

Name: BRES 3rd Grade	Grading Quarter: 3	Week Beginning: February 24, 2025 WEEK 8
School Year: 2024-2025	Subject: ELA	

Notes:

**Unit 3
Lesson
5
Day 2**

OBJECTIVE:

Foundational Skills:

- build oral language skills.
- practice spelling words with /ō/ spelled *_ow* ; /ū/ spelled *u_e*, *_ew*, and *_ue* ; /oo/ spelled *_ue*, *_ew*, and *u_e* ; and /ow/ spelled *ow*.
- learn a new high-frequency word.
- read a ***Decodable Story***.
- build fluency.

Reading Skills:

- reread “The Dancing Bird of Paradise” while digging deeper into the text.
- build fluency.
- review the selection vocabulary words.

Language Arts Skills:

- review the elements of narrative writing.
- review their fantasy story ideas in writer’s conferences.
- plan their fantasy stories using WWW-H2-W2 graphic organizers.
- develop handwriting skills by practicing formation of cursive lowercase letters *v* and *y*.

LESSON OVERVIEW:

Foundational Skill:

ASK students which word on Line 1 is a verb. *grow* Then have students say sentences using *cow*, *crow*, and *crowd* as the subject and *grows* as the verb. Have one student use a base adjective from Line 3 in one sentence. Then have another student use the comparative adjective in a sentence that compares two things. Repeat this activity with other students. Have students think of simple sentences using the words on the word lines. Ask volunteers to extend the sentences by answering *who*, *what*, *when*, *where*, *why*, or *how*.

Reading Skills:

INFORM students that the second read of “The Dancing Bird of Paradise” will involve taking a closer look at the text to help analyze its complexity.

Sequence

REVIEW with students that sequence is the order in which events happen in time. Explain that authors of biographies usually tell about the events in a person’s life in the correct

Academic Standards:

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

RI.3.1RI.3.3RI.3.9RF.3.4bL.3.6

W.3.3aW.3.3d

	<p>sequence. Remind students to look for time-order words in the text that will help them determine sequence, such as <i>first, next, finally, then,</i> and <i>yesterday</i>. Students should also pay attention to dates as clues to what happened when.</p> <p>Compare and Contrast</p> <p>REMIND students comparing involves describing the similarities that are shared between two or more things within a text or across texts. Contrasting involves describing the differences. Explain that identifying similarities and differences in a text will help students better understand the information and concepts presented</p> <p>Language Arts:</p> <p>REMIND students that all stories have three elements: a main character, a setting, and a plot. Tell them a writer thinks carefully about these three elements when planning a story and incorporates these elements into the writing.</p> <p>MODEL for students the formation of cursive lowercase letters <i>v</i> and <i>y</i> as overcurve letters.</p>	
--	--	--

Tuesday	<p>Notes:</p> <p>Unit 3 Lesson 5 Day 3</p>	<p>OBJECTIVE:</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • understand how prefixes and suffixes are used to generate new words from one base word. • build oral language skills. <p>Reading Skills:</p> <ul style="list-style-type: none"> • finish reading “The Dancing Bird of Paradise.” • review the selection vocabulary words. • build fluency by reading with prosody. • finalize their presentation plans for Inquiry. <p>Language Arts Skills:</p> <ul style="list-style-type: none"> • review the elements of narrative writing. • set writer’s goals for their fantasy stories. • begin drafting their fantasy stories. • learn about adverbs. • review spelling words. <p>LESSON OVERVIEW:</p> <p>Foundational Skill: REVIEW with students what they have learned about prefixes and suffixes.</p> <p>Reading Skills: HAVE students reread pages 400–401. Discuss how Sahomi’s experience reflects the hardships and challenges endured by thousands of Japanese-American citizens during World War II. Ask students to use these pages to develop a sequence that describes how Sahomi arrived at Topaz and adapted to her new environment.</p> <p>Language Arts: REVIEW with students the necessary elements of any story: a main character, setting, and plot. Remind students that the beginning of the story should be interesting. It should introduce the main character and the character’s problem. The middle of the story should provide more information about the problem and how it develops. The end should provide the resolution to the problem. It should also close the story in an interesting way. Tell students they will begin drafting their fantasy stories, guided by the writing plans they have developed</p>	<p>Academic Standards:</p> <p><u>RF.3.3cL.3.4cRF.3.3aL.3.4b</u></p> <p><u>RI.3.3RI.3.1RI.3.7RI.3.4L.3.4aL.3.5bRF.3.4aRF.3.4bW.3.7W.3.10</u></p> <p><u>W.3.4SL.3.1</u></p>
---------	---	---	--

		using graphic organizers.	
--	--	---------------------------	--

Notes:

**Unit 3
Lesson
5
Day 4**

OBJECTIVE:

Foundational Skills:

- build oral language skills.

Reading Skills:

- read excerpts from “The Dancing Bird of Paradise” 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:

- meet in writers’ conferences to discuss how their fantasy story drafts are coming along.
- finish drafting their fantasy stories.
- review adverbs.

LESSON OVERVIEW:

Foundational Skill:

HAVE a volunteer choose a line of words from the word lines. Then have them identify the prefixes and suffixes on that line. *Line 2: -ness, un-, -ly* Have students think of other words that have each affix and use the words in complete sentences.

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.

Language Arts:

REMIND students that they should be concentrating on getting their thoughts on paper during the drafting step. They can make changes to their ideas during the revising step, and they can correct mistakes in spelling, grammar, usage, and mechanics during the editing/proofreading steps. Model completing the draft of your fantasy story. Allow students to offer suggestions about the draft, and incorporate their ideas when appropriate. Be sure to narrate your thoughts as you complete the draft. The following text can serve as an example of teacher modeling, but modify the example to fit your

Academic Standards:

L.3.4b

RI.3.8RI.3.6RI.3.1RI.3.3RI.3.4RI.3.9RF.3.4aRF.3.4bL.3.6

W.3.4L.3.1a

		<p>classroom situation and personal style of teaching as necessary.</p> <p>Tell students that writers use adverbs when they write to make their stories more interesting or more informative. Remind them that adverbs are words that describe a verb, an adjective, or another adverb. Adverbs tell <i>how</i>, <i>when</i>, <i>where</i>, or <i>how much</i> something happens.</p>	
--	--	---	--

Notes:

**Unit 3
Lesson
5
Day 5**

OBJECTIVE:

Foundational Skills:

- read words with /ō/ spelled ow; /ū/ spelled u_e, ew, and ue; /oo/ spelled ue, ew, and u_e; and /ow/ spelled ow.
- understand how prefixes and suffixes are used to generate new words from one base word.
- build oral language skills.
- build fluency.

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:

- review the elements of fantasy stories.
- review using precise word choice when writing.
- begin revising their fantasy stories.
- take the spelling assessment.
- review adverbs.
- review formation of cursive lowercase letters *v* and *y*.

LESSON OVERVIEW:

Foundational Skill:

REVIEW /ō/ spelled ow; /ū/ spelled u_e, ew and ue; /oo/ spelled ue, ew, and u_e; and /ow/ spelled ow.

REVIEW how prefixes and suffixes can be added to base words to generate new words. The new words will have different meanings and often different parts of speech.

Reading Skills:

REVIEW the comprehension strategies by asking students to explain predictions and clarifications they made while reading the text.

REVIEW the skills for accessing complex text by asking students to compare and contrast people, places, and things in the text and recall the sequence of events.

Language Arts:

REMIND students that revising a story means the author reads it and makes any necessary changes. The purpose of revising a story is to make it better.

Academic Standards:

RF.3.3cRF.3.4aRF.3.4bRF.3.3a

W.3.5L.3.2eL.3.1aL.3.1g

		<p>Tell students they will focus on just the content of their stories during the revision. They will have the opportunity to correct spelling and grammatical errors during the next week.</p> <p>Review the elements of narrative writing in general and fantasy stories in particular. Remind students to make sure they have incorporated these elements into their stories. Model revising the first half of your story. Point out where you add vivid adjectives and adverbs, as well as descriptive details to make the writing more interesting. Ask students to make suggestions for revisions, and incorporate their ideas where appropriate.</p> <p>REVIEW with students that adverbs are describing words that make writing more interesting. An adverb can describe a verb, an adjective, or another adverb. An adverb tells <i>who, what, when, or how much</i> something happens.</p> <p>REVIEW with students the formation of cursive lowercase letters <i>v</i> and <i>y</i> as overcurve letters.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p>	<p>Notes:</p> <p>Unit 3 Lesson 5 Day 6</p>	<p>OBJECTIVE:</p> <ul style="list-style-type: none"> • ASSESSMENT <p>LESSON OVERVIEW:</p>	<p>Academic Standards:</p>