|  |
| --- |
| **Prior to this lesson:** Students should have learned to recount stories, identify plot, and know the steps of comparing and contrasting. |
| STANDARDS | RL.3.9 Compare and contrast plots of stories written by the same author about similar characters |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can identify the plot of a story\*Have students interact with the goal.  |
| **Access Prior Knowledge****(3minutes)** |  (6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers | Using your interactive notebook, turn and talk about the elements of plot. Students can use the following sentence stem when they turn and talk, “The elements of plot are \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_.” |
| **New Information** | (3) Summarizing and Note Taking(5) Homework and Practice(11) Teaching Specific Types of Knowledge | cover_imageRead *Grandfather’s Journey* in its entirety. Complete the beginning of the comparison matrix together. |
| **Application** | **Declarative**(2) Indentifying Similarities and Differences(3)Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | **Procedural**(5) Homework and Practice | Students complete the rest of the matrix independently.  |
| **Goal** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can identify the plot of a story |

**Grade:** 3rd **Subject:** Reading