



# ENHANCED LESSON PLANS SAMPLE

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Grade 3 Science &  
Social Studies

Grade 4 Literature



# **SCIENCE & SOCIAL STUDIES ENHANCED LESSON PLAN SAMPLE**

## **Grade 3 Science & Social Studies**

### **Unit 1: Ancient Rome - Lesson 4**

# ENHANCED LESSON PLAN

## Building Knowledge and Skills

 5 minutes

Stop-and-Jot: Why was the Roman Army so powerful?

Review with students the differences between the texts *Ancient Rome and Pompeii* and *EyeWonder: Ancient Rome*. If needed, quickly review how to use particular text features in order to build meaning. Also review how to determine the main idea of each section by reading the heading and the introductory paragraph.

## Engaging with the Text

 30 minutes

Have students read pages 12-15 in partners or independently. Before sending students to read, model how to read and make sense of the illustrations and captions. It is important that students understand that the illustrations and captions are as important as the main text.

To help students build meaning use the key questions below. Depending on student needs, students can answer the questions orally, annotate in the margins or write their answer. While students are reading, circulate to gauge student understanding of the key questions. Provide additional supports where needed.

- For each section: What do all of the pictures and illustrations show about the Roman army? How are they connected? Why does the author include each picture?
- How does the information in *Eye Wonder* build on the information from *Ancient Rome and Pompeii*? Why?
- What is the main idea of the section? What key details support the main idea?

### Foundational Skills Support

The author uses the words *legionaries* and *legion*. Help students understand the connection between the two words.

### Language Supports

Close read the following complex sentences with students. Help students notice how the author structured each sentence to build meaning.

- "Possibly the most successful armies of all time, they were made up of citizens who joined voluntarily and were issued with fine uniforms and weapons." (pg. 12)
- "These soldiers were not Roman citizens, but subjects from conquered lands, promised citizenship for their service." (pg. 14)
- "Although they were auxiliary troops, the cavalry (soldiers on horsesback) were paid extra because they had to supply their own horse." (pg. 15)

### Additional Supports

Have students complete a Boxes and Bullets graphic organizer while reading to keep track of any new details they learn about the Roman army. Students who are struggling to decide which details are important could also use an Interesting or Important graphic organizer.

## Building Deeper Meaning

 25 minutes

In partners, have students create a list of new information they learned about the Roman army from this lesson. After students have had a chance to share in partners, create a list together as a class. Use the list to confirm the main idea of the section.

To dig into how the text features helped build meaning, assign different partners a different text feature. Have each pair of partners explain how the text feature helped them build meaning. Students can then share with the rest of the class.

Students should write a single sentence explaining how the author uses a particular text feature to help build meaning. As a challenge, students should be required to write a sentence about a text feature they did not discuss with their partner but learned about from the class discussion.

### Language Supports

Provide students with potential sentence frames:

- The author uses (X feature) because \_\_\_\_\_.
- The author uses (X feature) in order to \_\_\_\_\_.

For more advanced students, have them add an additional sentence that includes an example of how the author used a particular feature.

- The author uses (X feature) because \_\_\_\_\_. An example is \_\_\_\_\_.



# LITERATURE ENHANCED LESSON PLAN SAMPLE

## Grade 4 Literature

**Unit 2:** Where the Mountain Meets  
the Moon - Lesson 6

# ENHANCED LESSON PLAN

## Building Knowledge and Skills

 10 minutes

Launch by review what has happened so far in the text. Have students orally summarize key understandings about Minli and her parents.

### Building Background and Accessing Prior Knowledge

Explain how taxes work and how they may be used to punish a community.

### Quick Review Questions

Whose perspective did we see at the end of chapter 9? Why did the author include this perspective?

Where was Minli the last time we saw her? How was she feeling? Why?

## Engaging with the Text

 20 minutes

Have students read chapter 10 independently. If there are students who are really struggling, make other accommodations for them (small group, annotation guide, partner, etc.) but do not read the text aloud to the class. Students need to engage in the productive struggle. While students are working, circulate and provide targeted feedback about annotation.

Read chapter 11 aloud to students. Push students to annotate and notice details that describe Dragon. (There are a lot of details in the story about how Dragon was created – it is not imperative that students get every detail of the story.)

To help students build meaning use the key questions below. Depending on student needs, students can answer the questions orally, annotate in the margins or write their answer. While students are reading, circulate to gauge student understanding of the key questions. Provide additional supports where needed.

- In chapter 10 Minli meets Dragon. Instead of being awed by the dragon she found herself feeling sorry for him. Why? Give at least 2-3 details that describe why Minli felt sorry for the dragon.
- Grace Lin decides to tell The Story of The Dragon from the Dragon's point of view. How does this help a reader better understand how the Dragon was born?
- How does the story of the Dragon deepen our understanding of the Magistrate? Why? (Key details to analyze: conceited, self-important man, flaunts his power and overstretch his authority, see how his wealth weighs him down, voice has an undertone of cruelty and greed.)
- What agreement do Minli and the Dragon make at the end of the chapter? Why is it important?

### Building Background and Accessing Prior Knowledge

The Story of the Dragon requires readers to understand what it means for a painting to be commissioned. To commission a painting, someone, in this case the Magistrate Tiger, asks an artist to make a special painting. The artist often hires an apprentice, or someone who is learning a new trade, to help make the painting. An apprentice often refers to the person he is learning from as master.

### Language Supports

Addressing a Feature of Text Complexity: The Story of the Dragon is told in the first-person point of view. This is a switch from other chapters and stories. Students need to understand the "I" refers to Dragon and that he is the one telling the story.

### +2. Additional Supports

If students are tracking the narrative perspective of each chapter, point out that these two chapters are both from Minli's perspective.

If students are tracking the characters in the main story and the folktales, point out that Dragon is a character in both.

Some lower-level readers and multilingual learners may need you to explicitly explain the magical element on page 57, when Dragon comes alive.

### +2. Foundational Skills Support

The word "unfinished" (pg. 55) is important for understanding key aspects of the chapter. Use the vocabulary word routine to break down the word "unfinished" with a focus on the prefix "un-". The prefix "un-" is used a lot over the course of the text so this serves as a launch/review of the prefix.

## Building Deeper Meaning

🕒 30 minutes

In partners have students orally retell how Dragon was born. After retelling how Dragon was born, lead students in a discussion of what the story reveals about Dragon and the Magistrate Tiger's character.

Students should then write one or two sentences that describe the magistrate's character. Challenge students to use the words "conceited", "self-important", "wealth", and "cruelty" in their sentences.

### +2. Language Supports

Provide students with the following sentence frames:

- The Magistrate was conceited because \_\_\_\_\_.
- Dragon \_\_\_\_\_, so \_\_\_\_\_.
- Dragon \_\_\_\_\_, but \_\_\_\_\_.
- The Magistrate \_\_\_\_\_, but \_\_\_\_\_.

### +2. Additional Supports

If time, display the following quote to closely analyze. This will help students notice how the thematic topic of friendship is developing.

"You're the only dragon I've ever met in real life... and you are real to me. So, I think you're a real dragon. Or, at least, real enough. Anyway, if we're going to Never-Ending Mountain together, let's at least be real friends."

"Yes," Dragon agreed, and they both smiled.

What does this quote show us about Dragon and Minli? Why?

### +2. Progress Monitoring Supports

Use the **Discussion Recording Form** to assess and track student participation, with an emphasis on noticing if students are using vocabulary and elaborating on their ideas. At the end of the discussion have students self-assess their participation using the **Academic Discourse Rubric**. Compare student self assessments with teacher notes from the Discussion Recording Form. Use the data to guide teaching points and supports in upcoming discussions.