

## Lesson Plan

## 3<sup>rd</sup> Grade

### Technology Transformed -Reading and Writing Lesson Plan

#### Hansel & Gretel

Below, I've integrated the techniques into the lesson. Also, I've placed the title "Technology Enhanced" (i.e. computer/tablet/Smart Board/access to the internet) into the plan even though it is always presupposed that technology has been integrated into my lesson for over 25 years!

**\*Technology note** In my last school, due to COVID-19 all classes were conducted online using an app called "classin." All lessons were technology driven and almost could not be helped from being "SAMR" (all levels including modified and redefined).

In this particular "sample lesson" the technology is used to include the top of Blooms taxonomy and (SAMR).

**Lesson Plan Title:** Gaining initial insights into the characters and their lifestyles in the story "Hansel & Gretel" and then writing an insightful essay regarding how the conditions in which the characters live.

#### Materials

- 1) Book "Hansel & Gretel" (Jacob & Wilhelm Grimm)
- 2) Pen
- 3) Paper
- 4) Computer/Tablet
- 5) Smart Board
- 6) Access to Internet (brainpop.com)

#### **Objectives (Reading & Writing)**

- 1) Student will be able to write a descriptive paragraph capturing what life is for Jack and his mom. Writing will be shared using wireless smart board.
- 2) Using table/computer make sketches to indicate setting and mood of story.
- 3) Students will demonstrate proficiency in the three stages of writing to create a unique and descriptive paragraph.
- 4) Identify the main characters in scene one of the story "Jack and the beanstalk."
- 5) Read and determine the setting in a story.
- 6) Describe each of the characters in terms of personality –based on the way they interact with each other and any narratives.
- 7) Identify and use new vocabulary words as they come up in the story.

#### **Warm-up Exercise (Reading & Writing)**

**(1)Prewriting exercise:** Read scene 1 (2-paragraphs) of "Hansel & Gretel."

**(2)Pre-writing exercise** -Create a *brainstorm of adjectives* regarding Hansel and his sister's relationship (i.e.were they close -do you think they loved each other -do you think they fight? Why or why not.

**(3) Graphics Sketch** Using brainpop.com create picture of the first “scene” of Hansel and his sister (scene 1 pages 1 -3).

### **Instruct and model**

**Modeling Writing** -Teacher interacts and shows students how she would approach the writing after completing an example on smart board using the materials from the prewriting assignment.

- a) **Intensive Learning** (Identify parts of speech) Underline nouns, double underline for adverbs and circle verbs (teacher shows how to do this).
- b) **Extensive** – Prepare students for discussion and writing assignment on Jack and his mom’s living conditions compare and contrast them to the way you live.

### **Independent Practice-**

*Independent Writing-* Reread current page of story. Student complete their own unique writing to answer the writing prompt: Choose One Do you think that you are as adventurous as Hansel & Gretel? Why or why not?

Create your own story by replacing the witch in the woods with your own special character.

Describe how he or she interact with Hansel and Gretel. Students will read each other’s work.

*Post Writing exercises:* Revision -students share their work with teacher and peers in group. Students and peers evaluate and review their work and make suggestions (i.e. constructive criticism) on possible improvements.

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Revise and rewrite.

### **Guided Practice**

Guided writing: Students following along writing with teacher’s model

#### ***Intensive guided Practice***

- a) Students work along with teacher to identify adjectives and adverb of the next couple of sentences.
- b) Identify vocabulary words are they are read (underline on tablet or computer).
- c) Once task is complete students discuss answers with one another in organized groups.

#### ***Extensive guided reading Practice***

- a) Reread scene 1 together (2 paragraphs) smart board (graphics enhanced)
- b) Show students how to evaluate Jack’s home by asking a series of evaluative questions and coming to a conclusion. (i.e. does Jack live in wealth, if not -how do we know?)

### **Less Guided Group Work**

In groups prepare a presentations discussing what you've learned about Hansel & Gretel. Using your warm-up pictures and we've read. In your presentations, discuss why you think Hansel and Gretel went into the woods that day. (i.e. What do you think motivated them to go on their adventure. Defend your position by providing reasons for saying what you say.

### **Assessment**

#### *Intensive*

Teacher will read and grade use of vocabulary words and parts of speech assignment.

#### *Extensive*

Teacher evaluate group and individual work the writing using rubric set forth prior to start of the assignment.