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| **2nd Grade U3**  **Do this lesson after reading B is for Buckarro** | **Anchor Standard 8**  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | **High Yield Strategies** |
| **G**  **Goal** | RI.2.8 Describe how reasons support specific points the author makes in a text.  I can find the reasons an author uses to support a point made in the text.  Score yourself to our goal. | 6. Setting the Objective  Choose an item.  Choose an item. |
| **A**  **Access Prior Knowledge** | Show the book, B is for Buckaroo; What did we do with this book? *Took notes about cowboys, learned about the different things cowboys wear, how they lived, etc.*  What is one thing you learned from this book? Find a person with the same color shirt you have on and tell them what you learned.  Today, we are going to use this book to learn something different. | 5. Nonlinguistic Representation  9. Cooperative Learning  Choose an item. |
| **N**  **New Information**  b_buckaroo.png | We are going to study how an author writes information. When we read information, we have to start paying attention to when the author is telling us what he/she thinks. We are going to re-read a page from the story, B is for Buckaroo.  Show the students the page with “d”; Zoom in on the last paragraph of the page.   * Read through the paragraph * Think back to our goal; we want to find the point (statement) the author makes that sounds like an opinion.   When an author is trying to tell you what he/she thinks about a topic, there are 3 questions we need to ask:   1. What does the author think? *(Cowboy work is dangerous)* 2. Why does the author think this way? *( a cowboy can face a stampede)* 3. How do the facts in the text support the author’s thinking*(stampedes are hard to predict, herd is hard to control)*  * Take students through each question, answering one at a time, using the text for the answers. * The teacher can use a chart to fill in the question answers through the discussion. | 2. Summarizing and Note Taking  8. Cues/Questions/Adv. Organizers  Choose an item. |
| **A**  **Apply Knowledge**  cowboys.png | Now you are going to try to do the same thing with a different piece of a text.  Hand students a copy of the text excerpt from Cowboys; let students complete the sheet either on their own or with partners.  Give students a chance to discuss, share; support students that had difficulty finding the evidence to support the claim. | 2. Summarizing and Note Taking  Choose an item.  Choose an item. |
| **G**  **Generalize** | Revisit the goal either by:   1. Having the students write a quick reflection on the lesson (do you think you could find an opinion the author makes in informational text? What would make this learning better for you?) 2. Scoring within the regular rubric 3. Sharing with neighbor or table the learning from today. | 6. Setting the Objective  Choose an item.  Choose an item. |