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| **Unit 1** | **A Colorful Time With Rhythm and Rhyme**  Unit Essential Question: *How does rhyme affect the way that we hear and read poetry?* | |
| **Materials** | Copy of Red is a Dragon  Sorting mats  Color journal  Objects to sort | |
| STANDARDS | |  | | --- | | L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. | | 1. *Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.* | | |
| **Lesson Structure** | **High Yield Strategies** | **Lesson Plan** |
| **Goal** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | I can sort common objects into categories (colors) and tell how I sorted them using the words “I can sort...”. |
| **Access Prior Knowledge** | (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | Show the rainbow colors song on Youtube.  <http://www.youtube.com/watch?v=tRNy2i75tCc>  What is your favorite color and why? |
| **New Information** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | We are going to read the story Red Is A Dragon. This is a story about a girl and all of the things she sees in her life. We are going to read to find out how the author sorts these things together into groups. When you sort, you put things that are the same into groups.  Read the story.  Go back to the “red” pages at the beginning of the book. Tell the students the author sorted these things by the color red.  Continue looking at the illustrations and discuss how the author grouped the other things together on each page. |

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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 | In their color journal, students will independently sort pictures of objects and glue the pictures on the correct color page (sort and glue the fire truck and red crayon onto the red page).  Listen for and encourage students to use the stem, “I can sort \_\_(red)\_\_ things.” |
| **Goal** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goal and record understanding after the goal with a thumbs up, thumbs to the side, or thumbs down.  Self-score the amount of effort put into the lesson. |