

Grade: 3 rd	Subject: Language Arts: Reading
Materials: Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Technology Needed: Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers. RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions. RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Differentiation Below Proficiency: The students who are below proficiency will be able to do this lesson since they are working with partners and will have help from teachers. The teacher will be available to help the students who might be confused on what to write. Students will be with other students and this will help them be open, creative, and comfortable to create a story. Above Proficiency: Students who are above proficiency will also be able to get through this assignment without worry. These students will be able to work with students and create a short story without having trouble. These students will be expected to include detail with all of the part of a story since they will be above proficiency. Approaching/Emerging Proficiency: Students who are at approaching will be able to do this lesson as well. These students will understand not only the lesson but also how to use their knowledge to create a story of their own. This lesson with no modification will help push them and help use their prior knowledge.
Objective(s) By the end of the lesson, students will understand the parts of realistic fiction, such as scene, character, problem, and solution, by creating a short story. Bloom's Taxonomy Cognitive Level: Remember: Students will recall their previous knowledge to help them with the lesson. Understand: Students will understand what they are reading, how it applies, and why it is important. Apply: Students will apply their previous knowledge to create their story. Analyze: Students will be analyzing a story with a partner and break down parts of the story.	Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Those who have visual impairments will be able to have a story read to them. Their story can also be in audio form to help have them still do the assignment without worry. These students can also verbally answer the questions given or have an oral assignment instead. This can help them still do the lesson and understand while using their prior knowledge. • Auditory: Those student who have auditory impairments are able to do this lesson alone or even with a partner. They could both read the story themselves and then work together and write down answers together. This can still have these students understand the lesson while also accessing their prior knowledge. • Kinesthetic: Those students who need to need to move could stand while they read. This lets those students still keep focus while reading. These students can also work with their partner and will be able to talk and be creative with their group members. • Tactile : Students who are tactile learners could hold a fidget or draw while they are reading or writing their story. They are able to write and move, while keeping their engagement. This lesson should not be a struggle for those students.
Classroom Management- (grouping(s), movement/transitions, etc.) The classroom management during this lesson will include students listening to the rules, paying attention, being ready and having good transitions, being a respectful learner, and asking questions. Students	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will have the same behavior expectations that they always do in class. They will be respectful of other learners and the teacher.

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<p>will be expected to have the materials ready and transition from the previous lesson to this lesson in a timely manner. They will be a respectful learner by having themselves ready, voice level 0, and listen to when the teacher is talking. The students will be with a partner for this lesson who they will work with, be respectful towards, and collaborate. The students will be expected to do their work when it is work time, avoid distractions, and ask questions when they are stuck.</p>	<p>When another students is talking or answering questions their peers are expected to not blurt out or interrupt. Students will follow the rules of the classroom as well. They will be working during their work time in a good manner. The students should not waste their time, work on other work, talk with others who are not in their group, and focus on their tasks. Students will be following the movement of the classroom and know what behavior is expected. Their behavior that is expected is be kind, respectful, a good listener, collaborate with group members, and ask questions when they need help. The students will go through their process of what to do when things get “muddy” and work through the problems of the lesson. Students will be expected to finish their lesson during their work time and work with their partner without conflict.</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have lesson prepared. - Have groups already planned. - Have cards that students will use to create their story. To give students an idea of what their story should be about.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Write on the board what students will need for the lesson, their writing notebook and a pencil. - When students are ready, call them over to the front of the classroom to sit and listen to the lesson. - Open the activity with “Who remembers what we learned yesterday?” - “Now that we have out notebooks, we can write down what we are seeing on the board.” - “Who can tell me what realistic fiction is?” - Write response on the board. - “Now, Can someone tell me one feature of realistic fiction that we have learned? There are four features!” - Create the graphic organizer on the board. Write down the students responses on the board for them to all see.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - “Realistic fiction has characters and story lines that could actually happen in everyday life! Many realistic fiction stories show how people solve problems or makes decisions.” - “What was the problem yesterday from our reading?” - “What was the solution of the problem?” - “Now that we know about realistic fiction, we are going to create something of our own!”
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - “Before we start, let’s talk about what we need to include in a story. Can anyone tell me what we need to create a good short realistic story?” - Write down, character, setting, problem and solution. - “Great, now that we know what we need to create a good realistic short story, you guys will be making one too!” - Bring out your example. - “Here is my story. First, here is my problem that was in my story, Ms. Kate was home alone in her house. She heard a noise in her attack, what is she going to do?!” - Read the students the story that was created. - “So, students, you and your group members will get a problem card and you will need to write a short story together.” - “Your short story will need to include, the characters, the setting, the problem, and the solution.” - “You may be very creative with your story, but make sure you include these four important things in the story. You also need to keep your story school appropriate.” - “I will be giving you ____ minutes to write your story as a group. Once we are done, we will be telling them to our classmates.” - Have students get into their groups and pass out their notecard. - Walk around and make sure students are on task. Students should be working together and focusing. - When the time limit is up, have students come back to the floor or their desks. - Have each group come up and have one member read their story out-loud.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Once all students are done, have them put their things away. - If there is enough time, have students answer questions on a sticky note as their assessment. - Students can answer, what is realistic fiction? What parts are in a realistic fiction story? Name at least one feature of realistic fiction.

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<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will be able to see if students are understanding by how they set up their story, if they are paying attention during discussion and learning time, and if they are working in their group. Students will be able to show me what they understand by having a story that includes their elements that is needed.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">- If there is enough time, have students answer questions on a sticky note as their assessment.- Students can answer, what is realistic fiction? What parts are in a realistic fiction story? Name at least one feature of realistic fiction.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>What went well:</p> <ul style="list-style-type: none">- This lesson was for informative writing. The students were engaged during our discussion.- The students were writing while I was speaking.- The students added to the discussion.- The students were able to create a story with their group members, which went well.- The students seemed to enjoy their activity. <p>What did they learn?</p> <ul style="list-style-type: none">- The students learned about the importance of realistic fiction.- They learned the important parts that are needed in a realistic fiction story.- They learned to create a story of their own with their group members by putting what they learned to work.- They learned the elements that are needed for their short story. <p>What changes would you make?</p> <ul style="list-style-type: none">- I would change the lesson by adding the WE DO part of the lesson.- I would also change the lesson by not having the students read in front of the class, since there is a time management.- I would also make sure that students have a graphic organizer to have.	