

**Lesson 2**  
**TEACHING ACTIVITY PLAN for Third Grade**

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**ELA/Math (circle one) Objectives and Common Core/Next Generation Standard:**

STD RL.1.1 Ask and answer questions about key details in a text. Ask and answer questions (e.g., who , what , where , when ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships

STD SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups

Analyzing Narrative and Supporting Opinions Analyzing Narrative and Supporting Opinions

**Instructional Objective:** After participating in a Padlet review of the main characters in *Rosie Revere Engineer* by Andrea Beaty, completing a Compare/Contrast graphic organizer through the lens of *Hope Creators* and *Hope Crushers* for at least five of the characters from the video, *Get Back Up Again*, and having discussions with family members about *Hope Creators* and *Hope Crushers*, students will successfully identify themselves as *Hope Creators* by creating a “*Self-Talk*” *Statement* for their personal use.

*Please add any worksheets, handouts, presentations, assessments, and other materials or printouts you will be using during the tutoring session to this plan. Describe the activity in each section and **indicate high/low technology** being used for each part of the activity:*

<b>Motivation</b>	1) Students will identify and explain which character in <i>Rosie Revere, Engineer</i> is a <i>Hope Creator</i> and which character is a <i>Hope Crusher</i> .
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<p><b>Pre-Assessment Aligned with Objective</b></p>	<p>Students are going to view the <a href="#">Padlet</a>. Students will have to respond to pre-assessment questions on the padlet. The questions are:</p> <ol style="list-style-type: none"> <li>1) Write about a time when you were successful. Who supported you? How?</li> <li>2) When did you think of yourself as a failure? Did anyone crush your hope? How?</li> <li>3) Are you a <i>Hope Creator</i> or a <i>Hope Crusher</i> for yourself?</li> <li>4) Can you think of another word for “<i>Hope</i>”?</li> </ol>
<p><b>Overview of Instructional Activities</b></p> <p><i>*Remember to include differentiation in either the Activities or Strategies section.</i></p>	<p>Target Activities:</p> <ol style="list-style-type: none"> <li>2) Students will identify and explain which character in <i>Rosie Revere, Engineer</i> is a <i>Hope Creator</i> and which character is a <i>Hope Crusher</i>. <ol style="list-style-type: none"> <li>a. Student learning target: I know who Rosie’s hope crushers and hope creators are.</li> </ol> </li> <li>3) Students will identify and explain which animated characters in the video, <i>Get Back Up Again</i> were <i>Hope Crushers</i> and which character consistently reflected <i>Hope Creators</i>.</li> <li>4) Students will name and explain why some people in the family Hope Creators and some people are <i>Hope Crushers</i> in a conversation with family.</li> <li>5) Students will create a personal mantra : <ol style="list-style-type: none"> <li>a. Student learning target: I can identify my own self talk statement to use when someone is trying to be a hope crusher towards me. <ol style="list-style-type: none"> <li>i. I can get back up again.</li> <li>ii. I will not let anyone stop me from being great.</li> </ol> </li> </ol> </li> </ol>
<p><b>Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● Discussion: Students can engage in a conversation with a family member.</li> <li>● Modeling: The teacher will share their own examples for the Padlet activity.</li> <li>● Independent practice: Students will complete activities independently.</li> <li>● Differentiation of Instruction <ul style="list-style-type: none"> <li>○ Triggering Recognition, Strategic Affective Networks via visual and auditory supports and the use of High/Low technology.</li> </ul> </li> </ul>

	Providing choices and scaffolding activities.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Story, <u><a href="#">ROSIE REVERE ENGINEER</a></u></li> <li>● <u><a href="#">Padlet</a></u></li> <li>● Compare and Contrast Graphic Organizer</li> <li>● <u><a href="#">Youtube Video</a></u></li> </ul>
<b>Post-Assessment Aligned with objective</b>	Students will successfully identify themselves as <i>Hope Creators</i> by creating a “ <i>Self Talk</i> ” Statement for their personal use.
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>● Students will answer pre-assessment questions on Padlet.</li> <li>● Students can re-watch the story’s video.</li> <li>● Students will watch a Youtube video.</li> <li>● Students will fill in a graphic organizer.</li> <li>● Students will create a positive “self talk” statement.</li> </ul>

*Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience.*

Graphic Organizer:

<b>Who are the Hope Creators?</b>	<b>Who are the Hope Crushers?</b>