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|  | **Prior to the lesson:** Students should have already read this story…have a basic understanding of what is happening in the text | |
| **Unit 1** | **Alphabet Books and Children Who Read Them**  Unit Essential Question: *Why is it important to ask questions while you are reading?* | |
| **Materials** | Tomas and the Library Lady by Pat Mora | |
| STANDARDS | L.1.4  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of  Strategies *b Use frequently occurring affixes as a clue to the meaning of a word* | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can determine the meaning of unknown words. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Show picture on Powerpoint of Sun shining on the water. Ask, “What is this a picture of? Talk with your neighbor about what you see in this picture.” |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Show slide that says “shine.” Look at this word…can someone read this word for me? What does this word mean? What are some things that shine? Draw or write three things that shine in your notebook. Our author uses the word “shine” in our story, but he adds some word parts on the end so that the sentences make sense. Let’s take a look. *Show slides from text.*  What makes the water shiny? Write “shiny water” and draw shiny water. Why are the tiger’s eyes shining brightly? Write “eyes shining” and draw. Why is the book shiny? Write “shiny new book” and draw. |

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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 | Give groups of students new words to write and/or draw pictures either in notebooks or on post-it notes.  Examples:  Eat, eating  Fun, funny  Health, healthy  Smile, smiling  Drive, driving  Sing, sing  Skip, skipping  Bump, bumpy, bumping  Run, runny, running  Sleep, sleepy, sleeping |
| **Goal** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  I can determine the meaning of unknown words.  Self-score the amount of effort put into the lesson. |