

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

• Foldable: Plot, Figurative Language, & Moral

Subject(s)

- Literary Text; Narrative: "The Day I Faced My Biggest Fear"
- Plot, Figurative Language, & Moral (RL.3.1-3.4)

Objective

- <u>Students will</u> determine the main events and sequential order of a narrative.
- <u>Students will</u> identify several examples of figurative language in a narrative.
- <u>Students will</u> synthesize a narrative to find the moral.
- <u>Students will</u> create a foldable to show their understanding of plot, figurative language, and moral.

Materials

- **Required:** copies of Literary Text: "The Day I Faced My Biggest Fear," by Julia Ode (1 copy per student) (pages 10-11)
- blank paper (2 pieces per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 13)

Protocols (page 12)

- Used throughout lesson be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- Scripted Text indicates things that need to be said directly. Bullets starting with a "T" followed by italicized type indicate scripted text
- Clarifiers within scripted text are in orange
- Teacher Directions indicate things you should be doing
- Side notes provide helpful hints, ELL strategies, differentiation and information
- **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.



Instructional Plan: 60-90 minutes

Subject

- Literary Text; Narrative: "The Day I Faced My Biggest Fear"
- Foldable: Plot, Figurative Language, & Moral

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- **Required:** copies of Literary Text: "The Day I Faced My Biggest Fear" (1 copy per student) (pages 10-11)
- blank paper
- stapler
- pencil & crayons/colored pencils
- document camera or white board

Introduction

- *T* Today we are going to read an autobiographical narrative about a girl riding a roller coaster for the first time.
- *T* This narrative will tell us all about her experience.
- **T** Can someone tell me what an autobiographical narrative is? Call on a volunteer or provide the answer, if necessary.
- *T* Yes, that is correct; an autobiographical narrative is a story of an experience in a person's life, written by that person.
- *T* Therefore, it is written in first person, using pronouns such as I, me, and my.
- *T* The narrative is about a girl named Julia, who is thirteen years old, so, a little older than you are.
- T Has anyone in this class been on a roller coaster? Ask for a show of hands.
- **T** Has anyone you know been on a roller coaster? A sibling, friend, or family member? Again, ask for a show of hands.
- *T* Before I hand out the narrative, I would love to hear about any personal experiences.
- **T** Would anyone like to tell us a little about the experience whether it was you who rode the roller coaster or someone you know? Call on a few volunteers to share their experience.
- *T* Thank you for sharing.
- *T* Now we will get ready to read about Julia's experience and you will see if it has any similarities to yours.

Distribute 1 copy of the Narrative, "The Day I Faced My Biggest Fear".

- *T* As soon as you have your copy of the narrative, please write your name in the top right corner.
- *T* First, I would like you to please read the text independently.
- *T* While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.
- T Then you also need to underline what you believe are the most important details in the text.

Remember to walk around, amongst students, to make sure they are on task and reading.

ELL: You may want to pair English Language Learners or students with special needs with a buddy to read the

narrative

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T Now we are going to read the text together one time.

Make sure that students have their copy of the text "The Day I Faced My Biggest Fear" from Segment 1.

- *T* Today we will be working on a few different skills.
- *T* You will demonstrate your knowledge in a graphic novel that we will create in just a few minutes.
- *T* We will focus specifically on plot, figurative language, and moral.
- *T* Before we begin, let's review these terms.
- T Can someone tell us what plot means? Call on a few students to share. Provide clarification as needed.
- *T* Yes, the plot of a story means determining the main events in sequential order/the order those events happened.
- **T** How about figurative language? Can someone define figurative language? Call on a few students to share. Provide clarification as needed.
- *T* Yes, figurative language is when you use comparisons to describe something.
- *T* The author tries to tell us something in a fun and creative way that is different from the actual meaning of the expression.
- *T* Authors include figurative language in their writing to make it more interesting for the reader.
- *T* We will be looking for examples of figurative language when we make our graphic novel.
- T Lastly, can someone tell us what the word moral means? Call on a few students to share. Provide clarification as needed.
- *T* Yes, the moral in a story is the main message the author is trying to convey or communicate to the reader.
- *T* It is also a lesson to learn from the story.
- *T* Begin to think about the lesson we learned from Julia's experience.

Pass out 2 pieces of blank paper to each student.

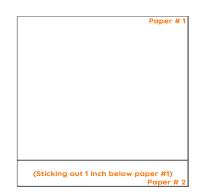
Creating a Foldable Example shown on right

- *T* Now we are going to set up your foldable and discuss what will go in each part.
- *T* You will need both pieces of paper to set it up.



Step 1:

- *T* Begin by putting one piece of paper on top of the other.
- *T* You will slightly stagger them so that the bottom piece of paper sticks out about 1" below the top paper. See picture on right and model for students.
- *T* Next you will be folding each of these pieces of paper down towards the bottom to create 4 "tabs".







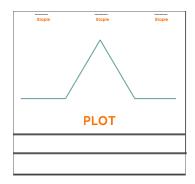
Step 2:

- *T* Leaving the 2 pieces stacked on top of each other, take the top of the first piece of paper and fold it downward. See picture on right and model for students.
- **T** Leave about 1 inch of the bottom paper showing. See picture on right and model for students.
- *T* It should look like you have three 1" "tabs".
- T Next, take the top of the 2^{nd} piece of paper and fold it downward leaving another 1" "tab". See picture on right and model for students.
- *T* Once you have folded each paper down once, you should have 4 "tabs".
- *T* This will give you a cover page and three additional pages to record your information during this lesson.
- *T* While you are working, I will come around with a stapler to staple your foldable for you.
- **T** This will help your folded pages stay together! Put 3 staples evenly spaced across the top. See example below.

Step 3:

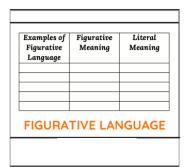
- *T* Then on your first "tab," write the word "Plot."
- T Here you will be drawing a plot mountain and showing the main events in the narrative. Draw a plot mountain on the foldable and project or on the whiteboard for students to copy.
- *T* I will explain more about what we will do on each page in a few minutes.

Top of Bottom Page FOLD Top of Top Page Folded Down Leaving a 1 Inch Space Bottom of Top Page Leaving a 1 Inch Space Bottom Page Leaving a 1 Inch Space



Step 4:

- *T* For your next "tab," write "Figurative Language."
- *T* In this section, you will make a 3-column chart to record the examples of figurative language that you find in the narrative and explanations to go with the examples. Draw a 3-column chart on the foldable and project on document camera or draw on the whiteboard for students to copy.
- *T* Please write "examples of figurative language" in the first column, "figurative meaning" in the second column, and "literal meaning" in the third and last column.
- *T* We are going to make 5 rows because we will be trying to find 5 examples of figurative language.
- **T** You will be using bullets in this section.
- T I will explain more when we get to that part.







Step 5:

- *T* On your last "tab," write "Moral."
- *T* Here you will list a few morals from the narrative and then write a short summary about one of the morals.
- *T* Now that your foldable is set up, I will give you specific instructions for what to do on each page. See picture of foldable with labels on right.

Step 6:

- *T* Write your name in the bottm right hand corner of the top page which will be your cover page. Model so students can follow.
- *T* Also, on your cover page, please write the title "The Day I Faced My Biggest Fear."
- *T* Later, you can add an illustration if time allows.

Foldable: Plot

- *T* Let's start with the first tab since your cover page is already set up.
- *T* Remember, if you have time at the end, you can go back to the cover page and add an illustration.
- **T** The first tab is "Plot."
- *T* There are 5 main elements of plot: Exposition (which is your introduction), Rising Action (events that begin to happen), Climax (which is the highest point of interest in the story), Falling Action (events that happen after the climax), and Resolution (which is the ending of the story).
- T Please take a minute to write these 5 elements on your plot mountain. Model for students to copy.
- *T* Let's do the Exposition together.
- *T* Who would like to tell us what happened in the very beginning of the narrative? Call on 2-3 volunteers to share. Answer: Julia and her family are at Disney's California Adventure Park and she is afraid to ride a new and very scary roller coaster.
- *T* Please record your answer on the first line of your plot mountain.
- *T* I would like for you to do the next part (Rising Action) on your own.
- *T* For this part, you will need to write 2 main events that happen after the introduction.
- *T* These are events that are leading up to the climax, the highest point in the story.
- *T* You may want to reread parts of your text to help you determine which events you should write down.
- *T* Think about what happens after Julia mentions how scared she is to ride the new roller coaster.
- *T* Please raise your hand if you need any help.

Provide time for students to complete the "Rising Action" part of their foldable. Differentiation ideas in box on the right.

- *T* Now that you have completed the Rising Action part of plot, you are going to share your events with a partner.
- *T* With your partner one of you will be a 1 and the other will be a 2.
- *T* 1's will share first and 2's will listen and check the events on their own paper, making any necessary changes.
- *T* Then 2's will share their ideas and 1's will listen and check their events, also making any necessary changes.
- *T* Now to have a discussion with a new partner, we will use <u>On</u> <u>your feet/ Get ready to meet/ Go and Greet.</u>
- *T* When I say: On your feet/ Get ready to meet/ Go and Greet you will stand up, put your hand up and find someone else who has their hand up.
- *T* Make sure this is a new partner.

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"The Day I Faced My Biggest Fear" Norme:_____ PLOT FIGURATIVE LANGUAGE MORAL

Differentiation:

Struggling Students: Provide lines in the text they can reference to find the main events for the five plot elements. Challenge: See if students can find even more events to add to their plot mountain, specifically for Rising Action and Falling Action.



- T Once someone has their hand down that means they already have a partner.
- *T* Once everyone is paired up and all hands are down, I will give you a direction.
- *T* After you complete that direction with your partner, I will bring the class back together to <u>Share out</u> and check for understanding.
- *T* At that point, I will call on students or partners to share their ideas and answers with the class.

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)
 Students stand up and put their hand up in the air
 Students find another student that has their hand up to have a "new" partner (and get them moving around)
 Once they are with their new partner, they put their hands down and face the teacher

Share out and check for understanding

- Follow the protocol for Ask and Justify
 Ask students to share their response to the
- question
- Verify that response or conclusion is correct
- If needed, provide clarification

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

- *T* Ok, <u>On your feet/ Get ready to meet/ Go and Greet</u> remember, hand up and find another partner with their hand up. Wait until all students have a partner and then give directions.
- *T* With your new partner, I would like you to complete the next 2 parts of your plot mountain.
- *T* For Climax, think about the highest point of interest in the story and write that down.
- **T** And for Falling Action, find 2 events that happened after the climax.
- *T* Work together to reread any parts of the text to see what the climax is as well as 2 events that happened after and then write them down on your own plot mountain.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Eyes on me in 5...4...3...2...1...0. Thank you!
- *T* Please take a moment to wrap up your work together and finish writing your last few words.
- *T* Hopefully you had the chance to complete the specified parts of your plot mountain.
- *T* Let's take a few minutes to review as a class.

Share out and check for understanding

- T Who would like to share what they think the climax is? Remember this has to be the highest point of interest in the story. Call on 2-3 volunteers to share. Verify responses and provide clarification if needed. Answer: The climax is when Julia finally went on the roller coaster and it started to go very fast.
- *T* Please make any necessary changes to your plot mountain for Climax. It is important that you have the correct event written down as it'll impact what you write for Falling Action.
- T Who would like to share the events for Falling Action that you discussed with your partner? What happened after Julia finally rode the roller coaster? Call on 2-3 volunteers to share. Verify responses and provide clarification if needed. Possible Answers: Julia heard her dad screaming he loves her, she had fun being upside down, she screamed for the rest of the ride, she told her dad she wanted to go on the ride again
- *T* Again, make any necessary changes to your plot mountain for Falling Action.
- *T* Let's complete the last part of your plot mountain together.
- *T* This is called the Resolution which tells what happened at the end of the narrative.
- T Who would like to share what happened at the end? Call on 3-5 students to share their ideas. Verify responses and provide clarification if needed. Answer: Julia was excited to exit the ride and hug her mom. She was very proud of herself and thankful that her dad encouraged her to face her fear. She really enjoys the feeling from riding roller coasters, and she learned that it is okay to have fears but it is important to be brave and face those fears.
- *T* Go ahead and write your answer on your plot mountain. Model this for students to copy.
- *T* Keep in mind what Julia learned from her experience as you will be using it when we get to the Moral part of your foldable.
- *T* Now let's get ready to work on the Figurative Language part since that is next.

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- *T* You should already have your 3-column chart drawn here.
- *T* The first step will be to find the examples of figurative language in the narrative and record them in the first column.
- *T* Let's make it a goal to find 5 different examples.
- *T* You can record your responses by using bullets or numbers.
- *T* We will do this section of your foldable together, independently, and with a partner.
- *T* Then, in the second column, you will write what the author is trying to tell us. This is different from the actual meaning of the example.
- *T* Lastly, in the third column, you will write what the actual meaning of the example is.
- *T* Let's do the first few together to help you get started.
- *T* Look specifically at paragraph 4 for this first one.
- *T* Raise your hand when you think you found an example of figurative language.
- *T* Who would like to share an example they found? Call on 1-2 students to share their responses. Provide clarification as needed.
- *T* In the first line of paragraph 4, it says, "I felt like I was being lead to my death."
- *T* Since Julia was not actually going to die, this is an example of figurative language. It is not meant to be taken literally/word for word.
- *T* Please write this example in the first column of your chart. Remember to use bullets or numbers. Model this for students to copy.
- *T* What can we write in the second column? What do you think the author is trying to tell us in this example? Call on 1-2 students to share their responses. Provide clarification as needed. Answer: Julia is terrified of going on the roller coaster.
- *T* Go ahead and write your response in column 2.
- *T* And in column 3, we need to write the actual meaning of this example.
- **T** What could we write in the third column? What is the actual meaning? Call on 1-2 students to share their responses. Provide clarification as needed. Answer: Julia is going to actually die.
- T Go ahead and write your response in column 3.
- *T* Hopefully you are getting the hang of how to do this.
- *T* Let's do one more together and then you will work independently and then with a partner to find additional examples.
- T Let's look at paragraph 5.
- *T* Look at the line that says, "It felt like my heart was going to leap out of my chest."
- *T* Since Julia's heart was not actually going to leap out of her chest, this is another example of figurative language.
- T Go ahead and write down this example in column 1.
- *T* Remember to use bullets or numbers to organize your ideas.
- **T** Raise your hand and tell us what you can write in column 2. Call on 1-2 students to share their responses. Provide clarification as needed. Answer: Julia was very nervous.
- *T* Please write your response in column 2 and prepare for column 3.
- **T** What can we write in column 3? What would the actual meaning be? Call on 1-2 students to share their responses. Provide clarification as needed. Answer: Julia's heart is actually going to jump out of her chest.
- *T* Now that you know what to do, I would like you to find 2 more examples on your own.
- T Please follow the same directions and begin by locating the examples of figurative language and then explaining the meanings.
- *T* Raise your hand if you need any help and I will come to you.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Hopefully you were able to find 2 examples on your own.
- *T* Now, you are going to share your examples and explanations with a partner.

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- *T* With your partner one of you will be a 1 and the other will be a 2.
- *T* 1's will share first and 2's will listen and check the examples on their own paper, making any necessary changes.
- *T* Then 2's will share their ideas and 1's will listen and check their examples, also making any necessary changes.
- *T* Now to have a discussion with a new partner, we will use <u>On your feet/ Get ready to meet/ Go</u> <u>and Greet.</u>
- *T* When I say: <u>On your feet/ Get ready to meet/ Go and Greet</u> you will stand up, put your hand up and find someone else who has their hand up.
- *T* Make sure this is a new partner.
- *T* Once someone has their hand down that means they already have a partner.
- *T* Once everyone is paired up and all hands are down, I will give you a direction.
- *T* After you complete that direction with your partner, I will bring the class back together to <u>Share out</u> and check for understanding.
- *T* At that point I will call on students or partners to share their ideas and answers with the class.

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

- *T* Ok, <u>On your feet/ Get ready to meet/ Go and Greet</u> remember, hand up and find another partner with their hand up. Wait until all students have a partner and then give directions.
- *T* With your new partner, I would like you to find one more example of figurative language in the narrative.
- *T* Work together to reread any parts of the text to find another example and then record it along with your explanations on your chart.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Eyes on me in 5...4...3...2...1...0. Thank you!
- *T* Please take a moment to wrap up your work together and finish writing your last few words.
- *T* Hopefully you had the chance to complete the rest of your figurative language chart.
- *T* Let's take a few minutes to review as a class.

Share out and check for understanding

T Who would like to share one of their examples and explanations? Call on 2-3 volunteers to share. Verify responses and provide clarification if needed. Continue to call on different students, using equity sticks, if available and have them share their responses for the remaining examples. Order of answers may vary. See chart below for 3 remaining examples and explanations.

Examples of Figurative Language	Figurative Meaning	Literal Meaning
• I felt like my brain was going to fall out of my head.	• Julia was going very fast.	• Her brain is going to come out of her head.
The people on the ground looked like tiny ants.	 The people below looked very small since Julia was high up in the roller coaster. 	The people actually resemble tiny ants.
 make me feel like I am a bird flying high 	 Julia likes the roller coasters because they make her feel free. 	 She is actually a bird flying high.

- *T* Please make any necessary changes to your chart.
- *T* Now we are going to work on the last section of your foldable.
- *T* Go ahead and turn to your tab for "Moral."

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Foldable: Moral

- *T* In this section, I would like for you to bullet or number 2-3 morals from the narrative.
- *T* Think about what it is that we learned from Julia's experience.
- *T* You can refer back to your "Plot" page and look at what you wrote for the Resolution.
- *T* Then go ahead and add to that, thinking of different morals.
- *T* Please take about 5 minutes to complete this task independently and then I will give you further directions.

Give time to complete this task. Monitor students and provide assistance as needed.

- T Who would like to share what they wrote? Call on 3-5 students to share their responses. Possible Answers: it's a good feeling when you push yourself to do something you may be afraid of doing and are eventually able to do it, sometimes you just need some encouragement to fight your fear, it's okay to have fears but it's important to be brave and face those fears, it can be very rewarding to be brave, being brave can open up new experiences
- *T* Next, I would like you to put a star next to one of the morals you wrote that you would like to summarize.
- *T* Then please write a 3-5 sentence summary about your chosen moral.
- *T* Start your first sentence by writing "In this narrative we learn that..." and then continue. Model this for students to copy.
- *T* Go ahead and complete this task independently.
- *T* Raise your hand if you need any help and I will come to you.
- *T* If time allows, you can share your response with a partner.
- *T* And if you finish early, you may go back to your cover page and include an illustration.

Give time to complete this task. Monitor students and provide assistance as needed. If time allows, students can share their summary with a partner.

Collect their graphic novel as an assessment piece for the teacher.

懸 Make sure to "Break Up Your Day!" 🖏

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)

ELL:

Provide lines in the text they can reference to find the different morals. Write one of them on a visual display (dry erase board or poster paper). Encourage the remainder of the class to find their own morals.





The Day I Faced My Biggest Fear By: Julia Ode

"Get ready Julia because tomorrow we will be riding that," my dad said calmly but with a tinge of excitement. He gazed out the hotel window and pointed at the large upside down roller coaster located in Disney's California Adventures Park. I gulped and looked at my dad with a concerned look. I was thirteen years old and had never ridden a roller coaster that went upside down. Now, don't get me wrong, I had been on a few roller coasters, but never any that were built to flip upside down. I just never understood why people willingly buckled up and decided to ride a roller coaster that made all the blood rush to your head, plus there was always the possibility of falling out! I was afraid, I was more than afraid, I was petrified, but I promised my dad that if we went back to Disneyland that I would ride the brand new yet terrifying California Screamin' roller coaster.

That night, I didn't get much sleep. I tossed and turned in my squeaky hotel bed, thinking about what awaited me the following day. I must have dozed off because the next thing I heard was my dad exclaiming, "Today is the day! Get up Julia, we are going to do this!" My little sister rolled her eyes at him and said, "Dad, you are so weird, it's just a roller coaster." Obviously, my sister did not have the same gut wrenching fear I did for upside down roller coasters. I wrangled myself from the tangled sheets, got dressed, took a couple bites of slightly burnt toast, and let out a big sigh because I knew what was going to happen next.

A few minutes later, my mom, dad, sister, and I walked out of the hotel lobby and walked the short distance to California Adventure Park. My dad decided to splurge and pay for a room at the Paradise Inn, which was California Adventure's featured hotel. I mean, it was a special occasion after all.

Hesitantly, I handed my ticket to the admissions clerk and headed in. I felt like I was being lead to my death. Many would have thought that the cheerful music, the laughing children, and the numerous displays of Mickey ears would have made me happy, but instead, all I could focus on was my nauseous and nervous stomach. My dad looked at me with the biggest grin and said, "This way my wonderful daughter." He gleefully led me to the entrance of my roller coaster. My mother and sister sat on a bench nearby because my sister was just slightly too small for the ride. I looked at my mom with fear in my eyes and she gave me a very simple smile and said, "We will be waiting for you honey. Have fun." I wanted to yell, "Save me mom!" but I knew not only would that cause a tremendous scene, but I'm sure she would just laugh and tell me I was being silly. I made my way through the long line. My palms were sweating, my throat was dry, and I couldn't speak. Was I really going to do this? Was I really going to face one of my greatest fears at only thirteen years of age? My dad and I neared the front of the line and as I looked up and the gigantic white burly rollercoaster, I thought, "There's no going back now."



THIRD GRADE

ELA

As we stood in line, I couldn't help notice that there was a boy behind me who looked about nine years old. He had a big red slushy in one hand and a container of popcorn in the other. He looked up at me with a big cherry stained mouth and said, "I'm so excited. This is my third time riding the roller coaster today!" I couldn't believe it, this nine-year-old boy was braver than me. Not only had he ridden the roller coaster multiple times, but he also seemed to enjoy it! Now, I had something to prove. Not only was I facing a great fear, but I had to prove to muself and everyone else that I was not a wimp. I can do this! In the midst of my inner monologue, my dad grabbed my hand and said, "We're next!" We found our seats and pulled the safety guard down. Suddenly, I was locked in. "Click!" I was really going to do this. I was so nervous. It felt like my heart was going to leap out of my chest and I could hear it beating in my ears. "Budd dum budd dum." What seemed like an hour later, the roller coaster technician finally said, "Riders, get ready and remember to keep your arms and legs inside the ride. Enjoy your ride on Disney's California Screamin'!" At the end of his very short speech, he pressed a big green button and we were off. At first, the roller coaster moved at a very manageable pace. I thought to myself, "Hey, this isn't so bad." If the whole ride was going to be like this, I could definitely handle it, but then, the ride came to an abrupt stop. I wondered if it was broken and for a second I thought, "Saved by the bell, it's broken. I don't have to do this after all!" But then, before I could even form my next thought, the roller coaster, within six seconds went from zero to sixty miles per hour. Within a flash, I felt like my brain was going to fall out of my head. I could faintly hear my dad screaming, "Wahooo," but I mainly just heard the loud wind in my ears. I couldn't help but look down below us. The people on the ground looked like tiny ants. I wanted to scream out to them to save me, but it was too late. At the end of the straight ramp, the tracks started to curve and I knew that meant only one thing, it was time to go upside down. The last thing I remember before the top of my head was facing the floor was my dad screaming, "I LOVE YOUUUU!" At that moment, I let out the loudest scream I had ever managed. I couldn't believe it. I was upside down, I wasn't duing, and to top it all off, I was actually having fun. For the rest of the ride I screamed in glee with only a hint of fear. The ride began to slow down and we reached the beginning of the ride where we had started. My heart was still pounding and my hair was all over the place, but I was smiling. I turned to my dad and said with a giant grin on my face, "Let's do it again."

As I climbed out of the roller coaster seat, I couldn't wait to exit the ride and run to hug my mom. I was so proud of myself and so thankful that my dad pushed me and encouraged me to face one of my fears. Nowadays, there isn't a roller coaster that I don't ride. I love them all. I love the way they make me feel with the wind in my face, the people around me screaming, and the way they make me feel like I am a bird flying high. I learned that in life, it's ok to be scared and afraid of certain things, but it's important to face those fears and be brave. Being brave can be very rewarding and open up a whole new wonderful world of awesome.





Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.) Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

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Make sure to "Break Up Your Day!"

These can be used in the middle of a lesson or at the end of your lesson. Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: <u>Thumbs Up!</u> Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor). Other students signify whether they see that quality in themselves.

- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!

🐨 Break Up Your Day: <u>Be a Scientist!</u> 🗞

- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of "Be a Scientist" can include facts or opinions from the texts.

🐺 Break Up Your Day: <u>Shazam!</u> 規

- This game serves as good practice for the week's (or previous weeks') spelling words.
- Arrange students in a line.
- The game leader calls out the first word.
- The first person in line calls out the first letter in that word.
- The second person calls out the second letter.
- The third person calls out the third letter and so on.
- The person who says the last letter in the word must turn to the next person in the sequence and say *Shazam!*.
- The person who is "Shazamed" must return to his or her seat.
- If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues.
- After a student is sparkled, the leader calls out a new word.
- The game continues until only one student remains standing.