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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”? |
| **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. |