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| **Unit \_1\_** | Unit Title: A Season for Chapters  Unit Essential Question: How does understanding the text sequence make me a better reader/writer***?*** | |
| **Materials** | Henry and Mudge The First Book (Unit 3) Chapter 1 only | |
| STANDARDS | RL.2.1, RI.2.1 | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback | I can answer questions to show I understand important details in a story. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | http://s3.amazonaws.com/i1.p.dogtime.com/local_pictures/688/Dog_Park_Image_2.png  (Kagan Strategy)  Round Table Write  Give each group a copy of the picture. They get 2 minutes to write all they notice in the picture. |
| **New Information** | (3) Summarizing and Note Taking  (11) Teaching Specific Types of Knowledge | Anchor chart explaining the meaning of who, where, when, and what.  Discuss the who, where, when, and what from the APK picture.  Read chapter 1 of Henry and Mudge The First Book. |

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| **Application** | **Declarative**  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Students will determine the who, where, when, and what from the read aloud. |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Turn and Talk: Share with a partner who, where, when, and what found in the first chapter of Henry and Mudge The First Book. |

**Grade\_\_\_2nd\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**