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|  | Lesson Structure |  | *Classroom Instruction that Works*Chapter | LessonMultiple Meaning Words  |
| G | GoalCurriculum StandardsBenchmarksObjectives | *Stated at the beginning of a lesson and unit, clear targets let students know the direction of the learning and they can begin to track their own progress.   Feedback toward this goal helps the student to understand learned progress throughout the instruction.* | (8) Setting )Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can identify words with more than one meaning.  |
| A | Access Prior Knowledge | *Accessing prior knowledge allows students the neural courtesy to reach into their own memories for information in order to prepare to connect to new ideas and procedures.* | (6) Nonlinguistic Representations(7) Cooperative Learning | Show the picture of the first bat turn and talk about what you see.Show the picture of the 2nd bat and turn and talk about what you see.  |
| N | New Information | *Presentation of new information (declarative and procedural) through reading, lectures, video, or discussion with strategies that help the learner gather and organize the information such as note taking, graphic organizers, questioning, and practice.* |  (5) Homework and Practice(11) Teaching Specific Types of Knowledge | Show the word line, have students turn and talk about what the word line means. Share out whole group. Show picture and discuss multiple meanings of the word line. Repeat with next 2 slides.  |
| A | Application | *Students use thinking skills with declarative knowledge to construct new ideas and practice to automaticity and strategic use for procedural knowledge.* | (2) Identifying Similarities and Differences (10) Cues, Questions and Advance Organizers(6) Nonlinguistic Representations | Possible Applications-Show words and match pairs of pictures-sort words and put into word study notebook-pick one word and draw both meanings-sort in workstations |
| G | Generalize | *Generalizing completes the cycle of the lesson bringing the learner back to the goal. Using strategies such as nonlinguistic representations,  generating questions or self-evaluating allows students to put "the tab on the folder" in order to retain information for longer periods of time.* | (8) Setting )Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | Revisit goal and discuss what we know about the word bat.  |