

College of Education
 LESSON PLAN FORMAT
 ELED 450

Standards w/Assessments Named-Write standard out and label it correctly! : *RL.2.3. Describe how characters respond to events and challenges.*

Learning Target (I can statement in student speak): I can understand what action the character is doing and why they are doing it.

Criteria for Success (this should be tied to your assessment and is measurable): Students will share their thoughts throughout the story of why they think the character did the action in the story.

Assessment: Students will fill out a character, action, meaning chart with at least 2 examples from the text. They will also participate in a discussion/ writing activity at the end about why the mouse tricked the crocodile and if this was right or wrong.

Type of Lesson: Small group read aloud

A. The Lesson

Introduction

Getting attention	2nd graders, let's head over to our area.
Relating to past experience and/or knowledge	When we are reading any story, the characters are one of the most important parts of it. Being able to understand what the characters are doing and why they are doing it can really help us understand the story better. The past couple of days, you have been reading the folktale Two of Everything. In this story, the old couple finds a pot. They soon realize that anything they put into the pot doubles. The couple then starts to put things in the pot that they want more of so they can be doubled.
Creating a need to know	Every action that a character in a story does, they do for a reason. When we know why the characters do what they do, it can make it easier for us to comprehend what is happening in the story.
Sharing objective, in general terms	What we are really going to focus on during this reading is looking at what the characters are doing and why they are doing it. Our learning target is that I can understand what the character is doing and why they are doing it.

1. Methods (core of the lesson)

<p>Before Reading <i>(Think about the teaching phase on pages 89-91 in The Art of Teaching Reading) Be sure you include a strategy from The Reading Strategies Book.</i></p>	<p>Today, we are going to work on understanding our characters better by looking at their actions. Who knows what I mean by action? An action is anything that the character is doing, such as going for a walk or talking to another person. Once we know what action they are doing, we want to figure out why they are doing it or what their reason is. Everything we do, both the characters in a story and us in real life, we do for a reason. For example, I give my mom a hug because I love her. The action is</p>
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	<p>the hug and the reason is because I gave her a big hug is because I love my mom. Those are the things I really want you to be looking for, the action the character is performing and the reason why they might be doing it.</p> <p>Reading Strategy: Yes, but why?</p>
<p>During Reading- <i>List specific questions and pages you might ask them (Think about the active involvement phase from your –91 -94 in The Art of Teaching Reading). Be sure to model the strategy you choose from The Reading Strategies Book.</i></p>	<p>I Do (modeling-Making your thinking visible)</p> <p>Pg 3- The mouse leaned over the water because he wanted to know more about the fruit that was on the other side of the river. I listed my action and then said why, or what the action means.</p> <p>Pg 5- What is mouse trying to do here? He is trying to figure out a way across the river. Why is he trying to come up with a plan to get across the river? To get to the fruit.</p> <p>We Do (Asking questions, and giving them a chance to try whatever strategy or concept your teaching)</p> <p>Pg 9- Turn and tell your partner what the mouse just did and why you think he did that? He told the crocodiles to line up across the river so he can get across.</p> <p>Pg 11-What did the crocodiles do? Promised not to eat the mouse. Why did they do this? Because they wanted to go to the King’s feast.</p> <p>End- What did the mouse end up doing? Tricking the alligators. Why did he need to trick the alligators? So he could get across the river.</p>
<p>After Reading- <i>What might students practice in their independent reading time (Think about the link—pgs 94-96 in The Art of Teaching Reading)</i></p>	<p>Review the strategy one more time. Today, we worked on looking at the characters actions and answering the question of why the character did what they did.</p> <p>You do (what can they do to show progress/mastery in the concept or topic) During your independent reading times, such as your drop everything and read times, I want you to work on this strategy. Ask yourself, “ What action is this character doing and why are they doing it?” Doing this will better help you understand the characters in the story as well as what is happening in the story.</p> <p>Once done with the reading, students will fill out the chart below with two examples from the reading we did. The</p>

	students will then write a short paragraph about if the action the mouse did(tricking the crocodile) was right or wrong and share their thoughts.
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Note: Make sure to attach copies of any worksheets that you use.

Character	Action	What it means (Why)