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| **Unit 2** | **The Amazing Animal World**  Unit Essential Question: *How can reading teach us about writing?* | |
| **Materials** | Big Tracks, Little Tracks  *Big Tracks, Little Tracks* PPT | |
| STANDARDS | L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because) | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can use words I learn from a text.  “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 | “Tell your partner about a new word you learned last week.” |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | Read Big Tracks, Little Tracks .  Provide a brief explanation of any words that may be new or unfamiliar.  Teach the following words:  **lickety-split**  **slithered**  **single**  Use Text Talk steps:   1. Contextualize the word 2. Say the word together 3. Give a student friendly definition 4. Use the words in other contexts 5. Engage the students in using the word 6. Relate all three words together |

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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 draw a picture to show they know what each word means. |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  I can use words I learn from a text. |