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| **Unit 2** | **Tell a Story, 1-2-3**  Unit Essential Question:  *How are the beginning, the middle, and the end of a story different from each other?* | | |
| **Materials** | Picture cards  Large paper for sorting | | |
| STANDARDS | **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. | | |
| **Lesson Structure** | **High Yield Strategies** | | **Lesson Plan** |
| **Goal**  **(2 minutes)** | (8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | I can identify characters and settings.  “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 | | Display a version of The Three Little Pigs that you have previously read.  “What is your favorite part of this story?” |
| **New Information**  **(5 minutes)** | (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | | Introduce the steps for Classifying   1. What do I want to classify? 2. What things are alike that could be put into a group? 3. How are the things alike? 4. What other groups can I make and how are the things alike in each group? 5. Does everything now fit into a group? 6. Would it be better to split up any of the groups or put groups together? |
| **Application**  **(20 minutes)** | **Declarative**  (2) Indentifying Similarities and Differences  (3)Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | **Procedural**  (5) Homework and Practice | Model using the picture cards from Pancakes for Breakfast to classify by characters and setting   1. What do I want to classify? pictures 2. What things are alike that could be put into a group? Characters, setting 3. How are the things alike? These are all characters 4. What other groups can I make and how are the things alike in each group? These are all settings 5. Does everything now fit into a group? 6. Would it be better to split up any of the groups or put groups together?   Ask students to cut their picture cards apart and classify them by character and setting |
| **Goal**  **(2 minutes)** | 8) Setting Objective and Providing Feedback  (4) Reinforcing effort and Providing Recognition | | Revisit the goals:  I can use information from a text to classify animals.  I can describe how they are grouped.  “How well do you think you did?”  Score perceived performance of the goal |

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| http://veritasdomain.files.wordpress.com/2009/12/scaled_i2_800x600_u_d_artist-working-drawing-of-big-bad-wolf-character-from-three-little-pigs.gif | http://t0.gstatic.com/images?q=tbn:ANd9GcRBLn6qC3a6e98-3Okg8DuV30S8DJV5d6NzkcVcCQQQ8pwZFv-lPiZRBJfR | http://exchangedownloads.smarttech.com/public/content/0c/0c6e81ca-3bfd-49f0-bffe-9966effc45cc/previews/medium/0001.png |

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| http://veritasdomain.files.wordpress.com/2009/12/scaled_i2_800x600_u_d_artist-working-drawing-of-big-bad-wolf-character-from-three-little-pigs.gif | http://t0.gstatic.com/images?q=tbn:ANd9GcRBLn6qC3a6e98-3Okg8DuV30S8DJV5d6NzkcVcCQQQ8pwZFv-lPiZRBJfR | http://exchangedownloads.smarttech.com/public/content/0c/0c6e81ca-3bfd-49f0-bffe-9966effc45cc/previews/medium/0001.png |