

### Lesson Plan

Candidate Nadiia Reber	Date 10/17/2013	Grade level 3
Subject & topic Language Arts/ Comprehension/Author's Purpose	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)	<input type="checkbox"/> English Only	Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/>
		Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Content Objective/s:** by the end of the lesson students will be able to tell what the author's purpose is, talk about various types of author's purposes, identify the purpose in the story "Here's My Dollar". They will use the author's purpose as one of the tools to form their opinion, develop and express ideas about the character as well as get to know Angel, the character of the story "Here's My Dollar", during the grand conversation/discussion.

**Language Objective/s:** The students will read the story "Here's My Dollar", define the term "author's purpose", listen to the information in the video and express their own opinion about the character of the story "Here's My Dollar".

**Content Standard/s:**

Common Core:

[CCSS.ELA-Literacy.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

ELA Content Standards:

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**California English Language Development Standard/s:**

Intermediate: Describe in sentences the setting and main characters in a literary selection.

**Materials, Technology, Visual Aids:** word strips with the types of author's purpose, 3 smaller posters with the chart on author's purpose, smart board, video about starfish on Youtube, 24 worksheets with the chart and class/individual profiles for students.

**Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:**

students are going to be seated in rows, however from time to time the teacher is going to ask them to

turn to their desk partner and share their thought on various things (think-pair-share). In the end of the lesson each student is going to work on their own to show how well they have mastered the concept.

**Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:** Alexa and Simon, my two students with intermediate level of English, will be given the opportunity to discuss things they don't understand during think-pair-share. During my explanation of the topic I will restate some of the things I say in simpler words. This way I will make sure that Simon And Alexa understand my directions and the topic itself. In addition to that, I am going to have pictures of the new vocabulary words for the these students as well as those who are visual learners. All students will be able to see me filling out the author’s purpose chart which will significantly help them when they do it on their own.

**Academic Language and/or Vocabulary to be introduced:** “author's purpose”, “reptile”, “zoologist”, “plight”, “financial”.

**Assessment or Evaluation Plan:** by the end of the lesson students will fill out a page from their Practice Books dedicated to the topic of author's purpose for the story “Here's My Dollar”. In addition, the depth and complexity of students' responses/ideas/opinions regarding the main characters and the way the author portrays them will be recorded in the class and individual profiles during the lesson. The rubric will be attached.

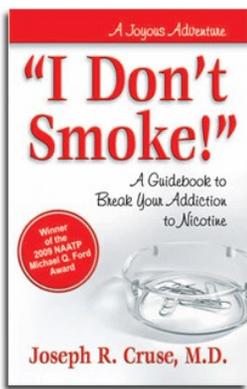
**!!!! Note:** this lesson is scheduled to be taught on Halloween, which involves other activities besides academics. Depending on the availability of time, students' disposition and behavior, the teacher might choose to do part 2 of the body of the lesson in small groups.

## Opening

*(Motivation + Explanation of Objective)*

#	Activity	Time
1	<p><b>Teacher:</b> Good morning, boys and girls! Today I would like to show a short video that is closely related to what we are going to be doing today. While you are watching I would like you to think about what might be the topic of our lesson today and why you think so.</p> <p>Students watch the starfish video on Youtube: <a href="http://www.youtube.com/watch?v=1wuSaNCIde4">http://www.youtube.com/watch?v=1wuSaNCIde4</a></p> <p>Teacher: What do you think about the video?            What do you think we are going to talk about today?            What details in the video made you think so?            In what ways do you think people can make a difference?            Do you know any people who made a difference? Explain.</p>	5 min
2	<p><b>Teacher (Explanation of the Objective):</b> today we are going to talk about how children can make a difference in their community with the example of a nine-year old girl who loves animals. We are also going to learn about one of the comprehension skills, called the author's purpose and use it to get to know more about the girl and how her actions and personality helped her make a difference.</p>	Less than 1 min

## Body of the Lesson

#	Activity	Time
1	<p><b>Teacher:</b> before we move on I would like to introduce you to a couple of words that you might not know.</p> <p>Teacher write on the board the words one by one:</p> <p><b>Reptile</b> – a cold blooded animal with a back bone and a dry scaly skin. Who can tell me what “cold-blooded” means?</p> <p><b>Zoologist</b> – is a person who studies animals.</p> <p><b>Plight</b> – a situation, especially the one that is bad.</p> <p><b>Financial</b> – relating to money or how people make money.</p> <p>Examples of sentences that the teacher should read to the students:</p> <ul style="list-style-type: none"><li>• Snakes and lizards are reptiles. <u>Reptiles</u> is a class of animals. Turtles are <u>reptiles</u> as well.</li><li>• My uncle is a <u>zoologist</u>, he works at a local zoo.</li><li>• Billy found himself in a <u>plight</u> after lying to his mother.</li><li>• The store owner is in a very difficult <u>financial</u> situation, he is not able to pay money the workers.</li></ul>	5 min
2	<p><b>!!!! Note:</b> <u>this lesson is scheduled to be taught on Halloween, which involves other activities besides academics. Depending on the availability of time, students' disposition and behavior, the teacher might choose to do part 2 of the body of the lesson in small groups.</u></p> <p><b>Teacher:</b> now that we know our words, I would like to show you several pictures. What you will do is look at them and try to answer the following question: what do you think the author wanted to tell us by showing these pictures?</p> <p>This is what the students are going to see:</p> <div data-bbox="310 1486 557 1875"></div> <div data-bbox="678 1478 1065 1812"></div>	10 min



What do we see in these pictures? What do you think the author wanted to tell us by drawing these pictures. What what his/her purpose? Very good. He/she wanted to tell us about how dangerous smoking is. What do you think is the author's attitude towards smoking? What details in those pictures tell you about the author's attitude? What clues tell you about it? *Teacher writes the clues on the board with the students' help.* When someone wants to tell you to do or not to do something what do you call it? There is a verb for it. (Answer: very good! The author wants us to persuade us not to smoke) Write the author's purpose is to persuade us not to smoke.

*The sentence strip with the word persuade is put on the board.*

*Teacher calls out on students and they will help her to fill out the chart. What clues in the pictures suggest that the author wants to persuade us not to smoke?*

This is the chart:

Clues
Author's Purpose

What about the next pair of pictures? Again, what did the author want to show us? What what his/her purpose? Exactly! They wanted to make us laugh. What do you

think is a synonym for making someone laugh? Very good! It's to entertain.

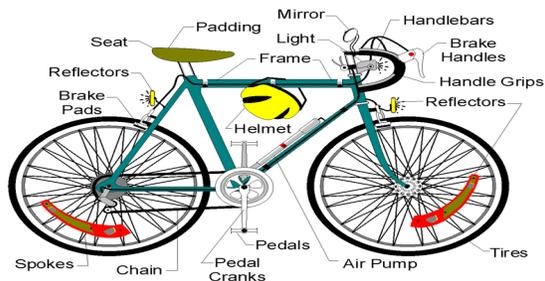
These are the pictures the students will see:



Teacher will show this word on a sentence strip to students. Again, the teacher calls on students and they help her fill out the chart.

Finally, this is the last set of pictures.

What kinds of Minerals or Rocks is this bike made of?



**Volcanoes**

**What is a volcano?**  
A volcano is a mountain that opens downward to a pool of molten rock below the surface of the earth, which pressure builds up, erupts and cools. Molten rock flows through the opening and solidifies or falls to the ground. The fragments of erupted rock are called lava, ash, and cinders. Lava flows, hot gas flows, ashfalls, and cinder falls are the most common types of volcanic eruptions. Some volcanoes have been known to erupt for many years. An erupting volcano can trigger tsunamis, flash floods, and volcanic ashfalls and rocks.



**Club Study to learn more about volcanoes from 1880!**

**How are volcanoes formed?**  
Volcanoes are formed when magma from within the Earth's upper mantle works its way to the surface. At the surface, it erupts to form lava flows and ash deposits. Over time, as the magma continues to erupt, it will get bigger and bigger.

**What are the different stages of volcanoes?**  
Volcanoes have different stages of activity. Some are quiet, some are active, and some are extinct. An active volcano is one which has recently erupted and there is a possibility that it may erupt again. An extinct volcano is one which has not erupted for a long time but there is a possibility of it erupting in the future. An active volcano is one which has erupted thousands of years ago and there is a possibility of erupting.

**Why do volcanoes erupt?**  
The Earth's outer shell is made up of large blocks called plates, which fit together like a jigsaw puzzle. These plates move toward each other. The friction causes earthquakes and volcanic eruptions near the edges of the plates. The theory



**Ingredients:** Dehydrated Potatoes, Modified Food Starch, Corn Oil, Sugar, Salt, Soy Lecithin, Leavening (Monocalcium Phosphate and Sodium Bicarbonate), and Dextrose.  
No Preservatives.

### Nutrition Facts

Serving Size 1 oz. (28g/About 10 crisps)  
Servings Per Container 10

**Amount Per Serving**  
**Calories 120**    **Calories from Fat 30**

**% Daily Value\***

**Total Fat** 3g    **5%**  
Saturated Fat 0g    **0%**  
Trans Fat 0g

**Cholesterol** 0mg    **0%**

**Sodium** 200mg    **8%**

**Total Carbohydrate** 21g    **7%**

Dietary Fiber 2g    **6%**

Sugars 2g

**Protein** 2g

Vitamin A 0%    •    Vitamin C 6%

Calcium 4%    •    Iron 0%

Thiamin 4%    •    Niacin 6%

Vitamin B6 4%    •    Phosphorus 8%

Zinc 2%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:  
Fat 9    •    Carbohydrate 4    •    Protein 4

Before we determine the author purpose, I would like you to open your notebooks and write down what you think is the author's purpose. Also, you need to write the clues/detail that made you think so. Just like we did right now. You will draw this chart. It will be approximately this big (*show*) and write clues in this chart. When I say "Start", you may talk to your partner about thee pictures, you may have the same charts.

*Students students write down the clues and the author's purpose.*

Again, what did the author want to show us? What what his/her purpose for showing us these pictures? They wanted us to know more information about smoking. What was the author's purpose? Very good! The authors purpose is to informs us about various things such as different parts of a bicycle or things that go into making the potato chips.

Based on what we have just discussed just now, what do you think are three of the ways authors tell us about things? What are the three ways the author communicates with us through their work? Very good. It's by informing us, persuading or just entertaining us.

I have another question for you. Do you think the authors can tell us things just through pictures? Do you think there are other ways they can communicate through other things? What are they? What about art work? What about stories?

**Teacher (Restating the Objective):** right now, we are going to read a story by Gary Soto. This is a true story that happened to a girl named Angel who loved animals. We are going to talk about how Angel managed to make a difference in animals lives and what is also important, what was the author purpose to write this

	story.	
3	<p><b>Teacher:</b> please open your anthologies to page 227. Looking at the text features and, more importantly, the title of the story. Judging by the title of the story, what will be happening in the story? How do you know? Tell me about the details on these pages that made you think so.</p> <p>Let's see if what you think is correct and read the story!</p>	3 min
4	<p><i>Students read the story with the teacher. During reading, they will open their practice books to page 227 and fill out at least two clues that lead them to make decisions about the author's purpose. During reading the teacher periodically stops to check students' comprehension by asking the following questions:</i></p> <ul style="list-style-type: none"> <li>• What evidence in the text lead you to know how Angel feels about animals?</li> <li>• The author used idioms in the text. An idiom is an expression that means something other than what the words actually say. (Teacher provides example not from the text.) Locate an example of an idiom on page 229, and explain what the author is saying.</li> <li>• Another idiom appears on page 233. Find it, and explain what the expression really means.</li> <li>• Angel came up with a slogan, a phrase to catch peoples' attention. What is the slogan? What does the slogan mean?</li> <li>• What evidence from the text helps us to understand why Angel decided to write her letter to the newspaper and not to the zoo?</li> <li>• On page 230, why does the author tells us that she didn't know that the zoo needed three million dollars, but that wouldn't have stopped her anyhow?</li> <li>• The author also used details to describe other parts of Angel's personality. Why does the author tell us so much about Angel?</li> <li>• What was Angel's affect on her community? What evidence in the text leads you to believe this?</li> <li>• What do you think about Angel? What qualities does she have that helped her contribute to her community?</li> </ul> <p><i>(These questions have been copied from the LAUSD website)</i></p> <p><i>Based on students' responses, the teacher is filling out the class the individual profile chart, where she notes the students comprehension of the story and depth/complexity of their responses according to the rubric (see the attached</i></p>	15 min

	<i>rubric)</i>	
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## Closing

*(Final Activity or Independent Practice + Formal Assessment or Informal Evaluation of Objective)*

#	Activity	Time
1	<p><b>Teacher:</b> very good boys and girls. Now that we have filled out half of your author's purpose chart, I would like you to continue on your own. Make sure you include details that support your opinion about what the author wanted to tell us in the story. I would like you to write at least four sentences about what the author wanted to tell us by writing this story. If you need to, you may reread part of the story to help you make a decision.</p> <p><i>Students continue fill out the chart on their own.</i></p>	5-7 min
2	<p><b>Teacher:</b> please pass the worksheets in. Who can tell me what we have learned today in class? Do you have any questions or comments? Thank you.</p>	3 min

Total Time: 50 min