**Abbreviated Lesson Plan**

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| **Topic: ELA** | | |
| **Grades: 3rd** | | **Date:** 11/1/2016  **Time: 12:15-1:15**  **HOT Questions:**   1. What caused the Kamishibai Man's mood to change on page 334 and 335? How do you know this? 2. How does Jiichan realize he is not a bad storyteller? 3. Use evidence from the text to describe what caused Jiichan to believe he was bad storyteller. What evidence supports that Jiichan was popular among the people?   **Assessment:**  How will this assessment show you that students have mastered the objective?  Students will show mastery of this objective by responding to the text through answering a text dependent question in their reading journals. The students will be assessed using a 3-2-1 scale that is standard for grading in our classroom. The teacher has modeled what a “3” response looks like and will reinforce this with the students before sending them to work independently. For a student to earn a “3” they are required to include four parts in their response:   1. Part of the question in their answer. 2. Vocabulary from the text. 3. Text evidence to support their answer. 4. Basic Third grade appropriate conventions.   **TDQ: Use evidence from the text to describe what caused Jiichan to believe he was bad storyteller. What evidence supports that Jiichan was popular among the people?**  Exit Question:  The students respond to this question on a sticky note and place it on our ticket out board in the back of the room. Our Ticket Out is used as a way for the teacher to assess what the students are learning in Word Work. This allows for the teacher to make adjustments and address misconceptions in the next lesson.  **TO: If I took the root word “cycle” and add the prefix re- to it, what word would you create and why would it mean that?** |
| **Standard(s):**  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships  LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions  LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | |
| **Essential Question:** How can we use cause and effect and illustrations to show relationships within the story? | |
| **Objective:**  Students will be able to analyze illustrations in the text and will be able to write about how it impacts the main characters of the text.  Students will be able to determine the meaning of the root word cycle and use it to decode the meaning of unknown words. | |
| **Vocabulary: bicycle, rickety, blasted, vacant, rude, jerky, blurry, familiar, applause** | |
| **Materials:** ELMO, *Journey’s textbook,* Word Work journal, Reading Journal | |
| **Opening (Engage)** | |
| **Time**  5-10 mins | **Task**  **Word Work**  The teacher will create a list of the following words, projecting it on the ELMO:  bicycle, tricycle, unicycle, cyclone.  The teacher will have the students work with their face partners and quickly brainstorm what the words have in common.  The teacher and students will discuss the meaning of the common root and read the words and discuss meanings of words including the impact of the prefix and suffix  ***cycle” (cycl & cyclo) means wheel, circle, & circular*** |
| **Building Understanding (Whole Group Exploration / Core):** | |
| **Time**  10 mins | **Task**  **Shared Reading**  The teacher will ask the question: Look at the illustrations on page 329-331. What differences do you notice in the three illustrations? Why does the author choose to change the style of the illustrations?  Students will work with their shoulder partner to answer this question. The teacher will take a few answers.  The teacher will remind the students that illustrations are just as important as the words on the page to determine what the author is trying to say. |
| **Lesson Closure** | |
| **Time** | **Task**  Independent: TDQ: Use evidence from the text to describe what caused Jiichan to believe he was bad storyteller. What evidence supports that Jiichan was popular among the people?  TO: If I took the root word “cycle” and add the prefix re- to it, what word would you create and why would it mean?  AYD: Independent reading  Focus: “Cycle” root words, Cause and Effect, Illustrations |
| **Differentiation:**  The teacher will differentiate and provide support in the following ways:  Reteach (Greatest Support): Edmund, Sam, Chauncey, Makayla  I will pull this group into a small group and work with them on reteaching and looking through the text to pull examples of cause and effect. Explaining and working through why these are examples.  Core *low*: Jalaysia, Jaidyn, Donna  These students will need additional supports during independent work and I will work with filling in gaps as needed and on an individual level.  Core *high*: Rosa, Arlette, Serenity, Amber  This students will likely need little support during independent work.  Enrich (Least Support): Lydia, Cody, Kayla  These students will need enrichment. During their independent reading they will be required to focus on more than one topic and work through a reciprocal teaching graphic organizer.  **Accommodations:**  **ELL:**   * The teacher will provide vocabulary in context for the student using visual representations (pictures and videos) of the key vocabulary from the text. * The teacher will provide a copy of the reading material for the student at their instructional level. * The teacher will provide a list of sentence stems to assist the student with their text dependent question. * The teacher will model what an appropriate TDQ response looks like for the student. | |
| **Connections:**  How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?  My students are absolutely fascinated with people and traditions of other cultures. This Japanese story should be engaging for them and give them an opportunity to explore a different culture. | | |

**Notes for Teaching:**