

Initial Preparation	Plans
IDENTIFY STRATEGY(IES)	All narrative strategies
IDENTIFY READING SKILL AND BCR IF APPLICABLE.	1.E.4.f. Connect the text to prior knowledge or personal experience 3.A.3.d. Analyze characterization 3.A.3.g Analyze internal and/or external conflicts that motivate characters and those that advance the plot 3.A.3.i. Analyze the point of view 3.A.3.b. Analyze the events of the plot 3.A.3.c. Analyze details that provide information about the setting, the mood created by the setting, and the ways in which the setting affects characters 3.A.6.a Analyze main idea and universal themes 3.A.6.d Reflect on and explain personal connections to the text
MATCH STRATEGY (IES) WITH TEXT. <ul style="list-style-type: none"> Text(s) selected (ensure well-aligned to chosen strategy (ies)) 	"Let It Snow" by David Sedaris
STRATEGY LESSON OBJECTIVE(S) (student-friendly)	SWBAT review what they know about narratives to get ready for tomorrow's Unit 3 test!
MATERIALS FOR INSTRUCTION/TECHNOLOGY RESOURCES	LCD + laptop, iPads, tests, pencils, answer sheets
Independent Reading (12 minutes) Students should select/continue to read from the independent reading text from the classroom library and practice strategy(ies)being taught.	Students pickup iPads as they enter + reading books . TW conference with students during silent reading. Students scored on 4,3,2,1 rubric
Lesson Component/Teaching Moves	
OPENING (20-25 minutes)	Why do we read? What is our BIG GOAL for our reading skills?
CONNECT AND ENGAGE <ul style="list-style-type: none"> Explanation of strategy(ies)- when, why and how Preview text, build/activate background knowledge and vocabulary necessary to beginning to read the text (Consider Discovery 	Connection (3 min) TURN and TALK: What do you think for sure will be on the narrative test? How do you remember that idea?

<p>Education Streaming, pictures, realia, or other video clips as needed)</p> <ul style="list-style-type: none"> • Explanation of strategy(ies)- when, why and how • Set purpose for reading 	
<p>I DO – Modeling</p> <ul style="list-style-type: none"> • Think-aloud • Record think-aloud for the students (sticky notes, anchor chart, etc.) • Insert Turn and Talk or every student response checks for understanding 	<p><u>Teaching Point (5 min)</u></p> <p>TW explain that SW work in groups to make narrative posters about the story. Each poster must have:</p> <p>Model: Priscilla and the Wimps</p> <ol style="list-style-type: none"> 1. A description of the setting and the mood created by the setting 2. A plot map for the story (can use graphic organizer) 3. a sentence showing what point of view the story is written in 4. A list of all the characters 5. A detailed description of one character (what does that person say, what are their activities, what do other characters say about them?) 6. A picture from the story!
<p>WE DO – Guided Practice</p>	
<p>Guided practice (“We Do”) needed before students practice on their own.</p> <ul style="list-style-type: none"> • Portions of text to read aloud and think-alouds to use if needed • Graphic Organizer or note taking expectations (e.g., response journal, double-entry journal, sticky notes, notes on reproducible text, etc.) • Turn and talk 	<p><u>Practice (10 min)</u></p> <p>Assign each group table to a Socratic Space Race team; they have 7 minutes to answer the quiz questions reviewing key terms from the unit:</p> <p>What is the part of a story plot that brings the story to an end?</p> <ul style="list-style-type: none"> - Exposition - Rising action - Climax - Falling action - Resolution <p>What is the part of a story plot where the author explains how the problem or conflict gets solved?</p> <p>""</p> <p>What is the part of a story plot where there is a turning point and the problem is at its</p>

worst?

""

What is the part of a story plot where the author describes the conflict or problem that characters must face?

""

What is the part of a story plot where the author describes the setting, introduces the characters, and gives background information?

""

Which of these details is NOT important to understanding a character?

- What the character says
- What the character does
- What others say about the character
- What the character looks like
- What point of view the story told in

Which of these sentences is written in 1st-person point of view?

- Victor didn't say anything, though he thought his friend looked pretty strange.
- There's nothing special in my life, nothing that would make me stand out.
- As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye.
- They were among the last students to arrive in class, so all the good desks in the back had already been taken.

Which of these sentences is written in 3rd-person point of view?

- I'm five foot five, and when the Kobras slithered by, with or without Monk, I shrank.
- My sisters and I went down the hill and sledded with other children from the neighborhood.
- We were spritzing Windex on the windows when the phone rang.
- The rosebushes of shame on his face became bouquets of love.

"Until one winter day after school when we were all grabbing our coats out of our lockers. And hurrying, since Klutter's Kobras made sweeps of the halls for after-school shakedowns."

	<p>The description of the setting in this paragraph creates a __and__ feeling.</p> <p>a. joyful and exciting b. serious and disappointing c. calm and restful d. nervous and uncomfortable</p> <p>Which of these could be the theme of the story “Priscilla and the Wimps”?</p> <ul style="list-style-type: none"> - It’s a cold winter day after school and the hallways are empty. - Nobody should underestimate girls. Like Pricilla, they are strong & brave. - The locker room was a tense, nervous place where you could see fang marks. - Even though Priscilla doesn’t say much, she’s a good friend of Melvin’s. <p>Link (1 min) Part of growing as a reader means being able to show off your skills. You’ve worked hard during this Unit, brush up what you need to today and get ready for the test tomorrow.</p>
<p>WORK PERIOD (30 minutes)</p>	
<p>Continuation of WE DO as needed-</p> <p>Collaborative</p> <ul style="list-style-type: none"> • Students continue to work with partners or small groups to apply the strategies modeled with text <p>YOU DO – Independent Practice</p> <ul style="list-style-type: none"> • Students work independently at their own reading levels/interests or a continuation of the reading material modeled with appropriate support • Possible conference stems 	<p>TW read the story “Let It Snow”</p> <p>TW explain that SW work in groups to make narrative posters about the story. Each poster must have:</p> <p>The plot mountain for “Let It Snow.”</p> <ol style="list-style-type: none"> 1. A description of the setting and the mood created by the setting 2. A plot map for the story (can use graphic organizer) 3. a sentence showing what point of view the story is written in 4. A list of all the characters 5. A detailed description of one character (what does that person say, what are their activities, what do other characters say about them?) 6. A picture from the story! <p>Finished early? Practice on “Life with Chela” from MSA Finishline</p> <p>Read silent reading book</p>

CLOSING (10 minutes)	
<ul style="list-style-type: none"> Students orally articulate the big ideas, the strategies used, and how the strategies helped them to better understand the text Student sharing and peer response 	<p>HOMEWORK: Reading logs. Study for the test: EXTRA CREDIT ON THE TEST: provide one other short story and directions for today's assignment to practice: MSA Finish line p149: "Weighing Anchor"</p>
Formative Assessment (<5 minutes)	n/a
Exit slips, journals, or other means as an informal assessment	
DIFFERENTIATION AND/OR MODIFICATIONS	n/a
REFLECTION How successful was this lesson? For future use, what should be kept, changed, further differentiated or modified?	