

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name Sara Wilson	Name of Unit Cinderella	Date June 17, 2016	Grade Level Third
Objective	Procedures	Materials	Evaluation
<p>RL.3.2 Recount stories, including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Day 1: The Teacher will read “Cinderella” with an animated read aloud (the pages from the book will be visible on an overhead). The Teacher will generate questions to tap into student’s prior knowledge. The Students will form connections to the story with their own prior experiences and knowledge.</p> <p>Day 2: Ticket in the Door: The Teacher will give each student a card with a question related to the story read the previous day. The Student will write the answer on the card and turn in. The Teacher will conduct a brief discussion of the fairy tale as it relates to character analysis and sequence of events. The Teacher will provide Character Analysis worksheet to the Student. The Student will evaluate characters according to physical appearance, actions, feelings, and reaction of others.</p> <p>Day 3: The Teacher will ask comprehension questions (aligned with Bloom’s Taxonomy level 2 words).</p>	<p>Classic Fairy Tales - Cinderella LCD Projector Text related questions</p> <p>Frayer Model Vocabulary worksheet</p>	<p>Day 1: The students will be evaluated on their response to the questions.</p> <p>Ticket in the Door Cards</p> <p>Day 2: The information for each required element will be used to evaluate the student’s comprehension and understanding of the story.</p> <p>Character Analysis Chart Character Map Comprehension Activity</p>

<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4a Read grade level text with purpose and understanding</p>	<p>The Student will read and answer each question through deep reading of the story Cinderella.</p> <p>Day 4: The Teacher will provide grade level vocabulary words from Cinderella. The Student will complete a Frayer Model Vocabulary worksheet.</p> <p>Vocabulary: temper nimbly gentle tailor ornate peasant cinders flatter petticoat splendid</p> <p>Day 5: The Teacher will administer to the students a written assessment testing vocabulary terms and comprehension questions from Cinderella.</p> <p>Reteach: The Teacher will allow students to re-read Cinderella and peer-to-peer assistance will be provided along with assistance from general education teacher.</p> <p>Enrichment: Use computer generated word game on vocabulary terms.</p>		<p>Days 3 and 4: The student's responses from the questions will be used for evaluation.</p> <p>Teacher made written assessment</p> <p>Day 5: The students will be evaluated with a vocabulary quiz and written comprehension questions.</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