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| Lesson: Day 2 of Honeybees; fluency and comprehension | |
| Standard: RF.5**.4** Read with sufficient accuracy and fluency to support comprehension | |
| Goal  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | **G**  The goal of our lesson today is to support our comprehension through being fluent. |
| Access Prior Knowledge  (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | **A**  What insect did we read a poem about yesterday? What was special about this poem? Tell your table what it means to be fluent. Share out. |
| New Information  (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | **N**  In order to *comprehend* the poem and be fluent, you have to know what the words mean that you are reading!  When I read this poem for the first time, I didn’t *think* about it.  When we read a poem or short text, we need to ask ourselves:   * What does it say? What does it mean? Why does it matter? * To answer, What does it say?, I have to recognize the words I do not understand (show example of *lauded*) * How do I find the meaning? (can use context, google, dictionary) * Once I know the meaning of the word, it helps me to understand the character. * You need to find the words you do not know in this poem so that you can have a better understanding of the characters and the poem.   Now that I know what certain words mean, I can read the poem again and answer the question of, Why does it matter? What is this poem really talking about? (this will be a precursor to theme for the following week). |
|  | **A**   * Read the poem with your partner * Choose the words that are keeping you from understanding the text, underline them and find out what they mean. * Record those words in your notebook; draw a picture; write a sentence * Re-read the poem again (and again) after finding out the meaning of the words. * Once words are explained, have tables decide their answer to *What does it mean?Why does it matter?* |
| Generalize  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | **G**  Our goal was to read for comprehension so that we can be fluent. Do knowing the words help you to understand and be fluent? |