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| **Prior to this lesson: Student will have** had the opportunity to read several poems, including “On a Summer Day” |
| **Unit \_1 Week 3** | Unit Essential Question: How do we communicate thoughts? |
| **Materials** |  Good Times, Good Books by Hopkins |
| STANDARDS | R.L.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan**  |
|  **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can identify words in a text that appeal to the senses. |
|  **Access Prior Knowledge****(3 minutes)** |  (6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers | Review 5 senses from K Standards. Turn and talk about what is something you – feel, smell, see, hear, taste. Smartboard pictures with questions about which sense tells you about this thing.Reread – Poem – On a Day in Summer |
|  **New**  **Information** **(20 minutes)** | (3) Summarizing and Note Taking(5) Homework and Practice(11) Teaching Specific Types of Knowledge | Introducing new vocabulary –“feeling words” – sad, happy, lonely, excited“ sensory words” – touch, taste, smell, hear, see“identify” – what does “identify” mean. |
|  | **Application****(Up to 60 minutes)** | **Declarative**(2) Indentifying Similarities and Differences(3)Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | **Procedural**(5) Homework and Practice | Generate words from the poem – On a Summer Day – that are feeling or sensory words in a shared writing session. Practice using words in conversation with each other or have students identify words as a sensory word or not.  |
|  | **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | Identify words in text that appeal to the senses. |

**GANAG Lesson Plan**