**Lesson Template for** *Insert Lesson #*

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| --- | --- |
| Unit: *Note overall all unit focus (ex. Astronomy)* | Topic *(within this unit):* *What is the topic you are focused on (ex. The Solar System)?* |
| Writing Skills | Comprehension Focus | Writing Piece |
| *Note the activities in Section 2 of SUTW to enhance foundational writing skills.* | *Note unique activities (not those things done in every unit). Can use Section 1 of SUTW as a resource.* | *Note activities to promote your genre focus in Sections 3, 4 or 5 in SUTW.* |
| Academic Vocabulary with “Student-Friendly” Definitions:  |
| * *Choose six or fewer academic vocabulary words (have high utility, hold significant instructional potential and can contribute to the conceptual understanding of the text) and list them here along with “student friendly” definitions. Number of words chosen will depend on a variety of factors: Age of students, difficulty level of the words, if words are repeated across the Unit (3 new words and 3 words that have been previously taught and are reinforced in this lesson is a good rule of thumb for K-1).*
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| Text(s):  | Materials Needed: |
| *List the book or text(s) that you intend to use here.* | *List the corresponding materials you may need here (i.e., graphic organizers, activity sheet, resource document). If using SUTW include document # (i.e., Tool zB2-45a, Tool B7-9b). Consider copying and placing in a binder behind the lesson plan.*  |
| Before Reading  |
| Build Background Knowledge*Explain how you will provide students the knowledge of the topic that provides them enough understanding to make meaning and build onto current understandings.* | Introduce the Book*List what you will include in your book introduction to generate interest. This may include (but not limited to):** *Examining the cover, discussing the title*
* *Previewing pictures*
* *Making predictions*
* *Creating together a list of questions.*
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| During Reading  |
| * *Point out vocabulary as it comes up in the story and provide definition.*

*List the words that you will introduce along with their corresponding student-friendly definitions. Also, note any Tier Three words that will need explanations.** *Utilize Think Aloud at Key Points in the Story:*

*Preview the text and list the points where you will stop to think aloud about areas of possible confusion (i.e. complex language structures, idioms, inferencing, and/or text connections).** *Ask questions:*

*List three or four questions that you can ask that focus on both literal and inferential reasoning. As you listen to your students’ answers focus both on the content and the language that is utilized to convey the content, recasting using academic language when appropriate.* |
| After Reading |
| Ask Questions *List approximately four questions (both literal and inferential) that require that students utilize the information from the text to construct their answers. Focus on questions that take at least a full sentence to provide an answer.* |
| Follow Up Vocabulary Work*How will you follow up your initial vocabulary instruction to provide multiple exposures and interactions with the selected academic vocabulary? Also, think about how you will reinforce the vocabulary across the school day.*  |
| Writing Piece *What genre will your final writing piece represent? How will you work on this--Note SUTW lesson you will use.* * *Informative/Explanatory*
* *Opinion*
* *Narrative*
* *Other (i.e., letter, brochure, poem)*
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| Possible Follow-Up Work*How will you follow up on this work and allow students further interactions with concepts presented to enhance understanding (i.e., experiments, cross curricular projects, etc.)?*  |

(Corbo, 2022)