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| **Prior to this lesson:** Prior to this the teacher needs to read Juan and the Pinto Bean Stalk  |
| **Unit 1** | **Tales of the Heart**Unit Essential Question: *How do stories reveal what we have in common?* |
| **Materials** | *Juan and the Pinto Bean Stalk* Copy of text page 72 and 77  |
| STANDARDS | L.4.4.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://i.i.cbsi.com/cnwk.1d/i/tim/2010/06/07/oil_spill_33.jpg What is going on in this picture?\***larger picture at the end of this lesson**\* |
| **New Information****(20 minutes)** | (3) Summarizing and Note Taking(5) Homework and Practice(11) Teaching Specific Types of Knowledge | Be a detective when you find a new word. See if you can figure out what a word means from its context. The context is the words, phrases, and sentences around the word you don’t know. Sometimes you need to be patient to find context clues. Often you have to read the whole paragraph to find clues. Let’s try it together. (larger copy at end of lesson) Could have students clue this paragraph in their notebook for an example.Hamsters are hoarders. They like to store food. They fill their cheek pouches with food and then hide it in their cages for later. While you want to keep your pet’s cage clean, do not continually remove the hoarded food. That would upset the animal. Model using context clues for the word t**rumpant** on page 68 of Juan and the Pinto Bean Stalk. |

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| **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 | Copy page 72 and 77 for each student. Students should read each section and determine meaning for the following words or phrases. 72- like a coin on a trampoline77-halting |
| **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. |



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