B Describe the connection between two individuals, events, ideas, or pieces of nation in a text. uctional Expectation: t will students produce to show evidence of their learning?) ents will be able to make a connection orally using this sentence frame.	Criteria for Transitional Checking For Understanding (CFU)	: 85% Before Moving on
nation in a text. uctional Expectation: t will students produce to show evidence of their learning?) ents will be able to make a connection orally using this sentence frame.	Teaching Standard/Chunk:	
uctional Expectation: t will students produce to show evidence of their learning?) ents will be able to make a connection orally using this sentence frame.	RI 1.3 Describe the connection between two individuals	events, ideas, or pieces of
t will students produce to show evidence of their learning?) ents will be able to make a connection orally using this sentence frame.	information in a text.	
t will students produce to show evidence of their learning?) ents will be able to make a connection orally using this sentence frame.	Instructional Expectation:	
, 5	(What will students produce to show evidence of	their learning?)
		ing this sentence frame.
	•	

I. <u>Opening</u>:

r I		1	1			1	α					
=	Ι	e	l,	not	teac	h.	51	uo	len	tS	repeat.	

1

• <u>Student Friendly objective</u>:

I will be able to say how two things are connected (whisper--alike). DOK Level: in the text.

(Use hand motion of two fingers connected and make a book with your hands for 'the text').

• Activate Prior Knowledge/Hook:

Prior learning of making connections from story to text and from story to story. Clarify that today we will make connections in the "text" (show hand like a book).

• Importance to Student:

Good readers make connections to help them remember/understand what they've read.

It's like a puzzle to figure out how things are the same.



Transitional CFU: <u>What are we learning today? Choral, partner, stick.</u> **OBJECTIVE**

II. <u>Presentation of Material:</u>

I =No discovery learning

Teacher is bored, but students are not.

- <u>Concept Development:</u>
 - <u>Definition(s)</u>

Connections—how things are the same (hand motions for connection and "same"—hands together)

Text—words that are written (hand motions)

Engagement: Students chorally repeat, tell a partner, pull sticks. Use gestures.

DOK Level:

1

• Examples:

Apple/Orange:

- \circ "What's the connection? A connection is how things are the same.
 - "An orange and an apple are the same because they are both fruit."

Pencil/Pen:

- "What's the connection? A connection is how things are the same."
 - "A pen and a pencil are the same because I can write with both of them."

Write the sentence: "I see a big dog and a little dog.":

- "What's the connection? A connection is how things are the same."
 - "A big dog and a little dog are the same because they are both dogs."

Engagement: Students chorally repeat sentence frame, tell a partner, pull stick. Use gestures.



Transitional CFU:_What does connection mean? (Choral, partner, stick)

DEFINITION

<u>III. Build Schema/Teacher Model</u>: I =No Charlie Brown Teaching

DOK Level:		
	TEACHER	STUDENT
This is	Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
<u>(skill)</u>	To look for a connection, I have a recipe.	What is a connection? (repeat definition)
becau	Recipe:	
se	 Read the words/look at the pictures (goggles or magnifying glass) 	What is the first step, 2 nd step, etc.? Choral—partner—stick.
(<u>proce</u> ssing).	2) Think about the connection (chain-	
Why/	link). What is the same? (thought bubble)	
How	3) Mark the text (underline)4) Use a sentence frame: and are	
did I	the same because	
know?		
	Wonders—Unit 1, pg. 38-39 1) Read the words/look at the pictures.	What do I do first?
	Read and look at the pictures, pointing out what you see.	What do I see? What did you hear me read?
	2) Think about the connection. What is the same?	What do I do next?
	I see that both pictures have desks. That is the same.	What was the same?
	 Mark the text (use a post-it arrow) putting it next to the desks. 	
	"I am marking the desks because that is	
	the same."	Why did I mark the desks?
	Use a sentence frame:	What do I do next?
	Schools long ago and schools today are the same because they both have desks.	Repeat sentence frame.

Can I make another connection?	
(repeat steps from above for these	
connections)	
I see that both pictures have a teacher.	
I see that both have boards.	
I see that both have students.	
Wonders—Unit 1, pg. 40-41	
Same process comparing the words. <u>Mark</u>	
the text!!!	
Both have recess.	DOK Level:
Both go outside.	
Both played games.	1-2



Transitional CFU: <u>How do I find connections?</u>

(tell a partner the first step, second step, etc.)

HOW DID I DO THAT?

DOK Level:

2-3

IV.	Guided	<u>Rehearsal:</u>	_(Teachers & Students working together to monitor and clarify)	
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PRACTICE! PRACTICE! PRACTICE!	VE—Co-construct/Prompting & Support			
TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK- ALOUDS			
Science Interactive Text—pg. 18 and/or				
Make connections between the snake and				
Make connections between the ladybug a	<u>nd ant.</u>			
What is the first step?	Chorally repeat.			
Read together the text.	Chorally read.			
Let's look at the pictures. Discuss with y partner what you see.	our Partner talk/discuss.			
What is the second step?	Chorally repeat.			
Tell your partner what connections you s	ee— Partner discuss.			
what is the same?	Pull sticks to get responses, clarifying if needed.			
What is the third step?				
Where in the text did it say (fill in	from Chorally repeat.			
student responses)	Point to it. Mark it with			
	pencil/highlighter.			
What is the last step?				
and are the same because	·			
	Chorally repeat.			
	Repeat the sentence frame to a			
Repeat for the Ladybug/Ant	partner.			
	Pull sticks.			
pg. 4-5 in Interactive Text (desert and rainforest)				
Repeat as above.				



🗸 Transitional CFU _____

Check for student readiness for Independent Practice

Reteach if not ready

V. Independent Practice: (Matches Guided Practice)

Science Interactive Text: pg. 6-7

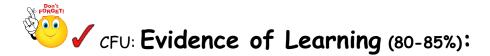
Go through recipe together.

Read text together.

Highlight/mark and make connections on their own.

Tell a partner their sentence frame (teacher monitors).

Pull sticks.



<u>Each student was able to make a connection using a sentence frame without</u>

Possible Differentiation:

English Learners: Point to pictures. Repeat frame to you. Special Needs: Read text to them. Give prompting and support. Use visuals.

DOK Level:	
3	