

Six-Point Lesson Plan

Grade 3rd	Lesson Title: Breaking down your stories using the Five W's and the H Materials/Resources Needed: Where the Wild Things Are by Maurice Sendak, Large Piece of Paper and a Marker.
Focus and Review	<p>"Recently we have been reading a lot of stories with a lot of big things going on! Does anyone know how to break down a story into smaller parts?"</p> <p>"Today we are going to learn about the five W's- Who, What, When, Where, Why and How by using two separate activities. First I am going to give you an example and then we are going to read "Where the Wild Things Are" and you are going to try it by yourself"</p>
Objective(s) (NCS-ES reference)	CCSS.ELA-LITERACY.P.2.1- Students will be able to ask and answer each questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teacher Input	<ol style="list-style-type: none"> 1. Say to students, "This morning I went to the kitchen to get a glass of milk. Now lets talk about the five W's and the H" 2. Take a piece of big paper and at the top write "This morning I went to the kitchen to get a glass of milk". Down the left side write "Who" "What" "When" "Where" "Why" and "How". 3. Call on a student and ask, "Who went to the kitchen to get a glass of milk?" 4. If the student gets it right, write the correct answer next to "Who" on the piece of paper. If the student does not get the answer correct, ask another student. 5. Call on a different student and ask, "What did I go to get?" 6. After the student answers write "A glass of milk" next to "What". 7. Ask a student, "When did I go to the kitchen to get a glass of milk?" 8. After the correct answer is given write, "This morning" next to when. 9. Ask another student, "Where did I go to get my glass of milk?" 10. Then write "The kitchen" next to where. 11. Say to the class, "Now, in this example the next two are a little tricky. Since I never said Why I went to the kitchen to get a glass of milk you have to do a little bit of reading between the lines." Then ask the class why THEY think I went to the kitchen to get a glass of milk. 12. If no students bring up the idea that maybe I was thirsty, then say, "Maybe I was thirsty and that's why I went to the kitchen to get a glass of milk. What do you guys think?" 13. Write down the most common student thought next to why. 14. Say to the students, "How do you think I went to the kitchen?" 15. After several students answer say, "I probably walked, right?" and write "I walked" next to How. 16. "Now we are going to read "Where the Wild Things Are" together and you are going to try to

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	answer these questions on your own!"
Guided Practice	<ol style="list-style-type: none"> 1. After reading Where the Wild Things Are as a class have everyone go back to their desks. 2. Pass out the worksheet attached. 3. Tell students, "Now I want you to try and complete your own Who, What, When, Where, How worksheet based on what we just read. You can come look at our example if you need help!" 4. Walk around and make sure students understand. 5. If a student does not understand, go back to the example and relate it to the story to see if that helps. 6. Make sure to address any common issues in front of the whole class. 7. As students begin to finish make sure to check their work and provide feedback!
Independent Practice	<ol style="list-style-type: none"> 1. After the majority (if not all) students have finished the assignment say, "Now we are going to read one more short story and you are going to do the same activity but this time without my help." 2. Have all of the students sit on the carpet. 3. Read, "Goodnight Moon" to them. 4. Have students go back to their desks and provide them with another 5 W's worksheet. 5. Say, "Now I want to see what you guys learned today! Fill out your 5 W's worksheet and turn it in to me when you're finished!"
Closure	<ol style="list-style-type: none"> 1. After all students have turned in their worksheets ask the class, "What did we learn today?" 2. After students respond ask them if anyone has any questions you can answer about what we learned. 3. "Now in this story, who did it?" 4. "What did they do?" 5. "When did they do it?" 6. "Where did they do it?" 7. "Why did they do it?" 8. "How did they do it?" 9. After all questions have been addressed say, "Now you can take this and apply it to any story so

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Ben Curran

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name Ben Curran.

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Writing Effective Lesson Plans Peter Serdyukov, Mark Ryan, 2008 Developed by two educators with experience in both elementary and secondary classrooms *Writing Effective Lesson Plans* details a unique a step by step procedure designed to streamline the process of lesson planning and make teaching smoother and more efficient Coined the Five Star Lesson Plan by the authors this model consists of five classic components lesson description goals and objectives materials and tools procedures and reflective assessment and evaluation This workbook guides beginning and experienced teachers through each step to create lesson plans that best meet the needs of every student It also explores the inherent challenges to effective lesson planning such as time efficiency knowledge construction skill development involving the students families and implementing your plan With its mix of concise theory and hands on activities this book is a one stop resource encouraging a deep and thoughtful approach to a skill that is often not sufficiently developed in teacher preparation programs *Lesson Plan and Record Book* Teacher Created Resources, 2002-02 Weekly lesson plan pages for six different subjects Records for each of four 10 week quarters can be read on facing pages Plus helpful tips for substitute teachers 8 1/2 x 11 Spiral bound

Better Lesson Plans, Better Lessons: After the lesson Ben Curran, 2016 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include tailoring your lessons to meet your state standards while ensuring high student achievement writing a strong objective to stay focused on the goal of a lesson creating an end of lesson assessment to gauge the lesson's success constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom

Decoding **Six Point Lesson Plan Teachrtec Com**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Six Point Lesson Plan Teachrtec Com**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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