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| **Prior to this lesson:** Prior to this lesson students :  Students should have knowledge of “character traits” and how that differs from a character’s physical characteristics.  YouTube video The Wabbit Who Came to Supper  <http://www.youtube.com/watch?v=TPxqR0Lhu7E&feature=youtu.be> | | |
| **Unit 1** | **Stories Worth Telling Again and Again**  Unit Essential Question: *Why do we hand down stories to the next generation?* | |
| **Materials** | Tops and Bottoms by Janet Stevens  Student Handout | |
| STANDARDS | 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.  L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan (90 minutes- Reading + Word Work)** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can describe Rabbit/Bear (choose one) and his character traits using specific details from the text.  I can use context clues to help me figure out the meaning of unknown words or phrases.  Record the goals in notebooks and self-score understanding before the lesson. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Show pictures of Bugs Bunny and Elmer Fudd. What do you remember from yesterday’s cartoon starring these two characters? Turn and discuss with your neighbor.  (You could show the video again, or use the first 2 minutes as a refresher.) |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Choose teams…Have students draw from a bag either “Rabbit” or “Bear”. Students will then sit with their team for the remainder of the lesson.  We are going to describe a character using specific details from a text. As I read the story, be on the lookout for specific words the author uses to describe the character traits for your team’s character.  Read Tops and Bottoms  Take notes about his character traits in interactive notebook. |

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| **Application** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | What character traits did you find? As a class, discuss words the students found. Model the use of context clues and/or dictionary skills to define unknown words. Write student-friendly definitions in interactive notebook.  Pass out Student Handout. Work with their team (smaller groups if necessary) to answer the questions.  Each team should select (or the teacher can select) a speaker(s) to report back the team’s answers.  (Independent Reading when finished) |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  Self-score the amount of effort put into the lesson. |

