

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name: LuTryca Phillips	Name of Unit: Zoo Life	Date: June 24, 2016	Grade Level: 3rd
Objective	Procedures	Materials	Evaluation
<p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.</p> <p>3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p style="text-align: center;">Day 1-Monday</p> <p>TTW introduce to the students some basic facts about gorillas. Explain that the story is nonfiction, meaning it is a true story about Ivan the Gorilla.</p> <p>TSW watch a video introducing them to them the basic facts of gorillas using the San Diego Zoo Website. http://kids.sandiegozoo.org/animals/mammals/western-lowland-gorilla</p> <p>TTW use a short passage on the promethean board to guide students through the process of identifying the 5Ws (Who, What, Where, When, Why).</p> <p>TSW be provided a short passage where students will have a highlighter color to represent each part and highlight the 5Ws in the passage, providing evidence.</p> <p style="text-align: center;">Day 2-Tuesday</p> <p>TTW read the first three pages of The One and Only Ivan. Share with students, where central Africa is located on a map and describe what a tropical forest would be like. Q: How is this gorilla family like your family? (text to self connection) Q: How do you think Ivan feels?</p> <p>Read the next two pages. Q: Are there any similarities between the baby gorilla's life and your own?</p> <p>TSW follow along popcorn reading. Answer follow-up questions. TSW define and model the 5 Ws using a questioning cube.</p> <p style="text-align: center;">Day 3-Wednesday</p> <p>TTW continue to read the next two pages of The One and Only Ivan. Define the</p>	<ul style="list-style-type: none"> - The One and Only Ivan novel - Promethean board - Questioning cube worksheet - Pencils - Crayons - Highlighters - Scissors 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> - Observations and anecdotal notes of student participation in classroom discussions and activities <p>Summative Assessment</p> <ul style="list-style-type: none"> -Evaluation of completed activity listed under Independent Activity.

	<p>word poachers. Explain to students what a poacher does.</p> <p>Read the next page. Q: How do you think these baby gorilla's feel now?</p> <p>Read the next page. Show students on a map where the baby gorillas are at now. Define the word traveled. Q: Do you think people should be able to order gorillas like that?</p> <p>Read the next three pages.</p> <p>Q: How do you think Ivan feels now? Why or why not? Q: Do you think he feels any different than when he first got to the shopping mall? Why or why not? Q: Why does the author call his new word strange?</p> <p>TSW will do choral reading and answer follow-up questions. TSW break into groups to work on the various questions.</p> <p style="text-align: center;">Day 4-Thursday</p> <p>TTW Play the video http://hmhbooks.com/ivan/ of the author telling the story of Ivan while using real pictures.</p> <p>Play the YouTube video of Ivan at the shopping mall. https://www.youtube.com/watch?t=34&v=OYYL2LxotA8</p> <p>Watch the YouTube video of Ivan at the zoo. http://www.zooatlanta.org/ivan</p> <p>TSW use a venn diagram to compare and contrast the different environments of Ivan held in captivity in a mall with a gorilla living freely in its natural habitat.</p> <p>TSW write a paragraph explaining their comparisons.</p> <p style="text-align: center;">Day 5-Friday</p> <p>TTW create a timeline on the board (or a Flow Map Thinking Map), guide the students through identifying the key events that took place during Ivan's life. Have</p>		
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	<p>student copy the map on the board as it is created. Use key words as students will use this activity to write a summary of the story during the independent activity.</p> <p>TSW use the timeline (Flow Map) created together, have students create a folded book. Put the title on the front along with their name. Then the students will add one event to each page using a complete sentence. Once finished, students will go back and illustrate each page.</p> <p>Reteach TTW reinforce comparing and contrasting.</p> <p>Enrichment -Have students write a paragraph when retelling the major events of the story as written on each page of their little book.</p> <p>-Encourage students to use adjectives in their writing.</p> <p>-Allow students to complete independent research on gorillas and their habitats. Then create a poster for gorilla awareness.</p>		
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For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology