

Sample Demo Lesson Plan				
Teacher:	Ms. Cisneros		Date:	Feb.3, 2019
Subject:	ELA	Grade Level:	3 rd	# of Students: 18
Objective(s):	Students will be able to retell a fiction story by focusing on the important things that happen to a character, using a graphic organizer.			
Standard(s):	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events			
Strategies to Observe:	<ul style="list-style-type: none"> • Chunking big words • Self-monitoring: Rereading and thinking, <i>"Does that make sense?"</i> • Using analogies • Covering part of a word • Re-reading sentence to look for clues • Literal and non-literal language • Dialogue, intonation, expression 			
Vocabulary / Academic Language	Volunteer Ingredients Trailblazer			
Materials:	"SWBS" graphic organizer for each student, Amos and Boris, Revolting Recipes, vocabulary word cards. Pre-made posters with objective, subject, grade, my name, a square, and class rules.			
Anticipated Misunderstandings:	Different types of text: Bold words Recipes (what they are, what they are used for)			
<i>*Differentiation Strategies, Grouping of Students, IEP Requirements, etc.</i>				
Planning for Students w/Disabilities		Planning for ELL Students		Planning for Fast Finishers
<ul style="list-style-type: none"> • Use images when supporting important parts of the book • Tell story across fingers • Option of re-telling vs writing response • Students may work with a partner 		<ul style="list-style-type: none"> • Use images when emphasizing important parts of book • Use images to support vocabulary • Display sentence starters: "The main character in the book is", "He/she wants", "The problem is" 		<ul style="list-style-type: none"> • Students should re-read and review their work
OPENING (DO NOW) Time Allotted: 1 minute	TEACHER ACTIONS		STUDENT ACTIONS	
	"Hi! My name is Ms. Cisneros. Today I'm going to teach you how to retell a fiction story by focusing on the important things that happen to a character, using a graphic organizer. But first, I want to go over just a few rules so we can make the most of our 10 minutes together. As you see on my chart, the rules are to: <ol style="list-style-type: none"> 1. Silently raise your hand to speak unless we're quietly doing pair or group work. 2. Follow my attention signal (all raise hands silently when I silently raise my hand—practice once). 			
		ACCESSIBILITY		

	<p>3. Look at the person whose turn it is to speak so we all feel respected when we share.</p> <p>Show book.</p> <p>Say: This book is about a boy named George who is the smallest kid in his class. He decides to <u>volunteer</u> to be a <u>trail blazer</u> (introduce words with picture cards), which means he is offering to help clean up hiking trails in the woods. In his trail blazing club, he runs into a big problem. Today we are going to read to learn more about the big problem George has.</p> <p>When I say go, we are going to turn to our partners and for 20 seconds, brainstorm possible problems George might run into. Ready... Go.</p>	<p>Students say each vocabulary word aloud.</p> <p>Students turn and talk, brainstorming possible problems George might have.</p>	<p>Vocabulary words posted at start of lesson.</p> <p>Show images when explaining important parts of the book as well as vocabulary words.</p>
<p>TEACH (I DO) Time Allotted: 2 minutes</p>	<p>TEACHER ACTIONS</p> <p>Say: This book is a fiction story. How can we tell?</p> <p>When we retell a fiction story, we tell the important things that happen to the character, and it helps us to understand the book better.</p> <p>Show graphic organizer.</p> <p>Say: We can use this S-W-B-S (Somebody-wanted-but-so) graphic organizer to help us retell. Watch how I use it to retell the first part of Amos and Boris.</p> <ul style="list-style-type: none"> • Somebody: Amos was a very adventurous mouse who loves the sea. • Wanted: He wanted to travel to faraway places on his boat. • But: A big wave came and knocked him into the water. • So: Boris the whale came and helped him by giving him a ride to the shore. <p>Today you are going to work on completing this graphic organizer so you can retell the important parts of this story to your partner.</p> <p>When you see a pause sign, you are going to pause and see if you can add any new information to your retell. When you see a stop sign you are going to stop and go back to the beginning of the book to reread.</p>	<p>STUDENT ACTIONS</p> <p>Students respond, or turn and talk (there are characters, cartoons, the author tries to make us laugh).</p> <p>If students are familiar with Amos and Boris, elicit responses from students about the W (want) and B (but).</p>	<p>ACCESSIBILITY</p> <p>Use, and encourage students to use fingers to retell the story.</p> <p>Graphic organizer contains images to support content.</p> <p>Point to each word as you say it "somebody" "wanted" "but" "so."</p> <p>As teacher retells story, show the picture from the story.</p> <p>Pause and stop signs in book.</p>

GUIDED PRACTICE	TEACHER ACTIONS	STUDENT ACTIONS	ACCESSIBILITY
<p>(WE DO) Time Allotted: 5 minutes</p>	<p>Support students through the thinking behind the S-W-B-S graphic organizer as they read in pairs.</p> <p>Use a checklist to track strategies students use and take notes.</p> <p>Refer students to vocabulary words as needed.</p> <p>Guide students to appropriate strategies as needed.</p> <p><i>Secondary strategies to observe:</i> Decoding Strategies:</p> <ul style="list-style-type: none"> ● <i>Re-read and think, "What would make sense"?</i> ● <i>Cover (or attend to) the ending</i> ● <i>Use analogies</i> ● <i>Chunk Big words</i> <p>Self-monitoring:</p> <ul style="list-style-type: none"> ● <i>Does it look right? Sound right? Make sense?</i> <p>Comprehension:</p> <ul style="list-style-type: none"> ● <i>Cover the page and paraphrase</i> ● <i>Pause and ask "who and what"</i> ● <i>Track the character's feeling</i> ● <i>What did the author want to teach me?</i> 	<p>Students read, pausing to think and complete the S-W-B-S organizer with their partner.</p> <p>Students use known strategies to decode words, self-monitor and comprehend text.</p>	<p>Students can read independently if they are too distracted working with a partner.</p> <p>Display supporting strategy cards with images</p>
<p>ASSESSMENT (YOU DO) Time Allotted: 2 minutes</p>	<p>TEACHER ACTIONS</p> <p>Say: Let's all come back together and talk about this story.</p> <p>Say: Use the graphic organizer to retell the first part of this story with your partner.</p> <p>Post the questions: Who is the main character in this story? What does he want? What is his problem?</p> <p>Say: Independently, I now want you to take 1 minute to answer the questions on the board.</p>	<p>STUDENT ACTIONS</p> <p>Students retell first part of the story using the prompt from the graphic organizer: "Somebody wanted ___but ___ so ___..."</p> <p>Students write their responses.</p>	<p>ACCESSIBILITY</p> <p>Students refer to graphic organizer to plan their responses.</p> <p>Students may tell answers to the questions rather than writing if necessary.</p> <p>Some students may need additional time to answer.</p>
<p>Closing</p>	<p>"Third graders, thank you for your participation today! And for doing such a great job retelling a fiction story by focusing on the important things that happen to a character, and by using your graphic organizers. Please pass your graphic organizers to the front of the class. And get ready for your next lesson."</p>		