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| **Grade: 3** | | | **Subject: English/Language Arts** | |
| **Materials: Scholastic news articles, pencils/markers, pie pieces, reading notebooks** | | | **Technology Needed: laptop computer, projector** | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard**  **3.RI.2 - Determine the main idea of a text and recount the key details to explain how they support the main idea.** | | | **Universal Design for Learning**  **Below Proficiency:**  **Those students who are below proficiency will be paired up with proficient readers and writers at their table (SH with ME, QU with EL or GA, DE with EL or GA, AV with SL, and AR with TA). The “high flyers” will model for the below proficient students how they should be writing their notes, and what they should be writing on their pie piece, along with helping them find three main points in their article.**  **Above Proficiency:**  **Those students who are above proficiency will be help those students who are below proficiency by modeling how to write their notes in the notebook and on the pie pieces. They will also encourage collaboration among group members, especially those below proficiency.**  **Modalities/Learning Preferences:**   * **Visual: The visual learners will benefit from this lesson by watching a video that explains how to find an author’s P.I.E, and by looking at the anchor chart and reading the articles/pie pieces.** * **Auditory: The auditory learners will benefit from this lesson by listening to the video on author’s P.I.E, by listening to group reading and collaboration, and by explaining/listening to others explanations about their articles.** * **Kinesthetic: The kinesthetic learners will benefit from this lesson by getting up to move and grab materials from Mrs. E’s desk. They will also benefit by being able to move around and collaborate with their group members.** * **Tactile: The tactile learners will benefit from this lesson by being able to write out the notes from the anchor chart in their notebook, and by being able to write on their pie pieces with different markers and paste them into their notebooks.** | |
| **Objective**  **By the end of the lesson, the students will identify and demonstrate understanding of the author’s purpose in a piece of literature.**  **Bloom’s Taxonomy Cognitive Level: Comprehension/Application** | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  **\*Students will listen to the teacher when they are talking (voice level 0). If someone needs to speak, they may raise their hand and wait to be called on.**  **\*Students will be respectful of others by staying on task, not interrupting, and by keeping their bodies to themselves.**  **\*To transition, the teacher will either do a clap and response or verbal call and response to grab the students’ attention.**  **\*During turn and talks, students will be respectful of their neighbors by not talking while someone else is talking, and by keeping their bodies calm. Students may use a voice level 1-2 during this time.**  **\*If students have to move during transitions, they will do so quickly, respectfully, and without talking (voice level 0).**  **\*Students will worry about themselves if another student starts to act up. Students are expected to remain on task. If students need more than 3 reminders to stay on task, they will be asked to put their materials away and look on with a partner, or may be asked to give me a minute or take a break/leave the room.** | | | **Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)**  **\*Students will not talk while the teacher or another students is talking**  **\*Students will use kind words towards each other**  **\*Students will show respect towards their classmates, be responsible for their actions, and show that they can be safe in the classroom**  **\*Students will transition with a voice level 0**  **\*Students will be respectful of their materials, otherwise they will be taken away** | |
| **Minutes** | **Procedures** | | | |
|  | **Set-up/Prep before lesson:**  **\*Have pie pieces cut out and ready to go on the teacher’s desk**  **\*Have anchor chart written and covered at the front of the room**  **\*Have Scholastic articles organized at each table**  **\*Have P.I.E video open and ready to play on a hidden tab on the laptop (https://www.youtube.com/watch?v=ECE0I0AeXXE)**  **\*Make sure projector is turned on and ready to go** | | | |
| **2 min.** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**  **\*To gain the attention of the students, I will do a clapping call and response with them. I will then go over what we are about to do and ask them to grab their materials for their reading lesson.**  - *T: Clap Clap Snap Snap*  *- S: Clap Clap Snap Snap*  *- T: “Alright learners! Thank you for giving me your attention so quickly. Right now we are going to move from our morning activities into our reading lesson. When I tell you to go, I want you to put away your materials, get out your reading notebooks, a pencil, and a glue stick. I will know we are ready to go when I see that you are ready with all of your materials on your desks, your voices are off, and your eyes are on me! Capeesh?”*  *- S: “Capoosh!”*  *- T: “Great! Please put away your materials quickly and quietly!”* | | | |
| **7 min.** | **Explain: (teacher-led)**  **\*When everyone has shown me they are ready, I will ask them to open to a new page in their reading notebooks, and write a title on the clean page that says “Author’s Purpose”. I will then show them the author’s purpose video.**  **-** *T: “Thank you everyone for showing me that you are ready to go by being quiet and having your eyes on me! Now I need you to open up to a clean page in your reading notebooks and title it “Author’s Purpose”. Once everyone has that written in their books, we are going to watch a video on how to figure out what an author is trying to tell us through their writing.”* ***(allow time for students to write. Walk around to S, D, AV, AR and Q to help them with their writing if needed)***  *- T: “Okay, let’s watch our video now! Pay special attention to the 3 main things that an author tries to tell us through their writing and our reading.”*  **\*We will watch the Author’s Purpose video, and I will uncover the anchor chart. I will pause the video during the P.I.E explanation and ask the students questions.**    (https://www.youtube.com/watch?v=ECE0I0AeXXE)  ***-*** *T: “Alright 3rd graders, so let’s think for a second and look at the anchor chart. Our video just described 3 important things that the author is trying to do for us when they are writing. What were those 3 parts? What kinds of questions should you ask yourself when trying to figure out an author’s purpose? Let’s look at our anchor chart if you need a reminder…”* ***(allow time for students to think/answer the P.I.E portion)*** *“Awesome! Good answers everybody! Let’s copy the notes from our chart into our reading notebooks. I will know we are ready to move on when your thumbs are up and your eyes are on me.”*  *../Desktop/Screen%20Shot%202019-10-19%20at%202.57.28%20PM.png*  *(example of anchor chart, not actual chart: http://www.classroomconfections.com/2011/12/persuasive-writing-lesson-activity.html#.XatqnS2ZPBI)*  ***(Walk around and help S, D, AV, and AR with their writing if need be, and help redirect Q to the task at hand****.) “Alright, now that we’ve got the notes copied into our notebooks, I want you to think about a book that you’ve been reading for your daily choice work or even at home. What do you think is the author’s purpose of that book? Turn and talk with the people at your tables!”* ***(allow time for students to talk with their groupmates, and monitor the conversations by walking from table to table and asking questions about what the students think the author’s purpose is in a book they are currently reading)***  **\*After the students have had a minute or two to discuss, let them know that we are going to be transitioning to our next activity** | | | |
| **8-9 min.** | **Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)**  **\*Students from each table group will read an article from the Scholastic News booklet that is found on their table. Group 1 will read *Would You Visit the Titanic: Journey to the Titanic* (Inform). Group 2 will read *I Climbed This Volcano: Secrets of the Statue* (Inform)*.* Group 3 will read *Break the Record: Should Schools Teach Cursive?* (Persuade). Group 4 will read *Guess Who He Grew Up To Be?: Dive Into Halloween* (Entertainment). Each student will also be given a “pie piece” from an author’s P.I.E, and they will have to write down 3 key details from the article that they read with their group. Then all of the students will work together to decide if their article was meant to persuade, inform, or entertain them, and write this at the bottom of their pie piece (I will have an example of what their piece should look like when its finished). When this has been decided, all of the groups will share out the main idea of their article and which part of the author’s P.I.E their article is trying to get across to the reader.**  - *T: Clap Clap Snap Snap*  *- S: Clap Clap Snap Snap*  *- T: “Third graders, I loved walking around and listening to all of the books that you’ve been reading and what you think the author’s purpose is! Now we are going to do an activity using our scholastic news booklets! Each table will get a booklet and will be asked to read an article from it. It is up to you and your group mates to read through the article together and determine whether the author is trying to Persuade, Inform, or Entertain you. Before we start reading, one person from each table group will go to Mrs. E’s desk and grab however many pie pieces they will need for each person at their table, including themselves. Then each group member can grab one Scholastic News booklet from the middle of their table. Please read the article that was assigned to you as a group. You can read out loud, have one person read to the group, or read silently. After reading the article, take your pie piece and a marker or two, and write three main points from the article on the actual piece. Then all of you need to discuss if you think the author is trying to persuade, inform, or entertain you, and write down your guess at the bottom of the pie piece.* ***(I will model to the class what their pie piece should look like by showing the students a completed pie piece).*** *We will all come back together as a group in a few minutes to discuss our article and what we think the author is trying to do. Are you ready?”*  *- S: “Yes!” or “No, we have questions on …”*  *- T: “Alright, one person from each table group may go and grab your pie pieces quickly and quietly!”*  **\*Allow a few minutes for students to read their articles, discuss with their group members, and fill out their pie pieces. During this time, I will be walking around and asking the groups what they read about and whether they think the author is trying to persuade, inform, or entertain them. I will also keep an eye on S, D, AV, Q and AR to make sure they are understanding the material they are reading, and that they are writing down their 3 points. The pie pieces have sentence starters on their as a writing accommodation especially for S and D to eliminate some of the writing for them. I will also help write for them if it is too laborious of a task for them. S and D will also be allowed to just write the first letter of Persuade, Inform, or Entertain in the author’s purpose box.**  - *T: “Alright learners, I was walking around, and it sounds like you all did a really good job of understanding the author’s purpose in your article! We are going to go by groups and talk about the name of your article, the main idea/key points of the article, what your group thought was the author’s purpose, and why you thought that. Group 1, let’s start with you… Group 2, what did you think?... Now Group 3…. And finally Group 4….”*  *- T: “Wonderful job you guys! I am so impressed with all your work! With the few minutes we have left, I want you to glue your pie piece into your notebook.*  **\*Allow the students time to glue their pie piece into their notebooks and start cleaning up their materials. Go to S and help her glue the piece into her notebook, and check to make sure AV, D, and Q are all able to complete the task without much redirection.** | | | |
| **3 min.** | **Closure (wrap up and transition to next activity):**  *-T: “Alright Third Graders, it is time to clean up, so please finish gluing your pie piece into your reading notebook, put away all your materials and your notebook, and show me that you are ready to go by sitting at your table with your voices off and your eyes on me! Ready? Go!”* | | | |
| **Formative Assessment: (linked to objective, during learning)**   * **Progress monitoring throughout lesson (document of student learning, data collection)**   **\*As the students are writing in their notebooks, reading their articles, and collaborating with their group members, I will be walking around to make sure that everyone is on task, and that they have a good understanding of the task at hand. I will also be asking students questions about their articles and what they think the author’s purpose is in the article. I will also try to formatively assess the students by looking at what they wrote on their pie piece.**  **\*If there is extra time, I will ask each group what the author is doing when they try to inform, persuade, or entertain their readers(define the terms)** | | | **Summative Assessment (linked back to standard, END of learning)** | |
| **Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):** | | | | |

**\*Scroll down for an example of the pie piece that the students will be using**

**Example of Pie Piece**

Students will be given a Scholastic News booklet, and desk groups will be asked to read a certain article from each booklet. The students will need to write down 3 key points from their article on the pie piece that will help them figure out if the author is trying to Persuade, Inform, or Entertain the reader. Then when each group thinks they know what the author’s purpose is, they will write it down on their pie piece and prepare to share with the class.

