

The Sky is the Limit By: Kim Ichter Eldredge & Illustrated by: Toni Friddell Jordan
(New American Lecture) (**Michelle Smith – differentiated instruction lesson plan**)

Learning Goals for this Lesson

Students will use the strategy, “**New American Lecture**” as a tool to make connections from past learning by building new connections to new information. Using the **NAL** strategy, students organizing, processing, integrating, apply, and reflect on the new information by bridging current knowledge to new knowledge through lectures or text read.



Standards

Match to grade level reading standards.

Students Will know:

How to use the **NAL** strategies to organize, process, integrate, apply and reflect through a lecture or text of new information to bridge connections from known knowledge to new knowledge.

Students will be able to:

Use the **NAL** strategies to organize, process, integrate, apply and reflect through a lecture or text of new information to bridge connections from known knowledge to new knowledge.

Lesson Essential Question:

How can I use new information to make connections to knowledge I already know?

What are some strategies I can use to bridge connections from known knowledge and new knowledge?

Key Vocabulary to preview and discuss during reading of text:

New American Lecture knowledge connections organize
Process integrate apply reflect lecture

Activating Strategy:

Unpack the standard/learning goals/EQs.

Define and describe vocabulary

Discuss the concept of NAL strategy

Activity: 1: Read the book “The Sky is the Limit”

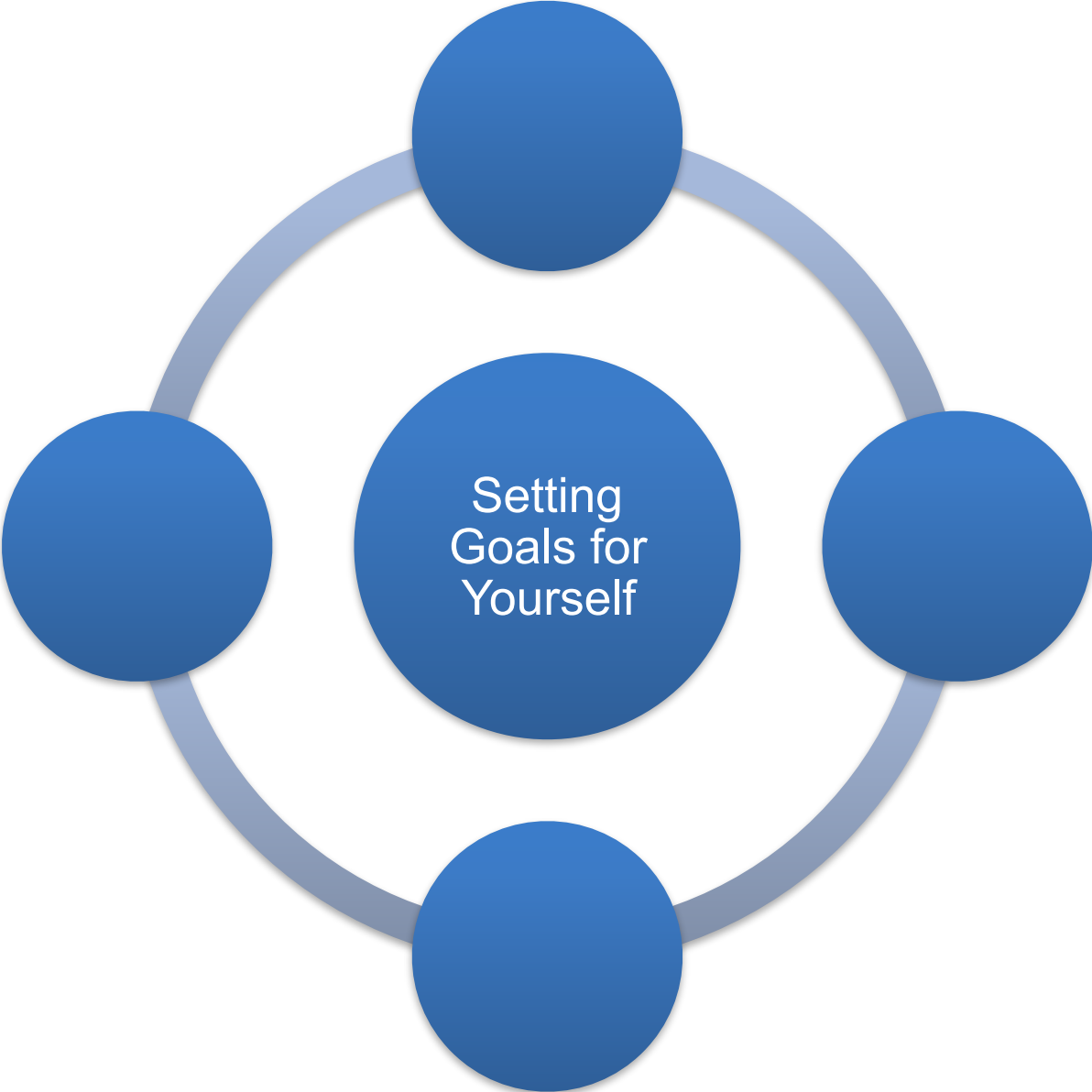
Activity 2:

Use the graphic / **visual organizer** to **organize and Identify the topic and theme** of the book “The Sky is the Limit” and how we are going to put together all the new information we are going to learn from the text.

Teacher example:



Student Copy of graphic organizer



Activity 3: Review the topic / theme from the book “**The Sky is the Limit**” by using a set of developed **review questions**. Rotate the style of questions so all students have the opportunity to think about the content according to their personal learning style. The following graphic organizer with question can be used by the teacher as a whole group activity or with older students, the review question graphic organizer can be copied and supplied to students. Have students work in pairs, small groups or by the learning styles of questions.

Mastery: questions of recalling information

- Restate what the story was about. What was the topic / theme in the story?
- What was the most important part of the story?
- If you retold the story, how many details could you remember?
- Could you tell others the topic or theme?

Interpersonal questions: emphasize on feelings, values, and personal experiences

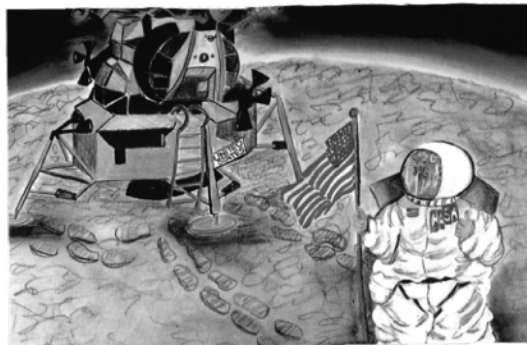
- What did you feel the strongest about in the theme / topic of the story? Why?
- What do you think could be the most positive thing from the story?
- What do you think is the hardest thing to accomplish or believe from the story?
- Do you believe the story has value?

Understanding: analysis

- The book mentions the story “The Little Engine that Could”. What are the similarities and differences in the two texts?
- What do you think are some possible problems of reaching for your dreams and goals that the author may not have addressed?
- Do you agree or disagree with the author? Support you statement.

Self-Expression: imagination

- What do you imagine the limit of the sky is?
- Is there a limit or not?
- What would you have included or added to the story?
- Which illustration do you believe best describes your thoughts on the theme / topic? Why?



Activity 4: After the review questions, use the following hooks and bridges as a follow up to connect new information on the book's theme / topic to prior knowledge on the theme / topic. The hook and bridge is a way to attract students interest in the theme / topic.

Mastery:

- **Hook** – Think for a minute about the theme in the story. Think about how you can use the topic / theme.
- **Bridge** – Good! You know a lot about encouragement, doing your best and how to follow your dreams. How can you demonstrate your knowledge?

Interpersonal questions:

- **Hook** - Think about your personal feelings about the theme in the story and your personal experiences about having dreams.
- **Bridge** – Good! You know how you feel about dreams. How can you share your feelings about the book with others and encourage others to think your way?

Understanding:

- **Hook** – Think about how you compare and contrasted the two stories “The Little Engine that Could” and “The Sky is the Limit”.
- **Bridge** – Good! How can you apply your understandings of the two stories?

Self-Expression:

- **Hook** – Think about how you have reflected about the story and your thoughts of self-expression.
- **Bridge** – Good! How can you share your reflections with others?

Activity 5: Have students develop a task that will demonstrate their new gained knowledge for the book “The Sky is the Limit”.

The presentations serve two purposes: 1. Students’ comprehension of the content 2. That students can collect, organize and present new information learned. This can be student designed or teacher choice board designed. Make sure to include options that encourage multi-learning styles.

(recount, instructional, narrative, creative, informational, explanation, argument, inquiry, and presentation)

