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| **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 | | Have students look at their comparison matrix. Turn and talk about the plot of *Grandfather’s Journey.*  Students can use the following sentence stem when they turn and talk, “In the beginning (middle, end) of *Grandfather’s Journey,* Grandfather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | | http://i43.tower.com/images/mm114773847/tea-with-milk-allen-say-hardcover-cover-art.jpgRead *Tea with Milk* 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  \*Have students interact with the goal. |

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