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| **Unit 1** | **Literature Settings: Weather or Not**Unit Essential Question:  *How does the author’s use of setting affect the plot of a story?* |
| **Materials** | *Hurricanes and Tornadoes: What is the Difference?* <http://www.whathappensnow.com/articles_show.cfm?id=171&cat=4&sub=4> Venn DiagramLesson PPT |
| STANDARDS | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **Lesson Structure** | **High Yield Strategies** | **PART # 1 learning to compare** |
| **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can use the steps for comparing.I can use information from a text to compare.“How well do you think you will do?”Score perceived performance of the goal |
| **Access Prior Knowledge****(3minutes)** |  (6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers |  Show a picture of a hurricane and a tornado. Turn and talk with your partner- "What do you know about these?” |
| **New Information** | (3) Summarizing and Note Taking(5) Homework and Practice(11) Teaching Specific Types of Knowledge | Explain that the students are going to use information from a text to compare a hurricane and a tornado.Introduce the steps for comparing1. I find the items to compare. 2. I choose the features to compare the items. 3. I tell how the items are the same or different.Model steps one and two-1. I find the items to compare. (hurricane and tornado)2. I choose the features to compare the items. (type of storm, wind speed, damage, season)3. I tell how the items are the same or different. |

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| **Application** | **Declarative**(2) Indentifying Similarities and Differences(3)Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | **Procedural**(5) Homework and Practice | Students read the text- annotating as they read(Model underlining, circling, highlighting etc. if needed)Take notes on the Venn Diagram about the specific features.Write 2 Paragraphs-3. I tell how the items are the same or different. Students should write a paragraph explaining how they are the same, and a paragraph about how they are different. |
| **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can use the steps for comparing.I can use information from a text to compare.“How well do you think you did do?”Score perceived performance of the goal |