**ELA CC 3rd Grade Lesson Plan**

**Teacher:** Click here to enter text. **Lesson Name: Peter Pan Date**: Click here to enter text.

**CC Lesson:** Module: 3A **Unit**: 1 **Lesson**: 4-2

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| **NYS ELA Common Core Learning Standards:** |
| **Reading: Literature**Ask & answer questions to demonstrate understanding of a text, referring explicitly to text as basis for the answers.**Reading: Informational Text**Choose an item.**Reading: Foundational Skills**Read with sufficient accuracy & fluency to support comprehension. a. w/purpose and understanding b. prose and poetry c. context to self correct**Writing**Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**Speaking and Listening:**Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)**Language:**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**Miscellaneous:**Click here to enter text. |
| **ELA Shifts:****Shift 6: Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.** |
| **Materials**:• Chart paper for new Character Traits anchor chart (teacher-created, one for display) • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) • Character Traits recording form (one per student)  |

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| 1. **Opening**
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| **Learning Target(s):**• I can identify character traits using evidence from the text. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.  |
| **Engaging…/Practice:****Engaging the Reader: Describe character traits and physical traits of chartoon characters displayed by teacher. (Sponge Bob, Mr. Crabs, Garfield, Ect.) Students will work in partners to complete this activity.**  |
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| 1. **Work Time**
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|  **Instruction:**Students will work in small groups to discuss the character and character traits discussed in chapter three. We will come back together and briefly discuss the charaters and traits discussed in each of the small groups. Review of chapter three- Students will act out different parts of chapter three to help with comprehending the chapter in front of their peers. Students will play Wack-A-Mole review game to show their understanding of the book to date. Students will take a clicker quiz on chapter 1-3. I will meet with the students who had difficulty on the quiz immediately after the quiz. |
| **Differentiation:**Click here to enter text. |

 **Groups:**

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| 1. **Closing, Assessment, Homework**
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| **Closing/Exit Ticket/Homework**:Students will discuss the chapters they have read with family members. Students will use context clues to figuar out the meaning of given words. |