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| **Unit 1** | **Inspired by the Sea**Unit Essential Question:  *Why does the sea inspire writers?* |
| **Materials** | Part #1Octopuses and Squids by Mary Jo RhodesOctopus and Squid note sheetVenn Diagram |
| STANDARDS | RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea |
| **Lesson Structure** | **High Yield Strategies** | **PART # 1 learning to compare** |
| **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can use information from a text to compare.“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 |  Watch the video *Octopus Escaping Through a One Inch Hole*  (do not introduce it- just show it)<http://www.youtube.com/watch?v=949eYdEz3Es> Turn and talk with your partner- "What just happened?” |
| **New Information** | (3) Summarizing and Note Taking(5) Homework and Practice(11) Teaching Specific Types of Knowledge | Explain that the students are going to use information from a text to compare an octopus and a squid.Read Octopuses & Squids aloud (while displaying it under the document camera)Model taking notes on the note taking sheet-labeling, jotting facts etc.Students read along silently and take notes.Introduce the steps for comparing1. I find the items to compare.2. I choose the features to compare the items.3. I tell how the items are the same or different. |

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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 | Model the steps for comparing1. I find the items to compare. (octopus & squid)2. I choose the features to compare the items.(model jotting the features to the side of the Venn Diagram- habitat, body parts, diet, etc.)Get the students started completing the Venn by modeling with one of the features.3. I tell how the items are the same or different. Students should write a sentence explaining how they are the same, and how they are different. |
| **Goal****(2 minutes)** | (8) Setting Objective and Providing Feedback(4) Reinforcing effort and Providing Recognition | I can use information from a text to help me compare.“How well do you think you did do?”Score perceived performance of the goal |