

**COURSE: Grade 3- Reading Informational Text**

**DATE:** September 28, 2012

**COS Standard(s):** 19. By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Lesson objectives with daily student outcomes:** SWBAT gather evidence to compare/contrast, ask questions, and use details from the text to explain reasoning.

Lesson Phases	Student Engagement	Assess/Evaluate
Before Strategy/Engage Introduce Vocabulary / Interact with words Activate Prior Knowledge; Build Background Knowledge; Generate Essential Questions; Make Predictions; Discuss Essential Vocabulary; Establish Purpose for Lesson; Other _____	Students will: <ol style="list-style-type: none"> <li>Listen to definition, sentence and examples/non-examples of vocabulary words.</li> <li>Interact with words through engagement strategies.</li> </ol> Vocabulary: Camouflage, predator, prey, mimicry, adaptation Read, Write, Talk, Listen, and Investigate (100%)	Teacher will: <ol style="list-style-type: none"> <li>Listen to responses</li> <li>Prompt if needed</li> </ol>
During Strategy/Explore, Explain Graphic organizer-T-chart Interact with Content; Verify and Formulate Predictions; Self-Monitor Comprehension; Construct Graphic Organizers; Summarize Content; Use Mental Imagery; Integrate New Information with Prior Knowledge; Other _____	Students will: <ol style="list-style-type: none"> <li>Pair up and take turns reading the text-</li> <li>After each chunk, use the T-Chart to name the animal discussed, its adaptation, and provide a description</li> </ol> Read, Write, Talk, Listen, and Investigate (100%)	Teacher will: <ol style="list-style-type: none"> <li>Observe students as they read and write</li> <li>Check the T-chart for accuracy and determine addition needs</li> </ol>
After Strategy/Explain, Extend Graphic organizer-Venn diagram, questioning Reflect on Content of Lesson; Evaluate Predictions; Examine Essential Questions; Justify, Deliberate, and Evaluate Conclusions of Self and Others; Retell or Summarize; Demonstrate Proper Use and Understanding of Vocabulary; Other _____	Students will: <ol style="list-style-type: none"> <li>Make a Venn diagram to compare and contrast mimicry and camouflage</li> <li>Write a question about one of the animals studied</li> <li>Write a short paragraph detailing which adaptation was most useful, using details from the text to explain</li> </ol> Read, Write, Talk, Listen, and Investigate (100%)	Teacher will: <ol style="list-style-type: none"> <li>Collect Venn diagrams and paragraphs to assess understanding of mimicry and camouflage</li> <li>Assess the author's writing</li> </ol>

**Lesson reflection:**

- What were students able to do?
- What evidence do you have?
- Which students need additional instruction?
- How will the next lesson be adjusted to meet their needs?