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| **Prior to this lesson:**  Students read How Do You Know It’s Winter? (Rookie Read-About Series) focusing on RI.2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| **Unit 1** | End of “A Season for Chapters” | |
| **Materials** | Poppleton in Winter, by Cynthia Rylant (multiple copies) | |
| STANDARDS | L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.  b. Distinguish shades of meaning among closely related verbs and **closely related adjectives**. | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan (90 minutes- Reading + Word Work)** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can describe the feelings of Poppleton at the beginning and end of the story. (RL.2.3- not scored in 1Q)  I can identify adjectives that have similar meanings. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Display a picture of kids building forts in the snow (or making snowballs). Ask students how the child is feeling. Then display a picture of a disappointed child with a melted snowman. How does the child feel now? (Pay attention and **record** to student word choices.) |
| **New Information**  **(20 minutes)** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | 1. Define synonym.  \* a [word](http://dictionary.reference.com/browse/word) having the same or nearly the same meaning as another (from dictionary.com)  (focus is on adjectives)  2. Create class anchor chart (students record in notebooks) of adjectives & synonyms. (Don’t use student generated words from pictures during APK.) |

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| **Application**  **(60 minutes)** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Guided Application   1. Locate the adjectives “proud” & “glad” in the story. Are there other words that mean almost the same as “proud”/”glad”? 2. Give students cards with synonyms of “proud” and “glad” (including one that is an antonym) for them to sort in partners or in groups. 3. Answer the following questions, asking students to replace their response “proud” or “glad” with synonyms. Class will agree/disagree with replacement words.   How did Poppleton feel about the icicles at the beginning of the story? (proud)  How did Poppleton feel at the end of the story? (glad)  Independent Application  From generated list of feeling words (gathered during APK), have students choose one word, then generate as many synonyms of those adjectives as they can.  (Teacher circulate and scores, providing feedback if necessary.) |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Students rescore themselves.  Students score effort. |