Lesson Focus: Good readers can identify a problem and solution in a story.

Unit of Study: Grade 3, Unit 3: One of a Kind   Lesson #: Week 1

Connection (1 minute)	**"Yesterday we learned** stories are made up of characters, setting and a plot. You all did a great job in following the key details in the story. As you know, good readers do many things while they read." (T22)
	"Today I'm going to teach you how good readers identify a problem that characters have and the steps they take to find a solution."
Teaching (5 min)	**Give Students a Brief Description of Strategy and Why It's Important**
	- "Boys and girls, whenever I read a text that has a character, setting and a plot, I expect that the character will face a problem. When that character faces a problem, he or she will take steps to solve it. I keep that problem in my mind while I'm reading so that I can focus on what's most important with the story's plot."
	Let me show you what I mean ……
	- *Teacher: Use the story from the Literature Anthology book "Martina the Beautiful Cockroach" (page 194).*
	- *"*In the story we read, "Martina the Beautiful Cockroach", the problem is Martina is ready to get married and wants to pick her husband/suitor".
	- *Teacher: Display and reread page 201 in your Literature Anthology book "Martina the Beautiful Cockroach."*
	- "Hmmm...What are some of the steps that led to a solution? We know Martina first meets Dan Gallo, the rooster, who presents himself as a suitor. He is very fancy and has splendid shoes. He likes to look at his reflection. He cared more about himself and how he looked rather than Martina. These are some of the steps that will lead the character to the solution." (T27H)
	Model additional examples as needed i.e. pages 204 and 205 (T27L): suitor Don Cerdo; suitor Don Lagarto pages 207-209 (T27 O & P).
	Recap ….. Did you see what I did?
	"Did you see how I used an event which would be a step that would lead to the character solving his or her problem?"

Active Engagement (3 min) Allows for guided practice	**Now it's your turn to try this…..** *Teacher: Turn to page 183 in Reader's/Writer's Workshop "Inchworm's Tale."* "Here's the part of the story that the rock grew and Anant and Anika were stuck on top. This is the problem." (T23) *Display page 184: "*Can you find some steps on page 184 that will lead to solving the problem? Turn and talk to your partner." *After 2 minutes, purposefully choose two readers to share what steps they identified that would lead to fix the problem (solution).*
Link (1 min) Linking mini lesson to their independent work	**"Today, I taught you how** good readers identify a problem that characters have and the steps they take to find a solution." **"When you go off to read today, you're going to** practice identifying the problem that characters face and the steps they take to lead them to a solution in your own independent books. Now that you know this is something that good readers do, you can use this skill whenever you read." *Note: Add this strategy to your Unit anchor chart.
Independent Reading Suggested time: Build to 30 minutes over the school year.	● **Students are reading independently.** ● **Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.**
Share	**End of workshop - Whole Group Share** Options: - Have students share how they were able to identify the problem and the steps their characters took to solve it while reading their books independently. - Praise behaviors that were observed during students' independent reading. Sample talk: "Suzie, I really loved how you quickly identified the problem the character faced and the steps he/she took to lead to a solution while reading your story. I could tell that you were hard at work! Way to go!" - Review previously taught strategies and skills. Sample talk: "You all did such a great job identifying the problem and solution today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as…."