Standard:

RL 4.3. Describe in depth a **character**, setting, or event in the story or drama, drawing on **specific details in the text** (e.g., a character’s thoughts, words, or actions).

RL 4.1 Refer to details and examples in a text when explaining what the text says **explicitly** and when **drawing inferences** from the text.

**Lesson for Day 2**

**Text: Tales of a Fourth Grade Nothing**

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| Goal:Reinforce Effort and Provide RecognitionSetting Objectives and Providing Feedback | How can a character’s thoughts, words, and actions help me to describe a character?Score yourself on today’s goal/question. |
| APK:[Nonlinguistic Representations](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192388&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)[Cooperative Learning](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192389&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)[Cues, Questions, Advance Organizers](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192398&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)     | Show Mr. Bean swimming video. <http://www.youtube.com/watch?v=gZujYUcY5xc>(This is a 5 minute video. Feel free to show only the section you would like.) Have students list a thought, word, and/or action of Mr. Bean in the video. Share with a partner. |
| New Information:[Summarizing and Note Taking](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192344&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)[Homework and Practice](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192387&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43) | * Read aloud Chapter 1 while students follow in their individual copy.
* Teacher models note taking on recording a character’s thoughts, words, and actions from the text using Peter as the character. Students copy into notebook.
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| Apply Knowledge:[Identifying Similarities and Differences](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192342&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)[Generating and Testing Hypotheses](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192397&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43)[Cues, Questions, Advance Organizers](http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192398&sessionid=1ca490f0ddfff9d98c4d92bf226dfb43) | * Students independently begin reading chapter two, focusing on the thoughts, words, and actions of another character. (assign specific pages) \*\* As a modification for struggling readers, students may partner read as needed.
* Students individually complete the graphic organizer recording thoughts, words, and actions of a character of their choice. \*Score as a formative assessment.
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| Revisit Goal:Reinforce Effort and Provide RecognitionSetting Objectives and Providing Feedback | * Students rescore themselves on their ability to answer the following question from today:

How can a character’s thoughts, words, and actions help me to describe a character? |