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| Lesson: Day 2 of 3rd Grade Unit 2 (use with power point) | |
| Standard: RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. | |
| Goal  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G:  I will use information from the text to describe characters and their actions in the story. |
| Access Prior Knowledge  (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | A:  Show the slide of the painting, *Ground Swell*, and have the students turn and talk about their thoughts on this painting and how it relates to the story Amos and Boris.  What did we learn about Amos yesterday? |
| New Information  (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | N:  We are going to listen to the rest of the story of Amos and Boris and continue to listen for character traits. But today, we will focus on Boris. We will use the same character sheet as yesterday, but write down character traits for Boris. |
| Application  (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | A:  We know that characters are important in stories. They keep the action moving and they keep the reader interested.  Use the character sheet to record some things you learn about Boris.  After reading the story, have students share the notes they took while listening. How can we answer the question at the bottom of our page? |
| Generalize  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G:  I used information from the text to describe characters and their actions in the story. |