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| **Lesson: The Storm (Chapter 2)** |
| **Standard: 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.**  |
| **Goal**(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | G I can describe a character’s feelings.  |
| **Access Prior Knowledge**(6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers | A First show picture #1. Turn and talk: How would you feel if you created this Lego masterpiece?https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRZYpQL_i_Ze5kO266oIifEMNvh2CyjAX5ScSNjZfSggYoy8TmQIghttp://www.box4blox.com/images/legomess.jpgThen show picture #2. How would you feel if a younger sibling came along and made your masterpiece look like this?1. 2 . |
| **New Information**(3) Summarizing and Note Taking (5) Homework and Practice(11) Teaching Specific Types of Knowledge | N* Our feelings change based on things that happen or don’t happen. The same is true for characters in stories.
* In order to understand a character, we have to think about how they feel at different parts of the story.
	+ the author’s description of a character’s feelings
	+ how the character acts when events happen
	+ what the character says when events happen
	+ what other character’s say about how a character acts when events happen
* Give students a copy of Chapter 2: “Seabold”. Ask the following questions after reading:
	+ How does Seabold feel about the sea?
	+ Why was this day different for Seabold?
	+ What was the “magnificent light”?
	+ Why did Seabold name his boat “Adventure”?
	+ Why do you think the author chose the name “Seabold” for the character?
	+ What does the author mean when she says “…the sea turned against him”?
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| **Application**(2) Identifying Similarities and Differences(9) Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | A Students respond to the following prompt about the reading. *How do Seabold’s feelings about the sea change in this chapter? Why do they change? Use text evidence to support your answer.*  |
| **Generalize**(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | G I can describe a character’s feelings.  |