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| **Unit 1** | **Inspired by the Sea**  Unit Essential Question:  *Why does the sea inspire writers?* | |
| **Materials** | Part #1  Octopuses and Squids by Mary Jo Rhodes  Octopus and Squid note sheet  Venn 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 comparing  1. 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 comparing  1. 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 |