

## DSU Lesson Plan Template

### COMMON CORE/STATE/DISCIPLINE STANDARDS

**Standards addressed in this lesson:** RL3.3 Describe characters in a story (their traits, motives or feelings) and explain how their actions contribute to the sequence of events

### LEARNING OBJECTIVES

*List your objectives for student learning for this lesson. In other words, what do you want the students to be able to do as a result of this lesson? An example of an objective might be: "Students will be able to identify independent variables and dependent variables." Set your objectives at the high levels of Bloom's taxonomy more frequently than those at the lower levels.*

**Objective(s):** The student will be able to identify and describe character traits, feelings and actions and how these contribute to the sequence of the story in *The Day the Crayons Quit*.

### ASSESSMENT

*How do you plan to assess (collect evidence of) student attainment of the learning objective(s?) for this lesson? As applicable, attach a copy of the assessment instrument, such as a written quiz, homework, list of oral questions, and/or performance task.*

**Assessment:** I will conduct an informal assessment while listening to student responses during discussion and observing students in paired learning activity. I will use their graphic organizer as evidence of student learning of the standard listed above.

### LESSON ACTIVITIES—TEACHING METHODS AND STRATEGIES

*What experiences will the students have to prepare them to meet the lesson objectives? This should be a step-by-step list indicating how the lesson will unfold from start to finish. Indicate in parenthesis the time allocated for each step. Provide enough detail so that a substitute could implement the plan as you envision it. As applicable, attach a copy of materials that will be distributed or displayed to the students (i.e. power point, video clip, lab sheet, handouts, problem sets, etc.).*

#### Lesson Activities:

The lesson will start by looking at the front cover of the story and making predictions as to what the story will be about and activate their thinking about the story. After the first page, the students will turn to a thinking partner and predict again why there were letters by the crayon box instead of crayons.

I will start to read the story and I will model how to think aloud about character actions and feelings. I will model how to record this information on an anchor chart.

For guided practice, I will read aloud the next page and students will turn and talk about character actions and feelings and we will record together on the graphic organizer.

In pairs, students will identify character actions and feelings and record their learning on their own graphic organizers (each pair will get one page from the story.)

I will bring the students back together as a whole group to share what they have learned about their portion of the story. After I read a page, we will record the findings on an anchor chart.

As a group, we will use the character actions to describe the events in the story. We will record the events in sequence.

To end the lesson, I will share, “Today we talked about characters and their feelings. I really want you to pay attention to the stories you read and how the characters and their actions contribute to the end of the story.”

### **LESSON MODIFICATIONS**

*If applicable, describe any modifications you will make for students in the class with special needs (i.e. ELL, SPED, Gifted).*

#### **Lesson Activities:**

For the student response section (graphic organizer), the student may give an oral response instead of a written one for struggling writers.

Students will be reading and discussing in pairs. I will group students so they are supported by their peers.

### **MATERIALS, TECHNOLOGY, AND MEDIA**

*What instructional materials, technology, and media will you use for planning and delivering the lesson?*

The Day the Crayons Quit by: Drew Daywalt

Printed pages from the story

Graphic Organizer

Anchor Chart