

Reading Lesson Plan Example

Outcome: What will students know better/do better? Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (*Common Core 3rd grade literature standard 3*)

✓ **How I will assess:**

- Students complete chart—character, trait, action, motive
- Students write the story as a synopsis for a play—main event, characters, include notes about motives and traits to communicate through dialogue in the play.
- _____

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well																			
<p>T: Read part of passage aloud.</p> <p>S: Draw 1 character, give picture to another student.</p> <p>S: Infer who is pictured and tell a trait the picture shows.</p>	<p>T: Tells how traits relate to actions—with examples.</p> <p>S: Read passage, choose person, chart trait and evidence—what action shows trait.</p> <p>Person:</p> <table border="1" style="margin-left: 20px;"> <tr> <th>Trait</th> <th>Action</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Trait	Action			<p>T: Explain that motive is a reason—relates to traits—with example from real life.</p> <p>S: Read more, make chart for a person—</p> <p>Person:</p> <table border="1" style="margin-left: 20px;"> <tr> <th>Trait</th> <th>Action</th> <th>motive</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Trait	Action	motive				<p>S: Read new part of passage or another passage.</p> <p>S: Make chart: Person Traits Actions Motives.</p> <p>T: Check and clarify, extend</p>	<p>S: Chart then write a story with 3 characters.</p> <table border="1" style="margin-left: 20px;"> <tr> <th>Person and trait</th> <th>Act</th> <th>motive</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p><i>T: Students needing assistance: revisit the passage, draw what happens, add captions. Work paragraph by paragraph, page by page.</i></p>	Person and trait	Act	motive						
Trait	Action																						
Trait	Action	motive																					
Person and trait	Act	motive																					

How I'll support students needing guidance:

- Teacher “Thinks out loud”
- Peer coach or Learning “partner”
- Use graphic organizer to develop/scaffold the learning
- Illustrate the passage, emphasizing the skill/strategy you are trying to strengthen
- Work paragraph by paragraph, page by page

How I'll challenge students needing to exceed:

- Use graphic organizer
- Students write a play based on the story.
- Students write the sequel.
- Students make a guide to reading “this way”