

Instructional Lesson Plan English Language Arts

Grade: 3

Unit Title: Determination

Length: 4 days- Lesson 1

Lesson Overview

In this lesson, students will read *Ruby's Wish* by Shirin Yin Bridges in order to determine the author's central message or lesson. By closely reading to answer text-dependent questions, students will be able to participate in evidence-based discussions that will help them build on each other's ideas about determination. Ruby is a young Chinese girl whose wishes are unconventional for the time period of the story. When attending to the meanings of words and phrases, students will be able to distinguish literal from nonliteral language. This will support students in understanding the text as a whole. The purpose of the lesson is for students to attend to the author's intentional use of words and phrases in order to determine the central message or lesson.

Lesson Procedure

DAY ONE

Explain the lesson's purpose:

- As we read, we will be determining the author's message, specifically, what does the author have to say. To do this, we must read the text closely and pay attention to specific words and phrases that the author uses.

Introduce the vocabulary: *(Again, this is another place in the lesson that you might wish to have students grapple with as they read the text. Have students think about the different words the author used and the influence that those words have on the meaning of the text.)*

- Authors are very careful about the words that they use in their text. Readers must be aware of the influence that words and phrases have on a text. For example, the word **but** signals to the readers that something opposite is about to happen or something opposite is to be felt or experienced. This is the same for the words **although** and **however**. Be on the look out for words that signal a change in ideas.

(Have the vocabulary words posted for all to see and read.) (Similarly, these words can be addressed within the reading of the text. While in the midst of reading the text, students can arrive at the meanings of the following words. However, if you have struggling readers who would benefit from multiple exposures to the words, familiarizing them with the words ahead of time in a small group would be an appropriate support.)

- Listen to this word. Somber. Say the word with me. The word somber means dark or dull in color. It can also mean gloomy. I am going to say a phrase. If you think the situation is somber, say the word somber in a somber tone. If the situation is not somber, say nothing but smile!
(a birthday party, an old gray sweater, telling your family you lost your library book)
- Listen to this word. Plastered. Say the word with me. The word plastered is a multiple meaning word. Plaster is a kind of building material. You can make something out of plaster. For this text, plastered is a verb. "...the high white wall of the garden was plastered with calligraphy." Plastered means covered all over. If a room is plastered with dark, wallpaper, the room may have a somber feeling.
- Listen to this word. Summoned. Say the word with me. The word summoned is a verb. The word summoned means to call for someone to appear, sometimes in an immediate way. The word has a feeling of importance to it. Thumb up if you would or thumb down if you would not...Would you want to be summoned to a room plastered with cobwebs all over it? Would you be in a somber mood if you were summoned to the principal's office?

Explain and show the anchor chart:

- As we read this text, we want to think about the words and phrases that the author uses to help us determine the lesson or message of the story. We will create an anchor chart that 'captures' words or phrases the class determines important in understanding the characters as well as the message of the story.

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DAY FOUR

Have students reread the story Ruby's Wish. Explain to students that the author wrote the story because she had something to say. Have students review their exit slip from yesterday.

Explain to students that the author revealed the characters through the characters' actions and words in order to help the reader know and understand the character. Readers must use key details from the text when determining a word or phrase to describe a character, such as the grandfather in Ruby's Wish.

Show the students an example of an answer to the statement, "Describe characters in a story and explain how their actions contribute to your description." Read the answer out loud.

- Say, "I am going to describe the teacher. The teacher is supportive of Ruby. When Ruby was practicing her calligraphy, the teacher praised Ruby for her wonderful work. Also, the teacher calls attention to Ruby's poem by sharing it with her grandfather. He is encouraging Ruby in her studies."

Explain the thought process when responding to the prompt. Point to each part of the answer when describing the thought process.

- Say, "First, I looked at the details from the text related to the teacher. Then, I thought about what the details had in common, what they revealed about the character, and then I came up with a word that summarized/synthesized the ideas of the details from the text."

Repeat this process for describing the grandfather. This time, collaborate with the class to create an answer. Tell students that they will be writing an opinion paragraph that expresses how they feel about the grandfather.

Tell students that they will determine the message or lesson of this story by explaining the key details of the text. This is the same thought process that we did as when we described a character in the text.

- Say, "Use the same thought process when determining the message or lesson of the story as we did when describing a character. Look at the key details of the story, think about what they have in common, and determine a word or phrase that synthesizes or puts all of the ideas of the key details together."

(Students who need additional scaffolding: Have the students identify the central message of the story conveyed by the author from a list of choices.)

Assessment: Write an opinion paragraph as to what you feel is the central message of Ruby's Wish. Use key details from the text to support your opinion in order to explain how the message is conveyed throughout the text.