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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 Diagram  Lesson 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 comparing  1. 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 |