

<b>MINI LESSON SUBJECT:</b> <b>Reading</b>	<b>DATE:</b> <b>11/1/12</b>
<b>MINI LESSON OBJECTIVE-</b> Name the teaching point in the way that you would share it with your students on the marker board configuration.	SWBAT make text to self connections about characters using prior experiences.  <b>Reading pacing guide: week 7, day 3</b>
<b>Intentional Read Aloud-</b> Use a read aloud to model your teaching point. Write the name of the RA.	<u>Ish</u> by Peter H. Reynolds
<b>ANCHOR CHART-</b> Always have an anchor chart prepared with today's focus added to yesterday's focus. Type it out the way you will create it.	Anchor chart from the previous day.  My situation: The character's situation: How we are alike:
<b>HOOK-</b> How will you engage the students immediately into today's lesson?	Tell students a story about myself finding the expensive bracelet and make a connection to the Jamaica story from the previous day.
<b>OBJECTIVE STATEMENT-</b> Link your hook and transfer into new learning by telling them what you will teach today.	<ul style="list-style-type: none"> <li>• By the end of today, you will be able to make text to self connections about characters using prior experiences.</li> </ul>
<b>EXPLICIT MODELING-</b> Model the objective explicitly and clear up any misconceptions.	<ul style="list-style-type: none"> <li>• Good readers use prior knowledge and make connections to the characters in the text. When we connect to characters, we are connecting to their feelings, actions, or reactions.</li> <li>• Read <u>Ish</u>. Stop and model at different pages his character traits that I can make personal connections to from my own experience painting, in gym class, playing basketball, etc.</li> <li>• Point to evidence in the text and explicitly explain how it connects to my life.</li> </ul>
<b>GUIDED PRACTICE-</b> How will students try out the strategy before being sent off independently? What questions will you ask as they practice that will push higher level thinking?	<ul style="list-style-type: none"> <li>• Turn and talk and tell partner a situation that is similar based on feelings, actions, reactions. (Listen in to check for understanding)</li> <li>• Share out connections whole class.</li> <li>• Write on anchor chart while students write in their graphic organizer.</li> <li>• Make the connection to how we are alike.</li> </ul>
<b>INDEPENDENT PRACTICE-</b> Remind students how the teaching point can be used in independent reading or on their own.	Do the text to self connections page from the reading pacing guide, based on the book <u>Alexander and the No Good Terrible Very Bad Day</u> . Circulate to check for understanding
<b>LESSON CLOSURE-</b> Restate the teaching point and share out an example or "ah ha" moments by the students.	Have students share out their answers. Clear up any misconceptions or big problems whole group.