**St. Louis Public Schools**

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|  | **MONDAY**  | **TUESDAY**  | **WEDNESDAY**  | **THURSDAY**  | **FRIDAY**  |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book ***f***](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ)***or examples and more information.***  |
| **Do Now** *(Prior Knowledge or* *Unfinished Learning)* | How do people travel in different environments?  | Write down as many words a s you can that imitate sounds. For example, *woof, woof.*  | Think back to the story we read yesterday, when and where did *Grandma and the Great Gourd* take place?  | Go back into the text and find the answer to this question: What was Grandma supposed to do if she got in danger?  | Make a list of forms of travel that you have read about this week.  |
| **Engage** *(Hook / Launch)*  | Display online pictures of people around the world traveling.  | Introduce the text.  | Display pictures of different tales and have student identify them.  | Have students list specific details from their morning (breakfast items).  | Display pictures from the story and have student retell the story from the pictures.  |
| **Explore***(Activities)* | * Interact with Sources  Listening comprehension:

“The Boy’s Advice” * Personal Narrative
 | * Read: *Grandma and the*

*Great Gourd* * Personal narrative
 | * Read *Grandma and the Great Gourd*.
* Stop at “Analyze Plot and Setting” activity prompts as you read.
 | * Read *Grandma and the Great Gourd.* Stop at “Use Text Evidence” activity prompts as you read.
* Personal narrative
 |  Reflect and Share, p. T67  |
| **Explain***(Demonstrate* *Learning)* | * Traditional tales anchor chart
* Writing: Genre immersion
 | * Preview vocabulary
* Writing: Narrator
 | * Review plot and setting.
* *Focus on Strategies*, p. T58
* Writing: Setting and
 | * Review Text Evidence
* See *Focus on Strategies*, p. T62
 | * Review Class Discussion
* *Focus on Strategies*, p. T66
* Writing: Plan your personal
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**Standards-Based Blended Learning Lesson Planner**



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|  | **Weekly Instructional Planner**  |
| **Name**  |  **Burgess** | **Date**  | September 12 | **Grade & Subject**  | 3rd Grade & ELA  |
| **Lesson Topic**  | Environments Unit 1 Week 1  |
| **Lesson Objectives**  | **Content Objective(s)**  | **Language Objective (ESOL)**  |
| * Interact with sources in meaningful ways such as notetaking, annotating, freewriting or illustrating.
* Use text evidence to support an appropriate response.
* Analyze plot elements, including the sequence of events, the conflict, and the resolution.
* Listen actively, ask relevant questions to clarify information, and make pertinent comments.
 | * Demonstrate listening comprehension of traditional tales.
* Generate and answer questions about a text to deepen understanding and gain information.
* Share in cooperative groups about the ways people communicate.
* Learn academic vocabulary related to environments that is heard during classroom instructions.
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| **Focus Standard(s)**  | **Standard**  | **Prior Knowledge and/or Unfinished Learning Needs**  |
| 3.R.1.A.a: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. 3.R.1.A.c: Summarize a story’s beginning, middle, and end determining its central message, lesson or moral. 3.R.2.a.b: Describe the personality traits of characters from their thoughts, words, and actions.  | * Identify main idea and supporting details
* Identify text features
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| **Essential Question & Vocabulary**  | **Essential Question**  | **Lesson Vocabulary**  |
| How do people travel in different environment?  | fierce baring flexing crouching swipe  |
| **List of resources or strategies related to learner’s style &** **needs embedded** **throughout lesson**  | **Cultural Context Differentiation**  | **Integrated Technology**  |
| Activating prior knowledge Making learning contextual  | Success Maker My On: Traditional Tales  |
| **Multi-Tiered Systems of Support (MTSS) Resources**  |
| Graphic organizer; vocabulary graphic organizer; real-world examples; student centered activities; hands-on activities; partner discussion; evaluating work; rubrics; models; examples; vocabulary support graphic organizers; sentence stems  |

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|  |  |  | sequence of events  |  Writing: Brainstorm and set a purpose  | narrative  |
| **Elaborate***.* *(Extend Thinking)* | * Word study: syllable pattern
* Review simple sentences
 | * Word study: Apply syllable

pattern * Oral Language: Simple Sentences
 | * Word Study: More practice,

Syllable pattern * Teach simple sentences
 | * Word study: Review, syllable pattern
* Practice simple sentences
 |  Word study: Assess understanding, syllable pattern  Standards practice, p. T81  |
| **Evaluate** *(Exit Ticket)* | What is the purpose of a traditional tale?  | How can vocabulary words describe characters?  | How can the setting influence the plot?  | Why is it important to use text evidence to support your understanding of the text?  | Unit 1 Week 1 Progress Check Up (Online)  |
| **Closure** *(Brief Review)* | Components of traditional tales  | Review vocabulary words  | Review plot and setting  | Review text evidence  | Discuss traditional tales  |
| **Extended Practice** (Homework) | Word study pattern: VC/CV  | Word study pattern: VC/CV  | Word study pattern: VC/CV  | Word study pattern: VC/CV  | Word study pattern: VC/CV  |

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| **Lesson Reflections**  |
| ***Prompts to help you get started on your lesson reflection...*** 1. Did scholars demonstrate, through their work and activities that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this?
2. How have you / will you provide feedback to scholars?
3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)?
4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency?
5. How formative assessments or exit tickets being used for the following day are’s Do Now?
6. How are you embedding and/or using vocabulary throughout your lesson?
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