|  |  |
| --- | --- |
| Lesson: **The Wizard of Oz—chapter 4 (Smartboard)** | |
| Standard: RL.1.3, RL.1.4 | |
| Goal  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | ***Scarecrow***  I can describe a character.  I can tell how a character feels. |
| Access Prior Knowledge  (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | * Turn and talk—retell * Write a sentence summary for chapter 3 (sentence strip). |
| New Information  (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Thinking about what characters look like helps us remember the story better. Thinking about how characters feel helps us understand or relate to the characters more. |
| Application  (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | Read chapter 4.  Add words to describe Dorothy and the Scarecrow in Wizard of Oz journal.  Make individual frozen pictures to illustrate the Scarecrow’s feelings:   * **Page 32—SILLY**: “Laughing merrily at his own mishap.” * **Page 35—PROUD:** “I felt proud.” * **Page 35—LONELY :** “I did not like to be deserted this way.” * **Page 36—SAD, DISAPPOINTED:** “I felt sad…I was not such a good scarecrow.” * **Page 36: ANXIOUS, UNCOMFORTABLE:** “I am anxious…it is an uncomfortable feeling to know one is a fool.”   After reading students will choose one of the above words to write on the feelings page of their Oz journal. |
| Generalize  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can describe a character.  I can tell how a character feels. |