p>	
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Thursday	<p>Notes:</p> <p>Unit 3 Lesson 4 Day 3</p>	<p><u>OBJECTIVE:</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> understand domain-specific content words and shades of meaning. build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> finish reading “The Cherokee: Gold and Tears.” read and analyze poetry. review the selection vocabulary words. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> practice combining sentences. use proofreading marks and a checklist to edit their revised drafts. learn about adjectives. review spelling words. <p><u>LESSON OVERVIEW:</u></p> <p>Foundational Skill: ASK students whether adjectives describe nouns or verbs.</p> <p>Reading Skills: HAVE students identify the main idea in the second paragraph on page 383. ASK students to identify three cause-and-effect relationships on pages 382–383.</p> <p>Language Arts: TELL students they will edit their personal narratives today. Remind them</p>	<p>Academic Standards: <u>RF.3.3cL.3.5bL.3.5cL.3.6</u></p> <p><u>RI.3.2RI.3.3RL.3.6RL.3.4RL.3.10RF.3.4aRF.3.4bRI.3.1RI.3.9RI.3.4L.3.4aL.3.4bRF.3.4cW.3.7</u></p> <p><u>W.3.5L.3.1aL.3.1g</u></p>
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		<p>that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation. Point out that they may need to read through their writing several times to ensure their writing is error free. Model editing your revised draft. Be sure to narrate the changes you make, including fixing any errors in first-person point of view and combining sentences when appropriate. Encourage students to offer suggestions for edits, and incorporate their changes whenever appropriate. Explain that adjectives are words that tell information about a noun or pronoun. Adjectives tell how something looks, feels, smells, sounds, or tastes and how many, how much, and which one. They add description to writing and help readers visualize, or see, what is being described.</p> <p>REMIND students that /oi/ spellings include <i>oi</i> and <i>_oy</i>, content words are words related to a specific topic, and words can have different shades of meaning.</p>	
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Friday	Notes: Valentine's Day NO SCHOOL	<u>OBJECTIVE:</u> <u>LESSON OVERVIEW:</u>	Academic Standards:
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