|  |  |  |
| --- | --- | --- |
| **Prior to this lesson:** Prior to this lesson students :  Watched Brer Rabbit Runs Away <http://www.youtube.com/watch?v=8ICFIlsUlGg>  Listened to the “Author’s Note” read aloud to the class. Completed the following exit card:  EXIT CARD- Jot down what you think the following words or phrases mean:  wily character  silver tongue | | |
| **Unit 1** | **Tales of the Heart**  Unit Essential Question: *How do stories reveal what we have in common?* | |
| **Materials** | Brer Rabbit PPT  Copies of “When Pete Bruce Came to Town”  Tiered Assignment materials | |
| STANDARDS | RL.4.3 **Describe in depth a character**, setting, or event in a story or drama**, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)**  L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan (90 minutes- Reading + Word Work)** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can describe Pete Bruce and his character traits using specific details from the text.  I can use context clues to help me figure out the meaning of unknown words or phrases.  Record the goals in notebooks and self-score understanding before the lesson. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Display a picture of Brer Rabbit (on PPT). Do you think Brer Rabbit is a “trickster”? Explain your answer to your partner. |
| **New Information**  **(20 minutes)** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | We are going to describe a character using specific details from a text.  Watch “Brer Rabbit and the Tar Baby” <http://wn.com/brer_bear> (8 minutes)  Take notes about his character traits-  As a class make a list of Brer Rabbit’s character traits |

|  |  |  |  |
| --- | --- | --- | --- |
| **Application**  **(60 minutes)** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Read “When Pete Bruce Came to Town” from Porch Lies (McKissack, 2006).  Describe Pete Bruce and his character traits.  Answer the vocabulary questions.  (Use tiered assignment prompts based on EXIT cards from the previous day)  (Independent Reading when finished) |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  Self-score the amount of effort put into the lesson. |