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| Standards | **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story**RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.2.** With prompting and support, retell familiar stories, including key details. Focus Standard of the Week: Sequencing |
| Objectives  | TLW sequence the events in *Hi, Cat!* by Ezra Jack Keats, using the vocabulary beginning, middle, and end. |
| Materials | Copy of *Hi, Cat!* by Ezra Jack Keats, white board, markers  |
| Intro | Recall as much as possible about prior Ezra Jack Keats stories. Make predictions about what will happen in *Hi,Cat!*  |
| Process | * Meeting
* Read *Hi, Cat!*
* Sequence events in *Hi, Cat!* (telling beginning, middle, end)
* make text-to-text connections with *Pet Show!* (Archie and the cat are main characters, Peter and Willie appear in both stories, the cat causes trouble in both stories)
* Check out books
* EJK computer games/quiet reading
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| Closure | Tell a friend what happened in the beginning, middle, and end of the story**Assessment**: Participation and retell quality – could students retell three key parts of the plot for beginning, middle end?  |
| Reflection | What was successful? Where did students struggle? What should we review? What should change for the next lesson? |