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|  | Lesson Structure | *Classroom Instruction that Works*  Chapter | **Building a Bridge**  **Day 1** |
| G | Goal  Curriculum Standards  Benchmarks  Objectives  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | RI.2.7 – Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.  **Goal: I can read directions, and look at diagrams to help understand how to build a bridge.** |
| A | Access Prior Knowledge  1-3 minutes | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Discuss the bridges that have been seen, and focus specifically on the Warren Truss Bridges. |
| N | New Information  Minutes dependent on the time allotted for lesson | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Students will get copies of the step by step instructions for the Warren Truss Bridge.  Students will look over the instructions noting how the diagrams and pictures help them to understand the text. |
| A | Application  Minutes dependent on the time allotted for lesson | (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | Students will work together to complete Day 1 of the instructions.  Take pictures of students working together to use for the Day 2 lesson. |
| G | Generalize  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | **Goal: I can read directions, and look at diagrams to help understand how to build a bridge.** |

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|  | Lesson Structure | *Classroom Instruction that Works*  Chapter | **Building a Bridge**  **Day 2** |
| G | Goal  Curriculum Standards  Benchmarks  Objectives  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.  Other standards:  RI.2.7 – Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.  L.2.5 – Demonstrate understanding of word relationships and nuances in word meanings  **Goal: I can talk discuss how building “bridges of cooperation” help my classmates and I build a bridge together.** |
| A | Access Prior Knowledge  1-3 minutes | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Discuss yesterday’s work. Look at pictures of students working in groups. |
| N | New Information  Minutes dependent on the time allotted for lesson | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Students prepare to engage in a discussion about building bridges of cooperation by answering these questions on their own:   1. What challenges did your group experience? 2. How did you cooperate to overcome your challenges? 3. How is your cooperation like a bridge between you and your partners? |
| A | Application  Minutes dependent on the time allotted for lesson | (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | Students discuss answers to their questions. Note some of the answers on a chart to refer to later. Students can use some of the answers to the questions to help them as they continue on with building their bridge. Videotape discussions for use on Day 3.  Continue working on building a Warren Truss Bridge, Day 2 |
| G | Generalize  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | **Goal I can talk discuss how building “bridges of cooperation” help my classmates and I build a bridge together.** |

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|  | Lesson Structure | *Classroom Instruction that Works*  Chapter | **Building a Bridge**  **Day 3** |
| G | Goal  Curriculum Standards  Benchmarks  Objectives  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | RI.2.7 – Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.  Other standards:  SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.  **Goal: I can use diagrams, pictures, and words to help me understand instructions.** |
| A | Access Prior Knowledge  1-3 minutes | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Discuss yesterday’s work. Watch videos of students discussing building bridges between themselves as part of constructing a model bridge.  Look through day three of the instructions |
| N | New Information  Minutes dependent on the time allotted for lesson | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Discuss how the diagrams and pictures will help in final phases of construction on a bridge. |
| A | Application  Minutes dependent on the time allotted for lesson | (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | Students work together using the instructions, diagrams, and pictures to help them finish constructing the bridges.  Continue working on building a Warren Truss Bridge, Day 3 |
| G | Generalize  1-3 minutes | (8) Setting )Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | **Goal: I can use diagrams, pictures, and words to help me understand instructions.** |

Follow up activities:

* How-to writing
* Responding to text when identifying the bridges built between people or characters.
* Photo Story to document process.