**Lesson Objective:**

Identify key vocabulary essential for story comprehension

**Subject Area:**

Reading/Language Arts

**Target Group/Grade:**

Second Grade/ELL

|  |  |
| --- | --- |
| **Daily****Learning Targets** | Identify key vocabulary essential for story comprehension |
| **Learning Tasks/Activities** | Teacher: Explain that the class will be reading and discussing picture book stories and short stories over the next week. Teacher: Introduce and explain some of the new vocabulary words from the book ‘The perfect pet’ by writing the words on a poster board titled ‘word chart’. Ask students if they can explain them in their own words Then ask the students to volunteer to make a picture next to the word representing that word. Continue until all of the words have an image next to them. Ask the students to listen to the read-aloud of the first part of ‘The perfect pet’. Project the pages or use a PPT so that the students can clearly read along and see the pages. Teacher: occasionally stop and ask students if there were any words that they didn’t understand. Teacher: As the students provide unknown words, model how to make a vocabulary chart by placing the words into a giant poster vocabulary chart under the appropriate three-leveled tier. Teacher: At the end of the first half of the book, write the words that fall into tier two on the ‘Words Chart’Have students work with a ‘buddy’ to try to guess the meaning of the words. As a whole class, ask students to share their ideas with the class. Teacher: Write the new words in contextual sentences on the board. Have the students write the new words in their writing journal and create an illustration that represents the new word. (complete for H.W) |
| **Formative Assessments (Feedback Strategies)** | Formative assessment: Journaling sentencesFeedback: Interactive teaching |