**Lesson Plan**

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| **Topic: ELA** | | |
| **Grades: 3rd** | | **Date:** 2/22/17  **Time: 12:20-1:20**  **HOT Questions:**   1. What message do the characters learn by the end of the story? How do you know? 2. What details am I basing this understanding on? 3. What happens in this play? 4. How can I find the answer to words and sentences that confuse me? 5. Which details from the text can I point to in supporting my ideas?   **Assessment:**  Type of assessment: TDQ  How will this assessment show you that students have mastered the objective?  By being able to respond to a question about the text, it will show that students are able to read the text, synthesize the information and answer the question.  Exit Question: **What kind of character is Measuring Worm? What clues in the story tell you this?** |
| **Standard(s):**  **LAFS.3.RL.1.3 Describe characters in a story and explain how their actions contribute to the sequence of events.**  **LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**  **LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.** | |
| **Objective:**  Students will be able to use contraction patterns to spell contraction words correctly.  Students will be able to determine the meaning of phrases including figurative language.  Students will be able to describe characters and explain how their actions contribute to the events in the text. | |
| **Vocabulary: scolding, greedily, ignores, hesitation, burding, glancing, base, console, drowsy, heroic** | |
| **Materials: ELMO, Journeys text, student journals, computer center** | |
| **Opening (Engage)** | |
| **Time**  **5-10 mins** | **Task**  **Students will come into the classroom and get out their word work journals. The teacher will have a chart projected on the ELMO:**   |  |  |  | | --- | --- | --- | | **Word 1** | **Word 2** | **Contraction** | | **he** | **is** |  | | **she** | **is** |  | | **did** | **not** |  | | **is** | **not** |  | | **you** | **are** |  |   **The teacher will model the first two words talking through the contraction pattern.**  **The students will then work through the next two with their shoulder partner (SP) and face partner (FP)**  **The students will do the final one on their own.** |
| **Building Understanding (Whole Group Exploration / Core):** | |
| **Time**  **10-15 mins** | **Task**   * **The teacher will ask for students to Round Robin discuss what happened in the play they read yesterday.** * **The teacher will have students Think-Pair-Share (TPS) with their FP to determine what the message of the play, *The Two Bear Cubs.*** * **The teacher will direct the students to page 134 of their text to the line in the program that says “many snows have come and gone” the students will do a TPS with their SP to determine the meaning of this phrase.** * **What does the author mean by “he found his courage?** |
| **Lesson Closure** | |
| **Time**  **15 mins** | **Task**  **P: Create a chart with the measuring worm, the two brother, and mother grizzly and determine what describing words fit them and what evidence in the text supports those words.**  **I: What kind of character is Measuring Worm? What clues in the story tell you this?**  **Independent Reading: What kind of character is the main character in your book? What clues in the text tell you this?** |
| **Differentiation:**  The teacher will differentiate and provide support in the following ways:  Reteach (Greatest Support) Groups 1, 2, and 3 will be pulled into small groups to work on foundational skills with the teacher. Groups 1,2, and 3 will also work for 30 minutes on iStation as per their part of their tier 3 support.  Enrich (Least Support) Groups 4, 5, and 6 will work with the other teacher to extend their inferencing skills.  **Accommodations:**  (What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)  N/A | |
| **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?  This lesson uses a myth for a shared text. All cultures use myth stories in some facet or another. Students can relate this story to other myths they have heard or read. | | |

**Notes for Teaching:**