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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. |