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| **Prior to this lesson:** Prior to this the teacher needs to read the 1st Inning of *We are the Ship* by Kadir Nelson | | |
| **Unit 1** | **Playing with Words**  Unit Essential Question: *Why and how do we play with language?* | |
| **Materials** | *We are the Ship* by Kadir Nelson  Copy of page 9 for each student | |
| STANDARDS | L.4.4.a. Use context as a clue to the meaning of a word or phrase. | |
| **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 use context clues to help me figure out the meaning of unknown words or phrases.  Record the goals in notebooks and self-score understanding before the lesson. |
| **Access Prior Knowledge**  **(3minutes)** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | http://2.bp.blogspot.com/-O2NUSDhZlW8/TvM7KUOrZLI/AAAAAAAAACQ/3tPbKBR9KrQ/s320/Inference-scenario.png  What is going on in this picture? |
| **New Information**  **(20 minutes)** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | **Context clues** are hints that the author gives to help define a word you don’t know. The clue may appear in the same sentence as the word you don’t know or in a nearby sentence.  This is a useful and important strategy because it helps you understand what you are reading, and it allows you to easily learn new vocabulary.  Model using context clues for the word **prohibited** on page 2 of *We are the Ship.* |

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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 | Give each student a copy of page 9 from We are the Ship. Pair students together and have them use context clues to discover the meaning of the words **integrate** and **dignity.** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals and record understanding after the goal.  Self-score the amount of effort put into the lesson. |