



Plot Lesson Plan: Grade 3

Grade Level: **Third Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, third graders use BrainPOP resources to learn about plot in a fiction text.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Jr. Plot movie

2. Think and Do:

- Word Play: Define vocabulary and use in a sentence.
- Write About It: Describe the problem faced by a character in your favorite story, how the problem was solved.

3. Assess:

- Take the Plot quiz.

Preparation



- Preview the BrainPOP Jr. Movie [Plot](#) to plan for any adaptations.
- Read [Plot Background Information](#).
- Create and schedule Day 1 assignment: [Plot](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Plot](#), [Write About It](#), and [Quiz](#).

Before the Lesson

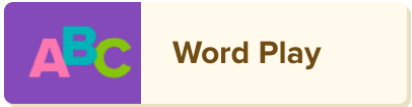
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *What is your favorite story and why is it your favorite?*
- *What do you think makes a good story?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>1. Watch the Plot movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> 	<ul style="list-style-type: none"> • Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. <p>Have a student play Moby and “beep” in response to Annie.</p> <ul style="list-style-type: none"> • Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on just the conflict or just the resolution. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> • Print the “Write” page for the word a student chooses. • Students write the sentence or draw a picture with markers or crayons and label the picture. 	<ul style="list-style-type: none"> • Assign appropriately challenging words to individual students. • As a challenge, have students write sentences for more than one word. 	<ul style="list-style-type: none"> • Say student’s selected Word Play word in their home language. Then say it in English. Have students repeat it in English.



Students click one of the words and choose the "Write" tab.

They write a sentence demonstrating understanding of the term.

When they finish, students click **Submit To Teacher** and/or print out.

- Use the **word in a sentence**. Prompt students to say the word and repeat the sentence .
- Hover over the prompt to hear it read aloud. **Repeat the prompt in students' home language.**

DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development

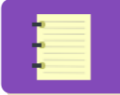


3. Watch the [Plot](#) movie again.


Prompt students to find a fact or something new that they didn't notice the first time.

- Students return to their sentence(s) of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p style="margin: 0;">Write About It</p> </div> </div> <p>4. Students open their Write About It assignment. Or, if not using Assignment Builder, model how to open Write About It.</p> <p>Students click the Start arrow to begin. When they finish their writing, they click the Submit To Teacher button and/or print out their writing.</p>	<ul style="list-style-type: none"> Students use paper and pencil to complete the writing activity. 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will write. Model how to use the vocabulary tool. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Before students write, have them use their home language or English to discuss what they plan to write. Use key vocabulary from the movie to prompt students as they write. Use the vocabulary tools on the page.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p style="margin: 0;">Hard Quiz</p> </div> </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Hard Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none"> Print the Hard Quiz for students to complete. 	<ul style="list-style-type: none"> Hover over the questions and answers to hear them read aloud. Reduce the number of questions and/or possible answers (using the Quiz Mixer). Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> Read aloud the quiz in students' home language. Highlight the key vocabulary in a printable version of the quiz. Support recall by having students review drawings they made during the movie.