

Fairytales: Day 3
Date: February 24, 2021

Grade: 3		Subject: Language Arts	
Materials: Whiteboard, Worksheet		Technology Needed: Whiteboard	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) RF.3.4a Read grade-level text with purpose and understanding.		Differentiation Below Proficiency: Students will be able to summarize a longer fairytale with prompting. Above Proficiency: Students will be able to summarize a longer fairytale and answer specific questions about the text. Approaching/Emerging Proficiency: Students will be able to summarize a longer fairytale and answer questions about the text with prompting. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Worksheet • Auditory: Read aloud 	
Objective(s) -Students will read and summarize a longer fairytale. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students are at voice level 0 unless asking or answering a question. - Students are wearing their masks. -Students will not talk over other students when asking or answering questions or engaging in discussion.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will work together with their table buddy on the "Yeh-Shen" worksheet. - Students are expected to get out and put their things away quickly and efficiently.	
Minutes	Procedures		
2	Set-up/Prep: Ask students to go get their reading books out of their book boxes and turn to page 98.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Today's reading is a longer fairytale. As you guys read this fairytale, I want you to pay attention to how the author describes the setting, characters, and events. I'm going to have you guys read it once by yourself and when you guys are done reading, you can give me a thumbs up so I know you are done! Remember strong readers make inferences and predictions as they read. Now that I see everyone is done reading, I'm going to read the fairytale and I want you guys to listen carefully to the key details of the story.		
7	Explain: (concepts, procedures, vocabulary, etc.) I'm going to start passing out the "Yeh-Shen" worksheet that I have made. Now that we have read and listened to the Yeh-Shen fairytale twice, I want you guys to work on answering the questions on this worksheet. You can work together with whoever is at your table. Kaleb and Maggie, you two can work together and Jaylen and Trevor you can work on it together. I'm going to give you about five minutes and then we'll go over it altogether! Warn them when they have one minute left. If you guys don't finish everything, that's okay because we are going to go over them together at the end!		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Okay third graders, question number one asks what detail in the fairytale conveys that Yeh-Shen's stepmother is greedy. Does anyone care to share their answer for why she is greedy?		

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	<p>She was greedy when her stepmother only allowed her one small bowl of rice a day, when she didn't want Yeh-Shen to be happy, and when she didn't want Yeh-Shen to go to the festival because she would embarrass her stepmother and stepsisters with what she was wearing.</p> <p>The second question asks us to look at page 99 and 100 and wants to know how the illustrations contribute to our understanding of the fairytale?</p> <p>Does anyone have an answer to that for us?</p> <p>The illustrations help us to see what Yeh-Shen looked like before and after she asks the "wishing bones" to help her get ready for the spring festival. It also helps us to understand what the goldfish meant when it told Yeh-Shen in a dream that its bones were filled with powerful magic.</p> <p>Question number three asks what scene does the sentence "the next morning, the sun smiled down on the village" on page 101 introduce? Why is this sentence important to the scene?</p> <p>This sentence introduces us to the scene where the king notices the golden slipper and decides he is going to find the woman that it belongs to. The author made sure to tell us that the sun was shining because that is what made the golden slipper brighten the side of the road and catch the king's eye.</p>
1	<p>Review (wrap up and transition to next activity):</p> <p>Today we analyzed some of the key details the author provides us about the setting, characters and events. Tomorrow, with Mrs. C you guys are going to reread the fairytale and dig deeper into it to identify its central message. You guys can put your reading books back now, and turn your worksheets in to the turn in tray and then have a seat back at your desk.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will document my students learning with the worksheet I give them at the end of our read aloud.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>ND State Assessments</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was a learning experience for me. If I were to teach this lesson again, I would create my own worksheet rather than using the worksheet from the book. Some of the questions from the book were difficult for my students to understand and asked questions that didn't make sense to them. I would also only do the read aloud, rather than having them read it and then me read it to them as well. Doing both allowed too much time for students to get distracted and also get bored because they had to listen to it twice.</p>	