

Teacher's Name: Lauren O'Brien	Date:	September 2012
Grade Level: Third	Subject: Reading Whole Group Day 1	Co-Op: Mr. Crissman Supervisor: Thomas Blocher

Preliminary Planning

Pre-assessment: Talk about waterfalls and backpacking.
Objectives: <ul style="list-style-type: none"> • Students will be able to understand the concept of cause and effect. • Students will be able to learn vocabulary words associated with the story. • Students will be able to use listening comprehension skills to learn about cause and effect.
Materials: <ul style="list-style-type: none"> • Teacher's Manual • Student books • Students practice books

Learning Sequence

Description:	Time:	minutes
	15	

Into

Introduction/Motivation/Focus Attention:

- The teacher will explain to the students that today we are going to be starting a new story. One of the skills that we are going to be working on is cause and effect
 - Who can explain to the class about what cause and effect is? (A cause is the reason that something happens. An effect is something that happens as a result of a particular cause.) Who can give me an example of a cause and effect? (I dropped a can of paint, so the paint spilled on the driveway.)
- The teacher will now read the story "Davy Lowe" by Shari Siamon.
 - The students will be asked to turn on their "internal televisions" because they are not going to be able to see the pictures or words to this story they are just listening to the teacher read it.
 - Students will also be reminded that they should be listening for causes and effects.
 - Read the story

- Stop after the first sentence to discuss the word prospector
 - A person who looks for valuable metals such as silver or gold.
- Stop at the end of the first paragraph to discuss the word claims
 - A piece of land that a miner stakes ownership of
- Stop on page 91W to discuss the word clinging
 - Holding tightly onto something
- After reading the teacher will discuss the causes and effects
 - Refer to page 91X with the examples given.
- After reading also discuss which character the students admired more, Davy or Mulan?

Description:	Time:	minutes
	15	

Through

Learning Activities (input, modeling, checking for understanding, guided practice, independent practice):

- The teacher will now introduce the new story to the students.
- We are going to be reading a story called “The Waterfall” by Jonathan London and illustrated by Jill Kastner.
 - Ask the students what they know about waterfalls?
 - Describe a waterfall you have seen in person or in pictures?
- The teacher will now ask the students to get their reading books from their cubbies and turn to page 92.
 - Let’s look at the picture of the waterfall
 - Who would like to read page 92 for the class?
 - Discuss what we learned about waterfalls.
- The teacher will now give a short summary of the story that we are going to be reading.
 - “A family’s backpacking adventure in the mountains leads to the discovery of an amazing waterfall – and to an exhilarating climb to the top of it.”

- What does it mean to go backpacking?
 - To pack a bag to use and travel long distances with. A specific plan of where you want to go is not established. Fairly inexpensive because you generally do not stay in a hotel. In your backpack you would carry everything you need to survive.
 - What kind of things would be good to have in your backpack?
 - Sleeping bags, travel tent, cook stove, and hiking boots.

Description:

Time:
15

minutes

Beyond

Closure (review, check for understanding, summarize, future forecast, transition):

- As a class we will now discuss some of the vocabulary that we will be seeing in this story.
 - Students will do practice book page 38 as we discuss these words: boulders, canyon, cauldron, ledges, rapids, scouted, sheer.
 - Page 93A in teacher's book
- Students will read the story tomorrow.