|  |  |  |
| --- | --- | --- |
| **Prior to this lesson:** Prior to this the teacher needs to read  *Knots on a Counting Rope* | | |
| **Unit 1** | **Stories Worth Telling Again and Again**  Unit Essential Question: “Why do we hand stories down to the next generation?” | |
| **Materials** | *Knots on a Counting Rope by Bill Martin Jr. and John Archambault*  Copy of page 9 for each student | |
| STANDARDS | L.3.4.a. Use context as a clue to the meaning of a word or phrase. | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan (90 minutes- Reading + Word Work)** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can use context clues to help me figure out the meaning of unknown words or phrases.  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 | http://extras.mnginteractive.com/live/media/site36/2013/0618/20130618__20130619_A1_CD18BLACKFOREST~p1.jpg  What is going on in this picture? |
| **New Information**  **(20 minutes)** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | **Context clues** are hints that the author gives to help define a word you don’t know. The clue may appear in the same sentence as the word you don’t know or in a nearby sentence.  This is a useful and important strategy because it helps you understand what you are reading, and it allows you to easily learn new vocabulary.  Model using context clues for the word frail on page 8. |



|  |  |  |  |
| --- | --- | --- | --- |
| **Application**  **(60 minutes)** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Give each student a copy of the pages that include the words ceremony and surrounds. Have students read the sentences and inference the meaning for each word. |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  Self-score the amount of effort put into the lesson. |

