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| **Unit 1** | **Alphabet Books and Children Who Read Them**  Unit Essential Question: *Why is it important to ask questions while you are reading?* | |
| **Materials** | Good Book, Good Times by Lee Bennett Hopkins | |
| STANDARDS | **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can explain major differences between types of books.  Record the goals in notebooks and self-score understanding before the lesson. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Show students a stack (or pictures) of books from different genres…literary, information, poetry collections. Ask students what they know about these books. Consider using books from the end of their kindergarten year. (Kindergarten Text List can be found on the district page.) |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Begin by explaining that not all books are storybooks with a character who has a problem.  Some books, like this one, are filled with poems.  Explain that a poem is usually short and sometimes has rhythm, rhyme, and/or repetition.  Select a favorite poem from the book to read aloud as a model and then transcribe Lee Bennett Hopkins’s poem, “Good Books, Good Times!” and invite children to read the word “good” as you read the poem aloud together.  Ask children to reflect on a “good time” they have had reading books, stories, facts, and rhymes. |

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| **Application** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Ask children to reflect on a “good time” they have had reading books, stories, facts, and rhymes.  Students can write or draw their good time in their interactive notebook.  Share responses |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  I can explain major differences between types of books.  Self-score the amount of effort put into the lesson. |