

<p>Opening:</p>	<p>A. Reading Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> Ask the students to read aloud as you read the learning targets aloud. <ul style="list-style-type: none"> "I can find the gist of informational texts." "I can select the strongest evidence in an informational text about who the refugees were, where they fled from, and why they had to flee." "I can use the evidence I have gathered in research to create a culturally appropriate fictional character profile for the refugee narrator of my 'Inside Out' poem." Students should be familiar with the first two targets as they are the same as the targets for Lesson 18. Focus students on the third learning target. Ask them to Think-Pair-Share: <ul style="list-style-type: none"> "What does culturally appropriate mean?" "What does fictional mean?" "What is a character profile?" Listen for students to explain that culturally appropriate means they have considered the culture of their refugees, that fictional means made up, and that a character profile is building an idea of whom the character is. Use the example. Remind students that this is a fictional character—a young girl from Myanmar who flees with her family to Alabama to escape the dangers of the war. Although the author of <i>Inside Out & Back Again</i>, Thanhha Lai, was a refugee from Myanmar herself, she made up a fictional character to tell the story. <p>Meeting Student Needs:</p> <ul style="list-style-type: none"> Learning targets are a research-based strategy that helps all students, especially challenged learners. Discussing and clarifying the language of learning targets helps build academic vocabulary. Reading learning targets allows students to reference them throughout the lesson to check their understanding. This also provides a reminder to students and teachers about the intended learning beyond a given lesson or activity. <p>B. Sharing Strongest Evidence (5 minutes)</p> <ul style="list-style-type: none"> Ask students to get into research teams. Ask them to get out their research texts and their Research Guides, from Unit 2, Lesson 18. Remind students that part of their homework on Unit 2, Lesson 18 was to find the strongest evidence about Where? Why? Who? evidence from the informational text they read in Lesson 18 on their Research Guide. Invite students to pair up within their research teams to work with someone who read and annotated one of the other informational texts from their Research Guide. They are going to share the Where? Why? Who? evidence recorded on their Research Guide referring back to the text. Encourage students to record any Where? Why? Who? evidence they are missing on their Research Guide as their peers share.
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