

1. Teacher Name: Ms. Manners Date: Plan Duration: 35-45 minutes	2. Course/Content/Grade: 3rd grade 3. Unit/Topic/Module: Unit 1, Day 3, read and comprehend
4. Core Standard(s): RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	5. Essential Vocabulary: Lesson Vocabulary: bat, battery, blew, fuel, plug, vision, term Academic Vocabulary: Character, setting, plot/sequence.
6. Lesson Objective(s): <ul style="list-style-type: none"> • I can describe characters in a story • I can explain the contribution of their actions • I can describe the plot/sequence 	7. Interdisciplinary Connections: Shared vocabulary: sequence

8. Materials and Technology needed to enhance learning: Doc camera (possible with retelling cards)

9. Assessment for student learning (Formative): Students will be able to retell the story to a partner using the retelling cards or picture prompts on page 46 SE. Students will be able to answer “Think Critically” #3 and discuss/write #5 the characters sequence of actions throughout the text. (pp. 46-47) Evaluate using the top scorer response.

10. Pacing (mins.)	<i>WHAT THE TEACHER DOES:</i>	<i>WHAT THE STUDENT DOES:</i>		<i>HOW STUDENTS SHOW THE TEACHER WHAT THEY KNOW:</i>	<i>HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS:</i>
	11. Lesson Sequence- <ul style="list-style-type: none"> • What will I do and when will I do it? Include Explicit Instruction: I do / We do / You all do / You do	12. Student Skill or Knowledge for each part of the lesson sequence <ul style="list-style-type: none"> • What will my students be doing to acquire skills or knowledge during this part of the lesson? 	13. DOK Level	14. Opportunities To Respond (OTRs) <u>that provide immediate checks for understanding</u> <ul style="list-style-type: none"> • How will my students show understanding in this part of the lesson sequence? 	15. Scaffolding for the needs of ALL learners (include interventions) <ul style="list-style-type: none"> • What will I do for students who are struggling to meet the target? • What will I do for students who have already met the target? <p style="text-align: center;">AND</p> Grouping Structures needed for effective scaffolding

20-25 min	<p>Re-reading of the story "When Charlie McButton Lost Power"</p> <p>Model Reading with cloze reading strategies for students to track and participate. Pause and have students answer text-dependent questions from "Option 2 Think Critically" or teacher generated questions about the character(s), actions or sequence in the story.</p>	<p>Students respond in the Cloze reading text Students use text to find answers to questions</p>	1	<p>Students answer text-dependent questions via cold-calling and partner talk</p>	<p>Whole Group, Partners</p> <p>Scaffolded questions</p>
3-5 min	<p>Teacher instructs students how to Retell the story of "When Charlie McButton Lost Power" -</p>	<p>Students retell the story to a partner using the picture prompts on page 46 SE.</p>	2	<p>Teacher monitors student responses and provides feedback</p>	<p>Partner</p> <p>Students that need more scaffolding could use the picture retell cards and order them in sequence</p>
10-15 min	<p>Discuss and write: teacher provides "Think Critically" question and quick write</p>	<p>Students answer "Think Critically" #3 orally with a partner. Students discuss for 1-2 minutes #5 (pp. 46-47). Students then write their own response to question #5 in a quick write</p>	3	<p>Teacher checks for understanding by having partner groups share out, quick write responses</p>	<p>Partner and Independent</p>

16. Closure:

- Teacher connects lesson back to objectives.
- Students reflect on their learning.
- Teacher formatively assesses student learning.

Teacher gives the top scorer response as an example. Teacher asks students to self reflect if they had all the components listed in the top scorer response. Raise hands: Is your response right on? If you had a chance would you make any changes? Teacher notes students self-rating. Teacher gathers student responses to reflect and spot check. Teacher makes future instructional adjustments on **RL.3.3**.