

Grade: 3		Subject: ELA	
Materials: Paper, pencil, Harriet Tubman and the Underground Railroad		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use transitional words and phrases to signal event order. Provide a sense of closure. 		Differentiation Below Proficiency: <ul style="list-style-type: none"> Students will be able to fill out the graphic organizer with assistance. Above Proficiency: <ul style="list-style-type: none"> Students will be able to write a play based off of the graphic organizer with no assistance and few grammatical errors. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> Students will be able to write a play based off of their graphic organizer with assistance. Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual: the graphic organizer is a great way for visual learners to have their thoughts in one spot. Tactile: learners will be able to act out their readers theater Auditory: learners will be able to listen to directions 	
Objective(s) <ul style="list-style-type: none"> By the end of this lesson students will be able to write their own play using real or imagined experiences. 			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Students will come to carpet calendar area Students will review parts of reader's theater Students will be asked to go back to their desk and get a pencil. I will ask one student to pass out the graphic organizer 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students will be expected to sit at the calendar area, keeping their hands to themselves and at a voice level 0. Students will raise hands if they have questions. Students will be given the directions and then be asked to walk quietly back to their seats. Papers will be passed out. Students will be allowed to work where ever they are able to be successful. 	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Anchor charts will be set up Papers will be ready to be passed out. Have pencils ready 		

Date: November 29, 2018

5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> We have been working on reader’s theater for about a week now. Now it is your turn to write your very own play. What are the different reader’s theater roles. (Allow students time to answer) 	
5 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> I am going to pass out a graphic organizer for you guys to fill in. (Show them the graphic organizer) We will be making our own reader’s theater. However I would like you to link it to the person you are doing your autobiography on. You have collected information on this person now right a skit using the information you have found. Feel free to get creative but keep it school appropriate. I will be walking around checking in on your progress. I will give you about 20 minutes to fill out the graphic organizer and get a start on your script. Your script will be written in your writing notebook. (Allow time for questions) 	
20 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> I will pass out the graphic organizer to each student. They students will fill in their graphic organizers and begin to write a script in their writing notebook. Walk around and assist as needed. Reflective Questions to ask students: <ul style="list-style-type: none"> In what time period did this occur? In what way was this person’s life impacted by these events? Where in the world did this person live? What do you think it would have been like to live in the time period that they did? 	
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> What did we learn about the different parts of writing a skit? (Allow students time to answer) What was challenging about this activity? (Allow students time to answer) How could we assure our audience members are attentive throughout our play? 	
<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?) <ul style="list-style-type: none"> Fist to Five on if you understand the directions for the activity assigned. 		<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> Students can be graded on their writing based on the benchmark rubric
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Play Writing Graphic Organizer

Title:

Main Idea:

Characters:

**Setting & Background
information (Details):**

Plot (problem and solution):