

Getting to the Core

First Grade – Unit 6
Exploring Our World

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1st Grade ELA / Exploring Our World

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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title: 6	Exploring Our World	
Grade	1 st Grade	
Level/Course:	Time Frame: mid January to mid February (4 weeks)	
Performance Task	Collaborative continent poster with attributes from process grid, individual opinion paragraph	
Big Idea (Enduring Understandings):	Our World is Organized in a Way We Can Understand	
Essential Questions:	How do maps help us explore the world? Why is it important to learn to read maps, globes, and models? What is my place in the world? What makes our world interesting?	

Instructional Activities/Tasks

Time Frame:	Time Frame:		
Complex Text: <i>Me on the Map</i> (OCR Big Book) Social Studies Unit 2, Lessons 1, 2, 3	Complex Text: <i>Captain Bill Pinkney's Journey</i> (OCR Big Book)	Complex Text: Continents of the World (one page informational text & little book)	
Me on the Map Read 1:	Captain Bill Pinkney's Journey Read 1:	Read 1:	
Continents and Oceans Song(s) Pictorial Unnumbered read of text/video Text Features for Literary Text Google Earth	Songs and Chants Unnumbered read of text (first half) Text-Dependent Questions (2 nd Read) Learning Journal	Songs and Chants Unnumbered read of text Text Features Pictorial Continent Videos Process Grid	Songs and Chants Pictorial Close Reading-Text-Dependent Questions Process Grid Compare and Contrast Video Performance Task Collaborative Poster
Me on the Map Read 2 & 3:	Captain Bill Pinkney's Journey Read 2:	Read 2 & 3:	
Close Reading of Illustrations (2 nd Read) Text-Dependent Questions (3 rd Read) Google Earth Learning Journal	Unnumbered Read of Text (second half) Text-Dependent Questions (2 nd Read) Learning Journal Prompt "What four continents did Captain Bill Pinkney travel to?" Collaborative Sort Pictorial Chants and Songs		
Social Studies Lesson 1, 2, 3:			
Videos Social Studies Text Text-Dependent Questions Pictorial Learning Journal Collaborative Model Activity Me on the Map Student Book			

21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy
Essential Academic Language:	world, globe, map, town, state, country, United States of America, Earth, community, oceans, continent, apart, designs, journey, model, location, position, architect, north, south, east, west, map legend, direction, symbol, route, geography, radar, equator, sailing calendar, commitment, radio, hemisphere, natural features, civilizations, savannah, southeast, tropical, coral reef, species, outback, mountain range, glaciers, peninsula
What pre-assessment will be given? Students will watch a short video, participate in a collaborative conversation, and then draw and write what they know about the world.	How will pre-assessment guide instruction? The pre-assessment will be used to assess how much students know about the world.
Standards	
Content Standard(s): H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents and the four (five) oceans. H/SS 1.2.3 Construct a simple map, using cardinal directions and map symbols. M/MG 2.3 Give and follow directions about location M/MG 2.4 Describe objects in space	Assessment of Standards (include formative and summative) F: Students create individual “This is Me!” booklets with school to world maps (Lesson 6). F: Students will collaborate to trace the journey of Captain Pinckney in their learning journal (Lesson 7). S: Students will make a poster (Lesson 16) and write a paragraph on a continent (Lesson 17)
Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)	What assessment(s) will be utilized for this unit? <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>
What does the assessment tell us?	

<p>Bundled Reading Literature Standard(s):</p> <p>1. Ask and answer questions about key details in a text</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central lesson or message.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity of grade 1.</p>	<p>F: Ask and answer text- dependent questions in whole groups, pairs during and after reading “Me on the Map”.</p> <p>F: Students will use text features to closely read the illustrations to help describe characters, settings, or events.</p>	<p>Are students able to ask and answer questions, use illustrations to gain information, and describing the main events of the story?</p>
<p>Bundled Reading Informational Text Standard(s):</p> <p>RI 1. Ask and answer questions about key details in a text.</p> <p>RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p> <p>RI 5. Know and use various text structures and text features to locate key facts or information in a text</p> <p>RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI 7. Use illustrations and details in a text to describe its key ideas.</p> <p>RI 10. With prompting and support, read informational text appropriate for grade 1.</p>	<p>F: Ask and answer text- dependent questions in whole groups, pairs during and after reading “Captain Bill Pinkney’s Journey” and informational text on the continents.</p> <p>F: Students will use text features bookmark to closely read informational text.</p> <p>F: Students will use information from pictures to describe key ideas, and compare and contrast information provided by the words in a text.</p> <p>S: Students will make a collaborative poster and write a paragraph about a continent.</p>	<p>Are students able to ask and answer questions, use illustrations to compare and contrast information provided by the text?</p> <p>Are students able to use information from the text and process grid to create a collaborative poster and write a paragraph?</p>
<p>Bundled Foundational Skill(s) Standard(s): (K-5)</p> <p>RF 1.1. Demonstrate understanding of organization and basic features of print</p> <p>a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF 1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>F: In small groups, students will read and understand a continents mini-book.</p>	<p>Are students able to use visual cues, syntax, and meaning to read words?</p>

Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)	What assessment(s) will be utilized for this unit? (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)	What does the assessment tell us?
<p>Bundled Writing Standard(s):</p> <p>Informative/Explanatory: W.2.2. Write informative/explanatory texts in which they name a topic, supply some facts about a topic, and supply some sense of closure.</p>	<p>F: Students will write in their learning journal following every lesson.</p> <p>S: Students will collaboratively create a poster and write/a report on a continent.</p>	<p>Are students able to write a complete sentence with subject/verb agreement?</p> <p>Can the student extend sentences and use descriptive words?</p>
<p>Bundled Speaking and Listening Standard (s):</p> <p>SL.1. Participate in collaborate conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.4a. Memorize and recite poems, rhymes and songs with expression.</p>	<p>Teacher Evaluation of student speaking and listening during:</p> <p>F: Teacher will observe students, listen to responses, and gage their ability to participate in collaborative conversations with partners and large groups.</p> <p>F: Students will use complete sentences when “talking off the map” prior to writing.</p> <p>S: Students will work in collaborative groups to create a building model, and poster about a continent. Students will present the collaborative projects to the class.</p>	<p>Are students able to participate in a collaborative conversation?</p> <p>Can the students speak in complete sentences?</p> <p>Can the student work in a group to create a collaborative project (poster)?</p>
<p>Bundled Language Standard(s):</p> <p>L.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>F: Students will speak in complete sentences.</p> <p>F: Students will write in their learning journal using standard English grammar and usage.</p> <p>S: Students will present their collaborative poster to the class.</p> <p>S: Students will use standard English conventions to write a paragraph about a continent.</p>	<p>Can students speak and write using standard English?</p>

<p>Resources/ Materials:</p>	<p>Complex Texts to be used: Informational Text(s) Titles: <u>Captain Bill Pinkney’s Journey</u> ; Open Court Reading, 1st Grade, Unit 6: Journeys, Big Book People and Places; Scott-Foresman History Social Science for California, 1st Grade, Unit 2, Lessons 1,2,3 Maps and Globes little book Informational text on each of the Continents Literature Titles: <u>Me on the Map</u>; Open Court Reading, 1st Grade, Unit 6, Journeys, Big Book Primary Sources: (NA) Media/Technology: Continents and Oceans Song http://www.teachertube.com/viewVideo.php?video_id=216512 Me on the Map Video https://www.youtube.com/watch?v=1f7ebZMLn08&feature=youtu.be_gdata_player Discovery Education.com videos: “Animals of North America, South America, Africa, Australia, Europe, Asia, and Antarctica Elementary curriculum Link to the Scott-Foresman Digital Path with Grade level Resources: Videos: http://www.ca-hss.com/sf/client/login/login.html. Other Materials: Student Learning Journal</p>
<p>Interdisciplinary Connections:</p>	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.) Social Studies: People and Places (Unit 2)</p>
<p>Differentiated Instruction:</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <ul style="list-style-type: none"> • Academic Language Patterns by proficiency level • Structured Language Practice Strategies (SLPS) throughout each of the lessons • Small group instruction with support in meeting foundational skill needs. Use of charts, pictorials, process grids to help scaffold new learning throughout the unit. <p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs- Accommodations and Modifications to Lessons, Companion Text at varying Lexile levels, Linguistic Patterns, Assistive Technology, Graphic Organizers, Videos, Pictures and Illustrations.</p> <p>Small group instruction with support in meeting foundational skill needs. Use of charts, pictorials, process grids to help scaffold new learning throughout the unit.</p> <p>GATE- Extension activities with opportunities to research additional animals and conduct independent research.</p>

1st Grade Common Core Unit

Exploring Our World

Overview: Lessons 1 - 5

	<u>Lesson 1</u> Pre-assessment (One Day)	<u>Lesson 2</u> "Me on the Map" (Two Days)	<u>Lesson 3</u> Social Studies Unit 2 Lesson 1 (One Day)	<u>Lesson 4</u> Social Studies Unit 2 Lesson 2 (Two Days)	<u>Lesson 5</u> Social Studies Unit 2 Lesson 3 (One Day)
Language Arts Activities & Social Studies Connections	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<ul style="list-style-type: none"> • Song • Picture walk • First Read • Second Read - close read of illustrations • Third Read - Text Dependent Questions 	<ul style="list-style-type: none"> • Social Studies video/DVD • First Read - <i>How can we use maps and globes?</i> • Second Read - Text Dependent Questions 	<ul style="list-style-type: none"> • Song • Social Studies video/DVD • First Read - <i>What does a model show?</i> • Second Read-Text Dependent Questions • Double Bubble Map • Create a model city 	<ul style="list-style-type: none"> • Song • Social Studies video/DVD • First Read - <i>How can you make a map?</i> • Second Read-Text Dependent Questions
Writing	<ul style="list-style-type: none"> • Draw a picture of the world • Write three sentences about the world. 	<ul style="list-style-type: none"> • Journal Prompt: "What did I learn today?" 	<ul style="list-style-type: none"> • Label continents and oceans • Journal Prompt: "What I know about maps and globes." • Little Book: <i>Maps and Globes</i> 	<ul style="list-style-type: none"> • Journal Prompt: "Compare and contrast a model and a picture?" • Opinion Discussion 	<ul style="list-style-type: none"> • Learning Journal: Draw a Map • Journal Prompt: "What do you know about map legends and routes?"
Materials to Prepare or Compile	<ul style="list-style-type: none"> • Circle Map • Pre-drawn pictorial of the world 	<ul style="list-style-type: none"> • Google Earth on computer • Construction paper 	<ul style="list-style-type: none"> • Social Studies DVD - Unit 2 • Social Studies T.E. Unit 2 • Markers 	<ul style="list-style-type: none"> • Social Studies DVD - Unit 2 • Social Studies T.E. Unit 2 	<ul style="list-style-type: none"> • Social Studies DVD - Unit 2 • Social Studies T.E. Unit 2

1st Grade Common Core Unit

Exploring Our World

Overview: Lessons 6-10

	Lesson 6 "Me on the Map" (One Day)	Lesson 7 "Captain Bill Pinkney's Journey" (One Day)	Lesson 8 "Captain Bill Pinkney's Journey" (One Day)	Lesson 9 North America (Two Days)	Lesson 10 South America (One Day)
Language Arts Activities & Social Studies Connections	<ul style="list-style-type: none"> Review "Me On the Map" Think-Pair-Share 	<ul style="list-style-type: none"> Song First Read (pages 4-17) Second Read - close read with Text Dependent Questions 	<ul style="list-style-type: none"> Song First Read - (pages 18-33) Second Read - Text Dependent Questions 	<ul style="list-style-type: none"> Song Chant Process Grid First Read Second Read - annotate text video 	<ul style="list-style-type: none"> Song First Read Second Read- annotate text video
Writing	<ul style="list-style-type: none"> Complete "Me on the Map" book Collaborative matching game 	<ul style="list-style-type: none"> Learning Journal - Trace Captain Bill Pinkney's journey Create Tree Map Journal Prompt: "How did Captain Bill Pinkney prepare for his journey?" 	<ul style="list-style-type: none"> Learning Journal - Trace Captain Bill Pinkney's journey Journal Prompt: "What four continents did Captain Bill Pinkney travel to?" Collaborative Sort 	<ul style="list-style-type: none"> Learning Journal: North America Collaborative Conversation 	<ul style="list-style-type: none"> Learning Journal: South America Collaborative Conversation
Materials to Prepare or Compile	<ul style="list-style-type: none"> <i>This is Me</i> student book Crayons, stickers, pencils 	<ul style="list-style-type: none"> Process Grid Crayons 	<ul style="list-style-type: none"> Collaborative sort 	<ul style="list-style-type: none"> Video: "Animals of North America" 	<ul style="list-style-type: none"> Video: "Animals of South America"

1st Grade Common Core Unit

Exploring Our World




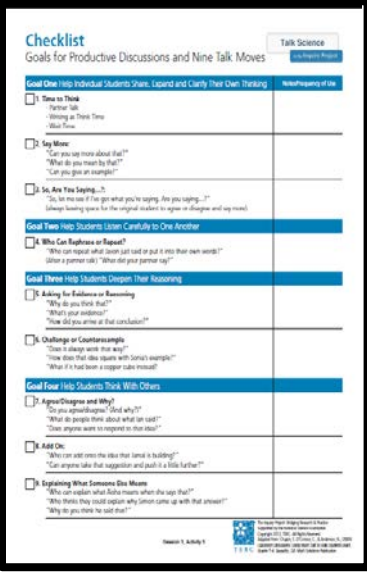
Overview: Lessons 11-15

	<u>Lesson 11</u> Africa (One Day)	<u>Lesson 12</u> Australia (One Day)	<u>Lesson 13</u> Asia (One Day)	<u>Lesson 14</u> Europe (One Day)	<u>Lesson 15</u> Antarctica (One Day)
Language Arts Activities & Social Studies Connections	<ul style="list-style-type: none"> • Song • Process Grid • First Read • Second Read - annotate text • video 	<ul style="list-style-type: none"> • Song • Process Grid • First Read • Second Read - annotate text • video 	<ul style="list-style-type: none"> • Song • Process Grid • First Read • Second Read - annotate text • video 	<ul style="list-style-type: none"> • Song • Process Grid • First Read • Second Read - annotate text • video 	<ul style="list-style-type: none"> • Song • Process Grid • First Read • Second Read - annotate text • video
Writing	<ul style="list-style-type: none"> • Learning Journal: Africa • Collaborative Conversation • Video: "Animals of Africa" 	<ul style="list-style-type: none"> • Learning Journal - Australia • Collaborative Conversation • Video: "Animals of Australia" 	<ul style="list-style-type: none"> • Learning Journal - Asia • Collaborative Conversation • Video: "Animals of Asia" 	<ul style="list-style-type: none"> • Learning Journal - Europe • Collaborative Conversation • Video: "Animals of Europe" 	<ul style="list-style-type: none"> • Learning Journal - Antarctica • Collaborative Conversation • Video: "Animals of Antarctica"
Materials to Prepare or Compile					

	<p><u>Lesson 16</u> Travel Poster (Two Days)</p> <ul style="list-style-type: none"> • Model travel poster • Collaborative project - Travel Poster • Presentation of Travel Posters 	<p><u>Lesson 17</u> Opinion Writing (Two Days)</p> <ul style="list-style-type: none"> • Song • One-Sided Multi-Flow • Introductory Sentence • Creating a Sense of Closure • Oral Rehearsal • Write Opinion Paragraph 			
<p>Language Arts Activities & Social Studies Connections</p>					
<p>Writing</p>					
<p>Materials to Prepare or Compile</p>	<ul style="list-style-type: none"> • Travel Poster example • Small pictures for each continent or small world maps • Pencils, crayons, markers 				

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 1	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	W1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL1.1.b: Build on others’ talk and conversations by responding to the comments of others through multiple exchanges. SL1.6: Produce complete sentences when appropriate to task and situation. L1.2.b: Use end punctuation for sentences.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Learning Journal • Unit Circle Map/Brainstorming (chart paper, markers) • Pre-Drawn Pictorial of World Map • Globe • <i>Continents and Oceans</i> Video/Song • Optional: <i>Continents and Oceans</i> Video from Social Studies: http://www.cahss.com/sf/client/login/login.html Unit 2, Any Lesson, “View”, “Song” • Teacher Resource PowerPoint Lesson 1 	
Objectives	Content: Assess and activate prior knowledge about the concept of our world. Student Friendly: Today we will see what we already know about our world.	Language: Students will orally express and then write what they know and learned about the world. Student Friendly: We will write sentences to show what we know about the world.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	

<p>Common Core Instructional Shifts</p> <p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts</p> <p><input type="checkbox"/> Reading and writing grounded from text</p> <p><input type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>			
<p>Academic Vocabulary (Tier II & Tier III)</p>	<p>PROVIDES TEACHER SIMPLE EXPLANATION</p>	<p>KEY WORDS ESSENTIAL TO UNDERSTANDING</p> <p>world globe</p>	<p>WORDS WORTH KNOWING</p>
	<p>STUDENTS FIGURE OUT THE MEANING</p>		
<p>Pre-teaching Considerations</p>		<p>Students should know how to partner talk and share out their ideas and their partner's ideas.</p>	
<p>CCSS Foundational Standards (K-5 only)</p>		<p>Continue teaching the foundational standards through the Open Court Reading.</p>	
<p>Lesson Delivery</p>			
<p>Instructional Methods</p>		<p>Check method(s) used in the lesson:</p> <p><input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration</p> <p><input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection</p>	
<p>Lesson Sequence</p>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Throughout the unit the following will be identified by these icons.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Talk Moves</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Finding Evidence</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Collaborative Groups</div> </div> </div> </div> <div style="width: 45%;">  </div> </div>	
		<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>The world is _____.</p> <p>The world has _____ continents.</p> <p>The world has _____ oceans.</p>	
		<p>Special Needs:</p> <p>See Special Education Appendix</p>	
		<p>Accelerated Learners:</p> <p>Have students use compound sentence frames:</p>	
<p>Preparing the Learner:</p> <ol style="list-style-type: none"> 1. Explain to students that we will be learning about the world we live in. Introduce the Big Idea and Essential Questions. <p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p>			

- How do maps help us explore the world?
- Why is it important to learn to read maps, globes, and models?
- What is my place in this world?
- What makes our world interesting?

Interacting with the Concept:

2. Display pictorial of world map (pre-drawn). You can use the sample map behind the lesson. **Do not label**, this will occur in the following lessons.
3. Show students the globe. Explain to students that the pictorial is what the globe would look like if it were unrolled or opened up so it was flat.
4. Pre Assessment/Inquiry - Ask students to Think-Pair-Share what they already know about the world, maps, and globes.
5. Have students share out their ideas as you create a Circle Map (Brainstorm) with “The World” as your topic. Use different color markers as you add to the map from multiple sources throughout the unit (*what we know, info from text, info from videos*). Because this circle map will be added to throughout the unit, be sure to make a large map!
6. Show students the video *Continents and Oceans* (embedded in the PowerPoint for Lesson 1). This *Continents and Oceans* song will be revisited throughout the unit.
7. Pass out the Learning Journals. Have students turn to page 2 or 3 in their Learning Journal for words to the song.
8. After viewing the song/video, use a different color marker for *info from the video* and lead students in a whole group collaborative conversation about what they learned from the video. Encourage students to “say more”; “can you give me an example?” etc. Chart their responses on the circle map.



Extending Understanding

9. Have students open their Learning Journal to page 4 and draw a picture of the world from their perspective in the space provided. This may be used as an informal pre-assessment.
10. Have students write three sentences about the world. They can use the sentence starters in the margin if needed.
11. When finished with their picture and writing, have students share with their elbow partners. Call on some partners to share with the whole class.

The world has ____ and ____.

Optional: You may choose to show the *Continents and Oceans* video from the Social Studies website. This video will be used again in the *Homes* unit. Choose the one that is best for your class.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Continents and Ocean Song

In this world, in this world (2 times)
Yey-ah!, Yey-ah! Yay-ah!
Yey-ah!, Yey-ah! Yey-ah! Yey-ah!

*There are seven continents in this world
In this world
There are seven continents in this world
In this world

Africa- Yey-ah! Antarctica
Asia- Yey-ah! Australia
Europe- Yey-ah!
North America, South America-
Yey-ah! Yey-ah! Yey-ah! Yey-ah!

Repeat *

** There are four major oceans in this world
In this world
There are four major oceans in this world
In this world

The Pacific Ocean- Yey-ah!
The Atlantic Ocean- Yey-ah!
The Indian Ocean- Yey-ah!
The Arctic Ocean- Yey-ah!

Repeat **

Repeat*

Songs of Higher Learning – www.sonsofhigherlearning.com

Continents and Oceans

Continents and oceans,
Can you name them all?
Sing the continents now with me,
As over the map I crawl!

North America, South America,
Europe, Asia, and Africa,
Don't forget Australia,
or chilly Antarctica!

Continents and oceans,
How many do you know?
Sing the oceans, if you can,
As round the globe I go!

Pacific Ocean, Indian Ocean,
Atlantic Ocean, too.
Way up top, so very cold,
The Arctic Ocean blue.

(That was very good! Now let's sing the all
continents together- One more time!)

North America, South America,
Europe, Asia, and Africa,
Don't forget Australia,
or chilly Antarctica!

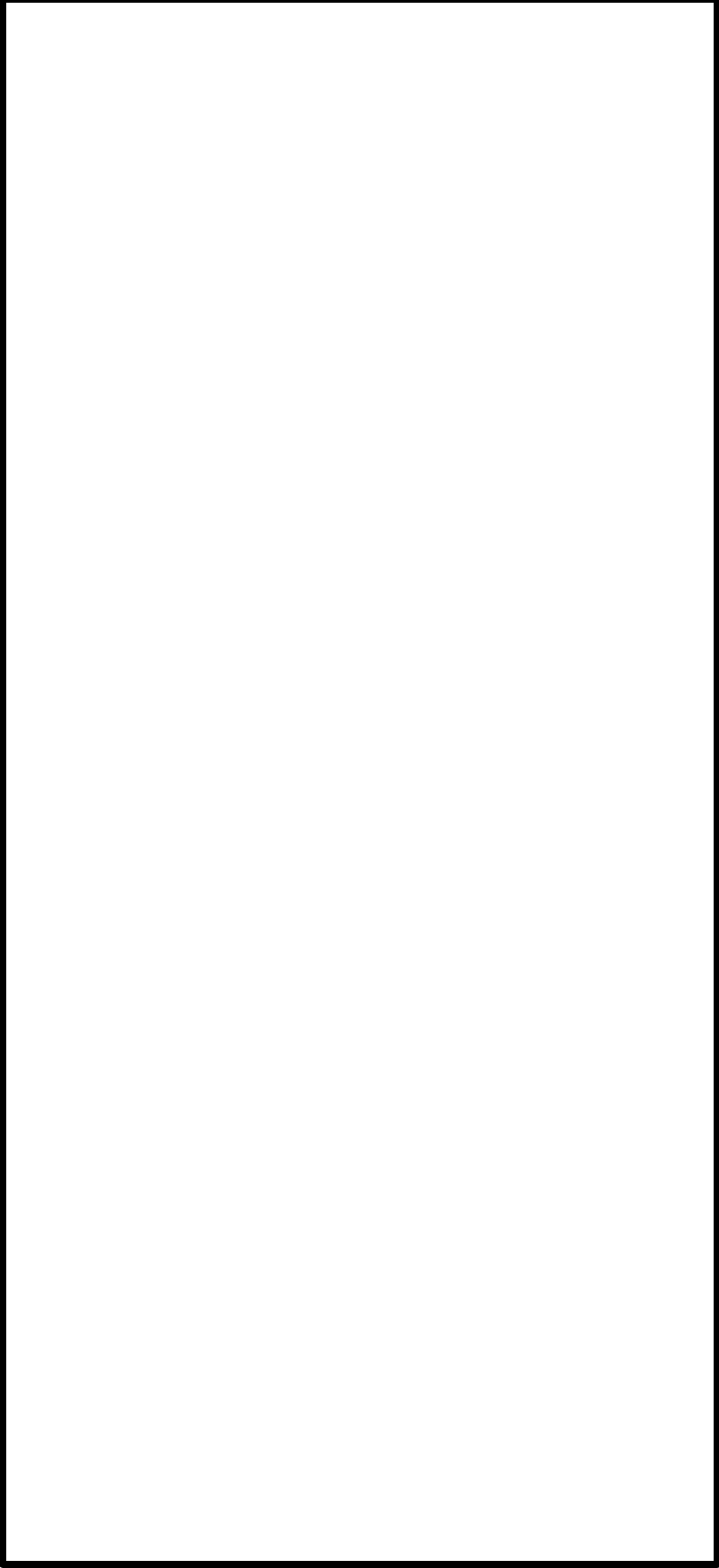
(Wonderful! Now just the oceans!)

Pacific Ocean, Indian Ocean,
Atlantic Ocean, too.
Way up top, so very cold,
The Arctic Ocean blue.

Continents and oceans,
Know your geography.
You can use both maps and globes,
And you can sing as good as me!

Taken from HSS Scott-Foresmen <http://www.ca-hss.com/sf/client/login/login.html>

Draw a picture of the world.



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 2	Grade Level/Course: 1st	Duration: Two Days Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. RL1.1 Ask and answer questions about key details in a text. SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. W1.6. Produce complete sentences when appropriate to task and situation.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Download of Google Earth • Pictorial from Lesson 1 • Video of <i>Continents and Ocean Song</i> • OCR <i>Journeys Big Book Me on the Map</i> text pgs. 34-53 (PowerPoint Optional) • Unit Circle Map – The World/Brainstorm (chart paper and markers) • 12x18 white construction paper • Pictures for Collaborative Activity (from Google Earth) • Learning Journal • Teacher Resource PowerPoint Lesson 2 	
Objectives	Content: Students will learn where their place is in the world. Student Friendly: Today we will learn our place in this world.	Language: Students will compare and contrast pictures and maps. Student Friendly: Today we will compare and contrast pictures and maps.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	

Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	map, town, state, country, United States of America, Earth	
Pre-teaching Considerations		Students should be able to participate in collaborative conversations (partner talk)	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Tell students, “<i>In this unit, we will be learning all about different types of maps, globes, and models. We will also be learning about how our world is more than just our neighborhood or our city.</i>” 4. Ask students to Think-Pair-Share about what they know about maps and how they are used. Interacting with the Text: <ol style="list-style-type: none"> 5. Show students the title page for “Me on the Map” in the OCR/Journeys Big Book (or Teacher Resource PPT). Explain that this is realistic fiction because it is a made up story that could really happen. 6. Do a picture walk through the text to view the illustrations. Ask students to share out how the illustrations help them understand that it is realistic fiction. 7. First Reading: unencumbered read of “Me on the Map” to allow students to understand the “gist” of the selection. 8. Second Reading: Close Reading of Illustrations Tell students, “<i>Now we will go back and look at some of the images in the book</i>” 		Differentiated Instruction: English Learners: _____ is like _____ because _____. _____ and _____ are the same because _____. _____ and _____ are different because _____. Special Needs: See Special Education Appendix Accelerated Learners: Expect complex

in order to find what is alike and what is different about a picture and a map.”

sentences.

- a. Pp. 36-37: How are these two pictures of the girl’s room alike? How are they different?
 - *They have the same pieces of furniture and show all the important details. However, the map is drawn as if someone were on top of the room looking down (aerial view).*
 - P. 38: Look closely at both pictures. What does each picture show us?
 - *The picture shows us what the house looks like on the outside and the map shows us what the inside of the house looks like and has labels.*
 - P. 39: Look closely at both pictures. How are they different?
 - *The picture shows one side of the street and the map shows both sides. The map shows the street name labeled clearly. The picture has more details. (Flowers, trees, etc.)*
 - Pp. 40-41: Look closely at both pictures. How are they alike? How are they different?
 - *Alike – Both are pictures of the town.
Different – The picture is colorful, detailed, and only shows one part of the town. The map shows the entire town, including the layout of the streets but does not have details. The map shows an aerial view.*
 - Pp. 42-43: Look closely at both pictures. How are they alike? How are they different?
 - *Alike – Both show the state of Kansas.
Different – The picture only shows a small piece of the state while the map shows the whole state with rivers and mountains.*
 - Pp. 44-45: Look closely at both pictures. How are they alike? How are they different?
 - *Alike – Both show the United States.
Different – The picture only shows a small piece of the country while the map shows the whole country with the states labeled. The map also has a compass rose.*
 - Pp. 46-47: Look closely at both pictures. How are they alike? How are they different?
 - *Alike – They both show continents and oceans.
Different – One is round and one is flat. The map has the continents labeled.*
9. Sing, “Me on the Map” song (to the tune of *If You’re Happy and You Know It*) in Learning Journal pg.5

Day 2:

10. Third Reading: Text Dependent Questions



- P. 38: The text says, “This is a map of my house.” What is a map? Use evidence from the text.
 - *A map is a drawing that shows where something is. She is drawing the map in the book with crayons and it shows where all the rooms are in her house.*
- P.40: What is the name of her street? How do you know?
 - *She lives on Oak Street. I know this because it says it on the map.*
- Pp. 37-47: What kinds of maps does the girl have?
 - *The girl has maps of her room, house, street, town, state, country, and world.*
- Pp. 47: What does this map show?
 - *The seven continents and the oceans of the world.*
- Pp. 52: What does the author mean when she says, “Everybody has their own special place on the map”? Look for details in the picture!
 - *It doesn’t matter where you live, you can always use maps to show your home. We all belong to a place in this world / We all have a place in this world.*
- Inference: Why do you think maps are important?
 - *They show us where things are. They can help us find our place.*

Extending Understanding:

11. Open Google Earth.

- Type in your school address and click on search. Explore the map with the students.
- Return to the image of the Earth and show students how you can go from big to small by showing the Earth, North America, The United States, California, Santa Ana, and your school. You will need to enter each into the search field one at a time.
- Discuss “zooming in” and “getting closer” so that students understand the concept of big to small.

12. Collaborative Google Earth Image to Map Activity:



- Using images from Google Earth (see samples and black line masters behind lesson) have students work in collaborative groups to draw a map from their assigned image/picture.
- **Earth, North America, United States, California, Santa Ana** are provided.
- Teachers will need to use Google Earth to do their own images of their **Neighborhood** and their **School**.
- Teachers may also choose to take a picture of their

Teacher Note: When using Google Maps, it is helpful to set up placemarks in advance.

To do this

1. Open Google Maps.
2. Click on Yellow Pushpin on upper left of toolbar.
3. Name the location (e.g. Earth).
4. Search for next locations (e.g. North America).
5. Select Yellow push pin and name the locations.
6. Repeat steps for each location.

Once placemarks are complete, they will be listed on the left sidebar. Select the name of a location to return to it.

	<p>Classroom for students to use to create a classroom map.</p> <ul style="list-style-type: none"> • Review the examples of maps in “<i>Me on the Map</i>” and remind students to include as many details as possible on their collaborative map drawing. • The purpose of this activity is to show that there are different ways to represent the same thing (maps and pictures) and to help students find their place in the world. <i>Students’ maps are not expected to be exact representations, only to explore the concept of image to map/drawing.</i> <p>13. Once students have finished their drawings, you may choose to have them line up or display their image/map from big to small or vice versa.</p> <p>14. Have students Think-Pair-Share about what they learned today. As students share, add information to your class “The World” Circle Map and color code appropriately (<i>info from text</i>).</p> <p>15. Have students write what they learned today in their Learning Journal on p 6.</p>	<p>Option: Have students use different colored markers to show what each student contributed.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		



US Dept of State Geographer
Data SIO, NOAA, U.S. Navy, NGA, GEBCO
© 2009 GeoBasis-DE/BKG
© 2013 Google

Google earth

38°57'33.80" N 95°15'55.74" W eye alt 6834.47 mi

Earth

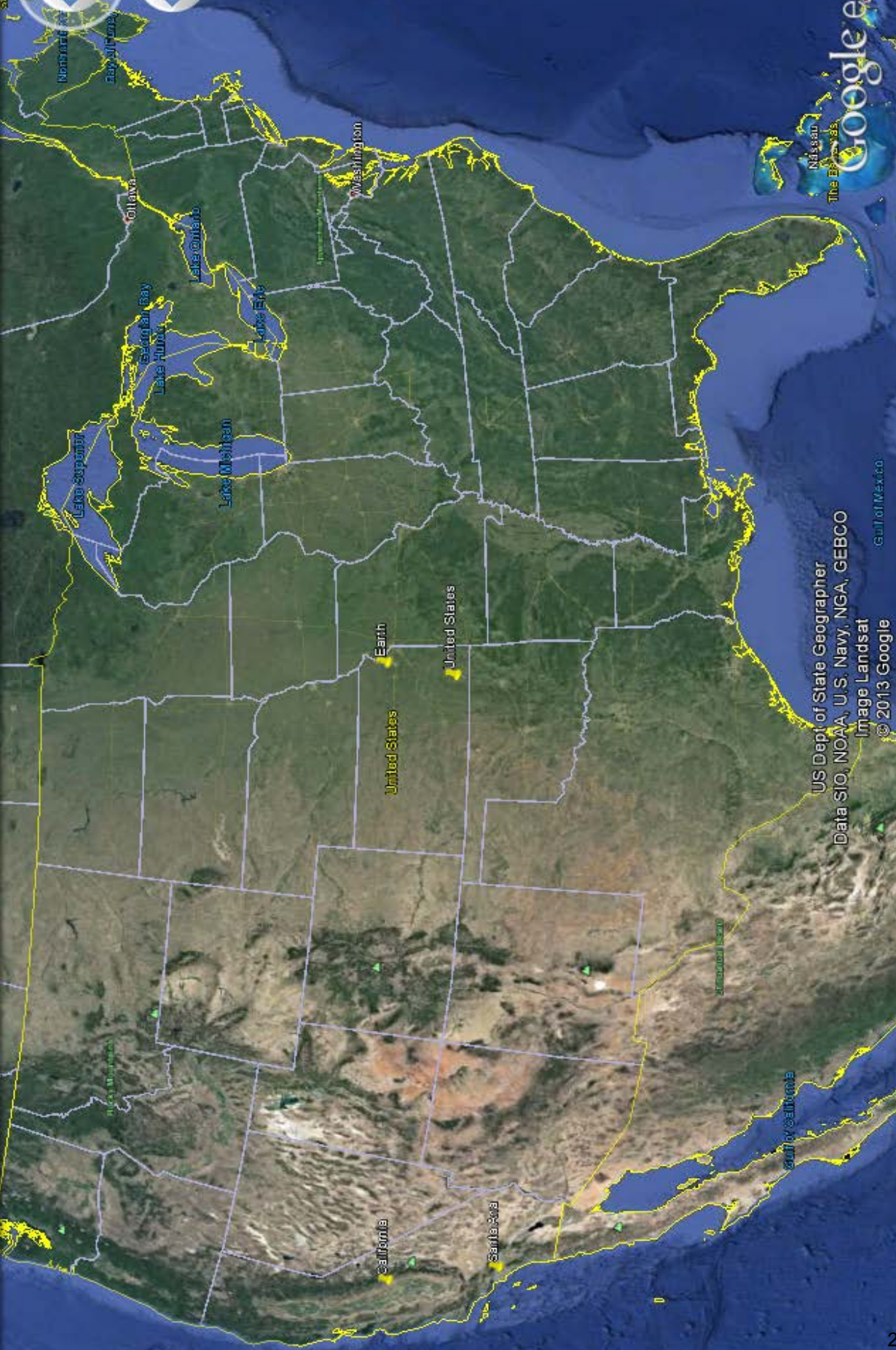


US Dept. of State Geographer
Data SIO, NOAA, U.S. Navy, NGA, GEBCO
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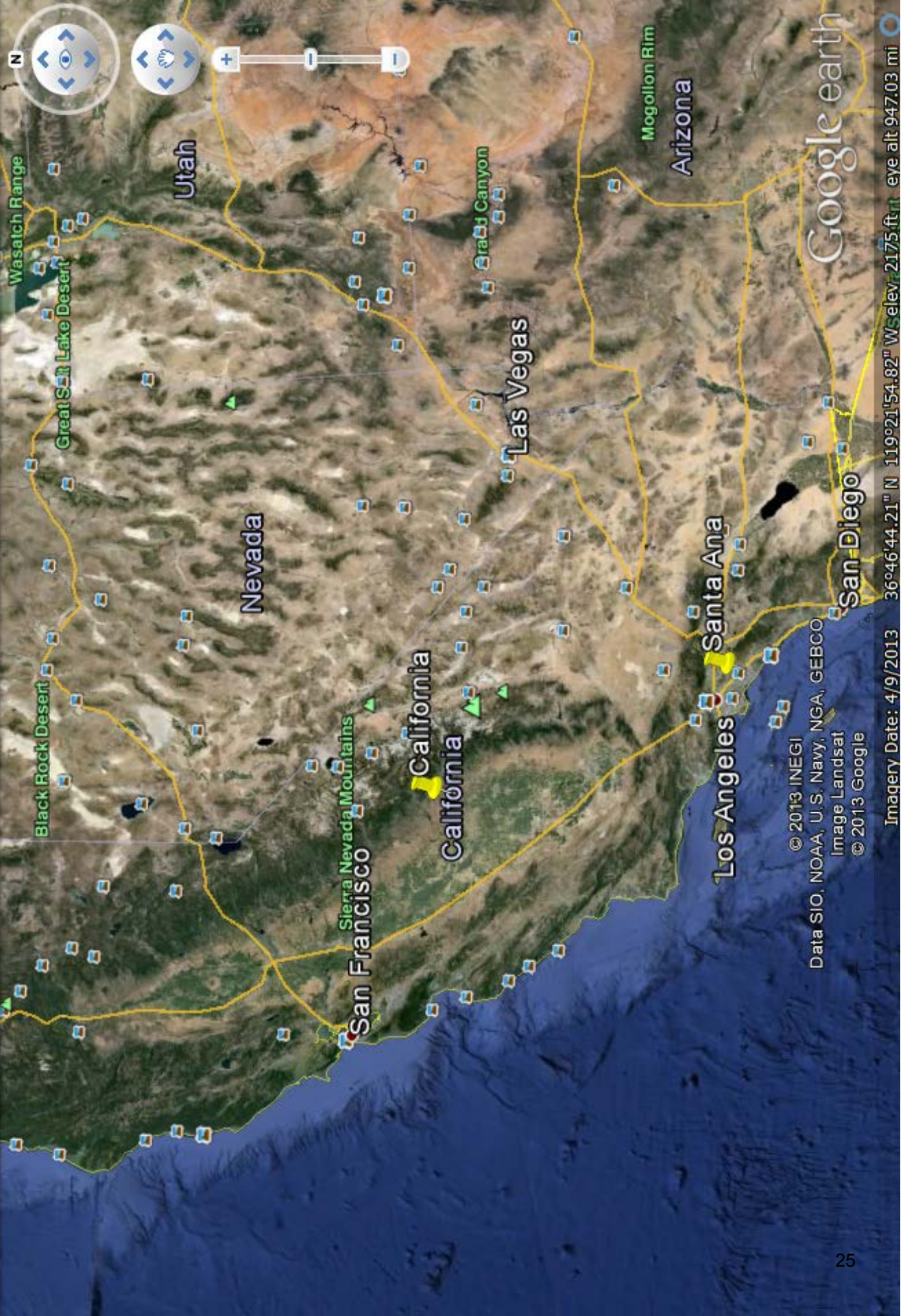
Google

eve alt 660

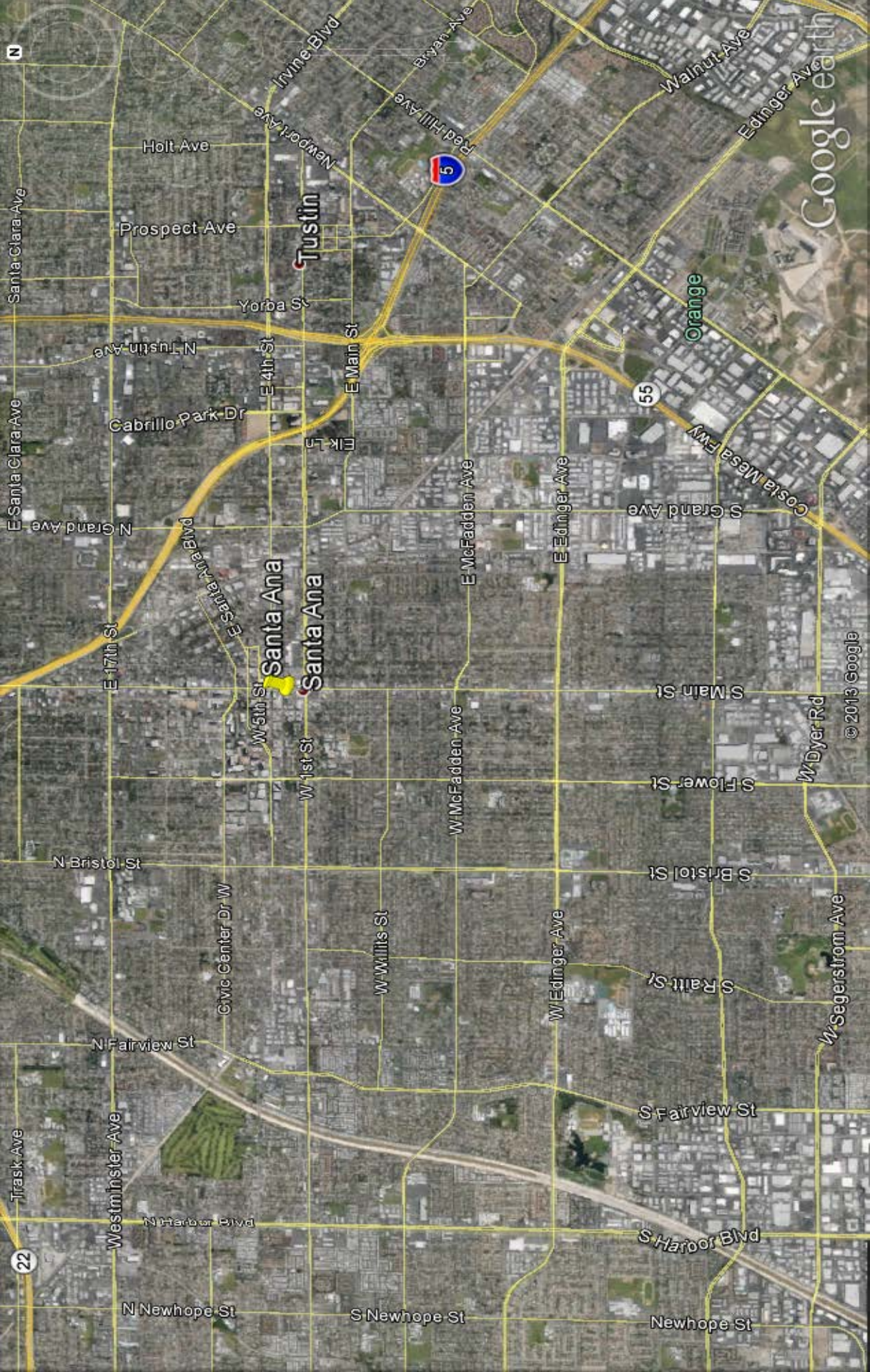
North America



The United States



California



Santa Ana

Me on the Map!
(Sung to the tune of "If You're Happy and You Know It")

I am on a map, yes I am!
I am on a map, yes I am!
In my room or at my school,
I think it's really cool,
That I am on a map, yes I am.

My town is on a map, yes sir-ee.
My state is on a map, can't you see?
My country's on a map,
And the world, it's a snap!
They're all on a map, yes sir-ee!



What I Learned Today.

Today I learned

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 3	Grade Level/Course: 1st	Duration: One Day Date:	
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 			
Common Core and Content Standards	H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents and the four oceans. H/SS 1.2.2 Compare the information that can be derived from a three dimensional model to the information that can be derived from a picture of the same location. RI.1.2 Main idea and key details RI.1.4 Clarify meaning of words RI.1.5 Use various text features/structures SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media W1.6 Produce complete sentences when appropriate to task and situation. L4. Clarify the meaning of unknown/multiple-meaning words.		
Materials/ Resources/ Lesson Preparation	Texts to be Read: <ul style="list-style-type: none"> • Scott Foresman Social Studies Unit 2 People and Places: Lesson 1 “How can we use maps and globes?” Other Materials: <ul style="list-style-type: none"> • Elementary Curriculum Link to the Scott-Foresman Digital Path with Grade level Resources: Video “Finding Places on Maps and Globes” 3:23 min. http://www.cahss.com/sf/client/login/login.html • Learning Journal • Circle Map(The World) • Pictorial of World Map • Color markers • Little Book “Maps and Globes” • Teacher Resource PowerPoint: Lesson 3 • Optional resource for teachers: www.cahistorysocialscience.com 		
Objectives	Content: Students will locate on maps and globes: their local community, California, the United States, the seven continents, and the oceans. Student Friendly: Today you will find places on maps and globes.	Language: Students will describe the features of a map and globe. Student Friendly: Today you will talk about the parts of a map and globe.	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking		

College and Career Ready Skills		<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	community, ocean, state, country, continent, image	
Pre-teaching Considerations		Review text features of informational text: illustrations, captions, headings, vocabulary (yellow)	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence		Preparing the Learner: 1. Say: “ <i>Today we will be learning about maps and globes.</i> ” To activate prior knowledge, have students review the class “ <i>The World</i> ” Circle Map with their partner. You may use the following sentence starters: One thing I know about maps and globes is that _____. I know this because _____. 2. Video: This video introduces the vocabulary for this lesson. Have students focus on words they discussed from the Circle Map. “ <i>Let’s see what we can learn about our place in this world from this video.</i> ” After this short video, take a marker of a different color (for “information from video”) and add any new information to the class “ <i>The World</i> ” Circle Map.	Differentiated Instruction: English Learners: A ____ is _____. A ____ shows _____. _____ and _____ are the same because _____. _____ and _____ are different because _____.

Options:

- Use the DVD that came with the Social Studies program OR the Digital Path People and Places Lesson 1, “Finding Places on Maps and Globes”. (Teacher Resource PowerPoint)

Directions to Digital Path:

Go to SAUSD page. Log in via Staff Portal if needed.

Under curriculum, click History/Social Science.

Click on the link to the Scott-Foresman Digital Path using the provided information.

When you're on the website, click CONTENT.

Choose Unit 2: People and Places.

Go to Lesson 1: How can we use maps and globes?

Click on VIEW.

Click on the video icon on the bottom (3rd from the left)

Username:1teacher.sausd.(3 digit school code)

Password: school name

3. Review of Text Features:

- Tell students to browse Lesson One of the social studies text and share with a partner what they see. Remind students to look at the words and illustrations.
- Have students share out any features they found in the text, and review any that they omitted.

Interacting with the Text: How can we use maps and globes?

4. First Reading: Unencumbered Read

5. Second Reading: Close Read – Text Dependent Questions:

- p. 9: What is a map?
 - A map is a drawing that shows where something is.
- p. 10: What does a globe show you?
 - It shows land and water.
- p. 10: How do the graphics (pictures) on page 10 help you understand the difference between a map and a globe?
 - It shows that one is flat and one is round.
- p. 10: What is an ocean? How many are there? Use evidence from the text. (Students may also look at the pictorial to see the location of the four oceans)
 - A large body of salt water that covers most of Earth. There are four. *Note: If you like, you can tell students about The Southern Ocean which new maps include as one of the major oceans.
- p. 12: What is a continent? How many are there? (Students may also look at the pictorial to count the seven continents)
 - Large area of land on Earth. There are seven continents.



Extending Understanding:

_____ and _____ both _____.

Maps _____, but globes _____.

Special Needs:

See Special Education Appendix

Sample:

Username: 1teacher.sausd.098

Password: king

Accelerated Learners:

Expect complex sentences.

For more information on the Southern Ocean, go to:

<http://www.thefreeresource.com/facts-about-the-southern-ocean-for-kids>

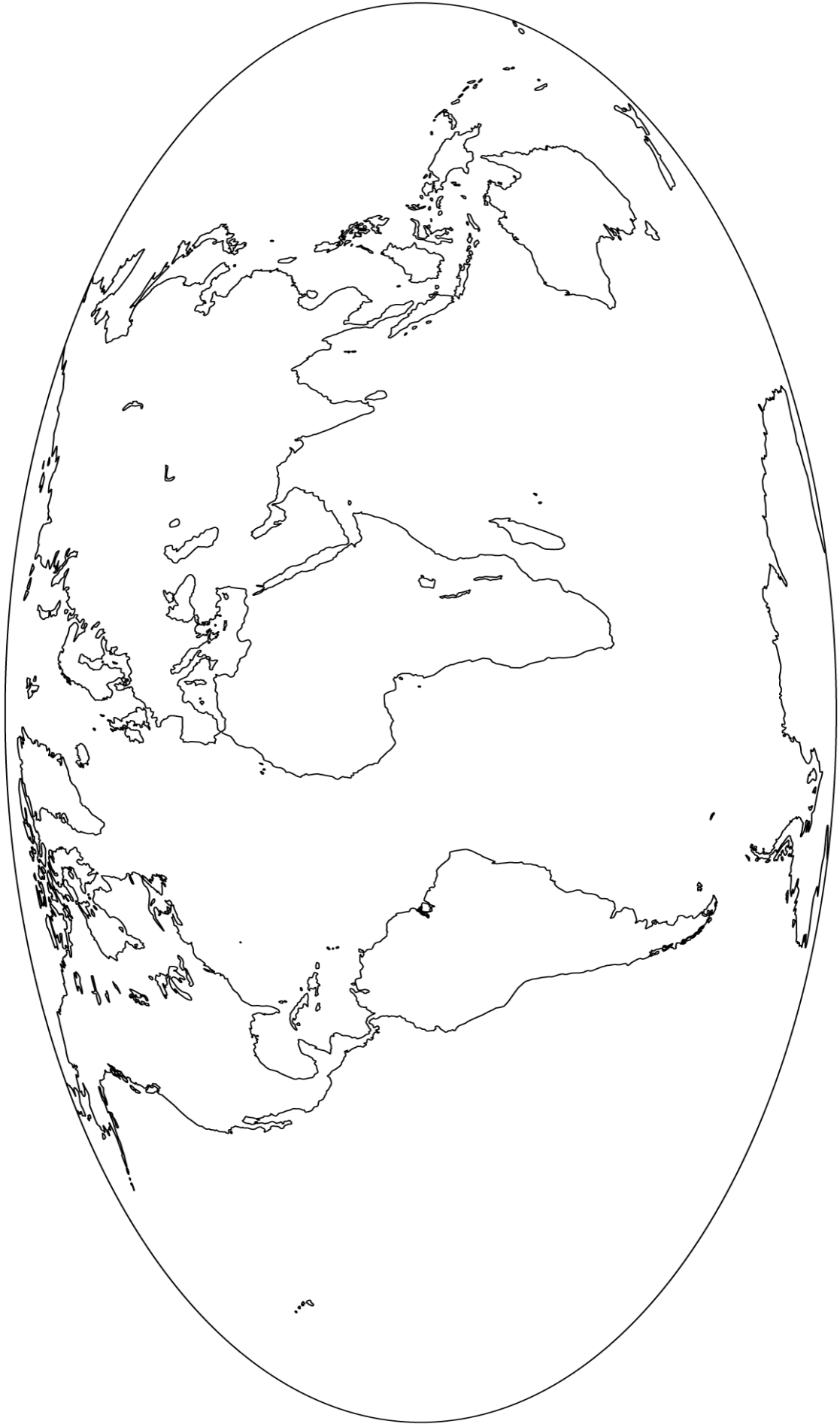
<http://www.kids-world-travel-guide.com/ocean-facts-for-kids.html>

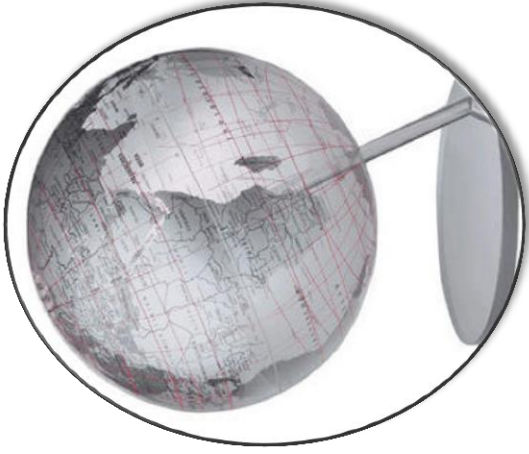
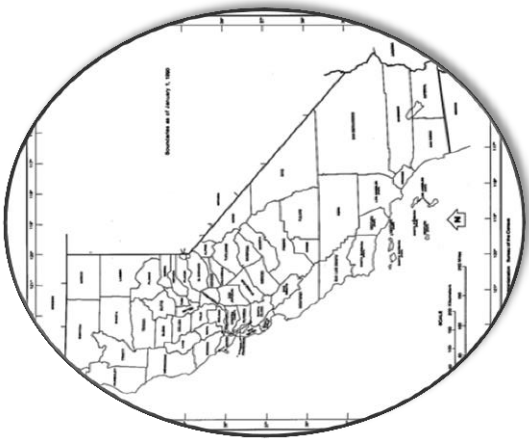
<http://placesbook.org/southern-ocean>

	<p>6. Have students open their Learning Journal to page 7.</p> <ul style="list-style-type: none"> • Label the continents and the oceans on your pictorial and have students label their own maps. <p>7. Go back to the “<i>The World</i>” Circle Map. Add the title of the text to the frame of reference, and using the marker color for “information from text”, write down any new concepts learned (e.g. continents, oceans, United States, California, state, community, etc. – if not already on the map.)</p> <p>8. Have students Think-Pair-Share about one thing they know about maps and globes. Have students write one thing they know about maps and globes in their Learning Journal page 8.</p> <p>9. Little Book: Read “Maps and Globes” little book with students. Have them reread with a partner and take home to read with family.</p>	
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Lesson Reflection		
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<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		
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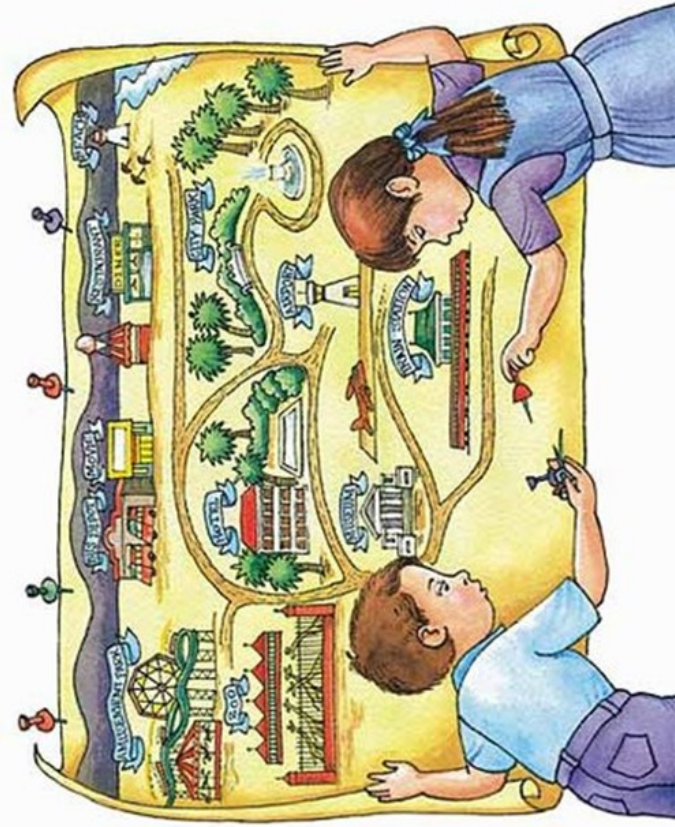
One thing I know about maps and globes is that

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines for writing.

Maps and Globes



This book belongs to _____

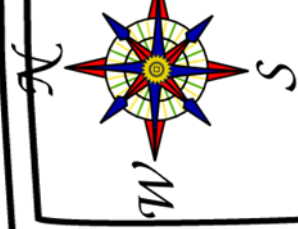


Maps and globes
help us find places.

Globes

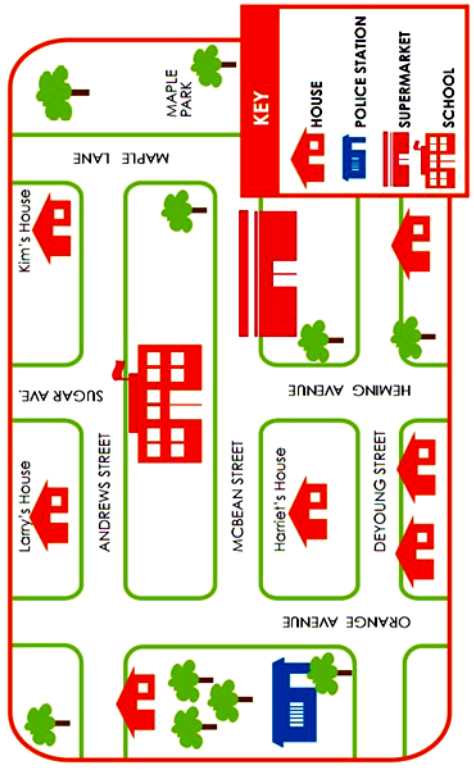


A globe shows us what the Earth looks like.

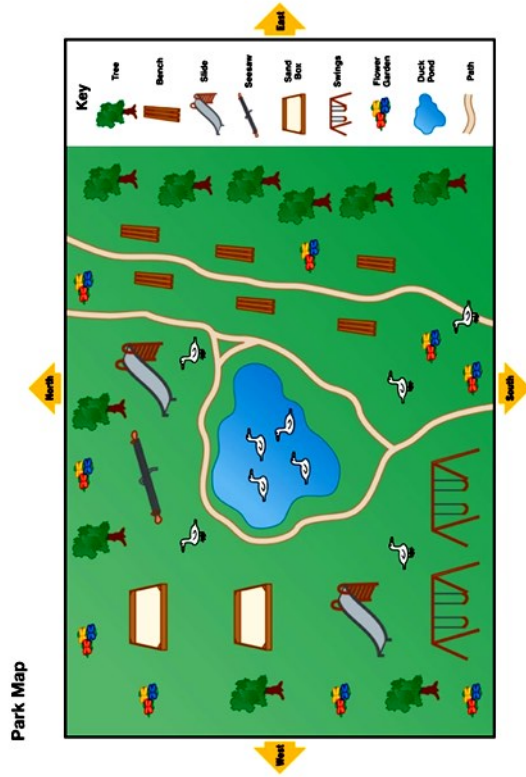


compass rose

TOWN MAP



We use directions to read a map. The top of a map is north. The bottom of a map is south. A compass rose is a symbol on a map that shows the directions.



Maps use symbols to show us where things are.

A legend tells us what each symbol means.

legend

North Pole

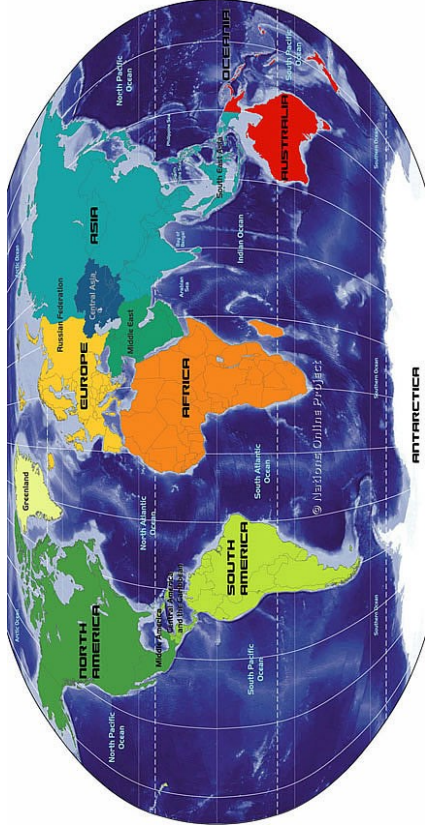


The North Pole is at the top of the globe.



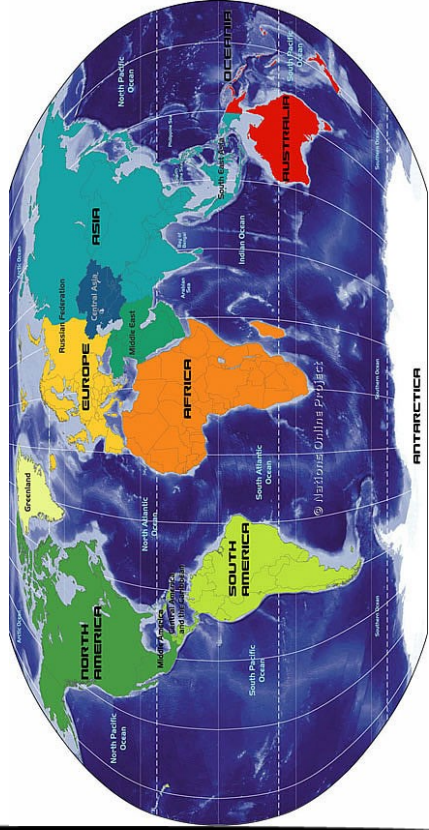
South Pole

The South Pole is at the bottom of the globe.



Where is North America?
Can you find it?

Maps



Maps are flat drawings that show us where different places are located.

equator



The equator is an imaginary line around the middle of Earth.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 4	Grade Level/Course: 1st	Duration: Two Days Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	<p>H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents and the four oceans.</p> <p>H/SS 1.2.2 Compare the information that can be derived from a three dimensional model to the information that can be derived from a picture of the same location.</p> <p>RI1.2 Main idea and key details</p> <p>RI.1.4 Clarify meaning of words</p> <p>RI1.5 Use various text features/structures</p> <p>SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>W1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L4 Clarify the meaning of unknown/multiple-meaning words.</p>	
Materials/ Resources/ Lesson Preparation	<p>Texts to be Read:</p> <ul style="list-style-type: none"> • Scott Foresman Social Studies Unit 2 People and Places Lesson 2: “What does a model show?” <p>Other Materials:</p> <ul style="list-style-type: none"> • Elementary Curriculum Link to the Scott-Foresman Digital Path with Grade level Resources: Video “Models and Pictures” 2:39 min http://www.ca-hss.com/sf/client/login/login.html • Learning Journal • Circle Map(<i>The World</i>) • Teacher Resource PowerPoint: Lesson 4 • Optional resource for teachers: www.cahistorysocialscience.com • <i>Continents and Oceans</i> song • Chart paper for Double Bubble/Compare Contrast Thinking Map 	
Objectives	<p>Content: Students will learn about pictures and models.</p> <p>Student Friendly: Today you will learn about pictures and models.</p>	<p>Language: Students will compare and contrast the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>Student Friendly: Today we will compare and contrast the information we get from models and pictures of the same place.</p>
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	

College and Career Ready Skills		<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	apart	designs
		model, location, position	architect
Pre-teaching Considerations	Review text features of informational text: illustrations, captions, headings, vocabulary (yellow)		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea and Essential Questions 2. Sing the “<i>Continents and Oceans</i>” song. 3. Review “<i>The World</i>” Circle Map. Say: “<i>What do you think is the most important thing you have learned so far?</i>” 4. Say, “<i>Today we will be learning about what a model shows.</i>” 5. Play the video “Models and Pictures”. After this short video, use the same color marker as Lesson 3 (for “information from video”) and add any new information to the class Circle Map. Options: <ul style="list-style-type: none"> • Use the DVD that came with the Social Studies program OR the Digital Path People and Places Lesson 2, “Models and Pictures”. (Teacher Resource PowerPoint) 		Differentiated Instruction: English Learners: A ____ is _____. A ____ shows _____. Pictures _____. Models _____. _____ and _____ both _____

6. Review of Text Features:

- a. Tell students to browse lesson 2 of the social studies text and share with a partner what they see. Remind students to look at the words and illustrations.
- b. Have students share out any features they found in the text, and review any that they omitted.

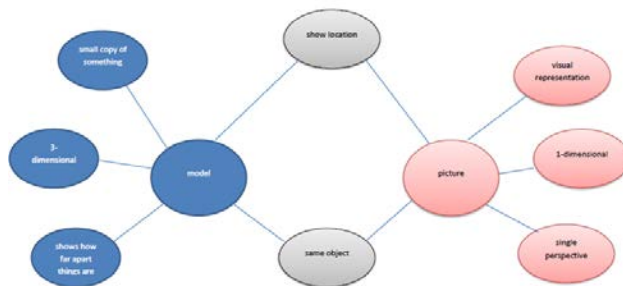
Interacting with the Text: What does a model show?

7. **First Reading:** Unencumbered Read

8. **Second Reading: Close Read – Text Dependent Questions:**



- a. p. 13: What are models?
 - *A model is a small copy of something.*
- b. p. 14: What can you learn from a model?
 - *A model shows location, buildings from all sides, and how far apart things are.*
- c. p. 15: What can you learn from pictures?
 - *Pictures show the location of things.*
- d. Teacher Model: Use a picture of a computer and your computer to point out the differences between the “picture” and the “model”.
- e. Review: How are pictures and models alike and different? Create a compare/contrast Thinking Map (Double Bubble). Use different colors to show the similarities and differences.



Day 2:

9. **Create a model city.**



- a. We are going to create a city of our own. Here is a picture of what our city might look like when we are finished.
- b. Model how to cut, color, fold, and tape a building.
- c. Working with a partner, have students select a building from the Learning Journal pages 9-15 to assemble.
- d. When everyone is finished, assemble the city.
- e. Students can add objects to the city (e.g. cars, trees, animals, and people).
- f. Ask students, “*How is our model city different than a map?*”

Extending Understanding:

10. Go back to “*The World*” Circle Map. Add the title of the text to the frame of reference, and using the marker color for “information from text”, write down any new concepts learned (e.g. there are models of the world, satellites take pictures of the world)

Pictures _____, but models _____.

Special Needs:

See Special Education Appendix

Accelerated Learners:

Expect complex sentences.

Option: You may choose to make your 3D model city using larger objects (e.g. cereal boxes, shoe boxes, gingerbread houses, etc.) Encourage students to bring objects from home to build your model.

	<p>11. Review the Double Bubble/Compare Contrast Thinking Map from the previous day. Have students Think-Pair-Share about one difference between a model and a picture. Students should use the Double Bubble map to help their writing. Have students write how models and maps are alike and different in their Learning Journal page 16.</p> <p>12. Tell students, “<i>Now that we have discussed the similarities and differences, let’s form an opinion about which is better. An opinion is the way you think or feel about something. An opinion is what YOU think, it can’t really be wrong, especially if you have reasons for your opinion.</i>”</p> <p>13. Ask students, “<i>Which do you think is better: a model or a picture? Why? Be sure to include your reasons why!</i>” Use the following sentence frame to support a discussion. _____ is better because _____. Remind students to include the “because” – <i>What evidence do you have to support your opinion?</i></p>	
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Lesson Reflection		
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<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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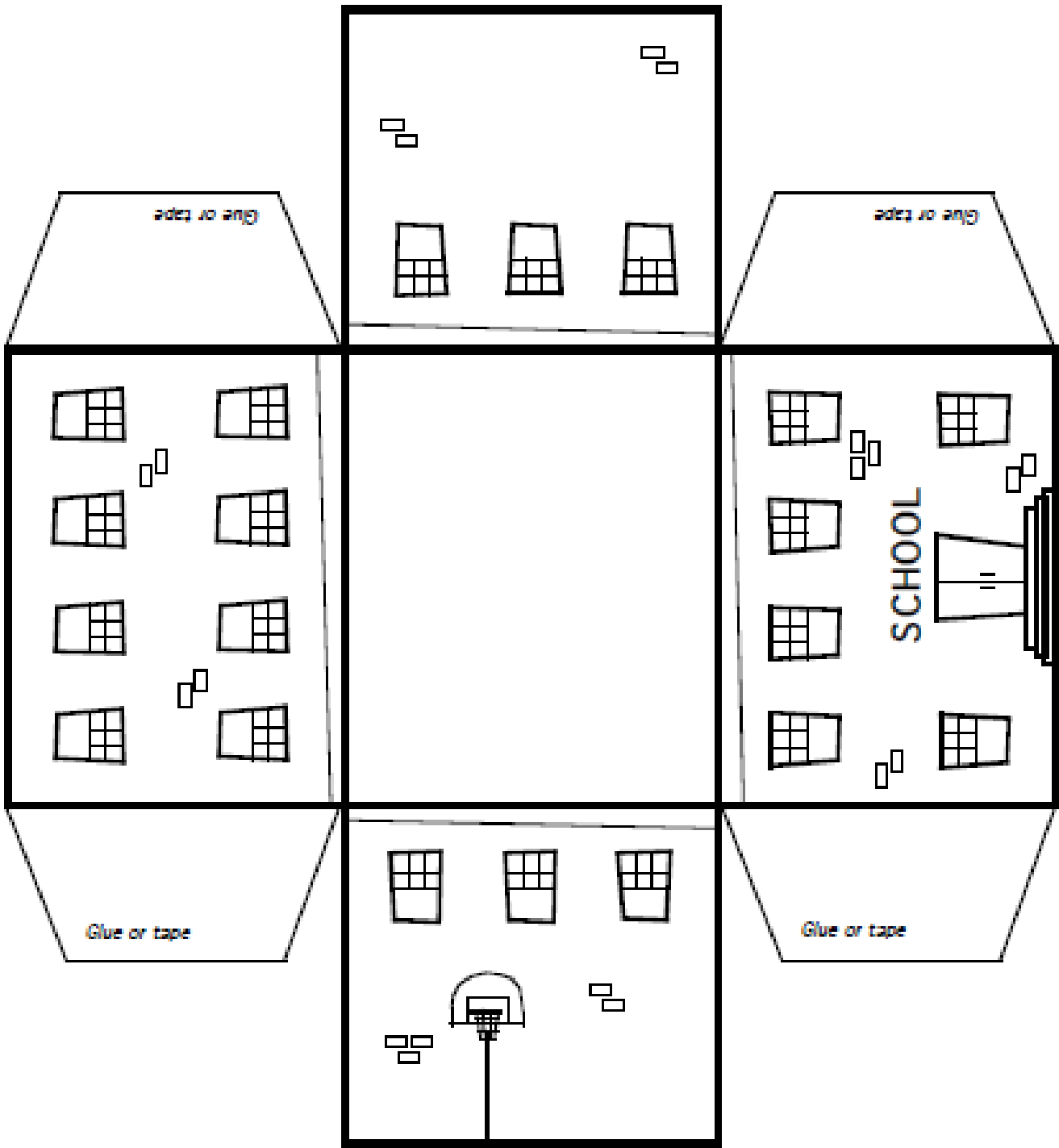
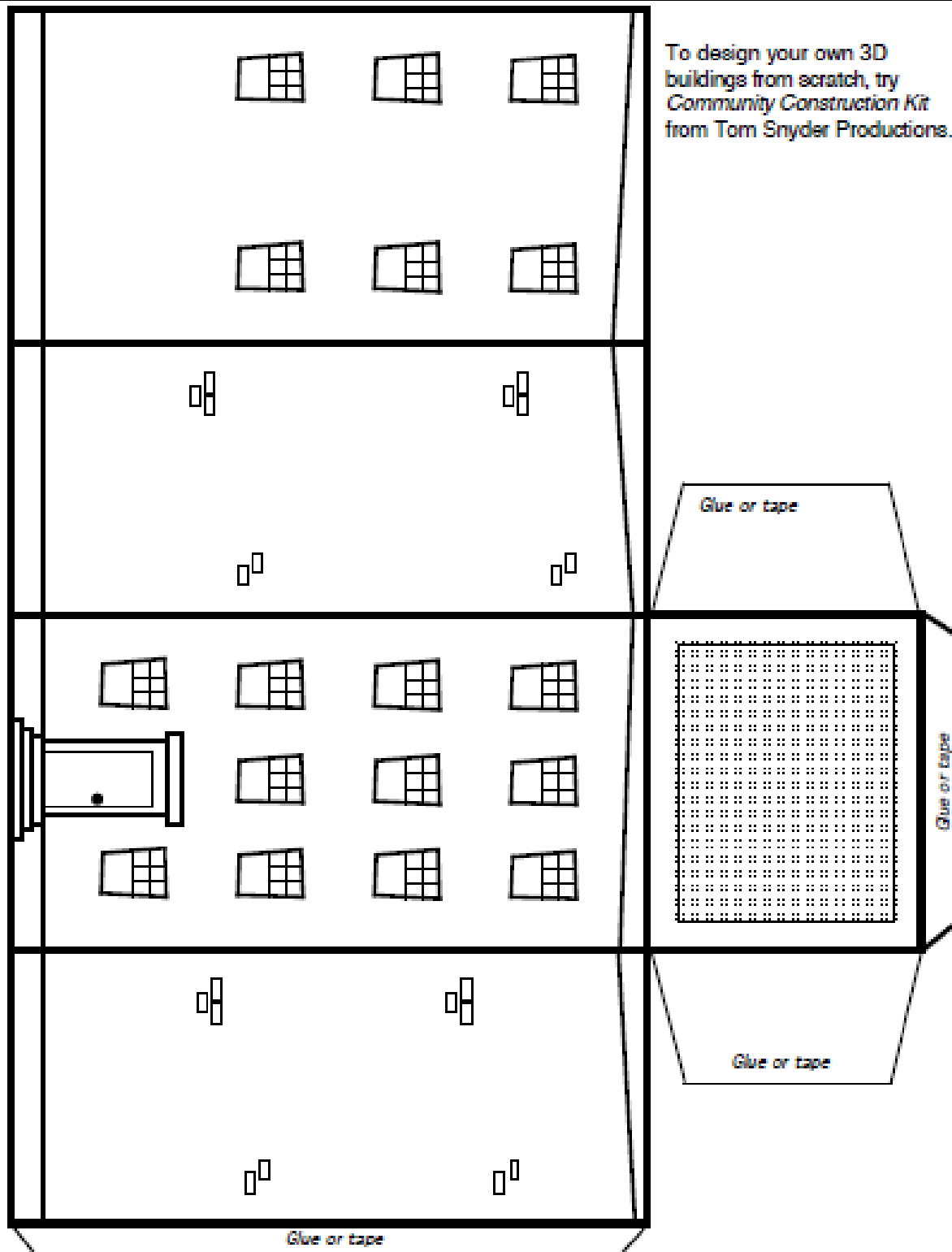
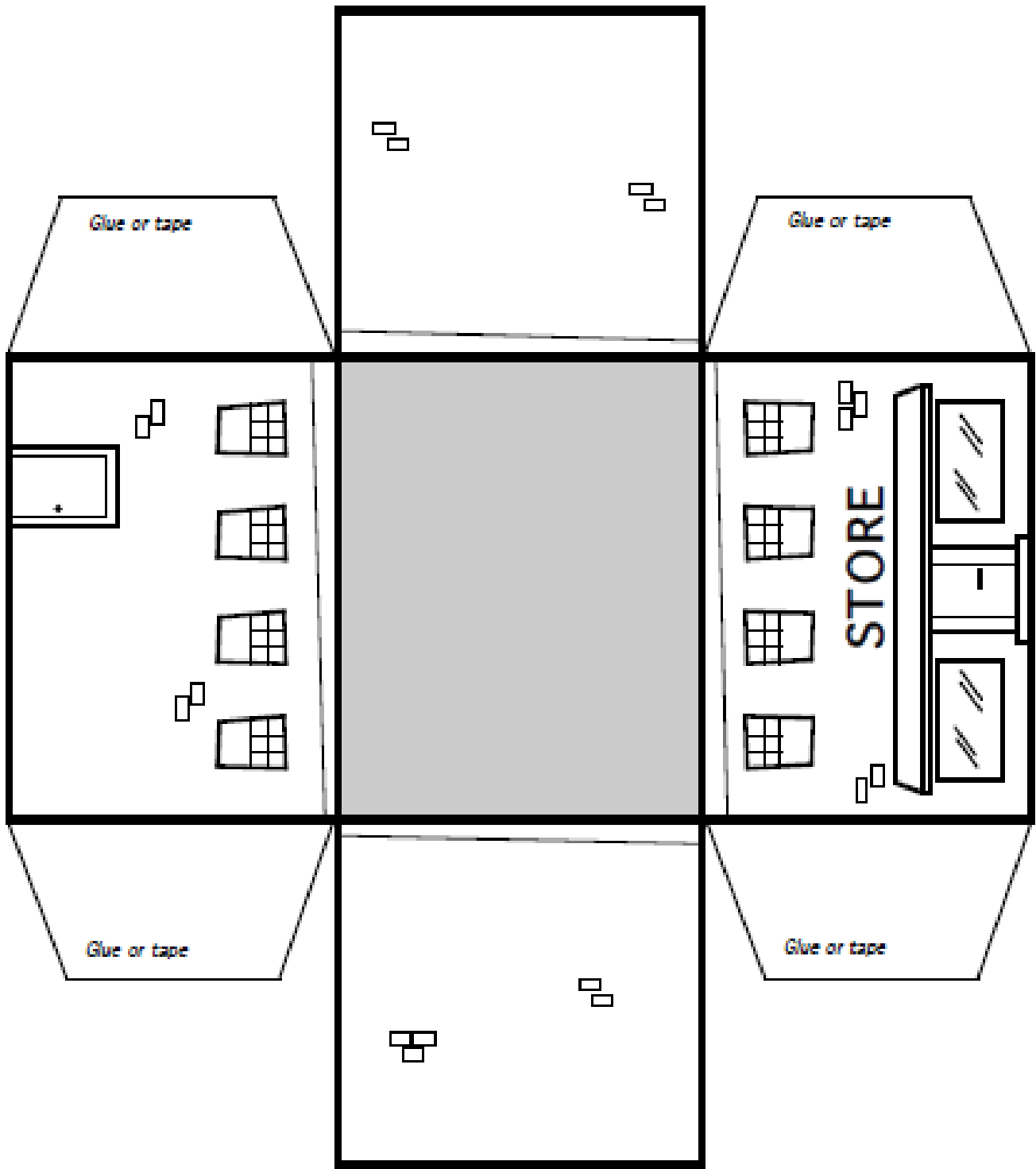


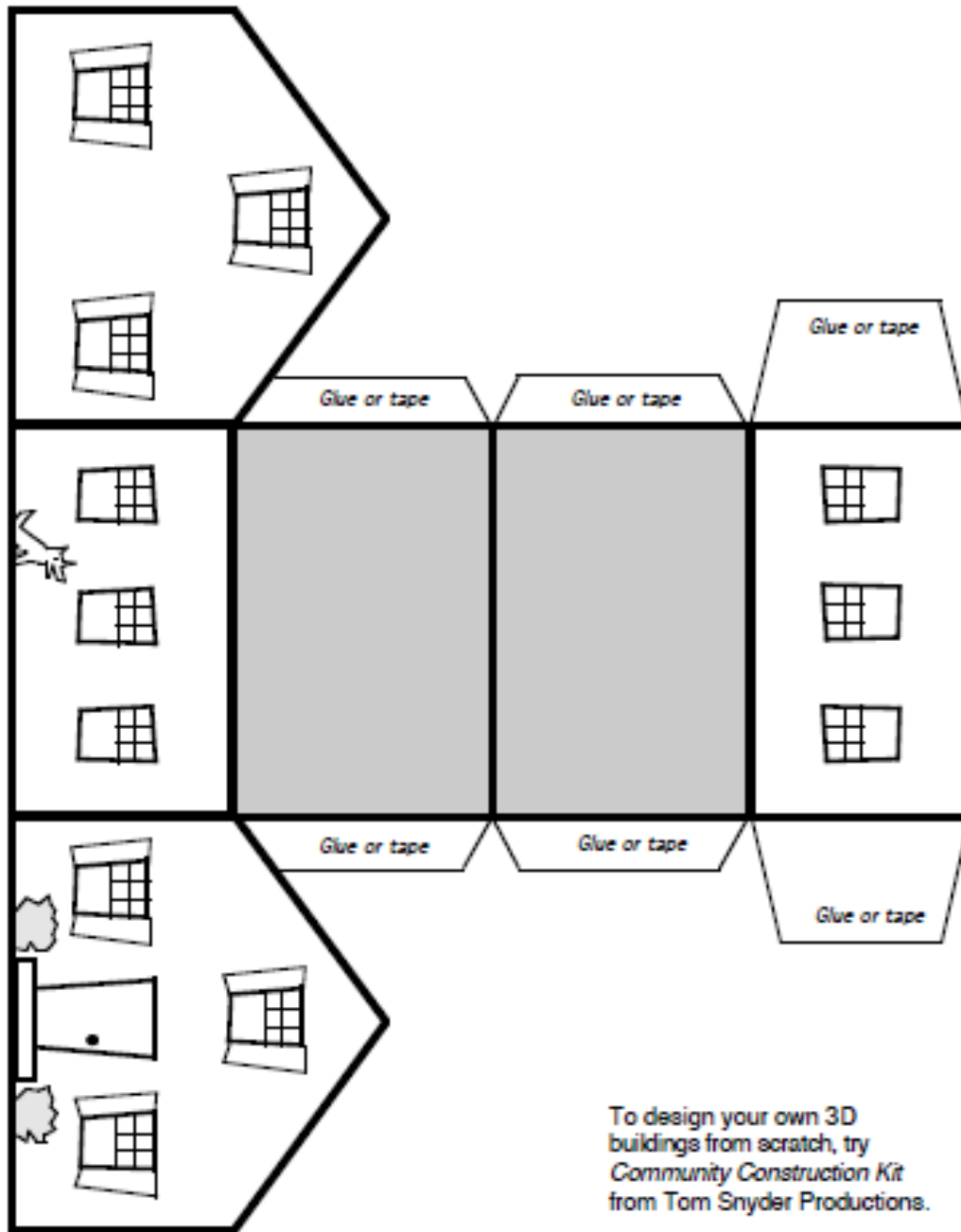
Figure 1. School building net.

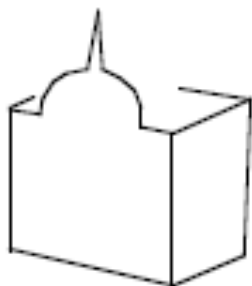
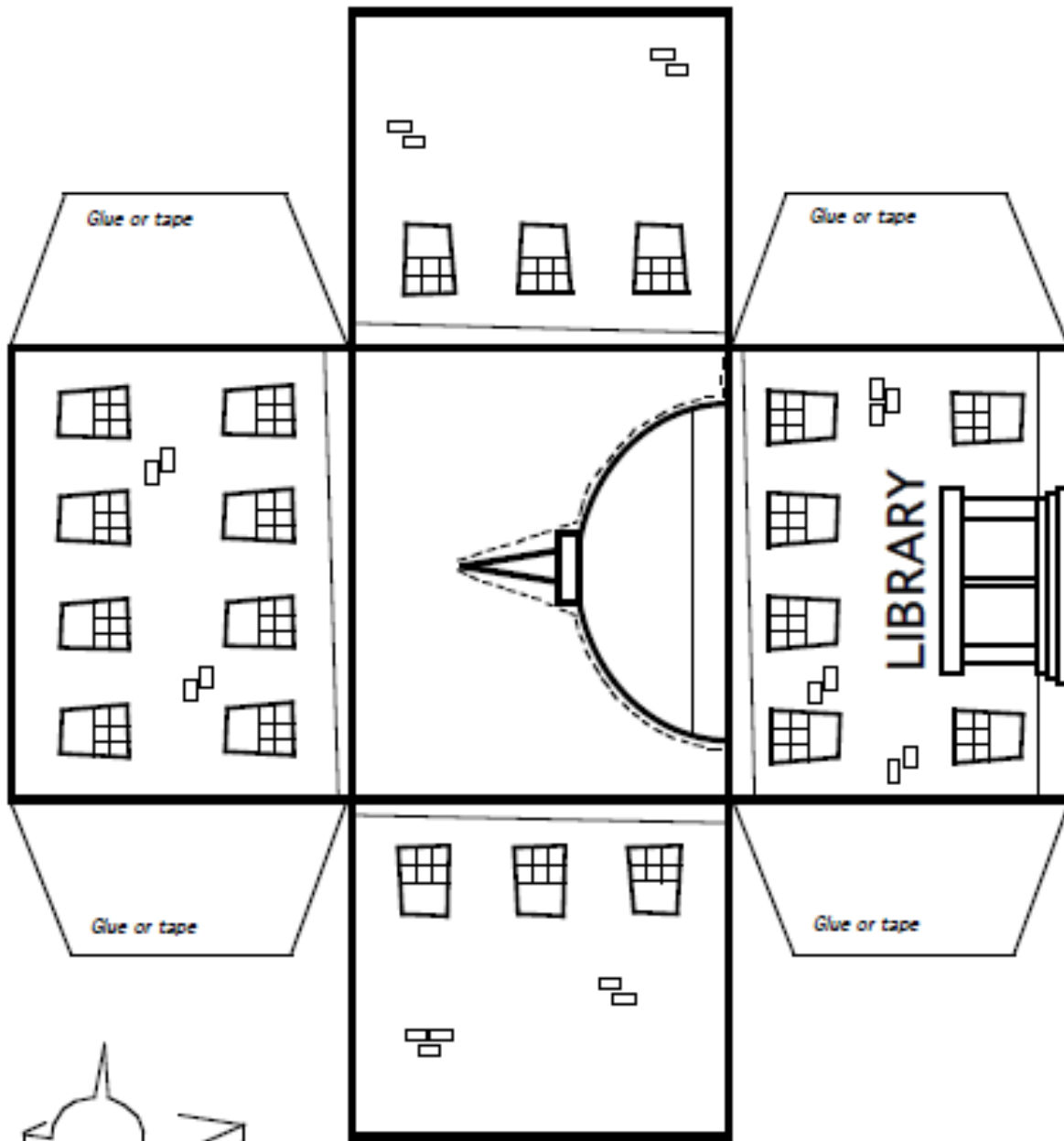


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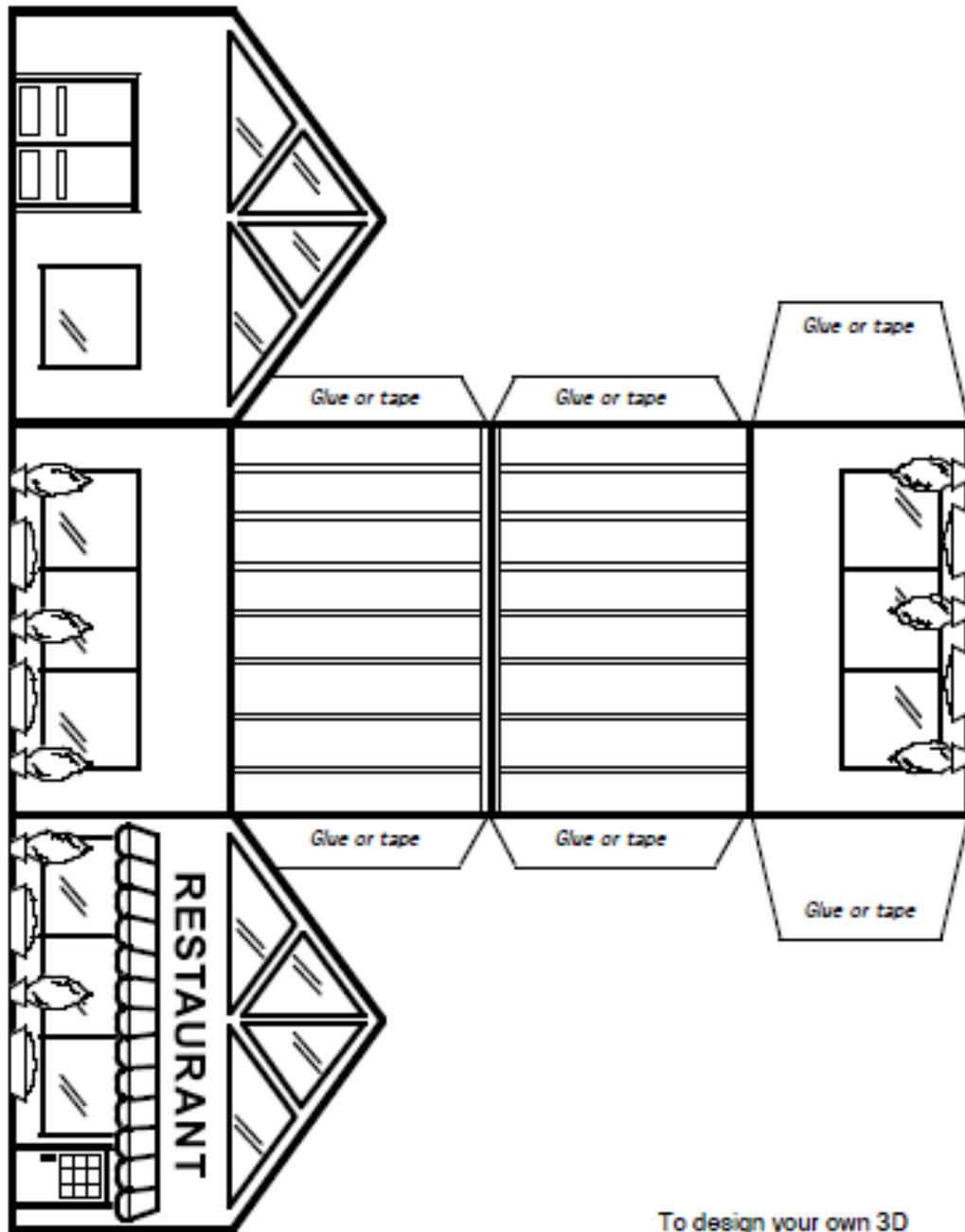
To design your own 3D



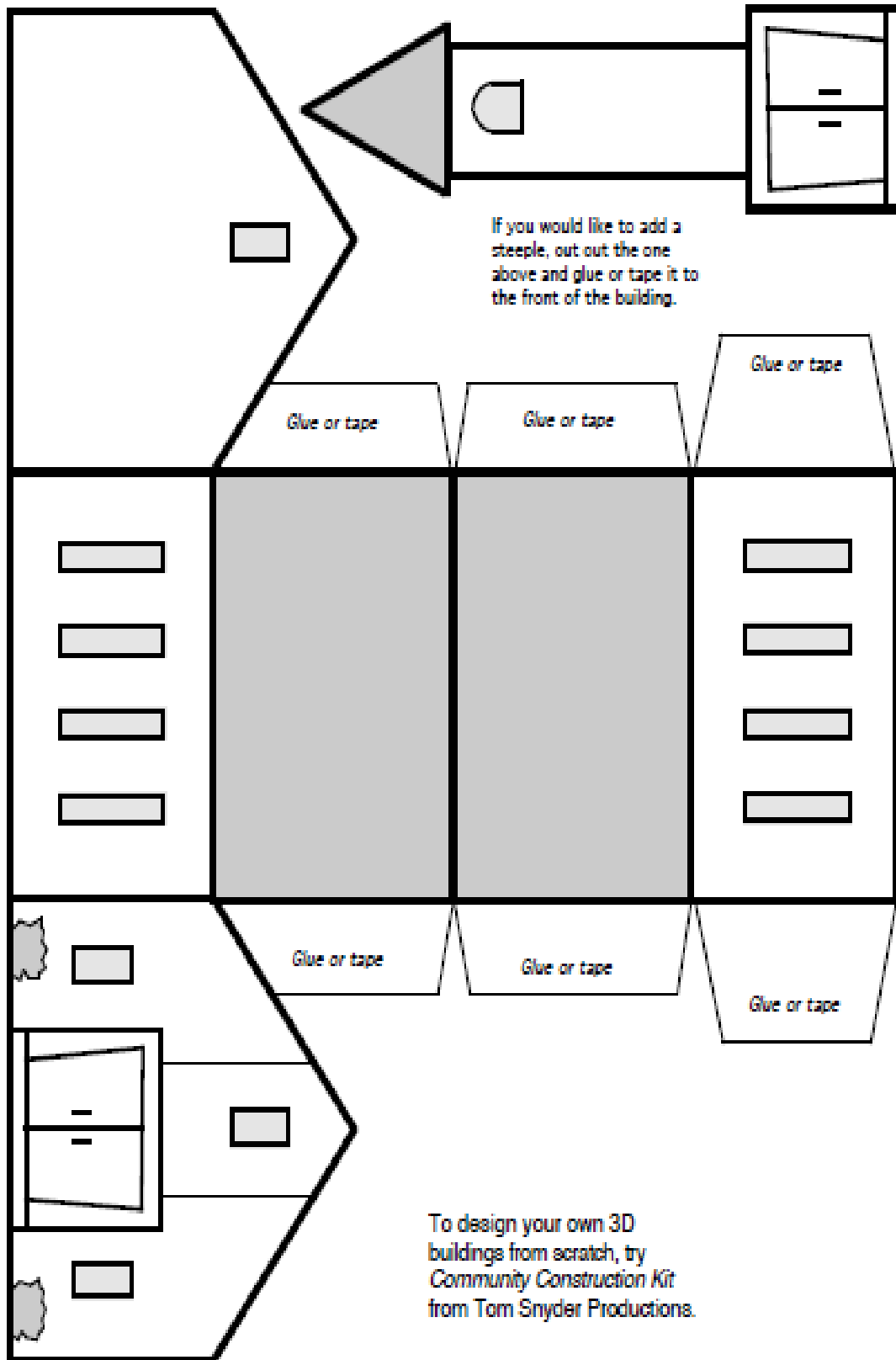


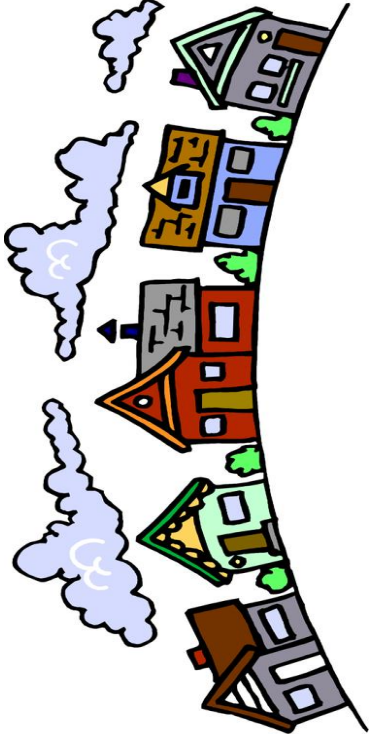
Cut out dome
and fold up as
shown

To design your own 3D
buildings from scratch, try
Community Construction Kit
from Tom Snyder Productions.



To design your own 3D buildings from scratch, try *Community Construction Kit* from Tom Snyder Productions.





One difference between a model and a picture is

One similarity between a model and a picture is

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 5	Grade Level/Course: 1st	Duration: One Day Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	<p>H/SS 1.2.3 Construct a simple map, using cardinal directions and map symbols. M/MG 1.2.3 Give and follow directions about a location. M/MG 1.2.4 Describe objects in space. RI 1.1 Ask and answer questions RI1.2 Main idea and key details RI.1.4 Clarify meaning of words RI1.5 Use various text features/structures RI 1.6 Distinguish information from picture and words. SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media W1.6 Produce complete sentences when appropriate to task and situation. L4 Clarify the meaning of unknown/multiple-meaning words.</p>	
Materials/ Resources/ Lesson Preparation	<p>Texts to be Read:</p> <ul style="list-style-type: none"> • Scott Foresman Social Studies Unit 2 People and Places Lesson 3: “How can you make a map?” <p>Other Materials:</p> <ul style="list-style-type: none"> • Elementary Curriculum Link to the Scott-Foresman Digital Path with Grade level Resources: Video “Making Maps” 3:17 min. http://www.ca-hss.com/sf/client/login/login.html • Cardinal Direction cards to label the classroom (copy following lesson) • Learning Journal • Circle Map (<i>The World</i>) • Teacher Resource PowerPoint: Lesson 5 • Optional resource for teachers: www.cahistorysocialscience.com 	
Objectives	<p>Content: Students will learn about simple maps using cardinal directions and map symbols.</p> <p>Student Friendly: Today you will learn about maps, map symbols, and cardinal directions.</p>	<p>Language: Students will discuss ideas, answer questions using complete sentences, and cite evidence from the text.</p> <p>Student Friendly: Today we will discuss maps using complete sentences and evidence from our text.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	north, south, east, west	
Pre-teaching Considerations		Students should be familiar with the directions north, south, east and west.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence		Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea and Essential Questions. 2. Sing the <i>Continents and Oceans</i> song. 3. Say, “<i>So far we have been learning about maps, models, and globes. Today we will learn how to make a map.</i>” Remind students about the types of maps they have already seen in the unit. 4. Play the video “Making Maps”. Tell students to listen for the definition of a map legend and the four main directions on a map. After this short video, use the same color marker as Lesson 4 (for “information from video”) and add any new information to the Circle Map created as the lesson opening. Options: <ul style="list-style-type: none"> • Use the DVD that came with the Social Studies program 	Differentiated Instruction: English Learners: A ____ tells _____. The ____ are _____. Legends _____. Routes _____. _____ and _____ are _____.

OR the Digital Path People and Places Lesson 3, “Making Maps”. (Teacher Resource PowerPoint)

5. Review of Text Features:
 - a. Tell students to browse Lesson 3 of the social studies text and share with a partner what they see. Remind students to look at the words and illustrations.
 - b. Have students share out any features they found in the text, and review any that they omitted.

Interacting with the Text: *How can you make a map?*

6. **First Reading:** Unencumbered Read

7. **Second Reading: Close Read – Text Dependent Questions:**



- a. p. 18: What does a map legend tell us?
 - *A map legend tells us what the symbols on a map mean.*
- b. p. 19: What are the four main directions? Identify the four main directions in your classroom by pointing and saying the direction.
 - *The four main directions are north, west, east, and south.*
- c. p. 20: What does a route show us?
 - *A route shows us how to get from one place to another*
- d. p. 20: What is a symbol? Name some common symbols used in map legends.
 - *Some common symbols used on map legends are stores, libraries, schools, post offices, houses, and routes.*
- e. p. 20: Close read of graphic
What street is the Post Office on? What direction does Pat travel first? What street does he turn on next? What direction is he heading? Where is the final destination? What street is it on? Is there another route that Pat can take to arrive at the same place?
 - *The Post Office is on Steve Lane. Pat will go West until he gets to Oak Road. He will go South on Oak Road until he reaches the library. The Library is on Summer Street. Pat can also take Summer Street to the library.*

Extending Understanding:

8. Answer the questions and draw the map included in the social studies text, “How Can you make a Map?”
9. Go back to the “*The World*” Circle Map. Label the four main directions, using the marker color for “information from the text”, and add any new concepts that have been learned.
10. Label the four main directions on the Pictorial. Direct students to label the four main directions on their World map in their Learning Journal p7.
11. Have students Think-Pair-Share about map legends and routes. Have students write two sentences in their Learning Journal p. 17.

Special Needs:

See Special Education Appendix

Accelerated Learners:

Expect complex sentences.

	(Example: A _____ tells _____. A _____ is _____.) 12. <i>Optional:</i> Play Simon Says with the students, directing them to move North, South, East or West by hopping, skipping, jumping, etc.	
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Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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NORTH

The word 'NORTH' is written in a bubbly, blue, textured font. A cartoon penguin with a blue chest and black body is positioned between the 'O' and 'R'. Small yellow snowflakes are scattered around the letters.

SOUTH

The word 'SOUTH' is written in a bubbly font with different colors and textures for each letter: 'S' is red, 'O' is yellow with a smiling sun face, 'U' is green, 'T' is purple with a green lizard, and 'H' is brown.

EAST

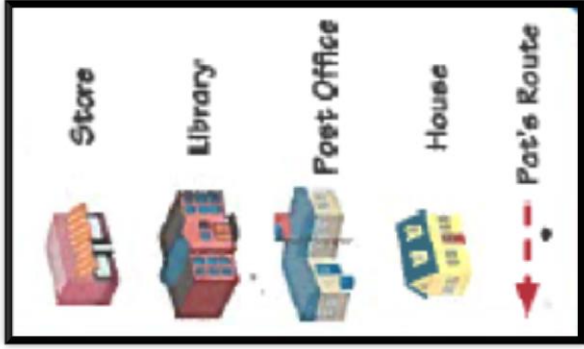
The word 'EAST' is written in a bubbly orange font. The letters 'E', 'A', and 'S' contain a black city skyline with a yellow sun rising over the buildings. The letter 'T' is replaced by the Statue of Liberty.

WEST

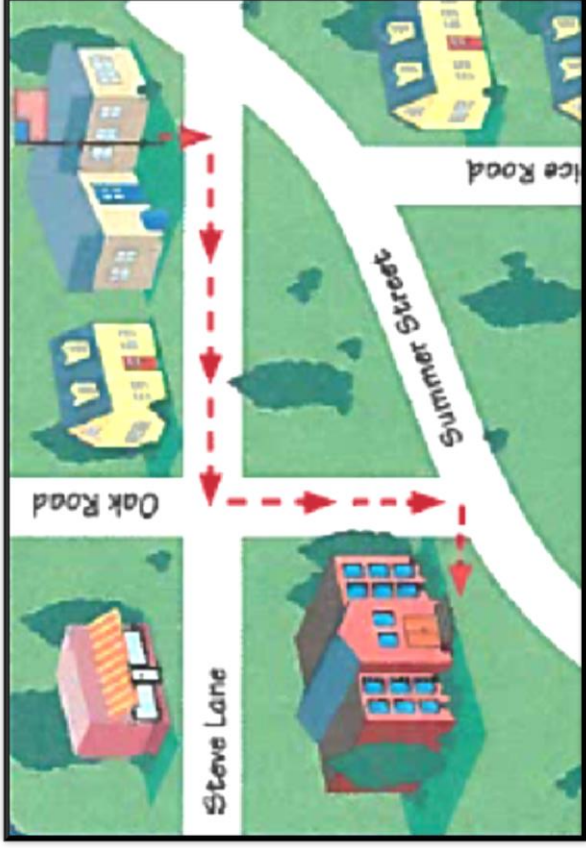
The word 'WEST' is written in a bubbly font with different themes: 'W' is brown cowboy boots, 'E' is purple, 'S' is an orange and black striped snake, and 'T' is a red cowboy hat with a white bull's head on top.

What I know about map legends and routes.

Map Legend



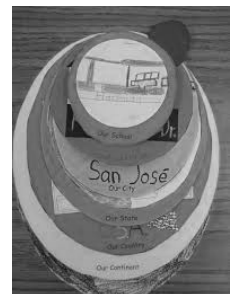
Route



SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 6	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents and the four oceans. SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL1.6 Produce complete sentences when appropriate to task and situation.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World Map Pictorial • “This is Me” Student Book (See black line masters behind lesson): <ul style="list-style-type: none"> ○ Copies of pages for each student ○ Crayons, pencils, stickers • Additional resource for teachers: www.cahistorysocialscience.com • *Pictures of alternative/optional “This is Me” activities included behind lesson. 	
Objectives	Content: Students will use maps to show their place in the world. Student Friendly: Today you will use a map to find your place in the world.	Language: Students will describe the relationship between the world, our country, our state, and our city while sharing their books with a partner. Student Friendly: Today you will tell about the relationship between the world, our country, our state, and our city.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	

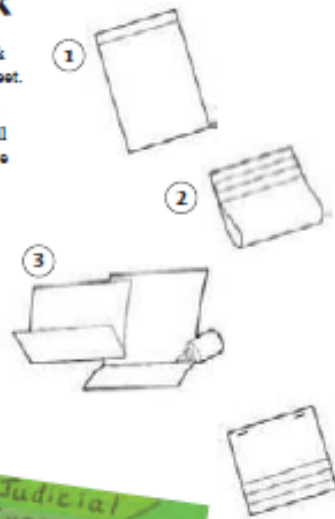
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	N/A	
Pre-teaching Considerations		Review maps and cardinal directions with students.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Sequence		Preparing the Learner: 1. Label our country, our state, and our city on the world map pictorial and on students' world maps in Learning Journal p7. Interacting with the Text: 2. Review "Me on the Map" (OCR Big Book) looking closely at the different types of maps in the book. Extending the Learning: 3. Pass out the book "This is Me!" (black line masters following the lesson) to each student. 4. Guide students to complete each page by adding illustrations and writing a sentence. 5. Have students read their completed books with classmates or other classes. 6. Options: <ul style="list-style-type: none"> • "Me on the Map" circle flip book. Students will make a flip book with circle pages. (See sample) • "Me on the Map" Layered Look Book. (see directions included behind lesson.) 7. Collaborative Labeling Game: Have students work in pairs to match the words to the pictures (included behind this lesson) in order to review the concepts of "planet, continent, country, state, and city".	Differentiated Instruction: English Learners: This is _____. Special Needs: See Special Education Appendix Accelerated Learners: Ask students to add details to their sentences on each page about their drawing.
Lesson Reflection			



Layered-Look Book

1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.
2. Fold up the bottom edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.
3. When all tabs are the same size, crease the paper to hold the tabs in place and staple or glue the sheets together.

Glue the sheets together along the valley or inner center fold or staple them along the mountain top.



When using more than two sheets of paper, make the tabs smaller than an inch.

This is me!

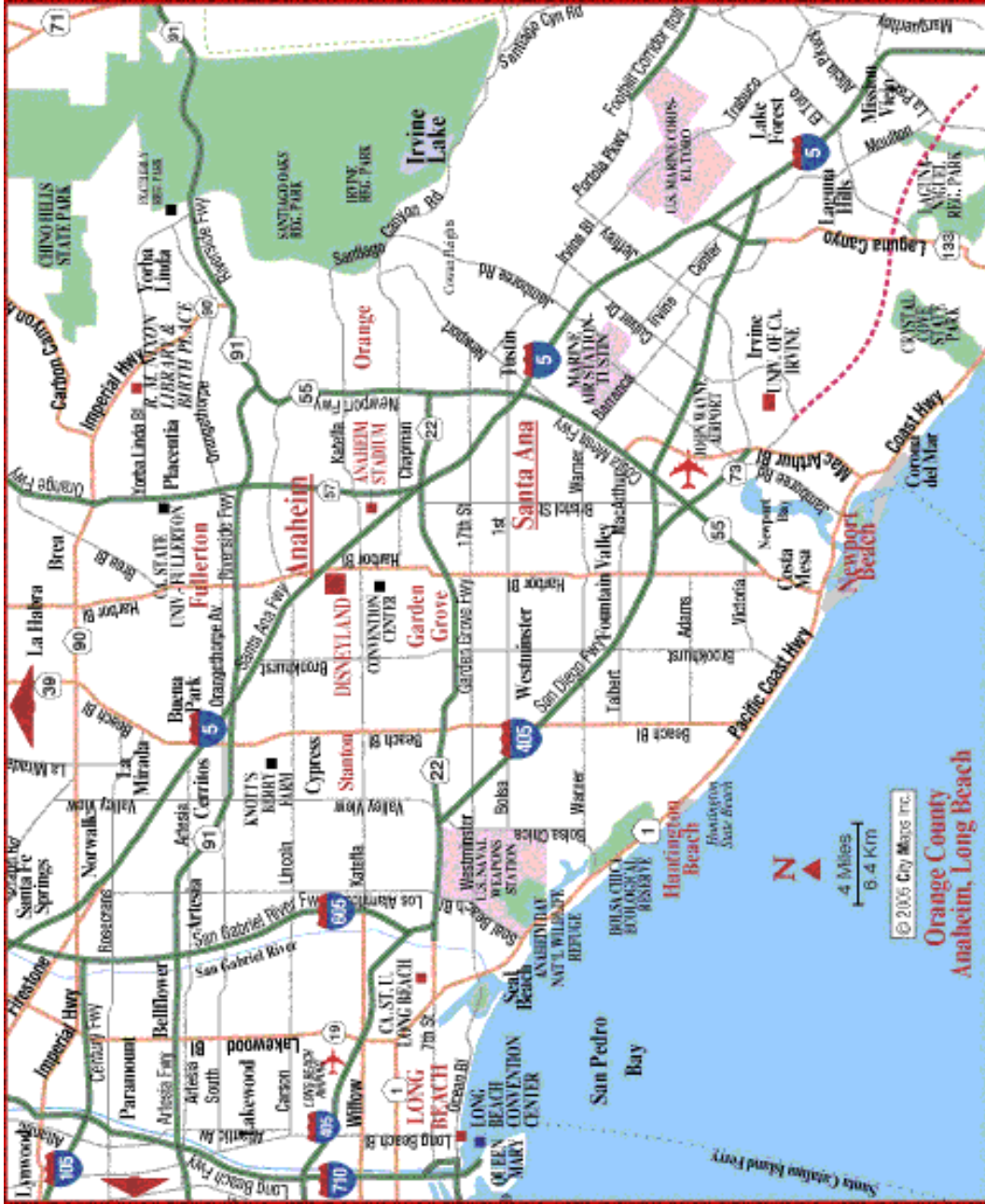
Can you find my place on each map?

Name _____

This is

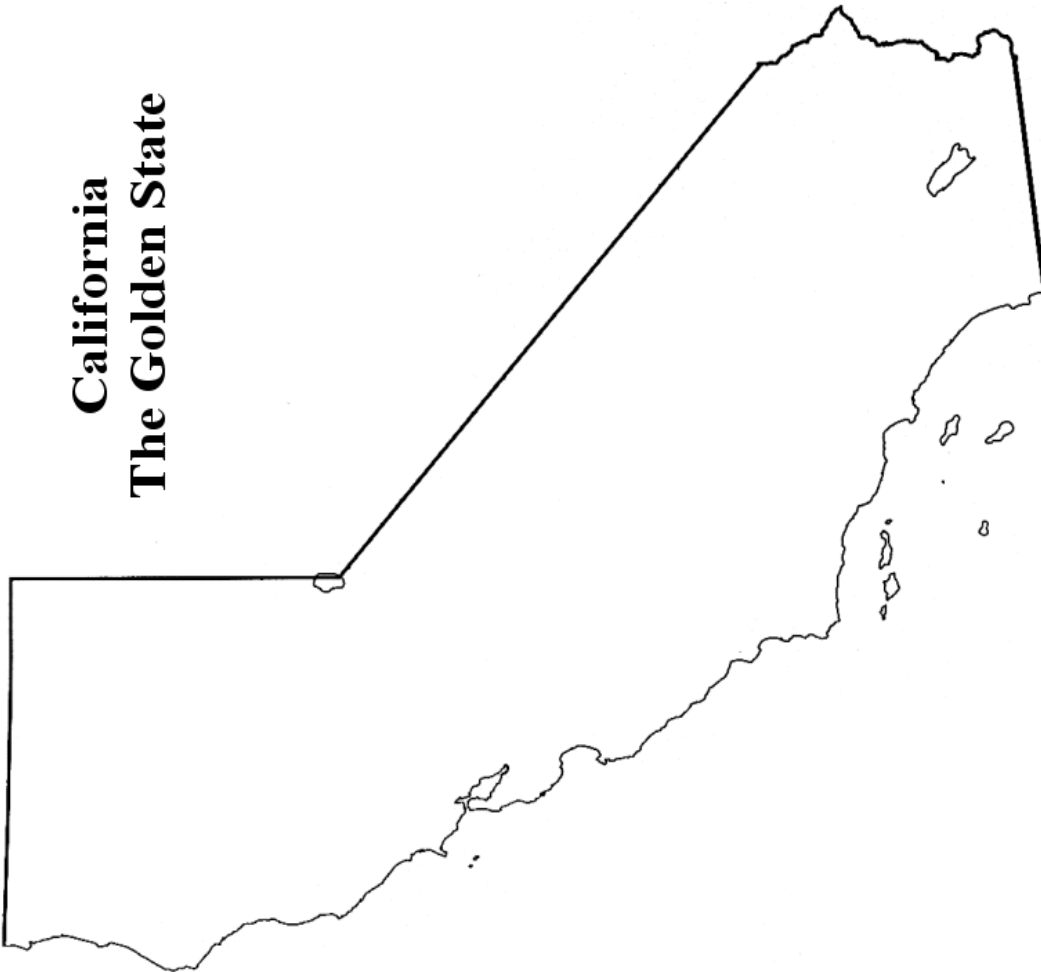
This is _____

This is



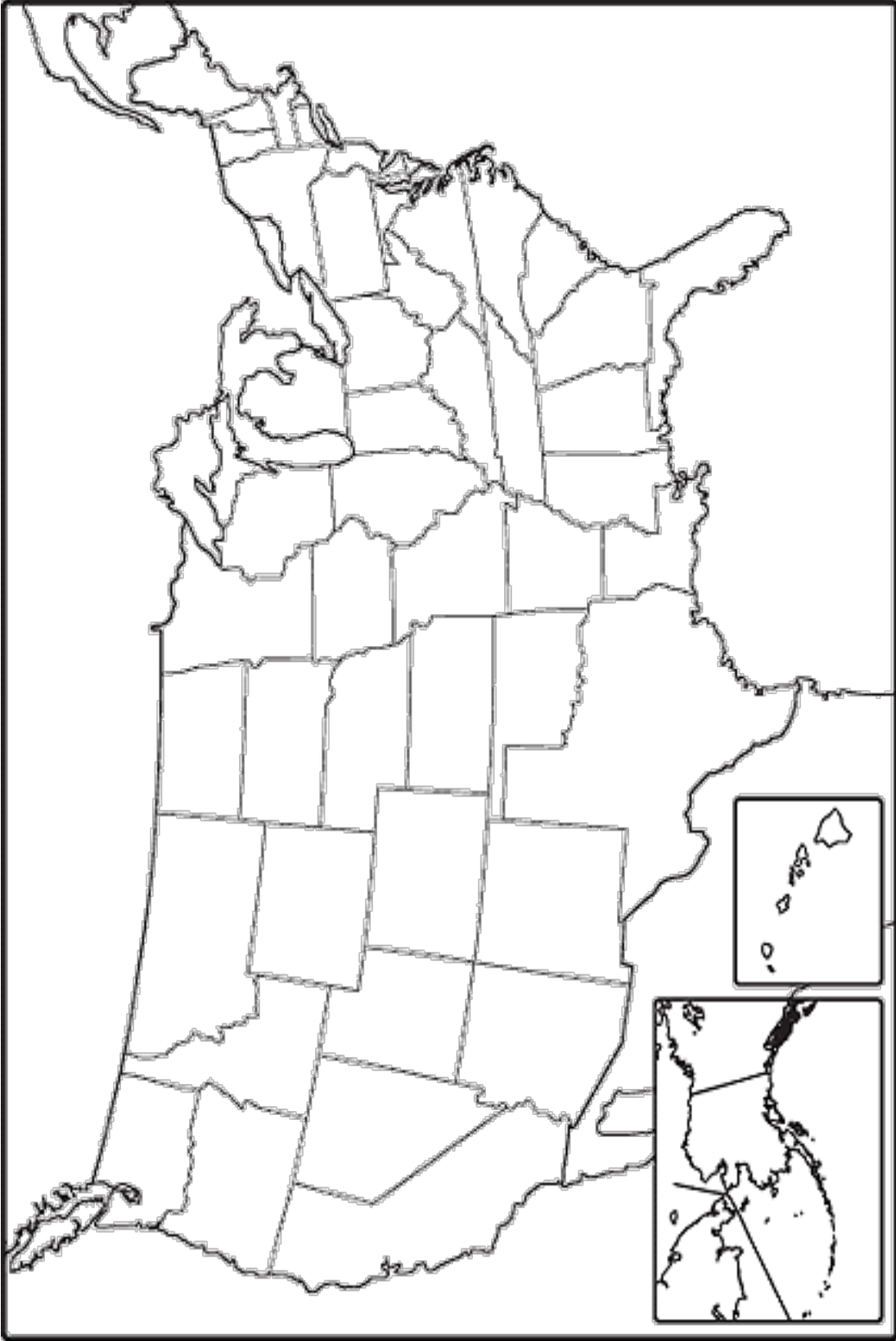
This is

California
The Golden State

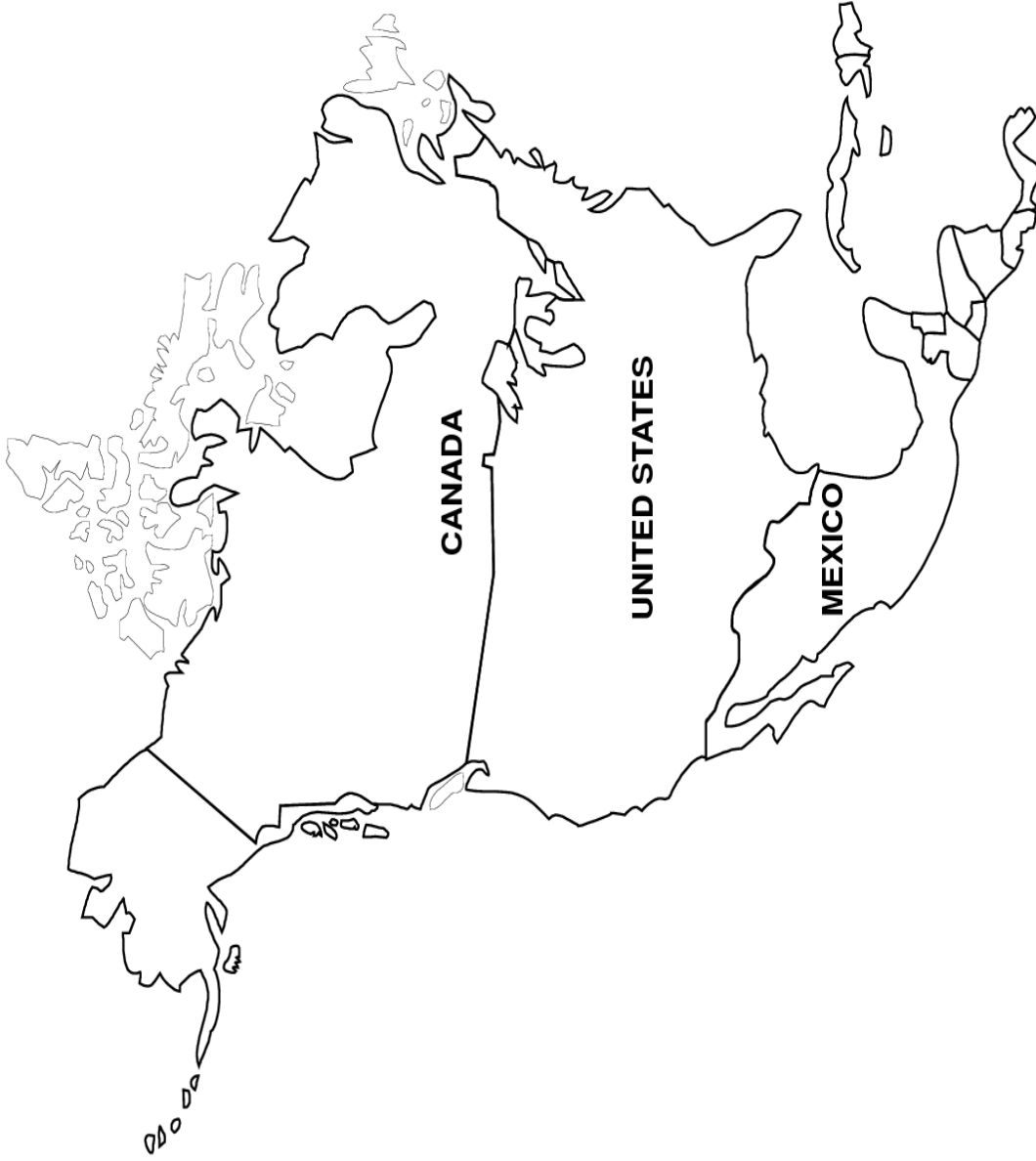


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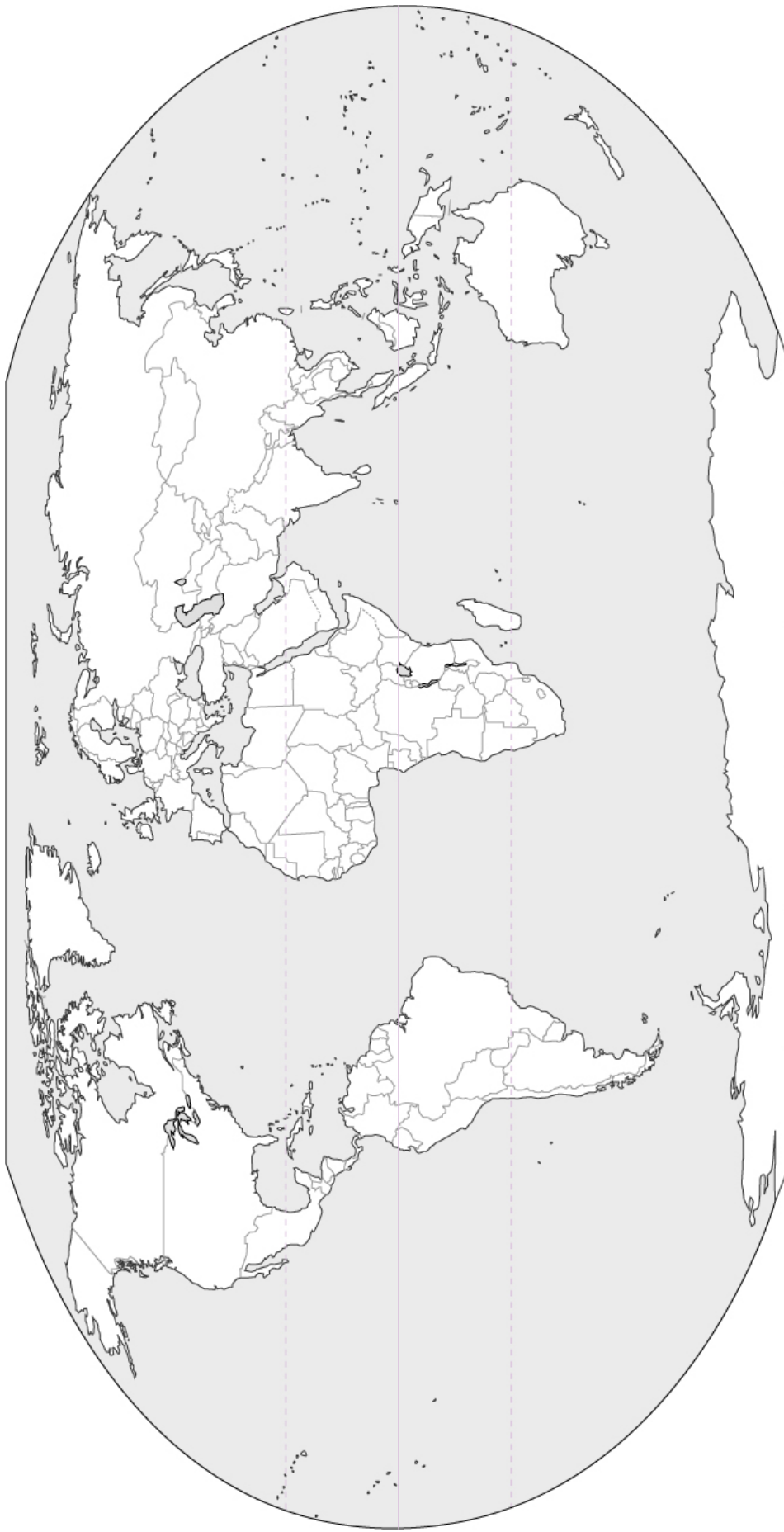
68



This is



This is

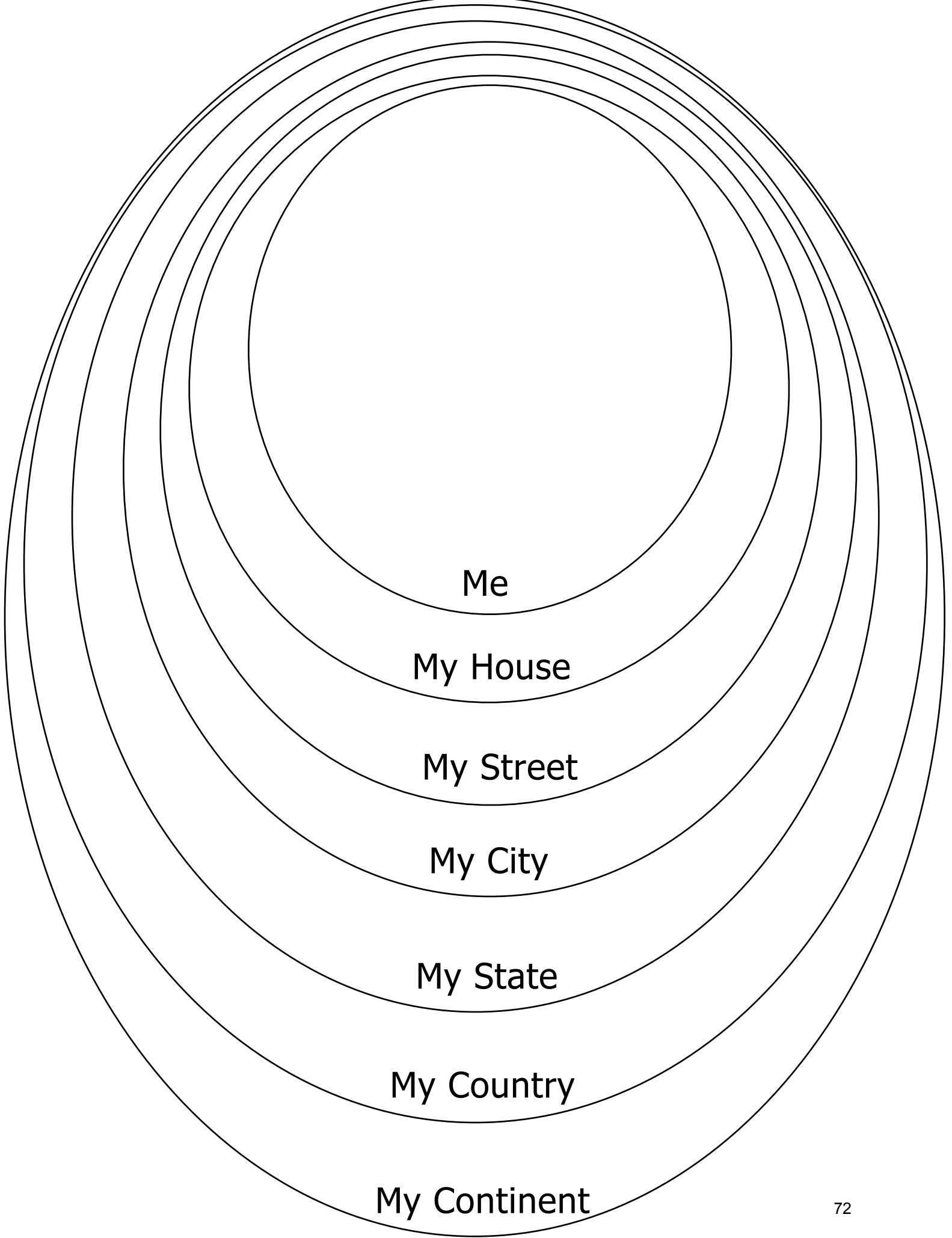


This is my world, the planet Earth.

You can see that part of the earth is land.

You can see that part of the earth is covered with water.

Color the land you see green. Color the water you see blue.



Me

My House

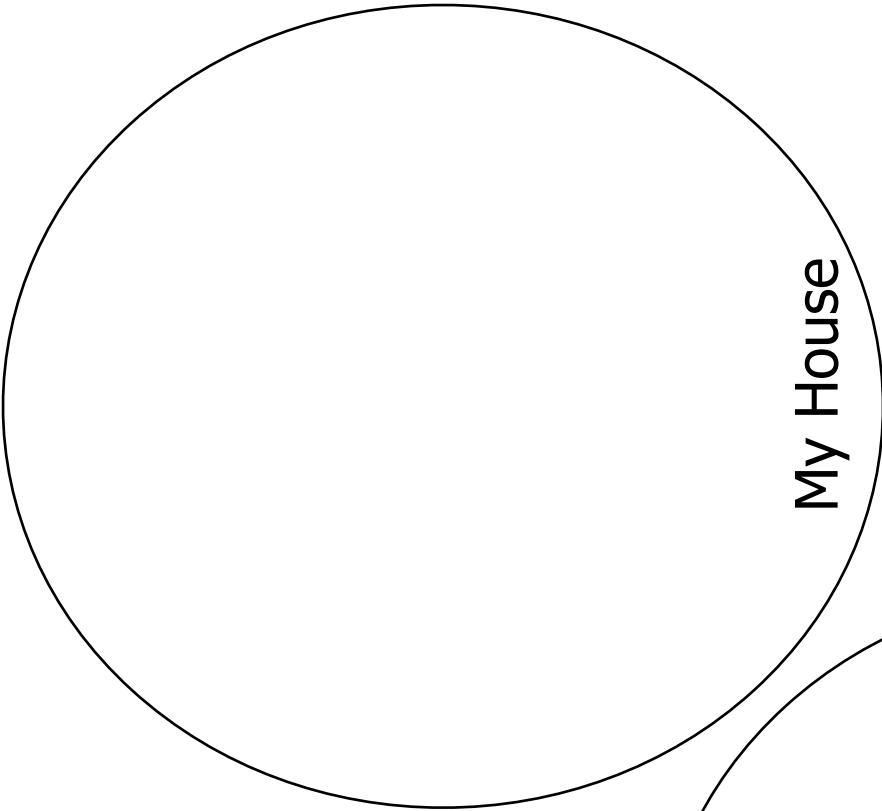
My Street

My City

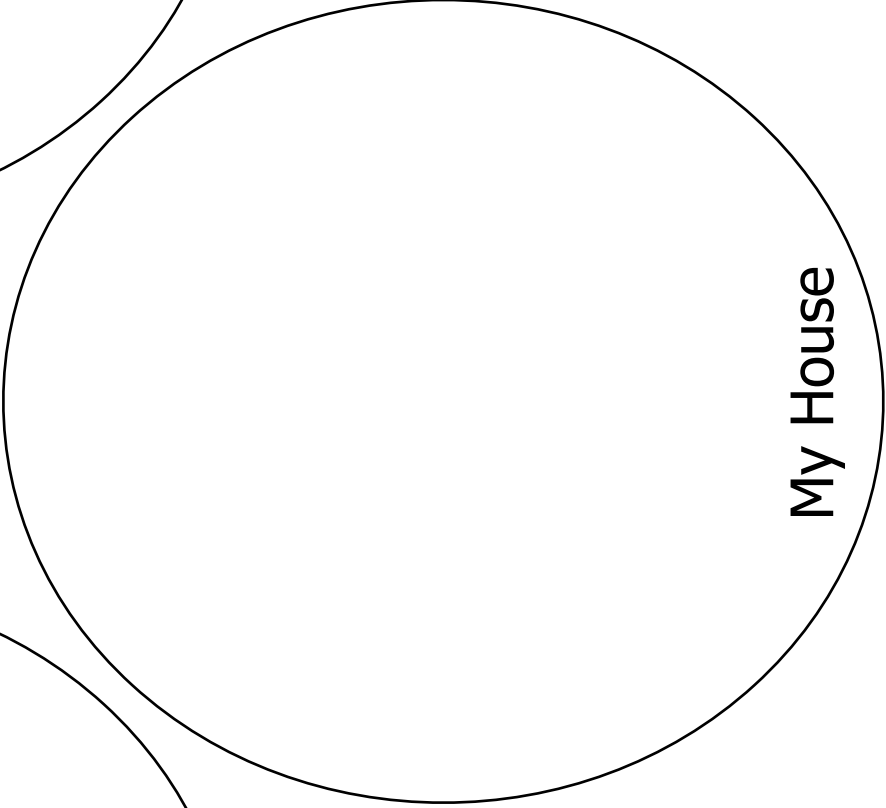
My State

My Country

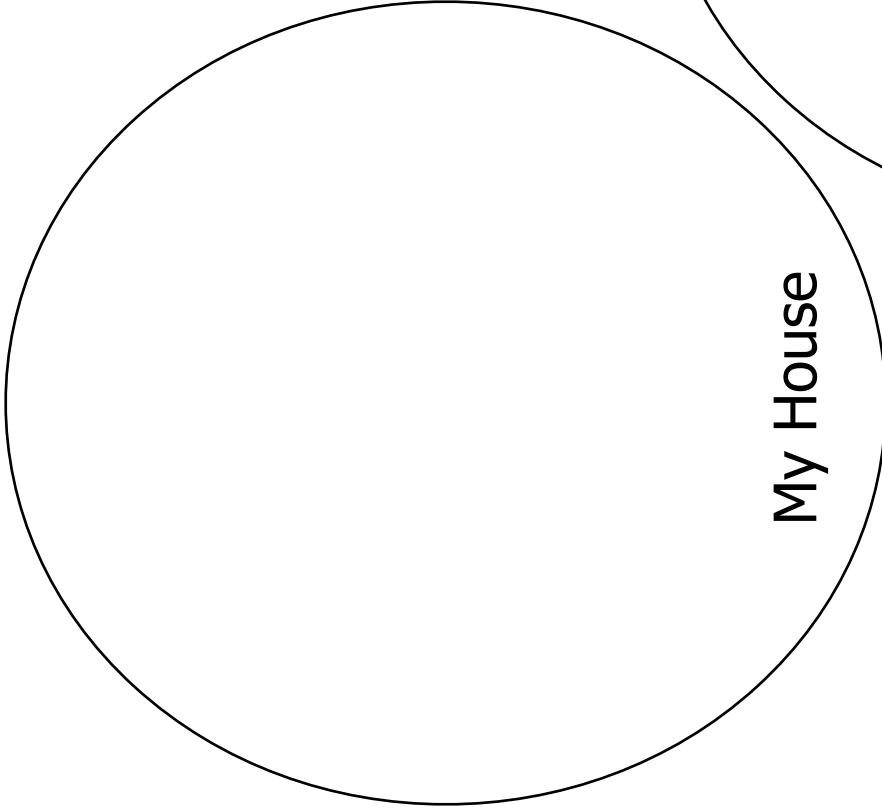
My Continent



My House

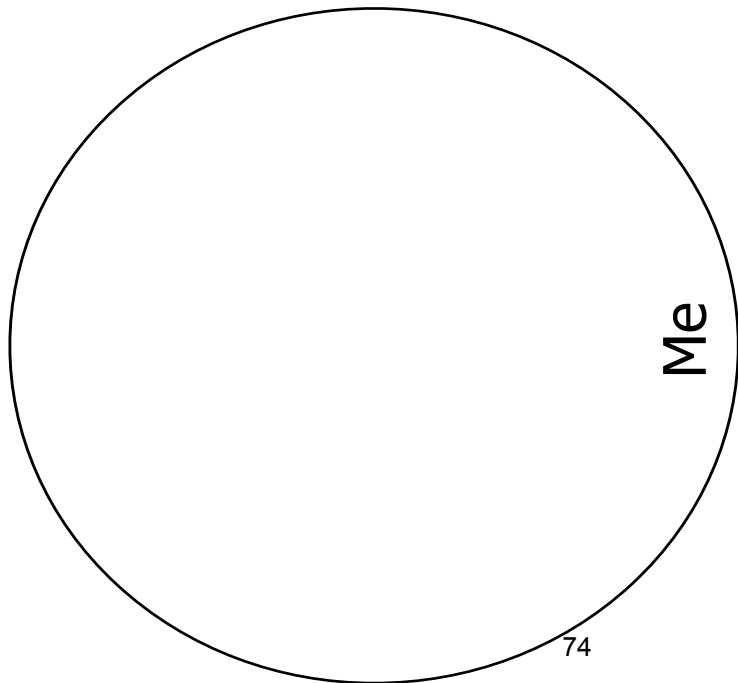
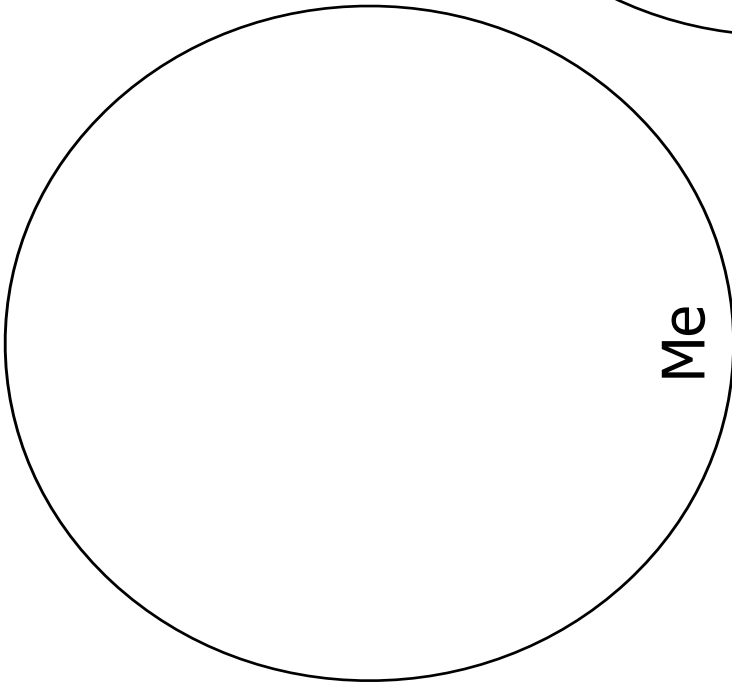
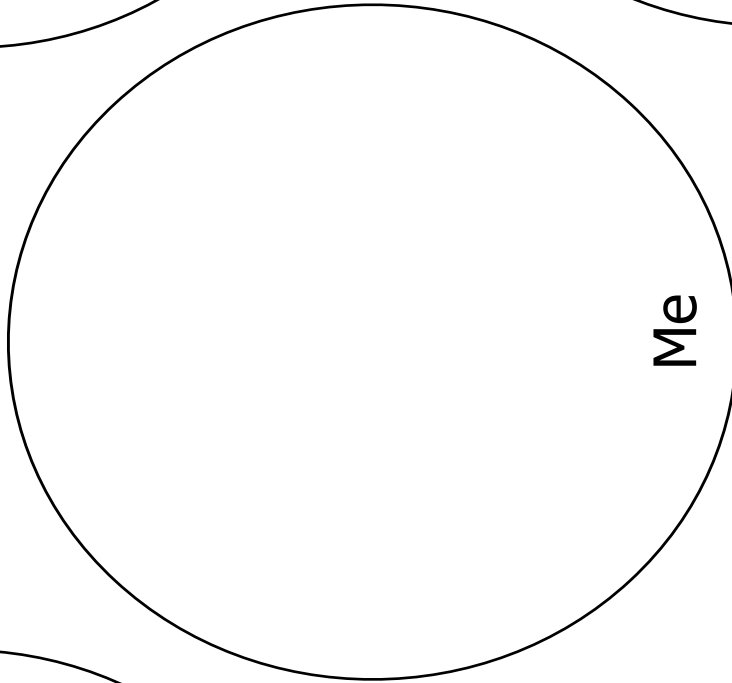
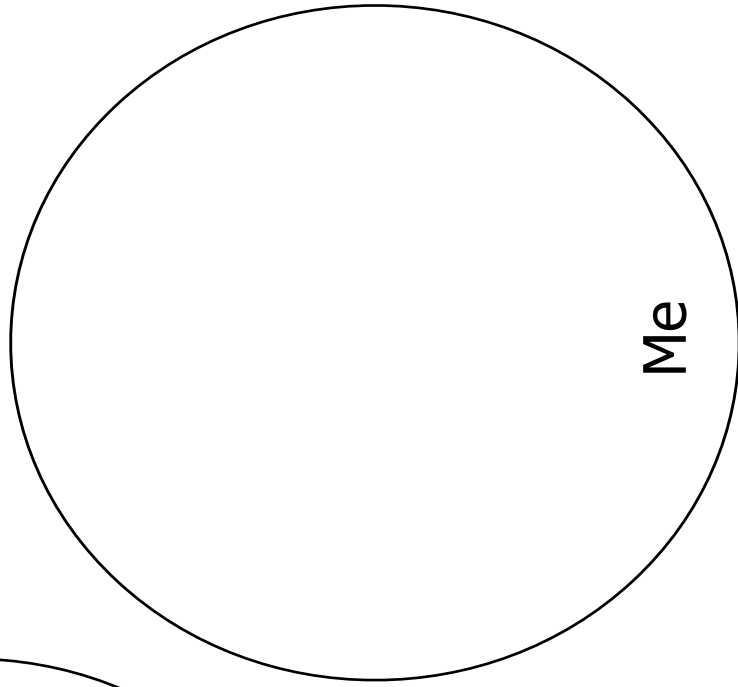
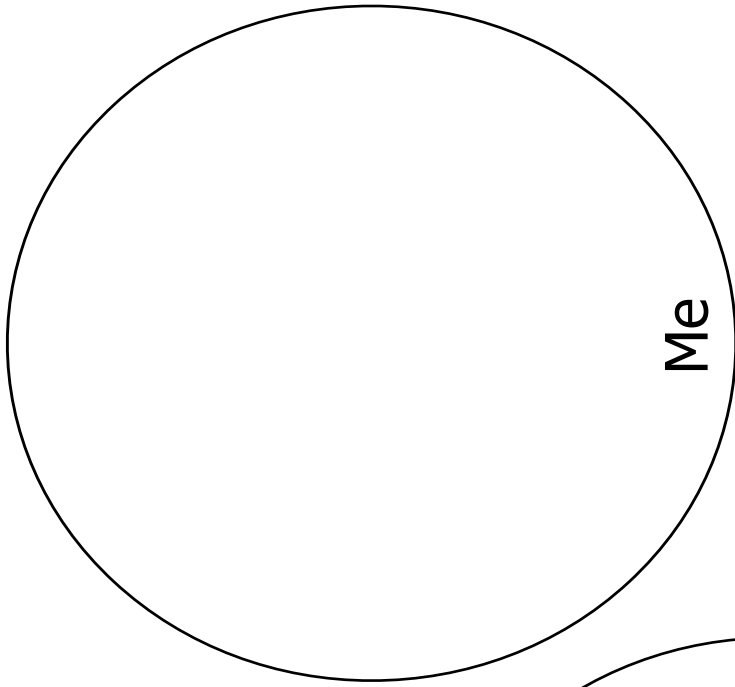


My House



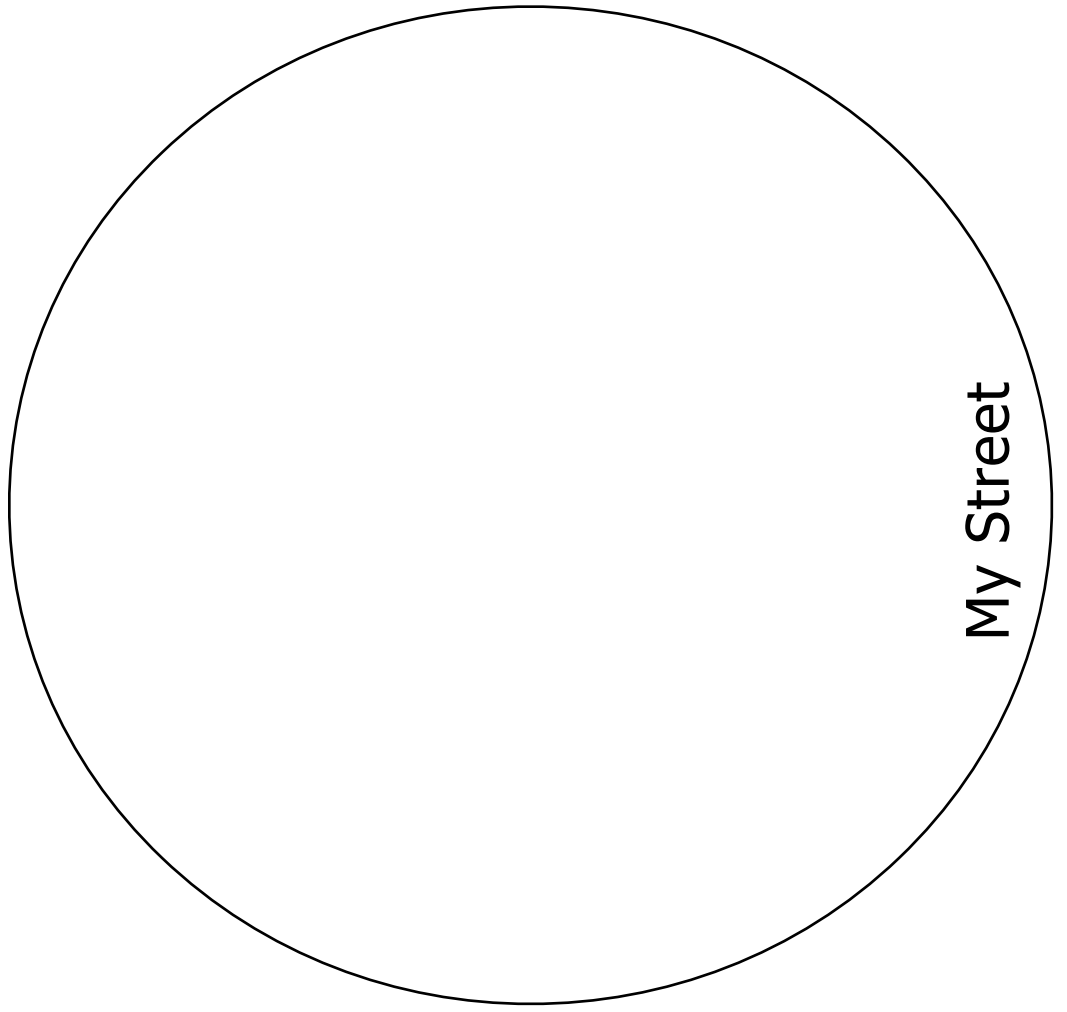
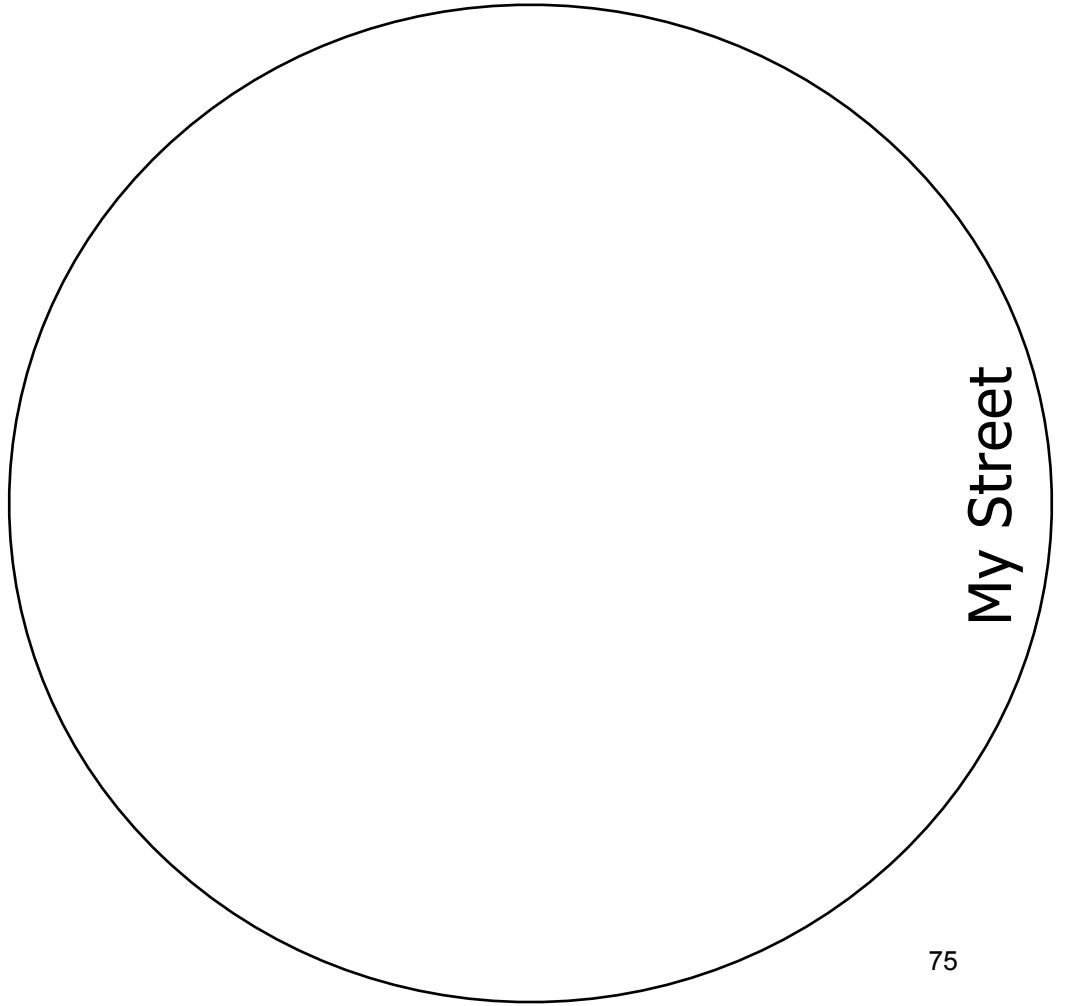
My House

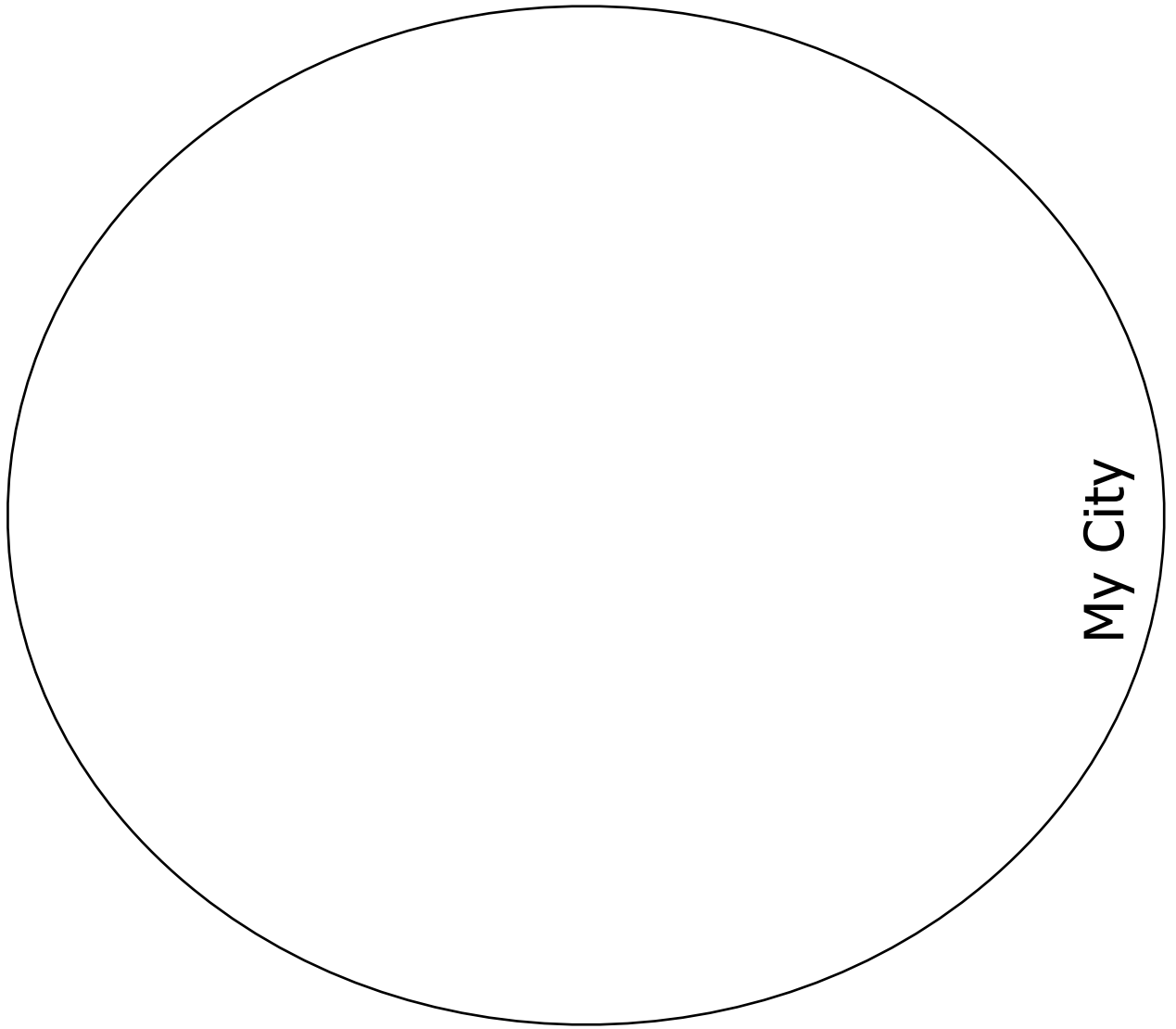
Copy one per student
on colored
construction paper.

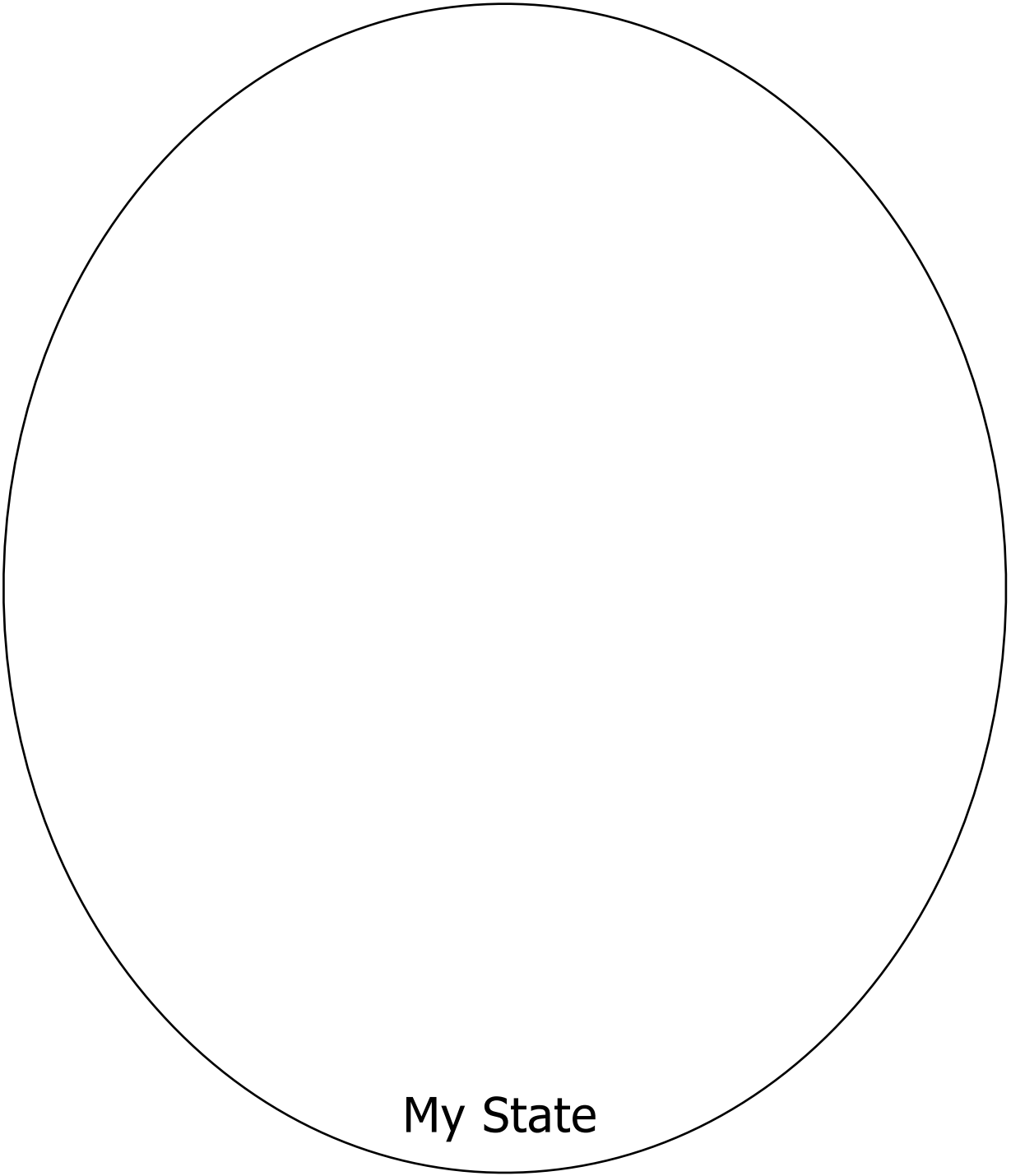


One circle per student

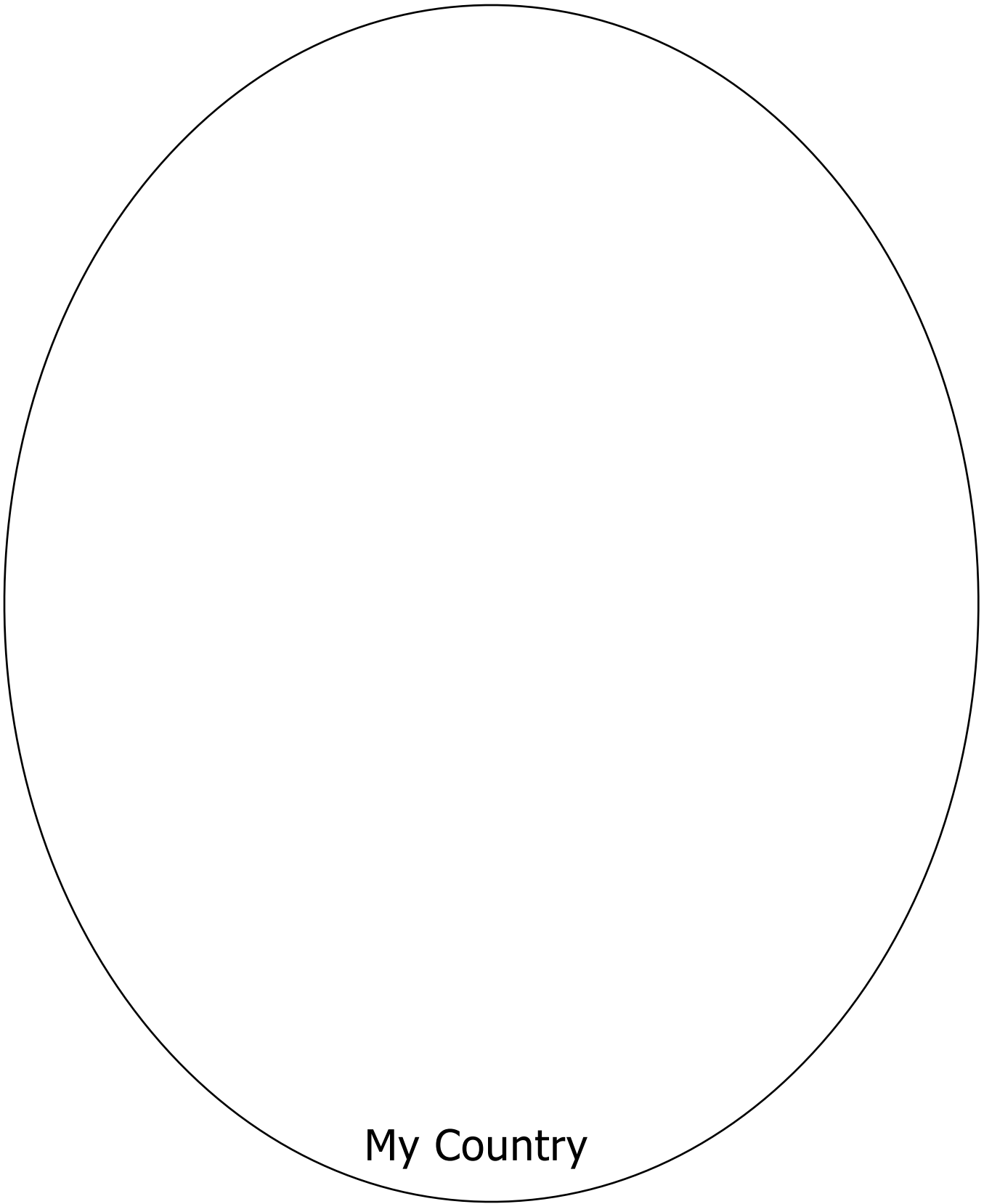
Copy one per student on colored construction paper.







My State



My Country



My Continent

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 7	Grade Level/Course: 1st	Duration: One Day Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	<p>H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>RI.1.1 Ask/Answer questions about key details in a text.</p> <p>RI.1.4 Ask/Answer questions to help determine or clarify the meaning of words and phrases in text.</p> <p>RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.</p> <p>RI.1.10 With prompting and support, read information texts appropriately complex for grade 1.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.4 Clarify the meaning of unknown/multiple-meaning words.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Journeys Big Book – Captain Bill Pinkney’s Journey • World pictorial • Process Grid • Learning Journal • Crayons • Teacher Resource PowerPoint Lesson 7 	
Objectives	<p>Content: Students will learn about the journey Captain Bill made sailing around the world.</p> <p>Student Friendly: Today you will learn about the journey Captain Bill made when he sailed around the world.</p>	<p>Language: Students will retell the story of Captain Bill’s journey.</p> <p>Student Friendly: Today you will practice retelling the story of Captain Bill’s journey.</p>
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence	

		<input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		geography, radar, equator	sailing calendar
STUDENTS FIGURE OUT THE MEANING		journey, sailing, commitment, radio	
Pre-teaching Considerations		Students should know about the continents and oceans.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea and Essential Questions 2. Sing the <i>Continent and Oceans</i> song. 3. Tell students, “<i>Today we are going to read about someone who sailed around the world and visited many continents.</i>” 4. Remind students about the features of informational text. 5. Turn the pages in the Big Book (p.4-17) so students can scan for text features and talk with a partner as you turn the pages. 6. Ask students to share what features they saw. Interacting with Text: <ol style="list-style-type: none"> 7. First Reading: Unencumbered read of the first half of the story (pages 4-17). Set the purpose for reading: “<i>We are going to read to learn where his journey takes him.</i>” 8. Have students talk to a partner and share out what we have learned about Captain Bill Pinkney and his journey so far. 9. Second Reading: Close Read: Text Dependent Questions Tell students, “<i>Now we are going to closely reread the first half of the story and look for evidence to answer questions.</i>” <ol style="list-style-type: none"> a. P. 5: What day did Captain Bill Pinkney leave for his journey? How do you know? <ul style="list-style-type: none"> • <i>He left on August 5, 1990. I know this because of</i> 	Differentiated Instruction: First _____. Next, _____. After that, _____. Finally, _____. Special Needs: See Special Education Appendix Accelerated Learners: Expect complex sentences.

his Sailing Calendar on page 5.

- b. P.7: What is a commitment? How do you know?
- *A commitment is “a powerful promise.” I know this because the author says “I made a commitment – that’s a powerful promise - ...” (apposition).*
- c. P.7: Let’s reread these sentences. *“I learned to use tools and fix equipment. I learned to use radio and radar. I studied geography and weather.”* (Think Aloud) I wonder how a radio and radar help Captain Bill? What do you think these are? How might they help Captain Bill?
- *Radio and radar are tools and equipment that help people who sail.*
- d. P. 7 Continued: Why would a sailor need to study geography and weather? Geography is the study of land features.
- *Captain Bill needs to know about geography so that he can plan his journey. Weather is important because he needs to know how to watch for changes in weather.*
- e. P. 10: Where does Captain Bill Pinkney plan to stop on his journey? Identify the continents he will visit and the oceans he will cross.
- *Captain Bill starts in North America. He plans on visiting Africa, Australia, and South America. He crosses the Atlantic Ocean, Indian Ocean, and Pacific Ocean.*
- f. P. 16: What is an equator? Find the definition in the text.
- *An equator is an imaginary line between the northern and southern halves of the earth.*

Extending Understanding:

10. Have students use their Learning Journal maps p7 and trace Captain Pinkney’s route (so far – Boston to Bermuda, across the equator) **WITH THEIR FINGERS**.
11. Pictorial:
- Add/label the equator. Students should add the equator in their Learning Journal p7.
 - As teacher plots Captain Pinkney’s route (so far) on the world map pictorial, students will use a crayon to plot his route on their map.
12. **Writing:** Tell students, *“When people go on a journey, they do many things to prepare.”* As a class, create a classifying map (Tree Map) about Captain Bill Pinkney and what he did in order to prepare for his journey. (see sample below) Remind students that since this already happened, we will be using past tense.


	<p style="text-align: center;"><u>Captain Bill Pinkney</u></p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Studied</u></td> <td style="text-align: center;"><u>Used</u></td> <td style="text-align: center;"><u>Planned</u></td> </tr> <tr> <td style="text-align: center;">Geography</td> <td style="text-align: center;">Radio</td> <td style="text-align: center;">his route</td> </tr> <tr> <td style="text-align: center;">Weather</td> <td style="text-align: center;">Radar</td> <td style="text-align: center;">his journey</td> </tr> <tr> <td style="text-align: center;">Books</td> <td style="text-align: center;">Tools</td> <td style="text-align: center;">his meals</td> </tr> <tr> <td></td> <td style="text-align: center;">Equipment</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Charts</td> <td></td> </tr> </table> <p>13. Have students talk off the classifying map (Tree Map) with a partner. Students should then write 2-3 sentences in their Learning Journals page 18 about how Captain Bill Pinkney prepared for his journey.</p>	<u>Studied</u>	<u>Used</u>	<u>Planned</u>	Geography	Radio	his route	Weather	Radar	his journey	Books	Tools	his meals		Equipment			Charts		
<u>Studied</u>	<u>Used</u>	<u>Planned</u>																		
Geography	Radio	his route																		
Weather	Radar	his journey																		
Books	Tools	his meals																		
	Equipment																			
	Charts																			
Lesson Reflection																				
Teacher Reflection Evidenced by Student Learning/ Outcomes																				

How did Captain Bill Pinkney prepare
for his journey?

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are eight sets of these lines.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 8	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. RI.1.1 Ask and answer questions about key details in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Big Book – Captain Bill Pinkney’s Journey • World pictorial • Learning Journal • Teacher Resource PowerPoint Lesson 8 	
Objectives	Content: We will learn about the journey Captain Bill made sailing around the world. Student Friendly: Today you will learn about Captain Bill’s journey.	Language: Students will retell the story of Captain Bill Pinkney’s journey. Student Friendly: Today you will retell the story of Captain Bill’s journey.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	

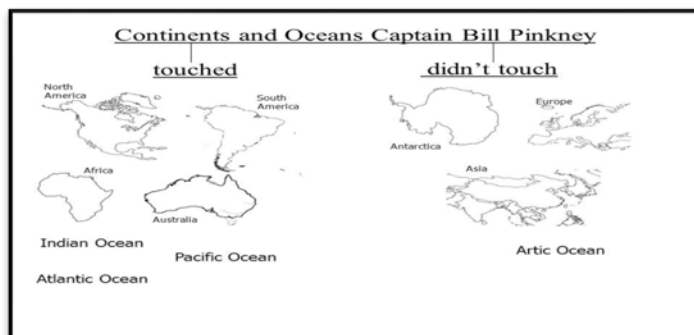
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING geography, radar, equator	WORDS WORTH KNOWING sailing calendar
	STUDENTS FIGURE OUT THE MEANING	journey, sailing, commitment, radio	
Pre-teaching Considerations	Students should know about the continents, oceans, and equator from previous lessons.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> Review the Big Idea and Essential Questions Sing the <i>Continents and Oceans</i> song. Revisit and review the pictorial of the world. Discuss where Captain Bill was on his journey when we left off reading. Interacting with Text: <ol style="list-style-type: none"> First Reading: Unencumbered read of the second half of the story (pages 18-33). Set the purpose for reading: <i>“We are going to read to learn how Captain Bill Pinkney’s journey continues.”</i> After reading, have students talk to a partner and share out about the new things they learned about Captain Bill Pinkney’s journey. Second Reading: Close Read: Text Dependent Questions Tell students, <i>“Now we will revisit the text to look more closely at Captain Bill’s journey.”</i> <ol style="list-style-type: none">  Pp. 20-21: How far will Captain Bill Pinkney travel on his route around the world? <ul style="list-style-type: none"> • <i>He will travel 32,000 miles.</i> Pp. 20-21: Why do you think the author chose to include these diagrams? (walk, drive, fly, etc.) Why are they helpful? <ul style="list-style-type: none"> • <i>They help us understand how far 32,000 miles really is, and how long it would take to travel that distance by different modes of</i> 		Differentiated Instruction: English Learners: First, _____. Next, _____. Then, _____. After that, _____. Finally, _____. Special Needs: See Special Education Appendix. Accelerated Learners: Encourage students to include more details in their sentences.

transportation.

- c. Pp. 24 - 25: What is the author telling us about the weather?
- *The author says, "Commitment is rolling and pitching in strong winds and waves. The waves are as tall as apartment buildings." This is a big storm and it makes Captain Bill Pinckney afraid.*
- d. P. 30: Why does Cape Horn scare sailors? Find details/evidence in the text.
- *Cape Horn is scary because the winds howl, the waves are huge, and the weather is cold and rainy. This would be dangerous for sailors.*
- e. P. 31: We know that Captain Bill Pinkney had to do many things to prepare for his journey around the world. Why do you think reading was his "most important skill"?
- *Reading is the most important skill because if he didn't know how to read, he wouldn't be able to read the books or maps to study other subjects.*

Extending Understanding:

7. Circle Map: "The World" Ask students to think about the story. "What did we learn about the world from Captain Bill Pinkney's journey?" Add answers to Circle Map.
8. Pictorial: Have students guide you as you plot the remainder of Captain Bill Pinkney's journey on the pictorial - South America (Brazil), Africa (South Africa), Australia (Tasmania), South America (Cape Horn, Punta del Este), back to Boston.
9. Have students use a crayon to finish plotting Captain Bill Pinkney's journey on their maps. In pairs, have students retell Captain Pinkney's route using their maps.
- Encourage students to use sequencing words during their retelling.
To start with, _____. Next, _____. Then, _____. After that, _____. Finally, _____.
10. Learning Journal page 19: Have students complete the Flow Map in their Learning Journal to describe the four continents Captain Bill Pinkney visits.
11. Collaborative Sort: Students will work in pairs to sort. (pictures included behind lesson) Tell students, "We will sort into two categories: Continents and oceans Captain Bill Pinkney touched, and those he didn't."



	<ul style="list-style-type: none"> You may choose to use the “Oceans and Location” pictures to add additional sorting activities. <p>12. Optional Chant: Captain Bill Pinkney (to the tune of <i>Row, Row, Row your Boat</i>) included in students’ Learning Journals page 20.</p>	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

North
America



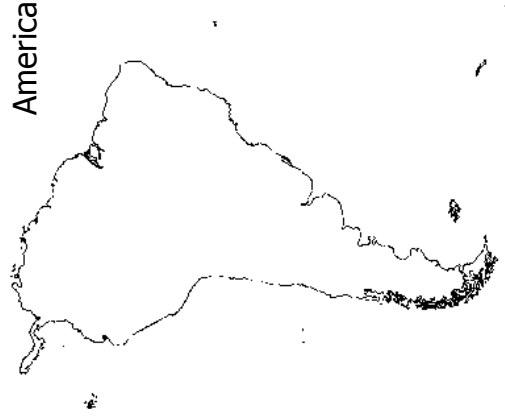
Australia



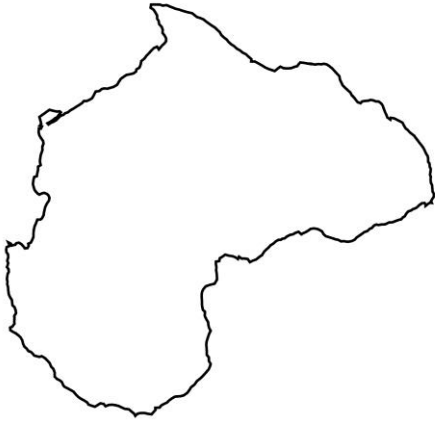
Europe



South
America



Africa



Antarctica

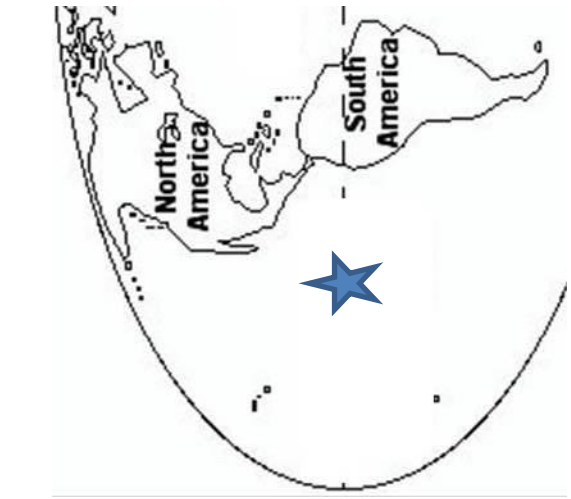
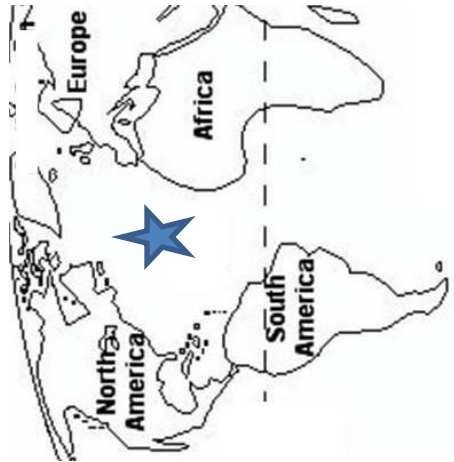


Arctic Ocean

Pacific Ocean

Indian Ocean

Atlantic Ocean



What four continents did Captain Bill Pinkney travel to?

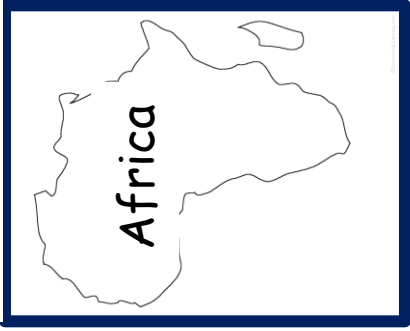
To start with



Next



Then



After that,



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines provided for writing.

Captain Bill Pinkney's Journey

By H. Nolan

(Tune: Row, Row, Row, Your Boat)

Sail, Sail, Sail your boat

Oceans, wide to cross

Make a commitment -

a powerful promise

Sail around the world.

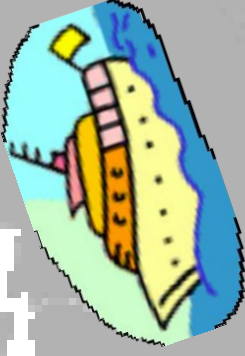
Learn, learn, learn about

Boats and many tools

Radios, radar, geography,

weather.

Sail around the world.



Work, work, work yourself

Study charts and maps

Route your way to continents

Sail around the world.

Cross, Cross, cross the line

"Equator" it is called

Rolling, pitching waves are strong

Sail around the world

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 9	Grade Level/Course: 1st	Duration: Two Days Date:	
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 			
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.		
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of North America” 2:10 http://app.discoveryeducation.com/search?Ntt=animals+of+north+america • Learning Journals • Teacher Resource PowerPoint Lesson 9 		
Objectives	Content: Students will learn about the continent of North America. Student Friendly: Today you will learn about the continent of North America.	Language: Students will describe North America. Student Friendly: Today you will talk about North America.	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably		

		<input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	hemisphere, natural features, civilizations, ruins	
		formed, chain of mountains	
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Tell students, “<i>We are going to begin our own journey around the world! Let’s pack our bags and practice our chant as we begin in the same place as Captain Bill Pinkney, North America!</i>” <ul style="list-style-type: none"> • Sing “<i>Journeys Army Marching Chant</i>” with students. (Included behind lesson and in Learning Journal page 21) 4. Introduce the Process Grid and review each heading and icon. (Included behind lesson) Tell students, “<i>As we travel around the world, we will be looking for specific information about each continent.</i>” <ul style="list-style-type: none"> • This is the first time students have seen “natural features.” Tell students, “<i>Natural features are things made by a natural process. For example, bodies of water, mountains, valleys, and canyons.</i>” Create actions for “natural features.” (For example, make a triangle above your head for mountains, hands together like a fish for 		Differentiated Instruction: English Learners: North America has _____. North America is _____. It is _____. It has _____. Students Who Need

ivers, etc.)

Continent	Location	Natural Features	Animals	Interesting Facts
North America				

5. Locate North America on the globe or on the world map pictorial. Ask students to Think-Pair-Share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.)

Interacting with the Text:

6. Tell students, “As we read about North America, we will listen for information to add to our process grid.”
7. Have students browse the “North America” text, Learning Journal page 22, for text features (title, headings, diagrams, and captions). Point out to students that the headings in our text match the headings on the Process Grid. Have students predict (Think-Pair-Share) what the text will be about.

I think we will learn about _____ because _____.

I think we will learn about animals in North America because one of the headings is animals.

8. **First Reading:** Unencumbered Read. Tell students, “As we read the text the first time, follow along and listen for interesting things about North America.”
9. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “Now we will read the text a second time. This time we are going to read to find specific information about North America to fill in our Process Grid.”
 - Chunk the text by headings. Ask the students to Think-Pair-Share about what each section of the text is telling us. (e.g. the first section is about where the continent is located)
 - Have students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher.
 - After each heading, return to the Process Grid and add information.
10. **Gathering Information from Multiple Sources:**
 - “Think like a Researcher” Tell students, “When researchers want to learn about something new, they look at many different sources to gather information. We are going to do the same thing! We are going to watch a video and refer back to our text on Captain Bill Pinkney.”
 - **Video:** “Animals of North America” After viewing the video, ask students to help you add information to the Process Grid. “What new information did we learn?”
 - **Text:** “Captain Bill Pinkney” “Is this one of the

Additional Support:

See Special Education Appendix

Accelerated Learners:

Encourage students to include more details in their writing and conversations. Encourage them to research more about North America.

continents that Captain Bill visited? Yes! Let's go back and see what he said about North America so we can add more information to our Process Grid." Guide students through pages 14-15. Help students classify the information onto the appropriate category of the Process Grid (see completed sample after the lesson).

- p. 14: *pilot whale*
- p. 15: *Bermuda houses*

Extending the Understanding:

11. **Writing: I Do** The purpose of this lesson is to model for students how to take information from the Process Grid and put it in writing. Students will repeat this process for each continent with a gradual release of responsibility.

- Model for students how to take the information from the Process Grid and write sentences using Learning Journal p. 23. Have students copy your sentences into their Learning Journals p 23.
- Tell students that the icons on their writing page match the icons on the Process Grid.

12. **Reflect on Learning - Collaborative Academic Conversations:**



The purpose of this lesson is to introduce whole group collaborative conversations. This lesson will focus on Talk Moves from Goal One: *Time to Think* and *Say More*.

13. Review the norms for Collaborative Academic Conversations with students (located in their Learning Journal page 24). Guide students in a whole group academic conversation using the following opinion prompt:

Why do you think North America is interesting?

14. Remind students about opinions: *Remember, an opinion is how you think or feel about something. It can't really be wrong, especially if you have reasons, or evidence to support it!*

- Post the following sentence frame: *I think _____ is interesting because _____.*

Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: "Take some time to think about..."
- Teacher: "Would anyone like to share?"
- Teacher: call on student (you may choose to use a talking stick or toss a soft ball, etc. to indicate whose turn it is to speak).
- Student shares.
- Teacher uses talk moves: "Can you tell me more about that?" or "Can you give me an example?" if needed.
- Student elaborates.
- Student asks, "Would anyone like to share?"
- Student calls on another student.
- Process repeats.

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Journeys Army Marching Chant

By Nikki Reich



We are going on a trip

We can travel on a ship

We can travel on a plane

Car or bus or metro train

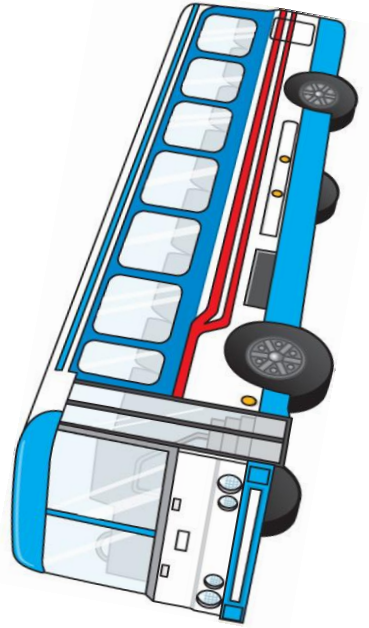
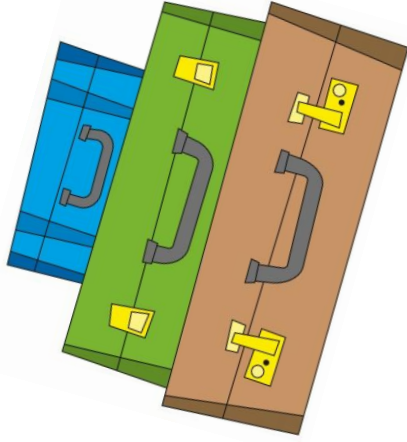
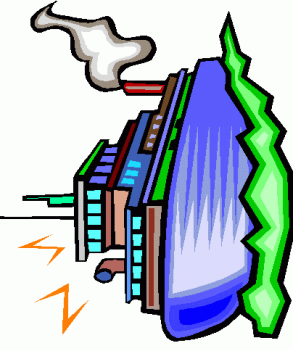
1, 2, pack your shoes

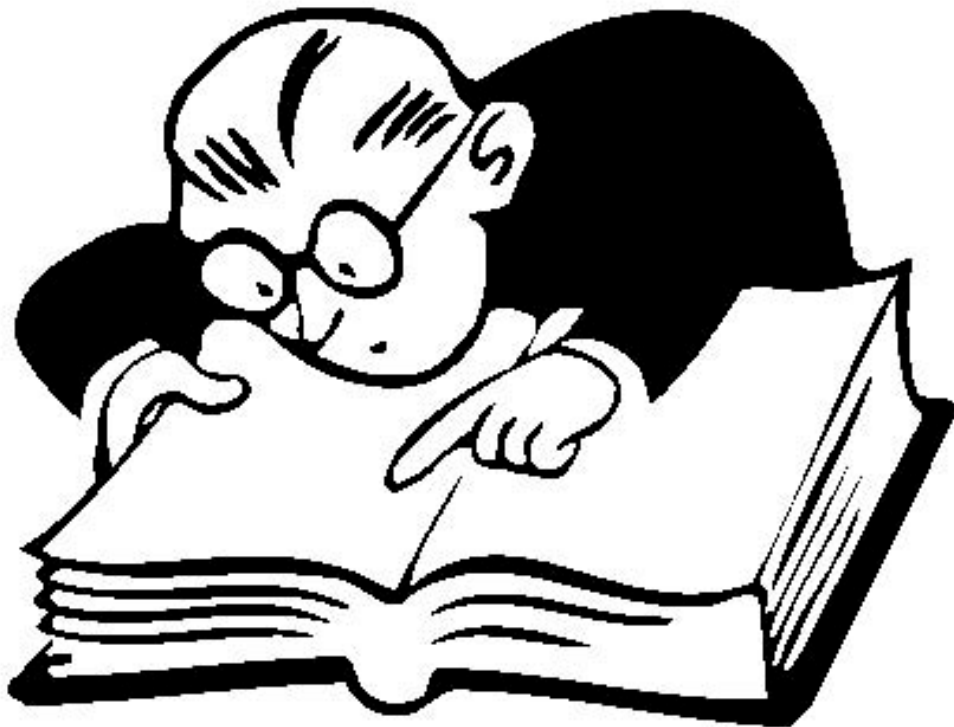
3, 4, bring a little more

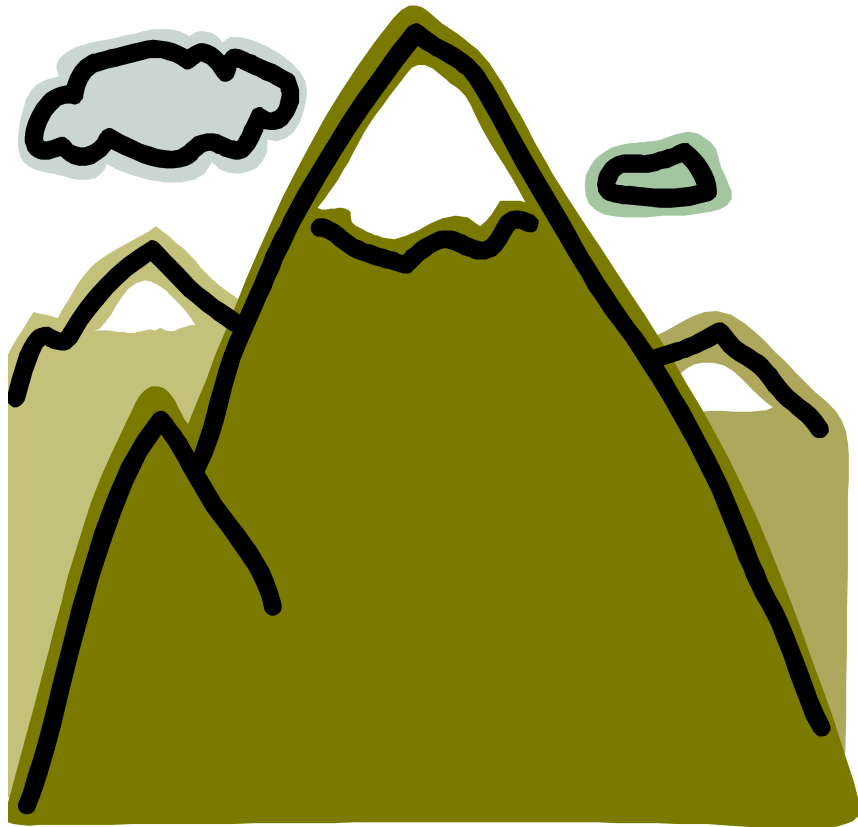
5, 6, take some pix

7, 8, don't be late

9, 10, we'll go again









beaver

North America

Location

We live in North America. It is in the northern hemisphere, which means it is north of the Equator. The Pacific Ocean is on the west. The Atlantic Ocean is on the east. To the north is the Arctic Ocean.



Natural Features

North America has forests, mountains, and deserts. The Great Lakes make up the largest body of fresh water on Earth. The Grand Canyon was formed by rushing water. It is 277 miles long and 6,000 feet deep! The Rocky Mountains are the largest chain of mountains in North America. They are 3,000 miles long. That is the distance from California to Maine.

Animals

There are many different kinds of animals in North America. Beavers, bears, and moose live in the forests. Coyotes, rattlesnakes, and scorpions live in the deserts. Mountain lions, bears, and wolves live in the mountains.



Interesting Facts

North America is the third largest continent in the world. Mt. McKinley, in Alaska, is the tallest point on the continent. One of the oldest civilizations began in North America. Many people visit the ruins of this empire every year.



These are the Rocky Mountains.



These are the Mayan ruins.



beaver

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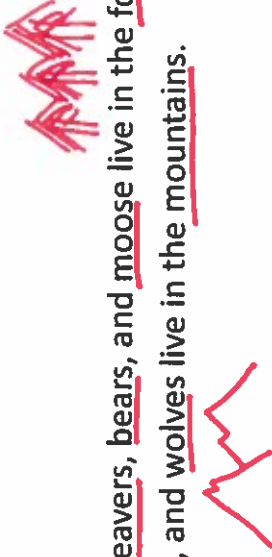
North America

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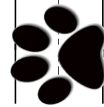
Lexile 620

Continents	Location	Natural Features	Animals	Interesting Facts
North America	<ul style="list-style-type: none"> • northern hemisphere • north of Equator • Pacific Ocean on the west • Atlantic Ocean on the east 	<ul style="list-style-type: none"> • forests • mountains • deserts 	<ul style="list-style-type: none"> • forests: <ul style="list-style-type: none"> ○ beavers ○ bears ○ moose • mountains: <ul style="list-style-type: none"> ○ coyotes ○ rattlesnakes ○ scorpions • deserts: <ul style="list-style-type: none"> ○ mountain lions ○ bears ○ wolves 	<ul style="list-style-type: none"> • third largest continent • Mt. McKinley is the highest point • oldest civilization - Mayans
South America	<ul style="list-style-type: none"> • surrounded by water • Pacific Ocean on west • Atlantic Ocean on east • southern hemisphere • south of Equator 	<ul style="list-style-type: none"> • Amazon - second longest river • largest waterfall - Angel Falls • Atacama - driest desert 	<ul style="list-style-type: none"> • rain forest: <ul style="list-style-type: none"> ○ Jaguar ○ Anaconda ○ Monkeys • Andes Mountains: <ul style="list-style-type: none"> ○ Llama • far south: <ul style="list-style-type: none"> ○ Penguins ○ Fur seals 	<ul style="list-style-type: none"> • Amazon rainforest - largest in the world • 16,000 different kinds of animals live there

Continents	Location	Natural Features	Animals	Interesting Facts
Africa	<ul style="list-style-type: none"> • 2nd largest continent • on Equator • $\frac{1}{2}$ in northern hemisphere • $\frac{1}{2}$ in southern hemisphere • Atlantic Ocean on west • Indian Ocean on southeast 	<ul style="list-style-type: none"> • Nile River - longest river in the world • Sahara Desert - hottest desert in the world 	<ul style="list-style-type: none"> • rain forest <ul style="list-style-type: none"> ○ gorillas ○ chimpanzees ○ birds ○ snakes • savannas <ul style="list-style-type: none"> ○ giraffes ○ zebras ○ cheetahs ○ elephants • Desert <ul style="list-style-type: none"> ○ camels ○ African elephants 	<ul style="list-style-type: none"> • savannas cover half of Africa • people have lived on Africa longer than anywhere else • Lake Malawi has 500 fish
Australia	<ul style="list-style-type: none"> • an island • a country • a continent • smallest continent • in southern hemisphere • "Land Down Under" 	<ul style="list-style-type: none"> • desert <ul style="list-style-type: none"> ○ 2/3 of continent ○ desert ○ hot and dry • rain forest <ul style="list-style-type: none"> ○ near Equator • coral reef - Great Barrier Reef 	<ul style="list-style-type: none"> • echidna • platypus • kangaroos • koalas • kookaburra • sheep • cattle 	<ul style="list-style-type: none"> • Great Barrier Reef - can be seen from space • more sheep than people

Continents	Location	Natural Features	Animals	Interesting Facts
Asia	<ul style="list-style-type: none"> • largest continent • northern hemisphere • Pacific Ocean on east • Arctic Ocean on north 	<ul style="list-style-type: none"> • Himalayas - largest mountain range • Mount Everest - highest point • Dead Sea - lowest point • deserts are cold • small rainforests 	<ul style="list-style-type: none"> • mountain forests <ul style="list-style-type: none"> ◦ pandas • Bengal tigers • Komodo dragons • camels • Indian elephants 	<ul style="list-style-type: none"> • only place to see wild tigers • Great Wall of China
Europe	<ul style="list-style-type: none"> • 2nd smallest continent • Northern hemisphere • Mountains divide Europe and Asia • Arctic Ocean on north side • Atlantic Ocean on west 	<ul style="list-style-type: none"> • forests • grasslands • tundra • mountains • no deserts • glaciers • many peninsulas 	<ul style="list-style-type: none"> • badgers • hedgehogs • wild boar • reindeer • arctic foxes 	<ul style="list-style-type: none"> • Russia - largest country • Vatican City - smallest country • Big Ben - largest chiming clock • Eiffel Tower in Paris • many castles with kings and queens

Continents	Location	Natural Features	Animals	Interesting Facts
Antarctica	<ul style="list-style-type: none"> • southern hemisphere • bottom of the world • South Pole is here 	<ul style="list-style-type: none"> • no countries • summer - light all day and night • winter - dark all day and night 	<ul style="list-style-type: none"> • not many animals or plants • penguins • fur seals • whales • fish have special antifreeze 	<ul style="list-style-type: none"> • highest place • driest place • windiest place • emptiest place (only snow/ice) • coldest place



Rules for Conversation

1. Listen



2. Share



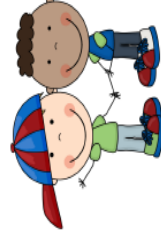
3. Take Turns



4. Participate



5. Respect



**So we can be safe
and learn!**

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 10	Grade Level/Course: 1st	Duration: One Day Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of South America” 2:09 http://app.discoveryeducation.com/search?Ntt=animals+of+south+america • Learning Journals • Teacher Resource PowerPoint Lesson 10 	
Objectives	Content: Students will learn about the continent of South America. Student Friendly: Today you will learn about the continent of South America.	Language: Students will describe South America. Student Friendly: Today you will talk about South America.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	

Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	surrounded	
Pre-teaching Considerations		Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence		Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to journey to South America.</i>” 5. Locate South America on the globe or on the world map pictorial. Ask students to Think-Pair-Share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to South America from North America (our last stop on our journey around the world)? – We need to go south!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march south across your classroom. Interacting with the Text: <ol style="list-style-type: none"> 6. Have students browse the “South America” text, Learning Journal page 25, for text features (title, headings, diagrams, and captions). Remind students that the headings in our text match the headings on the Process Grid. Have students predict (Think-Pair-Share) what the text will be about. I think we will learn about _____ because _____.	Differentiated Instruction: English Learners: South America has _____. South America is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education Appendix Accelerated Learners: Encourage students to include more details in their writing and conversations. Encourage

them to research more about South America.

I think we will learn about natural features in South America because one of the headings says “natural features”.

7. **First Reading:** Unencumbered Read. Tell students, “*As we read the text the first time, follow along and listen for interesting things about South America.*”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “*Now we will read the text a second time. This time we are going to read to find specific information about South America to fill in our Process Grid.*”
 - Chunk the text by headings. Ask the students to think-pair-share about what each section of the text is telling us. (e.g. the first section is about where the continent is located)
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher.
 - After each heading, return to the Process Grid and add information. Since this is the second time, encourage students to find information in the text and tell you what to add. For example: *What did we learn about South America’s location?*
9. **Gathering Information from Multiple Sources:**
 - “Think like a Researcher” Tell students, “*It’s time to think like a researcher and look at multiple sources. We are going to watch a video and refer back to our text on Captain Bill Pinkney.*”
 - **Video:** “Animals of South America” After viewing the video, ask students to help you add information to the process grid. “*What new information did we learn?*”
Text: “Captain Bill Pinkney” “*Is this one of the continents that Captain Bill visited? Yes! Let’s go back and see what he said about South America so we can add more information to our Process Grid.*” Guide students through pages 18-19. Help students classify the new information onto the appropriate category of the Process Grid (see completed sample after the lesson).
 - p. 19: *macaw*
 - p. 19: *caiman*
 - p. 19: *swamps*
 - p. 19: *biggest rain forest*

Extending Understanding:

10. Writing: We do

- Guide students and encourage them to help you to take the information from the Process Grid and write sentences using Learning Journal p. 26. Have students write these sentences into their Learning Journal page 26.

11. Reflect on Learning - Collaborative Academic Conversations:



This lesson will focus on Talk Moves from Goal One: *Time to Think and Say More*. Review the norms for Collaborative Academic Conversations with students. Guide students in a whole group academic conversation using the following opinion prompt:
Why do you think South America is interesting?

- Post the following sentence frame: *I think _____ is interesting because _____.*

Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a soft ball, etc. to indicate whose turn it is to speak).
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes



South America

Location

South America is surrounded by water. The Pacific Ocean is on the west. The Atlantic Ocean is on the east. South America is in the southern hemisphere. That means it is south of the Equator.

Natural Features

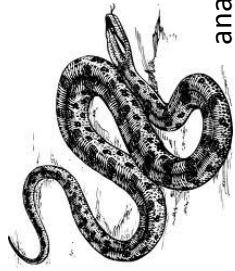
South America has some amazing natural features. The Amazon is the second longest river in the world. It is 4,132 miles long. South America also has the largest waterfall in the world. It is called Angel Falls. In addition, Atacama is the driest desert in the world.

Animals

Jaguar, anaconda, and monkeys can be found in the rain forests. Llamas live in the Andes Mountains. In the far south, you will find penguins and fur seals.

Interesting Facts

The Amazon rainforest is the largest rainforest in the world. There are over 16,000 different kinds of animals living there.



anaconda



llama



Angel Falls –
the largest waterfall
in the world.

South America

Location

South America is surrounded by water. The Pacific Ocean is on the west. The Atlantic Ocean is on the east. South America is in the southern hemisphere. That means it is south of the Equator.



Natural Features

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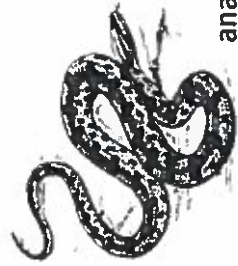
Animals

Jaguar, anaconda, and monkeys can be found in the rain forests. Llamas live in the Andes Mountains. In the far south, you will find penguins and fur seals.



Interesting Facts

The Amazon rainforest is the largest rainforest in the world. There are over 16,000 different kinds of animals living there.



Angel Falls –
the largest waterfall
in the world.





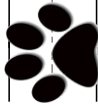
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



115

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 11	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2. Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	World pictorial Process Grid Video- “Animals of Africa” 2:10 http://app.discoveryeducation.com/search?Ntt=animals+of+africa Learning Journals Video – “Continents and Oceans” Song <i>Captain Bill Pinkney</i> Big Book Teacher Resource PowerPoint Lesson 11	
Objectives	Content: Students will learn about the continent of Africa. Student Friendly: Today you will learn about the continent of Africa.	Language: Students will describe Africa. Student Friendly: Today you will talk about Africa.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably	

		<input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	savanna, southeast	
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to learn more about Africa.</i>” 5. Locate Africa on the globe or on the world map pictorial. Ask students to think-pair-share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to Africa from South America (our last stop on our journey around the world)? – We need to go east!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march east (or facing east) across your classroom. 		Differentiated Instruction: English Learners: Africa has _____. Africa is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education Appendix Accelerated Learners: Encourage students to
	Interacting with the Text: <ol style="list-style-type: none"> 6. Have students browse the “Africa” text, Learning Journal page 27, for text features (title, headings, diagrams, and captions). Remind students that the headings in our text match the headings on the Process Grid. Have students predict (Think-Pair-Share) what the text will be about. 		

I think we will learn about _____ because _____.

I think we will learn about animals in Africa because there are many pictures/diagrams of animals.

7. **First Reading:** Unencumbered Read. Tell students, “As we read the text the first time, follow along and listen for interesting things about Africa.”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “Now we will read the text a second time. This time we are going to read to find specific information about Africa to fill in our Process Grid.”
 - Chunk the text by headings. Ask the students to think-pair-share about what each section of the text is telling us. (e.g. the first section is about where the continent is located)
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher.
 - After each heading, return to the Process Grid and add information. Since this process has been repeated several times, encourage students to find information in the text and tell you what to add. For example: *What did we learn about Africa’s animals?*
9. **Gathering Information from Multiple Sources:**
 - “Think like a Researcher” Tell students, “It’s time to think like a researcher and look at multiple sources. We are going to watch a video and refer back to our text on Captain Bill Pinkney.”
 - **Video:** “Animals of Africa” After viewing the video, ask students to help you add information to the Process Grid. “What new information did we learn?”
 - **Text:** “Captain Bill Pinkney” “Is this one of the continents that Captain Bill visited? Yes! Let’s go back and see what he said about Africa so we can add more information to our Process Grid.” Guide students through page 23. Help students classify the new, if any, information onto the appropriate category of the Process Grid (see completed sample after the lesson).
 - lions/23
 - rhinoceros/23)

Extending the Understanding:

10. Writing: We do

- Guide students and encourage them to help you to take the information from the Process Grid and write sentences using Learning Journal p. 28. Have students write these sentences into their Learning Journals.

11. Reflect on Learning - Collaborative Academic Conversations:



This lesson will focus on Talk Moves from Goal One: *Time to Think and Say More*. If you choose, you may incorporate frames from Goal 3: *Asking for Evidence or Reasoning*.

- Review the norms for Collaborative Academic Conversations with students.
- Guide students in a whole group academic conversation

include more details in their writing and conversations. Encourage them to research more about Africa.

using the following opinion prompt: *Which would you rather visit? Africa or South America? Why? Support your choice with evidence!*

- Post the following sentence frame: *I would like to visit _____ because _____. OR I would rather visit _____ than _____ because _____.*
- If students do not include the “because”/evidence, (or if they give a personal opinion/unrelated) encourage students to use **evidence** from their writing and Process Grid: *Why do you think that? What is your evidence? Where in the text did it say that?*

Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a soft ball, etc. to indicate whose turn it is to speak)
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes



cheetah

Africa



Location

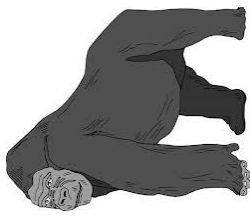
Africa is the second largest continent. It is located on the Equator. Half of this continent is in the northern hemisphere and half is in the southern hemisphere. Oceans surround most of Africa. The Atlantic Ocean is on the west. The Indian Ocean is on the southeast.

Natural Features

Africa has many important natural features. The Nile River is the longest river in the world. The hottest desert in the world, the Sahara Desert, is here.

Animals

Gorillas, chimpanzees, birds, and snakes live in the rain forest. Giraffes, zebras, cheetahs, and elephants live on large grassy areas called savannas. Camels and African elephants live in the desert.



Interesting Facts

Savannas cover almost half of Africa. People have lived in Africa longer than any place else. Lake Malawi in Africa has over 500 kinds of fish in it. That is more than any other lake in the world.



This is an African savanna.



cheetah

Africa



Location

Africa is the second largest continent. It is located on the Equator. Half of this continent is in the northern hemisphere and half is in the southern hemisphere. Oceans surround most of Africa. The Atlantic Ocean is on the west. The Indian Ocean is on the southeast.

Natural Features

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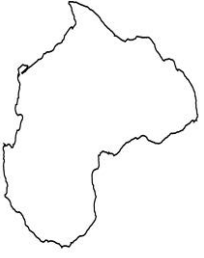
Interesting Facts

Savannas cover almost half of Africa. People have lived in Africa longer than any place else. Lake Malawi in Africa has over 500 kinds of fish in it. That is more than any other lake in the world.



This is an African savanna.





Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 12	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of Australia” 1:50 http://app.discoveryeducation.com/search?Ntt=animals+of+australia • Learning Journals • Video – “Continents and Oceans” Song • <i>Captain Bill Pinkney</i> Big Book • Teacher Resource PowerPoint Lesson 12 	
Objectives	Content: Students will learn about the continent of Australia. Student Friendly: Today you will learn about Australia.	Language: Students will describe Australia. Student Friendly: Today you will talk about Australia.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably	

		<input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING		
		“two thirds” island tropical coral reef species	
		“The Land Down Under” outback	pouch
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to learn more about Australia.</i>” 5. Locate Australia on the globe or on the world map pictorial. Ask students to think-pair-share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to Australia from Africa (our last stop on our journey around the world)? – We need to go east!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march (or face) east across your classroom. Interacting with the Text: <ol style="list-style-type: none"> 6. Have students browse the “Australia” text, Learning Journal page 29, for text features (title, headings, diagrams, and captions). Have students predict (Think-Pair-Share) what the text will be 		Differentiated Instruction: English Learners: Australia has _____. Australia is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education Appendix

about.

I think we will learn about _____ because _____.

I think we will learn about Australia's location because there is a heading called "location".

7. **First Reading:** Unencumbered Read. Tell students, “*As we read the text the first time, follow along and listen for interesting things about Australia.*”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “*Now we will read the text a second time. This time we are going to read to find specific information about Australia to fill in our Process Grid.*”
 - Follow the same procedure as the previous lessons. Chunk the text by headings. Ask the students to Think-Pair-Share about what each section of the text is telling us.
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher. As you read, address the vocabulary as it appears in context.
 - After each heading, return to the Process Grid and add information. Since this process has been repeated several times, encourage students to find information in the text and tell you what to add. For example: *What did we learn about Australia that we could add to this category?*
9. **Gathering Information from Multiple Sources:**
 - “Think like a Researcher” Tell students, “*It’s time to think like a researcher and look at multiple sources. We are going to watch a video and refer back to our text on Captain Bill Pinkney.*”
 - **Video:** “Animals of Australia” After viewing the video, ask students to help you add information to the process grid. “*What new information did we learn?*”
 - **Text:** “Captain Bill Pinkney” “*Is this one of the continents that Captain Bill visited? Yes! Let’s go back and see what he said about Australia so we can add more information to our Process Grid.*” Guide students through pages 26-27. Help students classify the new information onto the appropriate category of the Process Grid (see completed sample after the lesson).
 - *Tasmania-island/26*
 - *Tasmanian Devil/26*
 - *platypus/27*

Extending Understanding:

10. Writing: You do Together



- Students should work collaboratively (in partners or groups) to take the information from the process grid and put it into writing in their Learning Journals p. 30.

11. Reflect on Learning - Collaborative Academic Conversations:



This lesson will focus on Talk Moves from Goal One: *Time to Think* and *Say More*, Goal 3: *Asking for Evidence or Reasoning*, and Goal 4: *Agree/Disagree and Why?* and *Add-On*.

- Review the norms for Collaborative Academic

Accelerated Learners:

Encourage them to include more details in their writing and conversations. Encourage them to research more about Australia.

Conversations with students.

- Give students “think time” on the following opinion prompt: *Which of the four continents that Captain Bill visited is the most interesting? Why? Support your answer with evidence!*
- Post the names of the four continents Captain Bill Pinkney visited in various places in your room.
- Have students move to the continent that they feel (in their opinion) is the most interesting.
- Post the following sentence frame: *I think _____ is the most interesting continent that Captain Bill visited because _____.* OR *I think _____ is the most interesting because _____.*
- While in their “corners”, have students share with a partner about why they chose that continent.
- Have students return to their places for a whole group conversation. Follow the whole group conversation routine.
- Encourage students to use **evidence** from their writing and process grids. If students do not include the “because”/evidence, (or if they give a personal opinion/unrelated) encourage students to use **evidence** from their writing and Process Grid: *Why do you think that? What is your evidence? Where in the text did it say that?*
- You may want to add the following frames, based on your class:



- *I agree with _____ (student name) and would like to add _____.* OR
- *I respectfully disagree with _____ (student*

Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a plush/soft ball, etc. to indicate whose turn it is to speak).
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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echidna



Australia

Location

Is Australia an island? Is Australia a country? Is Australia a continent? It's all three! Australia is the smallest continent on Earth. It is made up of only one country. It is in the southern hemisphere. Australia is called "the Land Down Under" because it is completely below the equator.

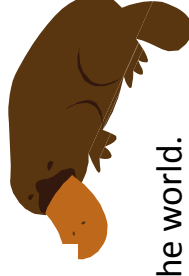


Natural Features

About two-thirds of Australia is desert. This region is called the Outback. It is very hot and dry. Not many people live there. Australia also has a tropical rain forest near the Equator. It has a famous coral reef, called the Great Barrier Reef. It is located on the northeast coast of Australia.

Animals

One million animal species live in Australia. Many of these animals cannot be found anywhere else in the world. Echidna and platypus are mammals, but they lay eggs. Kangaroos and koalas carry their babies in a pouch. The kookaburra is a bird that is famous for its silly laughing sound. There are large sheep and cattle ranches in the Outback.



platypus

Interesting Facts

Australia has a famous coral reef called the Great Barrier Reef. It is so big it can be seen from outer space. Believe it or not, there are more sheep in Australia than people.



This is the Great Barrier Reef.

Antarctica



Location

Antarctica is in the southern hemisphere. It is at the bottom of the world. The South Pole is on Antarctica.

Natural Features

Antarctica is different from the continents. There are no countries there. The United States and many other countries send scientists to work there. No country owns the land of Antarctica. In the summer, during December to March, it is light all day and night. In the winter, during June to September, it is dark all day and night.



Blue Whale

Animals

Only a few plants and animals can survive in Antarctica. Penguins and fur seals can live there. They must find their food in the ocean. Whales and a few types of fish live in the ocean around Antarctica. These fish have a special antifreeze substance in their bodies so they don't freeze.

anti = not

Interesting Facts

Antarctica is the highest, driest, windiest, emptiest, coldest place on Earth. It almost doubles in size every winter as the water around it freezes.



penguin



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 13	Grade Level/Course: 1st	Duration: One Day Date:
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of Asia” 2:10 http://app.discoveryeducation.com/search?Ntt=animals+of+asia • Learning Journals • Video – “Continents and Oceans” Song • Teacher Resource PowerPoint Lesson 13 	
Objectives	Content: Students will learn about the continent of Asia. Student Friendly: Today you will learn about the continent of Asia.	Language: Students will describe Asia. Student Friendly: Today you will talk about Asia.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence	

		<input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	unique	
		mountain range	
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to learn about one of the continents Captain Bill did not visit on his journey. We are going to learn about Asia.</i>” 5. Locate Asia on the globe or on the world map pictorial. Ask students to Think-Pair-Share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to Asia from Australia (our last stop on our journey around the world)? – We need to go north!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march (or face) north across your classroom. 		Differentiated Instruction: English Learners: Asia has _____. Asia is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education

Interacting with the Text:

6. Have students browse the “Asia” text, Learning Journal page 31, for text features (title, headings, diagrams, and captions). Have students predict (Think-Pair-Share) what the text will be about.

I think we will learn about _____ because _____.

I think we will learn about animals that live in Asia because there are lots of pictures of animals.

7. **First Reading:** Unencumbered Read. Tell students, “As we read the text the first time, follow along and listen for interesting things about Asia.”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “Now we will read the text a second time. This time we are going to read to find specific information about Asia to fill in our Process Grid.”
- Follow the same procedure as the previous lessons. Chunk the text by headings. Ask the students to Think-Pair-Share about what each section of the text is telling us.
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher. As you read, address the vocabulary as it appears in context.
 - After each heading, return to the Process Grid and add information. Since this process has been repeated several times, encourage students to find information in the text and tell you what to add. For example: *What did we learn about Asia that we could add to this category?*
9. **Gathering Information from Multiple Sources:**
- “Think like a Researcher” Tell students, “*It’s time to think like a researcher and look at multiple sources. We are going to watch a video. Ask students, “Is this one of the continents that Captain Bill visited?” No. (If students are unsure, refer back to the route they traced on the pictorial, or the text.)*
 - **Video:** “Animals of Asia” After viewing the video, ask students to help you add information to the Process Grid. “*What new information did we learn?*”

Extending the Understanding:10. **Writing: You do Together**

- Students should work collaboratively (in partners or groups) to take the information from the Process Grid and put it into writing in their Learning Journals p. 32.

11. **Reflect on Learning - Collaborative Academic Conversations:**

This lesson will focus on Talk Moves from Goal One: *Time to Think* and *Say More*, Goal 3: *Asking for Evidence or Reasoning*, and Goal 4: *Agree/Disagree and Why?* and *Add-On*.

- Review the norms for Collaborative Academic

Accelerated Learners:

Encourage students to include more details in their writing and conversations. Encourage them to research more about Asia.

Conversations with students.

- Guide students in a whole group academic conversation using the following opinion prompt: *Which continent would you rather visit, Asia or Australia? Why? Support your answer with evidence!*
- Post the following sentence frames: *I would rather visit _____ because _____. OR I would rather visit _____ than _____ because _____. OR I think _____ is better/more interesting than _____ because _____.*
- Encourage students to use **evidence** from their writing and process grids.
- If students do not include the “because”/evidence, (or if they give a personal opinion/unrelated) encourage students to use **evidence** from their writing and process grids: *Why do you think that? What is your evidence? Where in the text did it say that?*
- Encourage students to agree/disagree respectfully and add on to their classmate’s statements using the following frames:
 - *I agree with _____ (student name) and would like to add _____.* OR
 - *I respectfully disagree with _____ (student name) because I think _____.*



Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a plush/soft ball, etc. to indicate whose turn it is to speak).
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Asia



Location

Asia is the largest continent. It is in the Northern Hemisphere. The Pacific Ocean is on the east. The Arctic Ocean is on the North.

Natural Features

Asia has many natural features. It has the largest mountain range in the world. The mountains are called the Himalayas. It also has the highest point on Earth, Mount Everest. The lowest point on Earth, the Dead Sea, is also here. The deserts in Asia are interesting because they are mostly cold deserts. Close to the Equator are small rainforests.

Animals

There are many different animals in Asia. Pandas live in mountain forests where bamboo grows. Bengal tigers, Komodo dragons, camels and Indian elephants are other animals unique to Asia.



Interesting Facts

Africa is the only place where you can see tigers in the wild. It also has a huge wall called the “Great Wall” in China.



Bengal tiger



This is the Great Wall of China.

Arctic Ocean

Pacific Ocean

Asia



Location

Asia is the largest continent. It is in the Northern Hemisphere. The Pacific Ocean is on the east. The Arctic Ocean is on the North.

Natural Features

Asia has many natural features. It has the largest mountain range in the world. The mountains are called the Himalayas. It also has the highest point on Earth, Mount Everest. The lowest point on Earth, the Dead Sea, is also here. The deserts in Asia are interesting because they are mostly cold deserts. Close to the Equator are small rainforests.

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Interesting Facts

Africa is the only place where you can see tigers in the wild. It also has a huge wall called the "Great Wall" in China.



Bengal tiger



This is the Great Wall of China.



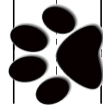
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 14	Grade Level/Course: 1st	Duration: One Day Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of Europe” 1:50 http://app.discoveryeducation.com/search?Ntt=animals+of+europe • Learning Journals • Video – “Continents and Oceans” Song • Teacher Resource PowerPoint Lesson 14 	
Objectives	<p>Content: Students will learn about the continent of Europe.</p> <p>Student Friendly: Today you will learn about the continent of Europe.</p>	<p>Language: Students will describe Europe.</p> <p>Student Friendly: Today you will talk about Europe.</p>
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence	

	<input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING connected divide tundra
	STUDENTS FIGURE OUT THE MEANING	WORDS WORTH KNOWING glaciers peninsula
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.	
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery		
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to learn about another one of the continents Captain Bill did not visit on his journey. We are going to learn about Europe.</i>” 5. Locate Europe on the globe or on the world map pictorial. Ask students to Think-Pair-Share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to Europe from Asia (our last stop on our journey around the world)? – We need to go west!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march (or face) west across your classroom. Interacting with the Text: <ol style="list-style-type: none"> 6. Have students browse the “Europe” text, Learning Journal p. 33 for text features (title, headings, diagrams, and captions). Have students predict (Think-Pair-Share) what the text will be about. 	Differentiated Instruction: English Learners: Europe has _____. Europe is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education Appendix Accelerated Learners:

I think we will learn about _____ because _____.

7. **First Reading:** Unencumbered Read. Tell students, “*As we read the text the first time, follow along and listen for interesting things about Europe.*”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “*Now we will read the text a second time. This time we are going to read to find specific information about Europe to fill in our Process Grid.*”
- Follow the same procedure as the previous lessons. Chunk the text by headings. Ask the students to Think-Pair-Share about what each section of the text is telling us.
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher. As you read, address the vocabulary as it appears in context.
 - After each heading, return to the Process Grid and add information. Since this process has been repeated several times, encourage students to find information in the text and tell you what to add. For example: *What did we learn about Europe that we could add to this category?*
9. **Gathering Information from Multiple Sources:**
- “Think like a Researcher” Tell students, “*It’s time to think like a researcher and look at multiple sources. We are going to watch a video. Ask students, “Is this one of the continents that Captain Bill visited?” No. (If students are unsure, refer back to the route they traced on the pictorial, or the text.)*
 - **Video:** “Animals of Europe” After viewing the video, ask students to help you add information to the Process Grid. “*What new information did we learn?*”

Encourage students to include more details in their writing and conversations. Encourage them to research more about Europe.

Extending the Understanding:

10. Writing: You do Together



- Students should work collaboratively (in partners or groups) to take the information from the Process Grid and put it into writing in their Learning Journals p. 34.

11. Reflect on Learning - Collaborative Academic Conversations:



This lesson will focus on Talk Moves from Goal One: *Time to Think and Say More*, Goal 3: *Asking for Evidence or Reasoning*, and Goal 4: *Agree/Disagree and Why?* and *Add-On*, and Goal 2: *Who Can Rephrase or Repeat?*

- Review the norms for Collaborative Academic Conversations with students.
- Guide students in a whole group academic conversation using the following opinion prompt: *Which continent would you rather visit, Europe or Asia? Why? Support your answer with evidence!*
- Post the following sentence frames: *I would rather visit _____ because _____. OR I would rather visit _____ than _____ because _____. OR I think _____ is*



better/more interesting than _____ because _____.

- Encourage students to use **evidence** from their writing and Process Grid.
- If students do not include the “because”/evidence, (or if they give a personal opinion/unrelated) encourage students to use **evidence** from their writing and Process Grid: *Why do you think that? What is your evidence? Where in the text did it say that?*
- Encourage students to agree/disagree respectfully and add on to their classmate’s statements using the following frames:
 - *I agree with _____ (student name) and would like to add _____.* OR
 - *I respectfully disagree with _____ (student name) because I think _____.*
- In order to keep all students actively involved in the conversation, or to emphasize a key point, the teacher may choose to use the “Who can rephrase or repeat?” Talk Move.
 - *Who can repeat what _____ just said?*
 - *Who can put what _____ just said in their own words?*

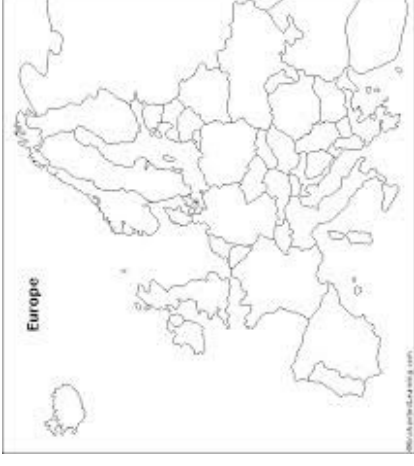
Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a plush/soft ball, etc. to indicate whose turn it is to speak).
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Europe



Location

Europe is the second smallest continent. It is in the northern hemisphere. Europe is connected to Asia. Mountains divide Europe from Asia. The Arctic Ocean is on the north side of Europe. The Atlantic Ocean is on the west side.

Natural Features

Europe has forests, grasslands, tundra, and mountains. There are no deserts in Europe. Glaciers, great bodies of ice, cover part of the far north and are on high mountain peaks. Europe is made of many peninsulas. These are pieces of land that have water on three sides.

Animals

Some animals found in Europe are badgers, hedgehogs, and wild boar. Reindeer and arctic foxes can be found in the north.

Interesting Facts

Europe has the largest and smallest countries in the world. Russia is the largest country in the world. The smallest country in the world is Vatican City. Big Ben is one of the largest chiming clocks in the world. The Eiffel Tower is located in Paris. There are many castles in Europe. In fact, many queens and kings still live in these castles.

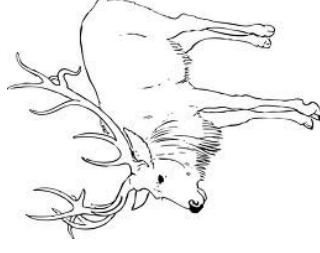


hedgehog

144



A castle in Germany.



Arctic Ocean



Europe

Location

Europe is the second smallest continent. It is in the northern hemisphere. Europe is connected to Asia. Mountains divide Europe from Asia. The Arctic Ocean is on the north side of Europe. The Atlantic Ocean is on the west side.

Natural Features

Europe has forests, grasslands, tundra, and mountains. There are no deserts in Europe. Glaciers, great bodies of ice, cover part of the far north and are on high mountain peaks. Europe is made of many peninsulas. These are pieces of land that have water on three sides.

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Some animals found in Europe are badgers, hedgehogs, and wild boar. Reindeer and artic foxes can be found in the north.

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Europe has the largest and smallest countries in the world. Russia is the largest country in the world. The smallest country in the world is Vatican City. Big Ben is one of the largest chiming clocks in the world. The Eiffel Tower is located in Paris. There are many castles in Europe. In fact, many queens and kings still live in these castles.



hedgehog



A castle in Germany.



Lexile 650



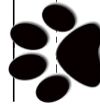
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 15	Grade Level/Course: 1st	Duration: One Day Date:
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures and words SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL6 Produce complete sentences when appropriate to task and situation. L2 Capitalization, punctuation and spelling H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Process Grid • Video- “Animals of Antarctica” 2:10 http://app.discoveryeducation.com/search?Ntt=animals+of+antarctica • Learning Journals • Video – “Continents and Oceans” Song • Teacher Resource PowerPoint Lesson 15 	
Objectives	Content: Students will learn about the continent of Antarctica. Student Friendly: Today you will learn about the continent of Antarctica.	Language: Students will describe Antarctica. Student Friendly: Today you will talk about Antarctica.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably	

		<input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	antifreeze doubles	
Pre-teaching Considerations	Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversation Norms and be comfortable using sentence frames for discussion.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Sequence	Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), and Pictorial. 2. Sing the <i>Continents and Oceans</i> song. 3. Revisit the Process Grid and review each heading. 4. Say “<i>Today we are going to learn about another one of the continents Captain Bill did not visit on his journey. We are going to learn about Antarctica.</i>” 5. Locate Antarctica on the globe or on the world map pictorial. Ask students to Think-Pair-Share what they can learn from looking at the globe or the map. (Location, Oceans, Size, etc.) <ul style="list-style-type: none"> • <i>How will we get to Antarctica from Europe (our last stop on our journey around the world)? – We need to go south!</i> • Sing the <i>Journeys Army Marching Chant</i> as you march (or face) south across your classroom. 		Differentiated Instruction: English Learners: Antarctica has _____. Antarctica is _____. It is _____. It has _____. Students Who Need Additional Support: See Special Education Appendix
		Interacting with the Text:	

Lesson Continuum

6. Have students browse the “Antarctica” text, Learning Journal page 35, for text features (title, headings, diagrams, and captions). Have students predict (Think-Pair-Share) what the text will be about.

I think we will learn about _____ because _____.

7. **First Reading:** Unencumbered Read. Tell students, “*As we read the text the first time, follow along and listen for interesting things about Antarctica.*”
8. **Second Reading:** Close Read- Annotation and Process Grid: Tell students, “*Now we will read the text a second time. This time we are going to read to find specific information about this continent to fill in our Process Grid.*”
- Follow the same procedure as the previous lessons. Chunk the text by headings. Ask the students to Think-Pair-Share about what each section of the text is telling us.
 - Have the students follow along in their Learning Journal as you annotate the text (see sample included behind lesson). Students should annotate along with the teacher. As you read, address the vocabulary as it appears in context. Encourage the students to take over the responsibility for what to highlight/annotate.
 - After each heading, return to the Process Grid and add information. Since this process has been repeated several times, encourage students to find information in the text and tell you what to add. For example: *What did we learn about Antarctica that we could add to this category?*
9. **Gathering Information from Multiple Sources:**
- “Think like a Researcher” Tell students, “*It’s time to think like a researcher and look at multiple sources. We are going to watch a video. Ask students, “Is this one of the continents that Captain Bill visited?” No. (If students are unsure, refer back to the route they traced on the pictorial, or the text.)*”
 - **Video:** “Animals of Antarctica” After viewing the video, ask students to help you add information to the Process Grid. “*What new information did we learn?*”

Extending the Understanding:

10. **Writing: You do Independently**

- Students should work independently to take the information from the Process Grid and put it into writing in their Learning Journals p. 36.

11. **Reflect on Learning - Collaborative Academic Conversations:**



This lesson will focus on Talk Moves from Goal One: *Time to Think and Say More*, Goal 3: *Asking for Evidence or Reasoning*, and Goal 4: *Agree/Disagree and Why?* and *Add-On*, and Goal 2: *Who Can Rephrase or Repeat?*

- Review the norms for Collaborative Academic Conversations with students.
- Guide students in a whole group academic conversation using the following opinion prompt: *Now that we have*

Accelerated Learners:

Encourage them to include more details in their writing and conversations. Encourage them to research more about Antarctica.

learned about the three continents Captain Bill did NOT visit on his journey, which one do you think is the most interesting? Which one would you try to **convince** him to visit if you had the chance?

- Post the following sentence frames: *I think Captain Bill should visit _____ because _____.* OR *I think Captain Bill should visit _____ and not _____ because _____.* OR *I think the best continent for him to visit is _____ because _____.*



- Encourage students to use **evidence** from their writing and Process Grid.
- If students do not include the “because”/evidence, (or if they give a personal opinion/unrelated) encourage students to use **evidence** from their writing and process grids: *Why do you think that? What is your evidence? Where in the text did it say that?*
- Encourage students to agree/disagree respectfully and add on to their classmate’s statements using the following frames:
 - *I agree with _____ (student name) and would like to add _____.* OR
 - *I respectfully disagree with _____ (student name) because I think _____.*
- In order to keep all students actively involved in the conversation, or to emphasize a key point, the teacher may choose to use the “Who can rephrase or repeat?” Talk Move.
 - *Who can repeat what _____ just said?*
 - *Who can put what _____ just said in their own words?*

Sample Routine for Whole Group Collaborative Conversations

- Teacher: pose the question.
- Teacher: “Take some time to think about...”
- Teacher: “Would anyone like to share?”
- Teacher: call on student (you may choose to use a talking stick or toss a plush/soft ball, etc. to indicate whose turn it is to speak)
- Student shares.
- Teacher uses talk moves: “Can you tell me more about that?” or “Can you give me an example?” if needed.
- Student elaborates.
- Student asks, “Would anyone like to share?”
- Student calls on another student.
- Process repeats.

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Antarctica

Location

Antarctica is in the southern hemisphere. It is at the bottom of the world. The South Pole is on Antarctica.



Natural Features

Antarctica is different from the continents. There are no countries there. The United States and many other countries send scientists to work there. No country owns the land of Antarctica. In the summer, during December to March, it is light all day and night. In the winter, during June to September, it is dark all day and night.



Blue Whale

Animals

Only a few plants and animals can survive in Antarctica. Penguins and fur seals can live there. They must find their food in the ocean. Whales and a few types of fish live in the ocean around Antarctica. These fish have a special antifreeze substance in their bodies so they don't freeze.

Interesting Facts

Antarctica is the highest, driest, windiest, emptiest, coldest place on Earth. It almost doubles in size every winter as the water around it freezes.



penguin

Antarctica



Location

Antarctica is in the southern hemisphere. It is at the bottom of the world. The South Pole is on Antarctica.

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anti = not

Interesting Facts

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penguin



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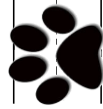
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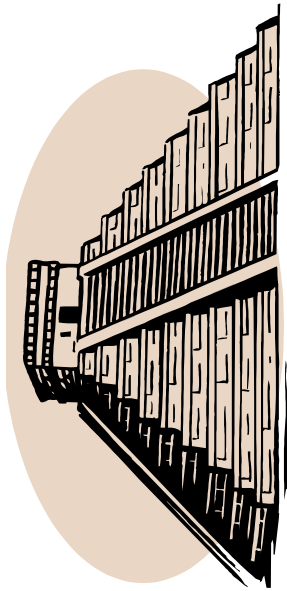
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SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson:16	Grade Level/Course: 1st	Duration: Two Days Depending on the level of your students, this lesson may be completed in one day or may take two, one for creation of posters and one for presentations.
Big Idea: Our world is organized in a way we can understand. Essential Questions: <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans. H/SS 1.2.3 Construct a simple map using cardinal directions and map symbols. SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups, a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion), b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges, c. Ask questions to clear up any confusion about the topics and texts under discussion. SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards SL3 for specific expectations.) L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2 Capitalization, punctuation and spelling L6. Use acquired words/phrases	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World Pictorial • Learning Journal • Process Grid • Chart paper/Butcher paper or construction paper (for travel poster) • Pencils • Crayons • Markers • Travel Poster Example • Small pictures for each continent or small world maps • Teacher Resource PowerPoint Lesson 16 	
Objectives	Content: Students will demonstrate their knowledge about the world. Student Friendly: Today you will show what you have learned about the world.	Language: Students will use information from their Learning Journal, Process Grid, and World Pictorial, to collaboratively create and present a travel poster that persuades the reader to visit that continent. Student Friendly: Today you will work with a group to create a travel poster for a place you think people should visit.

Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	N/A	
Pre-teaching Considerations		<p>Students should know about continents, oceans, and the equator from previous lessons. Students should know Collaborative Academic Conversations norms and be comfortable using sentence frames for discussion.</p>	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence		Preparing the Learner: <ol style="list-style-type: none"> 1. Revisit the Big Idea, Essential Questions, Circle Map (<i>The World</i>), Process Grid, and Pictorial to review everything we have learned about the continents. Focus on interesting facts about each of the continents. 2. Tell the students, “<i>Now that we have completed our journey around the world, and we have learned about each continent, you will create a travel poster about your favorite continent. You will present this poster to your classmates to convince them that your continent is the best!</i>” 3. Show the students a sample of a real travel poster. (See Teacher Resource PPT for samples.) Point out the text features that you see on the samples. 	Differentiated Instruction: English Learners: After some groups have completed one of the elements, their work may be shared as another model for students having trouble getting started.

	<p>Interacting with Text/Concept:</p> <ol style="list-style-type: none"> 4. Model how you would create a travel poster using the continent of North America. 5. Talk about the text features that should be included on the poster. It should have a Title, Pictures, Captions, and Interesting Facts. 6. Compare the information you use on the sample poster to a real travel poster. 7. Help students to see that the information on the sample poster is pulled from the Circle Map, Process Grid, Pictorial, and Learning Journal. 8. Talk about the purpose of the Text Features on the poster and explain that your reason for creating this poster is to <i>persuade</i> or <i>explain why</i> you think that your continent is the best. This is your opinion and you need to convince others to think like you! <p>Interacting with Text/Concept:</p> <ol style="list-style-type: none"> 9.  Group students according to the continent that they choose to write about. There may be two or more groups working on the same continent. 10. Say, “<i>Imagine your friend wants to take a trip. Your mission is to convince her/him to visit your favorite continent. You will need to create a travel poster, so that you can explain to her/him why they should visit.</i>” You will be creating this poster in your collaboration group. 11. Each student will be assigned a different task. For example: <ol style="list-style-type: none"> a. Student #1: Title and a picture of the continent b. Student #2: Animals that live there c. Student #3: Captions d. Student #4: Interesting facts or natural features 12. As groups complete their posters, encourage them to think about how they will present their portion of the poster to the class. 13. Collaborative groups will present their posters to the class. Each person will talk about the portion that he/she contributed to the poster. Possible sentence starters to use for the presentation: “We think _____ because _____. _____ is _____. You can _____ in _____. You will see _____ in _____.” 14. When students finish the presentations, post the travel posters around the classroom. Have students do a “gallery walk.” Give them time to think, “<i>Which poster best persuaded you to visit that continent?</i>” 15. After the gallery walk is complete, tell students to go and stand by the poster they feel did the best job of convincing/persuading them. Call on students to explain why they chose each poster. 	<p>Provide sentence starters for the presentation:</p> <p>“We think _____ because _____. _____ is _____. You can _____ in _____. You will see _____ in _____.”</p> <p>Special Needs: See Special Ed Appendix</p> <p>Accelerated Learners: Write a sentence about the continent and why you should visit that continent.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		



It has ancient ruins.

Visit

North

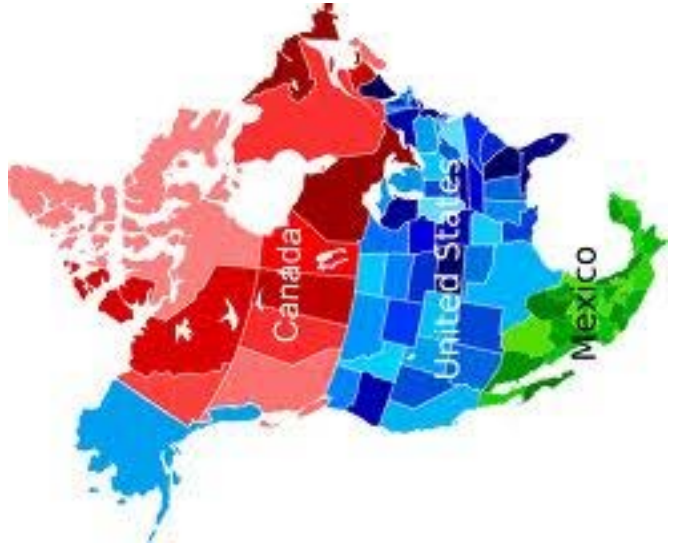
America!



Beaver




The Grand Canyon



Rattlesnakes live in North America.

SAUSD Common Core Lesson Planner

Unit: Exploring Our World Lesson: 17	Grade Level/Course: 1st	Duration: Two Days
<p>Big Idea: Our world is organized in a way we can understand.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do maps help us explore the world? • Why is it important to learn to read maps, globes, and models? • What is my place in this world? • What makes our world interesting? 		
Common Core and Content Standards	<p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.</p> <p>H/SS 1.2.3 Construct a simple map using cardinal directions and map symbols.</p> <p>SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups,</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion), b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges, c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards SL3 for specific expectations.)</p> <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2 Capitalization, punctuation and spelling</p> <p>L6 Use acquired words/phrases</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • World pictorial • Learning Journal • Process Grid • Teacher Resource PowerPoint Lesson 17 	
Objectives	<p>Content: Students will show what they have learned about the world.</p> <p>Student Friendly: Today you will show what you have learned about the world.</p>	<p>Language: Students will choose the continent they feel is the most interesting and write a paragraph arguing their opinion.</p> <p>Student Friendly: Today you will write a paragraph about the continent you feel is most interesting.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	N/A	
Pre-teaching Considerations		Students should know about the continents, oceans, and equator from previous lessons.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Sequence		<u>Preparing the Learner:</u> 1. Sing the <i>Continents and Oceans</i> song 2. Review the Big Idea & Essential Questions. <u>Interacting with the Concept:</u> 3. Revisit the pictorial of the world, travel posters, and Process Grid. 4. Ask students to discuss with their partner or table group about the seven continents. “Which continent is your favorite? Why?”  Encourage students to share evidence/reasons why from the Process Grid. 5. Tell students, “Today we will choose the continent we believe is	Differentiated Instruction: English Learners: I think _____ is the most interesting continent in the world. _____ is located _____ and _____. There are _____ and _____ in _____. It has _____ and _____.

the most interesting and write a paragraph arguing our opinion.”

Extending Understanding:

*You may want to choose North America to model for students. Tell students that they should choose a different continent to avoid copying.

Day 1:

Thinking Map/Planning: One-Sided Multi-Flow

Model and guide students after each step:

6. **Model thinking/topic selection:** “I want to write a paragraph expressing my opinion. This means I am going to tell what I think, or how I feel, about something. To write this paragraph, I will have to review all the information I know about continents, and choose the one that I think is the most interesting. I think _____ is the most interesting continent.” Have students turn to the One-Sided Multi-Flow in their Learning Journal p37 and write the name of their continent at the top of their map.



- **Guide:** Students select their continent and write the title at the top of their maps.

North America

7. **Model Introductory Sentence:** Brainstorm with students opening statements you could include on your map. Keep these up for students to select their own opening sentences.

- **Guide:** Students select a topic sentence and write it in the top box of their map.

***Teacher Tip:** To avoid “copying the teacher” do not select your opening sentence right away. “Think it over” as students decide and write their selection. Have students read theirs to a partner. Then write yours.

North America

My Opinion:

North America is the most interesting continent in the world.

Alternate Topic Sentences

North America is interesting for many reasons.

North America is my favorite continent.

8. **Model Creating the One-Sided Multi-Flow Map:** Use the information you have gathered throughout the unit to add reasons why your continent is your favorite/most interesting. Remember to model using the “evidence” from the Process Grid, Learning Journal page 37, and world pictorial in front of the students.

- **Guide:** Students create their One-Sided Multi-Flow

Some animals that live there are ____ and ____.
One interesting thing about ____ is ____.

Students Who Need Additional Support:

See Special Education Appendix

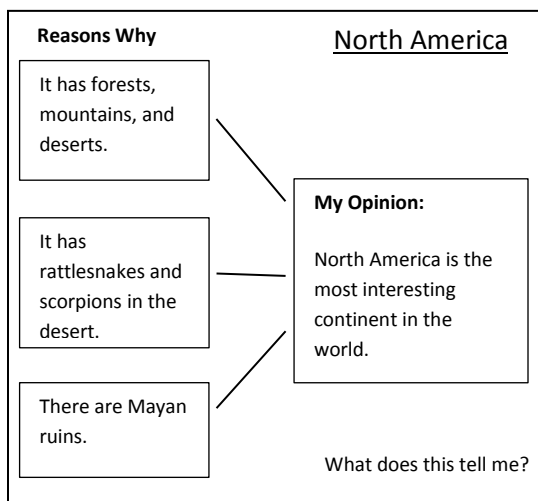
Accelerated Learners:

Compare and contrast two continents and tell why one of the continents is more interesting than the other.

Option:

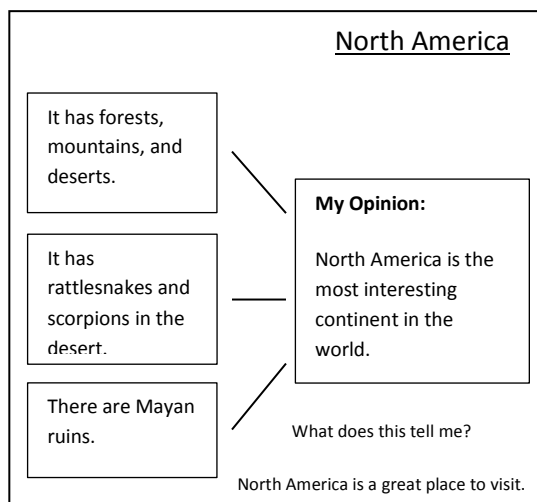
Teacher may model the entire process first. Then, students would produce their own map.

Maps. Remind them to use evidence.



9. **Model Creating a Sense of Closure:** Tell students that we are going to work on adding a Frame of Reference to our Thinking Map. *“To add our Frame of Reference, we are going to answer this question: What does this tell me?” On my map, I have _____, _____, and _____. This tells me that _____ is a great place to visit*

- **Guide:** Help students write a concluding sentence in their frame of reference. You may want to help them by creating a brainstorm “bank” and letting them choose one.

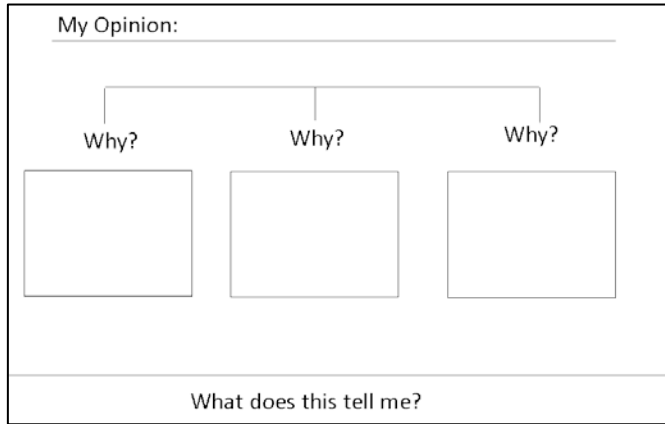


10. **Model Oral Rehearsal:** Model for students that by turning your One-Sided Multi-Flow map on its side, it looks just like a Tree Map! Students should be familiar with this format. Model how to read off your map. Have students practice using “my turn, your turn.”

- **Guide:** Students will orally rehearse their own maps with a partner.

Day 2: Writing

1. **Optional Transition to Tree Map:** Since students are familiar with writing from Tree Maps, you may choose to have students transition from the One-Sided Multi-Flow to the Tree Map (included in their Learning Journal p. 38). Students may cut and paste or rewrite their information on the Tree Map.



2. **Model:** Model oral rehearsal again for students.
 - **Guide:** Have students orally rehearse their own maps with a partner.
3. **Model:** Write your paragraph from the map. You may guide students through sentence by sentence (I do, You do), or, you may write your entire paragraph, and then have students write.
 - **Guide:** Students will write their own paragraphs from their maps, Learning Journal p. 39-40..
4. **Share:** When finished, students will read their completed paragraph to their collaborative group.

Optional Post-Assessment:

5. You may choose to use one of the cut and paste post-assessments included after this lesson to check students' knowledge of the continents and oceans.

Option: You may choose to add these sentence starters to guide students in adding transitions to their "reasons why".

Because _____.
 When _____.
 The reason _____.
 One reason _____.

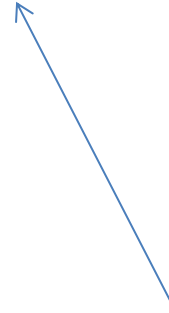
These sentence starters can be used to conclude an opinion statement.

I think _____.
 I feel _____.
 I suggest _____.
 I would recommend _____.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

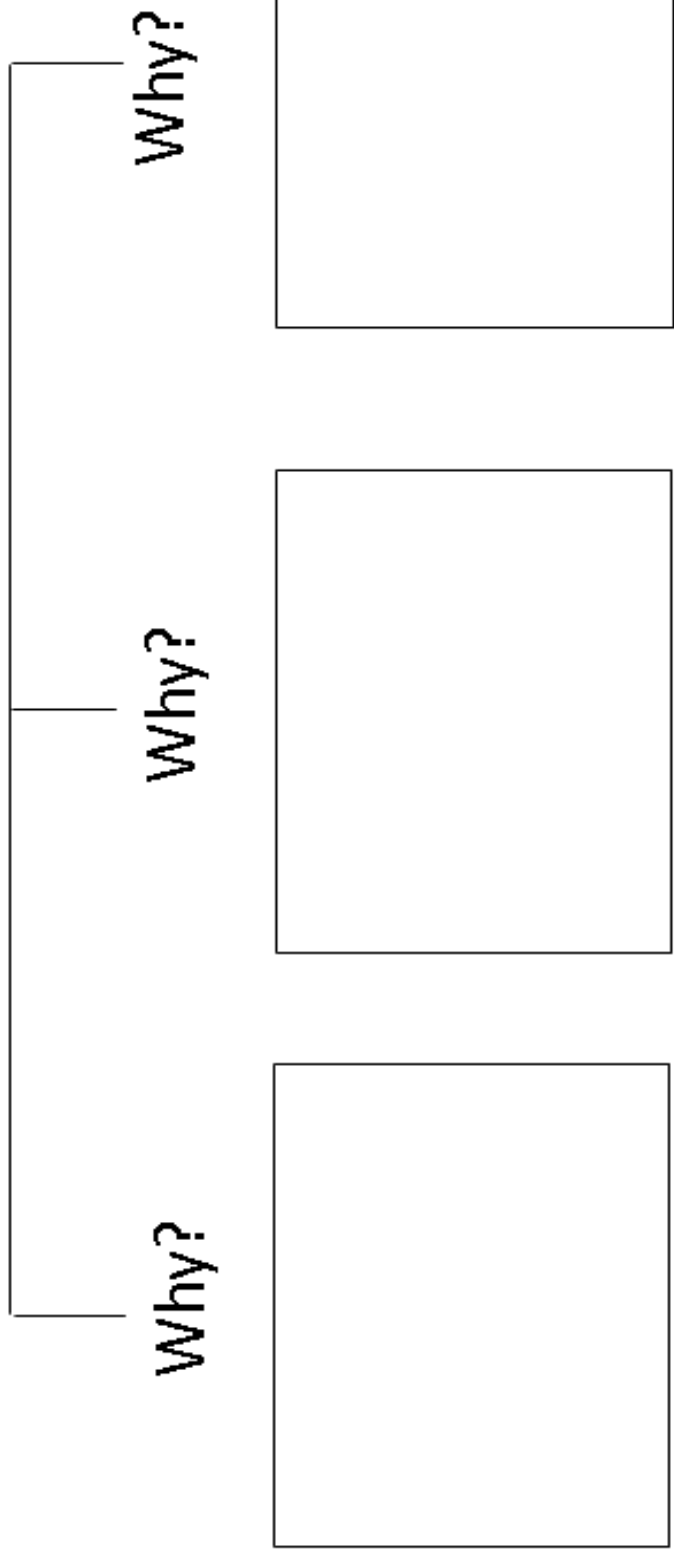
Reasons why...



My Opinion

What does this tell me?

My Opinion:



What does this tell me?

Name _____

Date _____

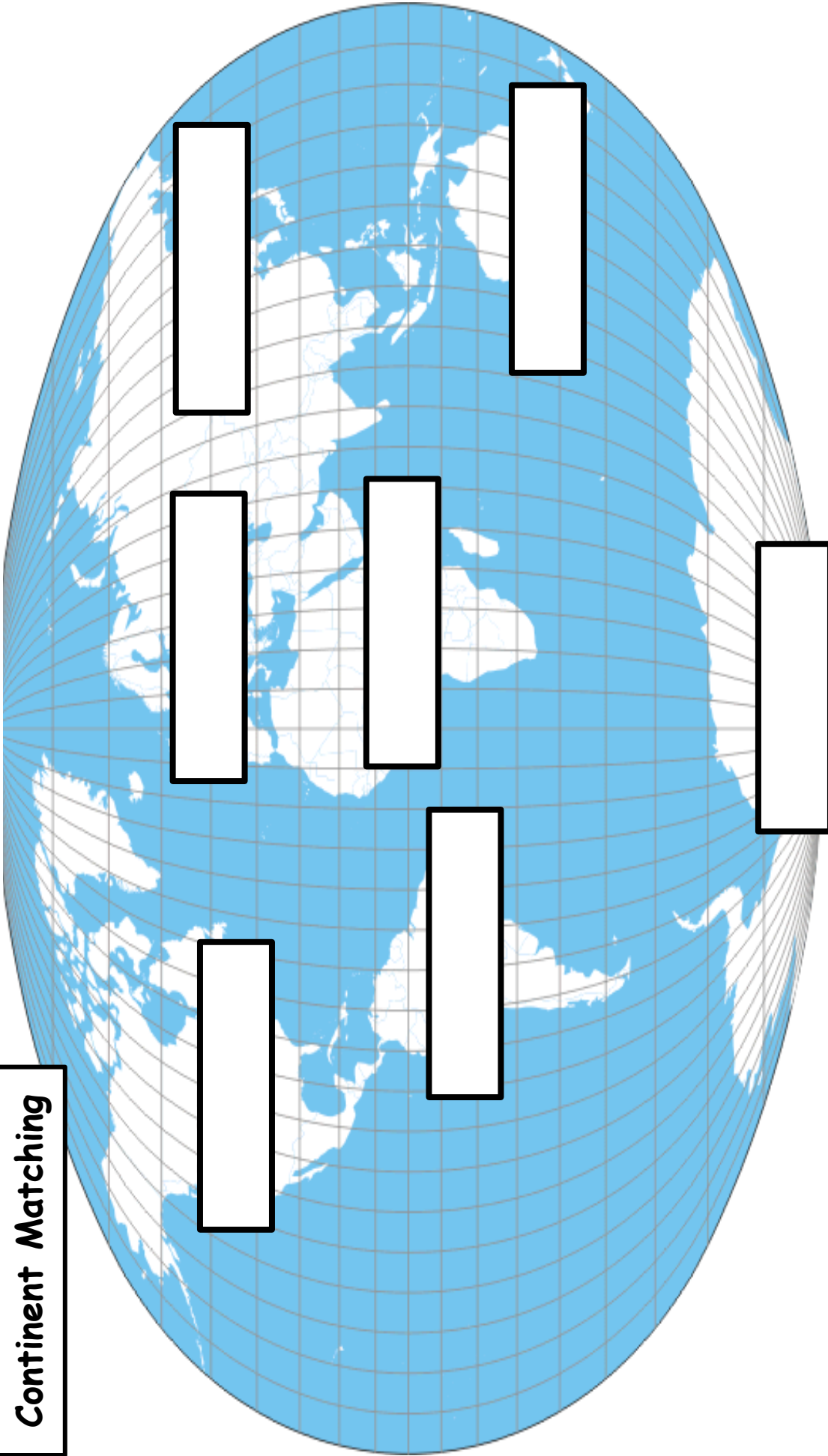
Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

Date _____

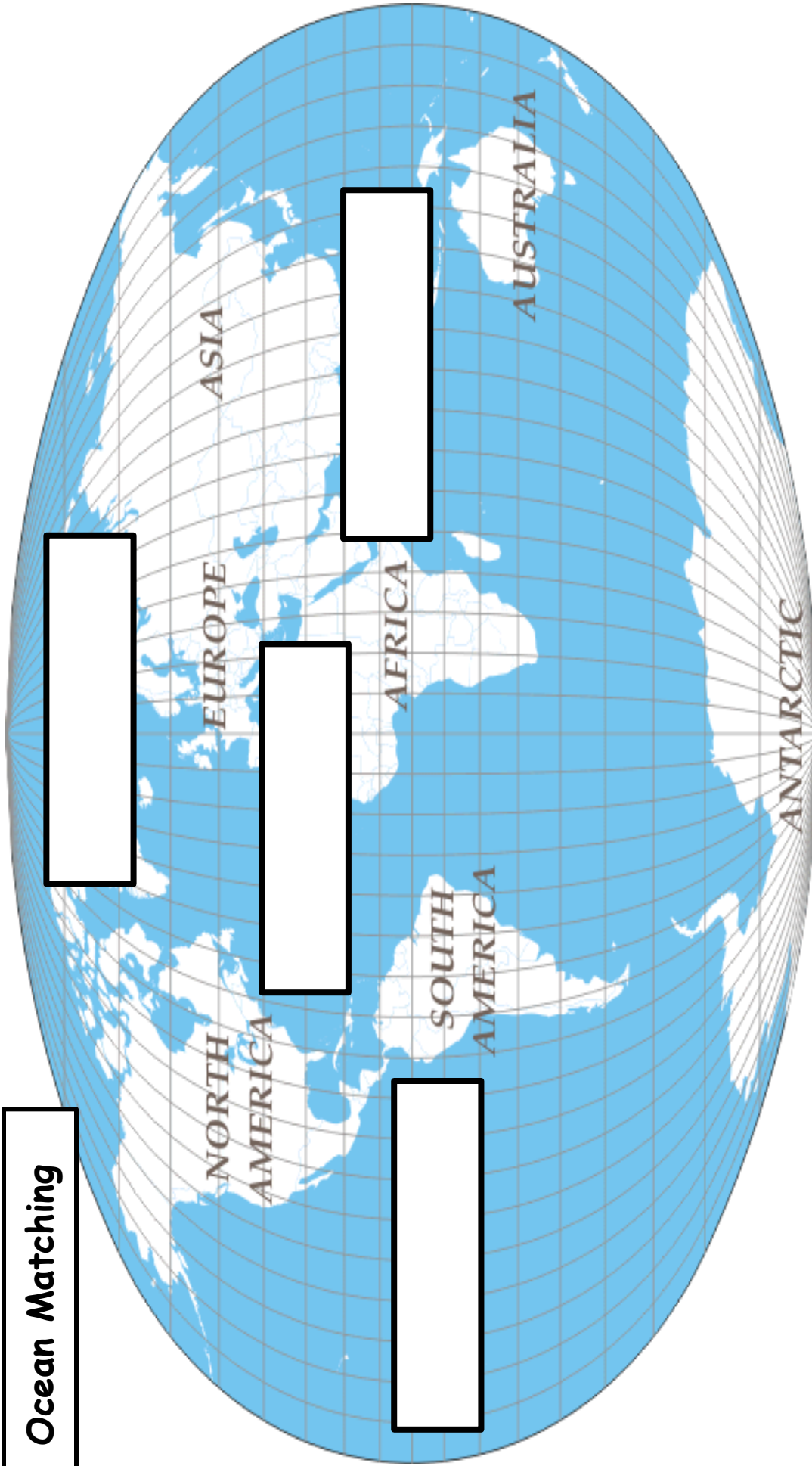
Continent Matching



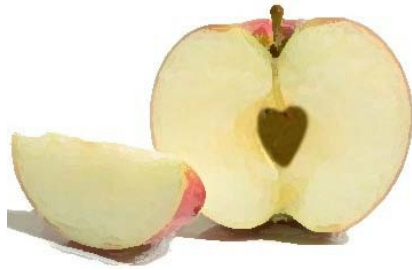
North America	South America	Antarctica	Asia
Europe	Australia	Africa	

Name _____ Date _____

Ocean Matching



Pacific Ocean	Atlantic Ocean
Indian Ocean	Arctic Ocean



Getting to the Core

Special Education Appendix

Special Education Development of Appendices

CCSS Application to Students with Disabilities

Students with disabilities-students eligible under the Individuals with Disabilities Act (IDEA) must be challenged to excel within the general curriculum and be prepared for success in their post school lives, including college and/or careers.

In order for students to meet high academic standards and or fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations.

-Orange County Department of Education, 2012

The Santa Ana Unified School District, in the foundation that ALL students will be college and career ready, is creating a compilation of resources including scaffolds, strategies, accommodations, and modifications. These supports will ensure that students with disabilities, the majority of whom are English learners, will have the access and support necessary to be college and career ready.

Superior Standards

Supportive School Climate

Successful Students



Exploring our

World Lesson One

Teacher Talk: The purpose of this lesson is to activate prior knowledge about the world. Students will demonstrate their knowledge by drawing, writing, and pair-sharing.

Students may benefit from the following accommodations:

- Student may dictate words to teacher to copy on paper
- Teacher may wish to write student's words with a highlighter.
- Student may draw pictures to support their sentences.
- Encourage students to label their picture.
- Teacher should write exactly what student dictates as this is a pre-assessment to help choose scaffolds necessary for the remaining lessons.

Exploring our World

Lesson Two (two days)

Teacher Talk: The purpose of this lesson is to closely read, analyze, and discuss the text, "Me on the Map." Students will make connections to their own place on the map.

Students may benefit from the following accommodations:

- Mini-word dictionary to introduce unit words.
- A worksheet to introduce capitalization of geographic names with sentences for oral and written practice.
- Students may enjoy doing an echo read or choral read after the first time through to practice complete sentences.
- The Big Book may be used by the students to explore this story on their own in a literacy center.

Highlight the capital letters in each sentence. Then copy each sentence on the lines below. Practice saying the sentence with your partner. Be sure to use capital letters for the proper nouns.

I live in **S**anta **A**na, **C**alifornia.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I live in the United State of America.

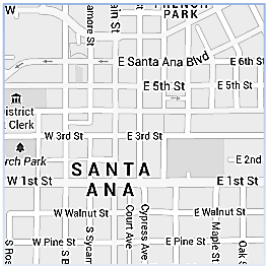











Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I live in North America.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

		<p>a large body of salt water that covers most of the Earth</p>	<p>the Earth and everyone in it</p>
		<p>a drawing that shows where something is</p>	<p>a round model of the Earth</p>
		<p>one of seven of the largest areas of land on Earth</p>	<p>the way something is moving or pointing like North, South, East and West</p>
		<p>one of 50 parts of our country like California</p>	<p>a position or place</p>
		<p>a large area of land where people live under the same government such as the United States of America</p>	<p>an area with streets, houses, and buildings</p>

definition

picture

map

My sentence

definition

picture

globe

My sentence

definition

picture

continent

My sentence

definition

picture

ocean

My sentence

definition

picture

world

My sentence

definition

picture

city

My sentence

definition

picture

state

My sentence

definition

picture

country

My sentence

definition

picture

direction

My sentence

Exploring our World

Dictionary



philipmartin.info

Name _____

Exploring our World

Lesson 3

Teacher Talk: Students will participate in a video viewing and a close read of Unit 2, Lesson 1 in the first grade social studies book. They will respond to the expository text by answering text dependent questions.

Students may benefit from the following accommodations:

- After viewing the video and the unencumbered close read of the text by the teacher, students can listen and read the student text again on the website on the computers. A page explaining the digital and audio media follows.
- Double Bubble map for globes and maps
- Color-code the continents and oceans labels (e.g. green for continents, blue for oceans)
- Continent and Ocean labels for student journal (small print black & white)
- Tree map to classify continents and oceans (continent names may be color-coded green and ocean names color-coded blue)

Exploring our World Unit: Continent and Ocean names



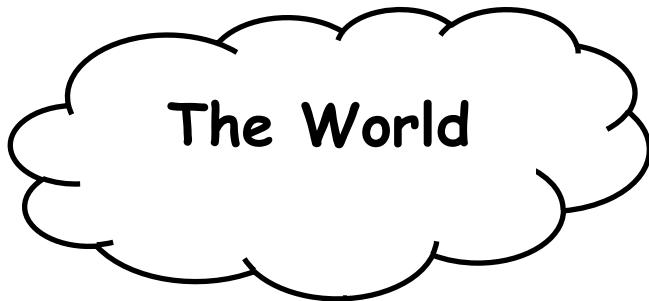
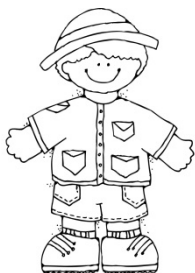
North America	South America	Africa	Asia
Australia	Antarctica	Europe	Pacific Ocean
Atlantic Ocean	Artic Ocean	Indian Ocean	Southern Ocean

Exploring our World Unit: Continent and Ocean names



North America	South America	Africa	Asia
Australia	Antarctica	Europe	Pacific Ocean
Atlantic Ocean	Artic Ocean	Indian Ocean	Southern Ocean

Name _____

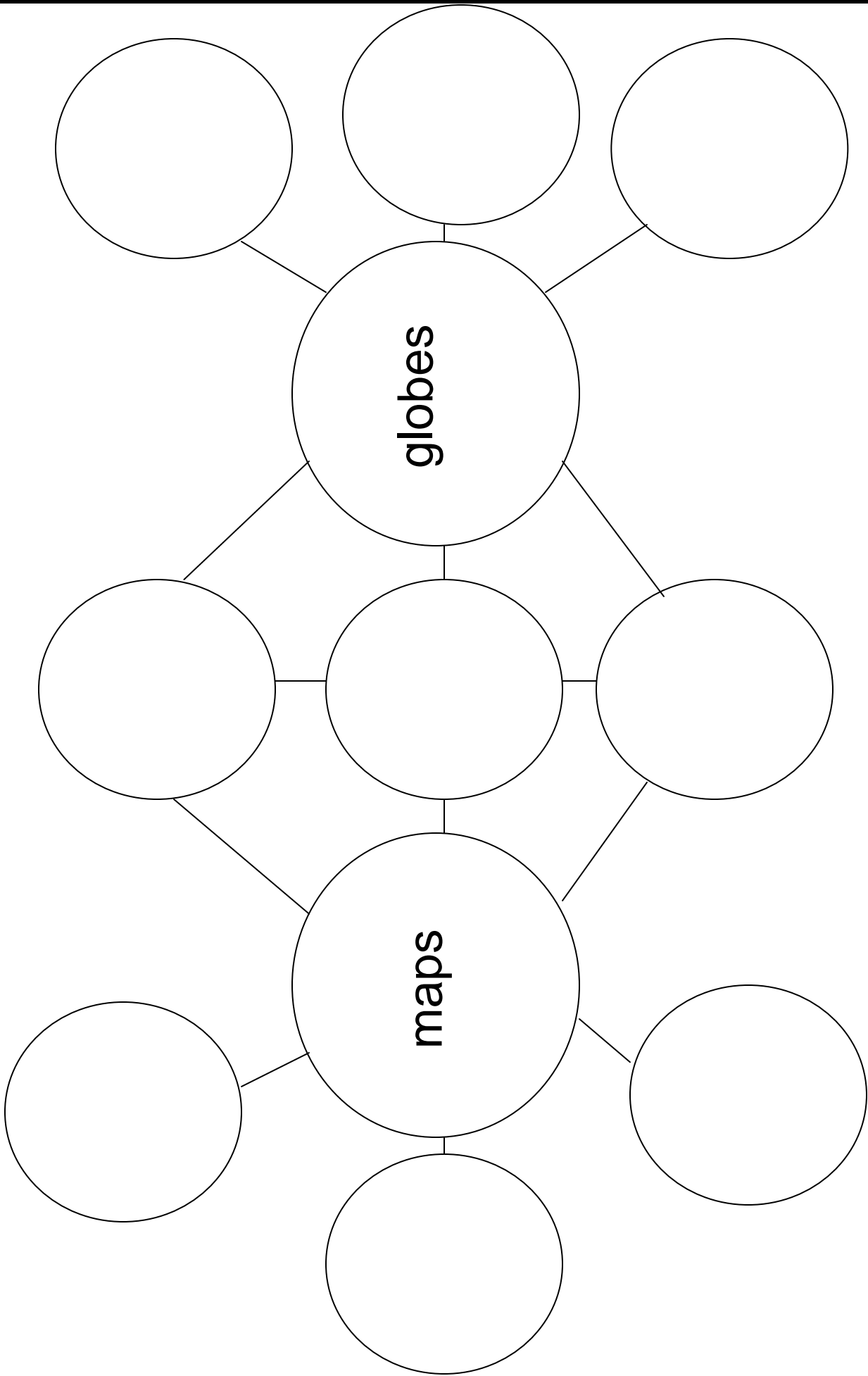


continents

A large, empty rectangular box with a thin black border. At the top left corner of the box, the word "continents" is written inside a small cloud shape.

oceans

A large, empty rectangular box with a thin black border. At the top left corner of the box, the word "oceans" is written inside a small cloud shape.



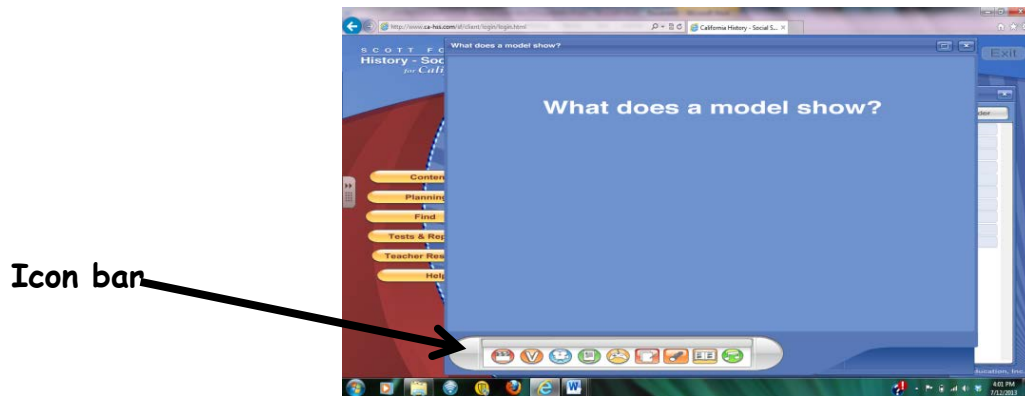
Maps are _____. Globes are _____. Both maps and globes _____.

Scott Foresman Social Studies Text Digital and Audio Media Features

Digital and audio media is available on the Scott Foresman website (<http://www.ca-hss.com/sf/client/login/login.html>)

The digital capabilities of the Social Studies book include the audio text, the video, and other activities.

To use the media, find the icons at the bottom of the screen:



The icons at the bottom are:

Introduction: short video to introduce unit concepts

Vocabulary: Vocabulary flash cards, click on text for audio

Video: Video showing lesson concepts

Student Text: click on text for audio of workbook pages

Interactive Practice: interactive game on concept

Print Partner: maps

Find out more: additional workbook pages

Content Reader: additional reader on unit concept, click on text for audio

Unit Song: Continents and Oceans

Exploring our World

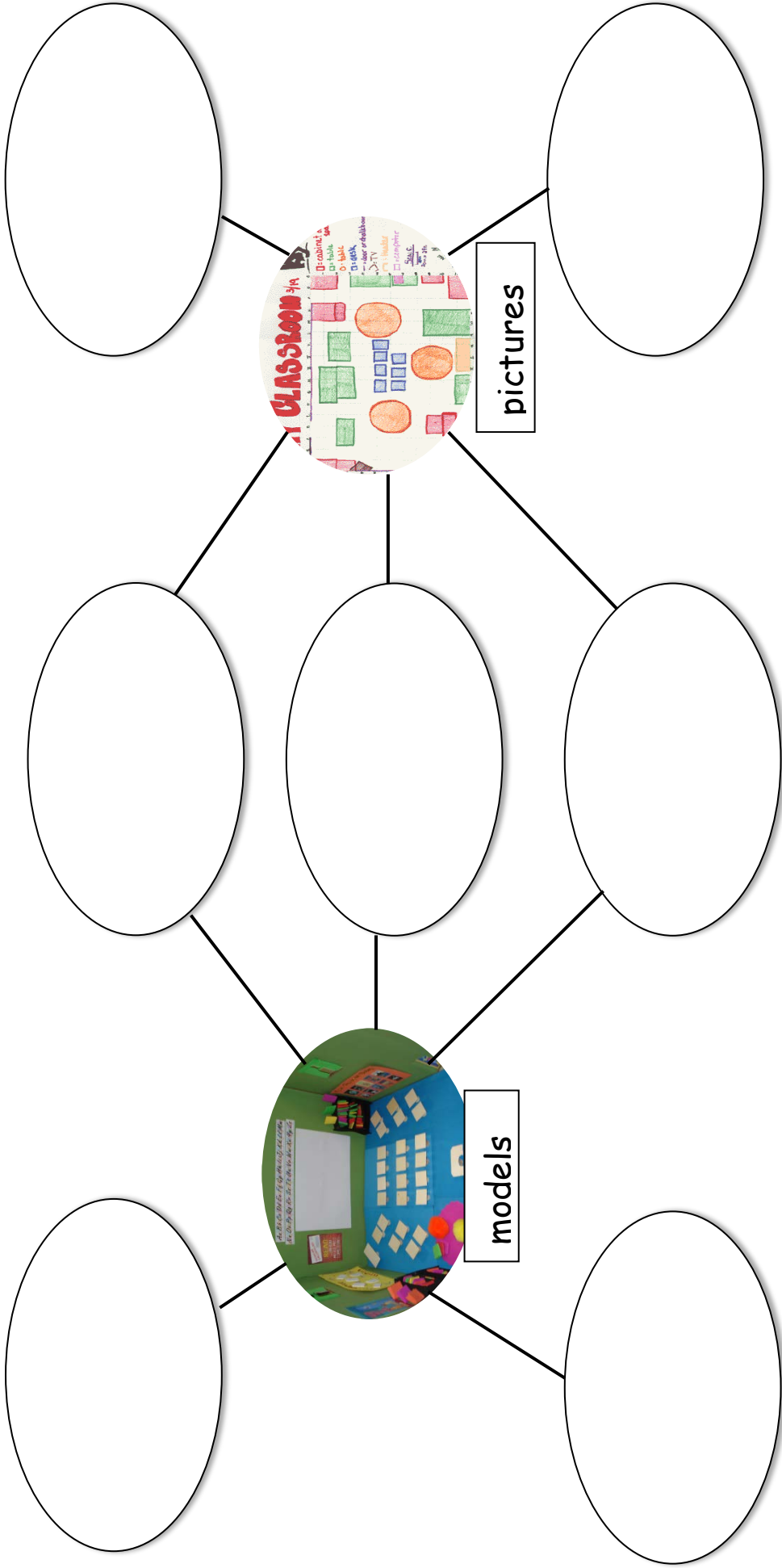
Lesson 4

Teacher Talk: This is a two day lesson. On the first day, students will be responding to a video and the Social Studies text Unit 2, Lesson 2 - What Does a Model Show? Students will answer text dependent questions and compare and contrast information learned from models and information learned from pictures of the same place. On the second day, students will make a model in collaborative groups.

Students may benefit from the following accommodations:

- After viewing the video and the unencumbered close read of the text by the teacher, students can listen and read the student text again on the website on the computers. A page explaining the digital and audio media is in Lesson 2.
- Models and maps Double Bubble map
- For students who need additional accommodations for making models, there is a simple cut-and-paste model in "Print Partner" on the Digital Path

How are pictures and models alike and different?



Both models and pictures _____. Although a model is _____, a picture is _____.

Exploring our World

Lesson 5

Teacher Talk: Students will be responding to a video and the Social Studies text Unit 2, Lesson 3 - How Can You Make a Map? Students will answer text dependent questions and add the cardinal directions to the map pictorial. Finally, they will write what they learned in their learning journal.

Students may benefit from the following accommodations:

- Students can use the digital and audio media available on the Scott Foresman website. (information in Lesson 2)
- Show the students a map of the school (such as the map given to teachers at the beginning of the school year). Help them name the symbols used on the map. If there aren't any, perhaps they can add some as well as a map legend.
- Practice the Cardinal Directions chant below:

North (clap hands over head)

South (clap hands down by knees)

East (Clap to the right)

West (clap to the left)

But home's the place I love best! (Clap center near heart)

Exploring our World

Lesson 6

Teacher Talk: In this lesson, students will be making a connection to the text and their social studies text by making a booklet exploring their place in the world.

Students may benefit from the following accommodations:

- Good Listeners Poster - Use the "Good Listeners" poster to review the rules of listening before sharing their books with a partner.
- Students with language difficulties may need to see the partner sharing modeled before trying themselves. Ask a student to share their book with you while you model listening before making one comment on what you liked and asking one question to clarify something.
- Then have the students turn to their partners and share their books. Have the students follow the 4 minute rule (poster). The sharing partner stops after 2 minutes and the other partner makes a comment and ask a question about the book for two minutes. Then partners trade places.

Four Minute Partner Sharing



	Partner 1	Partner 2
First 2 minutes	Share your book	Listen without speaking
Next 2 minutes	Listen and respond	Make a comment and ask a question

Trade places: Partner 1 becomes the listener and Partner 2 becomes the one to share.



Remember....

Good listeners



- ★ Think about what they are hearing
- ★ Look at the speaker
- ★ Ask **questions** or make nice **comments**



What did you mean by _____?

How did you _____?

I like _____.

You did a nice job on _____.

Exploring our World

Lesson 7

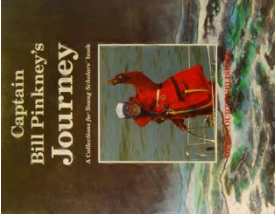
Teacher Talk: In this lesson, the students will be doing a close read of the Big Book "Captain Bill Pinkney's Journey." The first read is an unencumbered read of the first half of the story, followed by Text Dependent Questions. Students will trace the route Captain Bill took in their learning journals. For the closing of the lesson, the students will be writing in their learning journals about how Captain Bill prepared for his journey.

Students may benefit from the following accommodations:

- Vocabulary strategies chart (sample chart and instructions follow)
- Captain Bill Pinkney flow map with sentence starters (to practice retell)
- For the story retell, put students into groups, give each group one sentence frame to complete
 - Let them collaboratively work on the answers before sharing out to the rest of the class.
 - After each group has shared, the teacher can put the complete sentence frames in a pocket chart.

Name _____

Captain Bill Pinkney's Journey



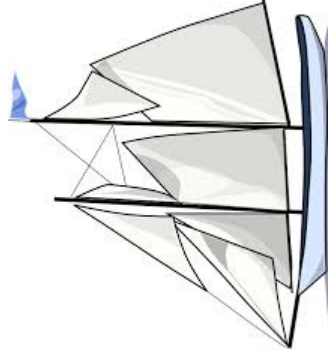
Captain Bill made a
commitment to sail
around the world.

First, Captain Bill

Next, he

After that, he

Finally, he



First, Captain Bill _____.

Next, he _____.

After that, he _____.

Finally, he _____.

Vocabulary Strategies Chart - Instructions

Before retelling the story with their partners, students may need some further instruction on the vocabulary. Choose a few words that will help with the task.

- Prepare the vocabulary strategies chart for students.
- Do a second read, stopping at the unknown vocabulary word in the text.
- Model the strategy of deciding which strategy will help you understand the word and recording their definition and the strategy on the chart.
- The strategies at the top of the chart are:
 - Reread - you need to reread to clarify the meaning of the words
 - Pictures - the pictures help to clarify the meaning to the word
 - Text - information in the text clarified the meaning
 - Schema - connections to self or some previous learning clarified the meaning of the word
 - Other sources - needed to consult another source such as a dictionary
- Some of the words you may wish to explore for Lesson 6 are: journey (title), commitment (p. 7), radar (p.7), route (p.10), charts (p.11), bunk (p. 13), island (p. 15), equator (p. 16), voyage (p. 20) and survive (p. 30).

Vocabulary Strategies Chart

We can use different clues to infer word meaning.



- reread

- pictures

- other sources

- text

- schema

word	What we think it means	What helped us

Exploring our World

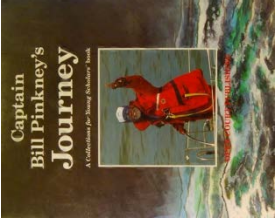
Lesson 8

Teacher Talk: In this lesson students will be reading the 2nd half of the Big Book "Captain Bill Pinkney's Journey." It follows the same lesson sequence with an unencumbered read of the second half of the story, followed by Text Dependent Questions. Then students will plot the second half of Captain Bill's journey, and will continue to sequence the story. Finally, students will do a collaborative sort to categorize the continents and oceans that Captain Bill touched and those he didn't touch.

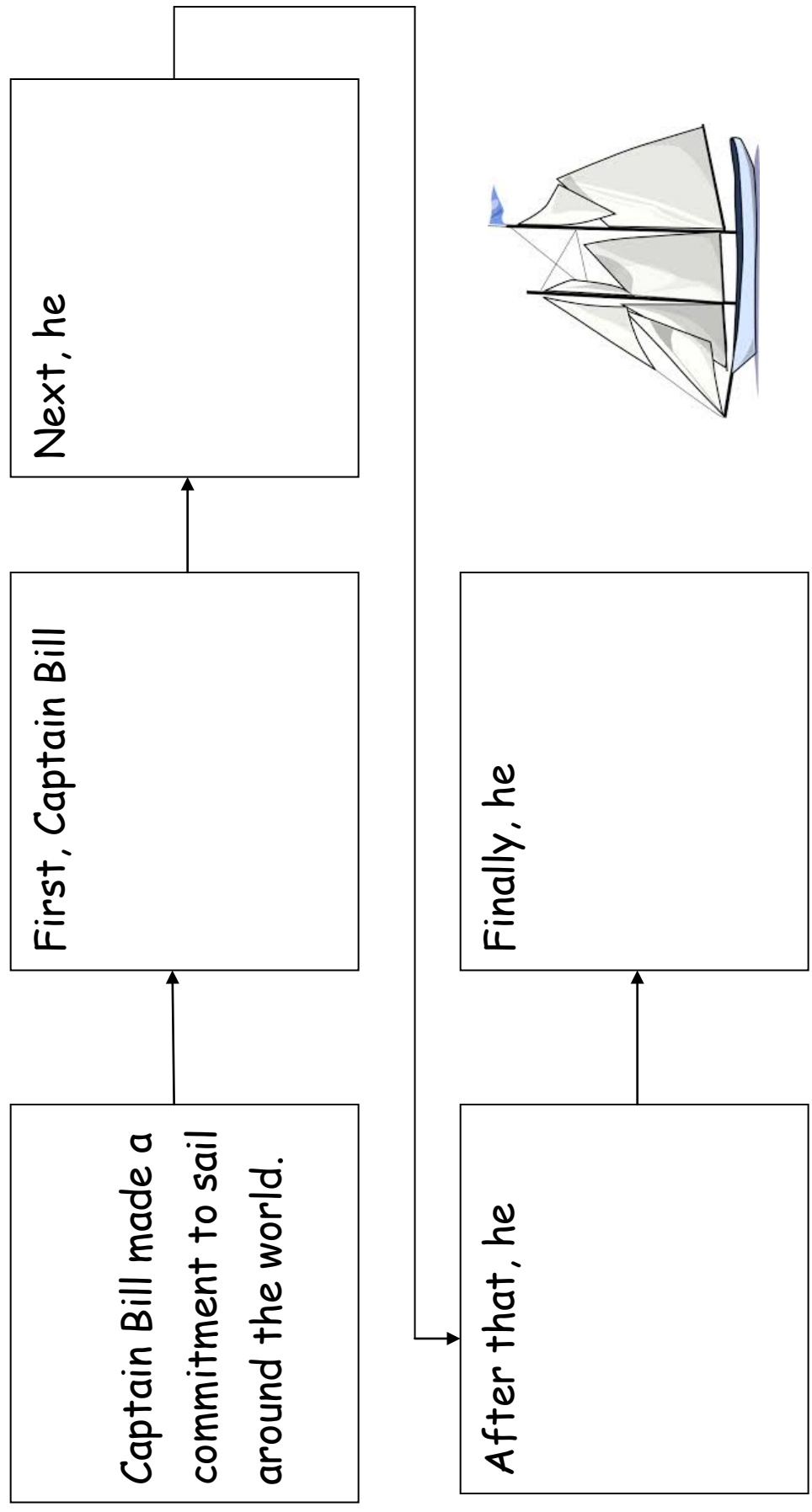
Students may benefit from the following accommodations:

- Captain Bill Pinkney flow map with sentence starters (to practice retell)
- For the story retell, put students into groups, give each group one sentence frame to complete
 - Let them collaboratively work on the answers before sharing out to the rest of the class.
 - After each group has shared, the teacher can put the complete sentence frames in a pocket chart.

Name _____



Captain Bill Pinkney's Journey



First, Captain Bill _____.

Next, he _____.

After that, he _____.

Finally, he _____.

Exploring our World

Lessons 9-15

Teacher Talk: Students will be reading expository text about each of the continents. They will write sentences and have collaborative academic conversations using opinion prompts.

Students may benefit from the following accommodations:

- Before introducing the Process Grid, teachers may choose to color-code each section (e.g. location in red, animals in green). While chunking the article, students can underline/annotate the information in the color that pertains to that category.
- Use the vocabulary strategy chart
- Support the expository text with the corresponding chapter in the companion text mini-book.
 - Have students partner read the companion text in a literacy center
- During the Collaborative Academic Conversations, encourage reluctant participants by allowing them to share/discuss with a partner first and then share out (either their idea or their partner's).

Vocabulary Strategies Chart - Instructions

Before retelling the story with their partners, students may need some further instruction on the vocabulary. Choose a few words that will help with the task.

- Prepare the vocabulary strategies chart for students.
- Do a second read, stopping at the unknown vocabulary word in the text.
- Model the strategy of deciding which strategy will help you understand the word and recording their definition and the strategy on the chart.
- The strategies at the top of the chart are:
 - Reread - you need to reread to clarify the meaning of the words
 - Pictures - the pictures help to clarify the meaning to the word
 - Text - information in the text clarified the meaning
 - Schema - connections to self or some previous learning clarified the meaning of the word
 - Other sources - needed to consult another source such as a dictionary
- Some of the words you may wish to explore for Lesson 6 are: journey (title), commitment (p. 7), radar (p.7), route (p.10), charts (p.11), bunk (p. 13), island (p. 15), equator (p. 16), voyage (p. 20) and survive (p. 30).

Vocabulary Strategies Chart

We can use different clues to infer word meaning.



- reread

- pictures

- other sources

- text

- schema

word	What we think it means	What helped us

Assembly Instructions for the Companion Text Mini-Book (120L)

1. Place book pages in the order below:

Title page

Glossary p. 16

Glossary p.15/Table of Contents

page 1 and 14

page 13 and 2

page 3 and 12

page 11 and 4

page 5 and 10

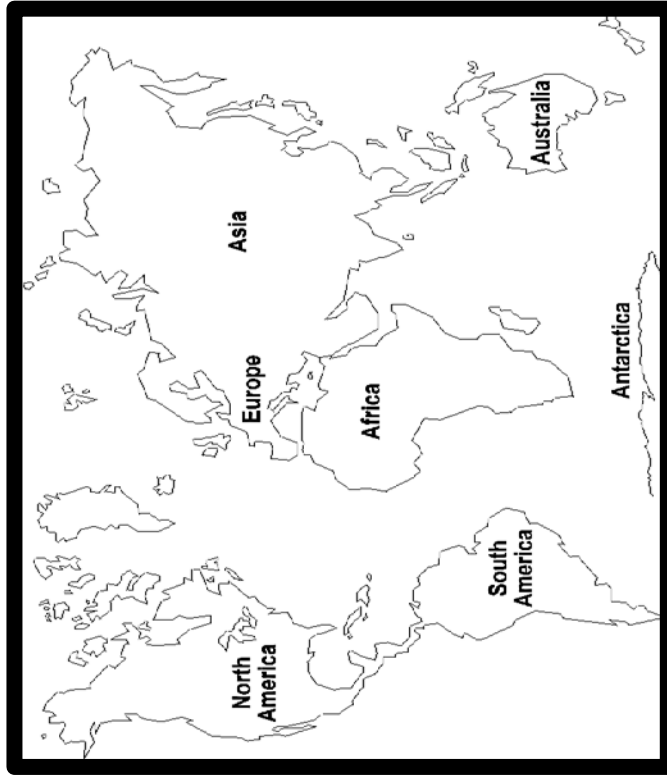
page 9 and 6

page 7 and 8

2. Copy the page 1 sided to 2 sided

3. Fold the page in half and staple in the middle

The Continents (Companion Text)



Name _____

Glossary continued

grassland - area of land covered by



grass

island - an area of land surrounded by water on all sides



mountains - a land mass with great height and steep sides



rain forest - a forest that gets a large amount of rain all year long.



tundra - a huge plains in the arctic regions with no trees



Glossary

Table of Contents

continent - one of the earth's seven largest areas of land.



coral reef - a ridge of coral in warm, shallow seas



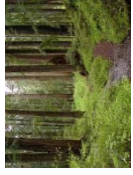
desert - a very dry region with few plants growing in it



equator - the imaginary circle around the middle of the earth



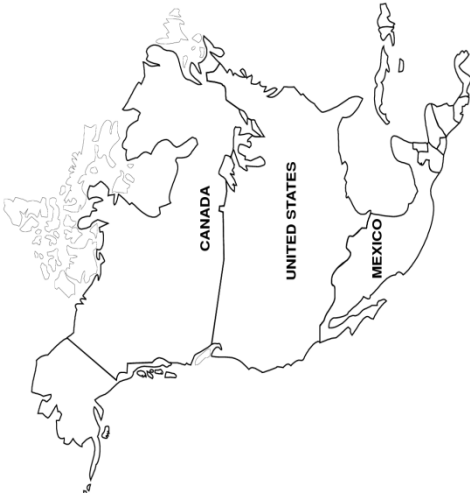
forest - area of land covered with many trees and other plants



North America	1-2
South America	3-4
Africa	5-6
Australia	7-8
Asia	9-10
Europe	11-12
Antarctica	13-14
Glossary	15-16

This is North America.

Outline Map of North America



We live in North America. The United States is in North America. Canada is in North America. Mexico is in North America. There are forests. There are deserts. There are mountains.



You can see penguins.



You can see seals and whales.

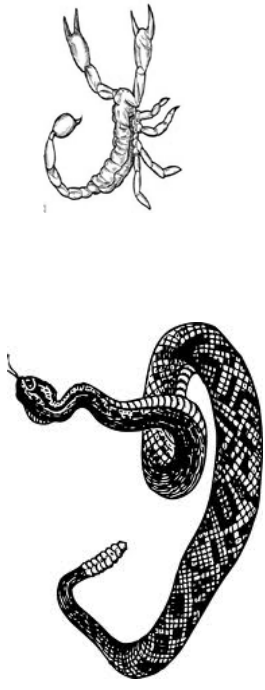
This is Antarctica.



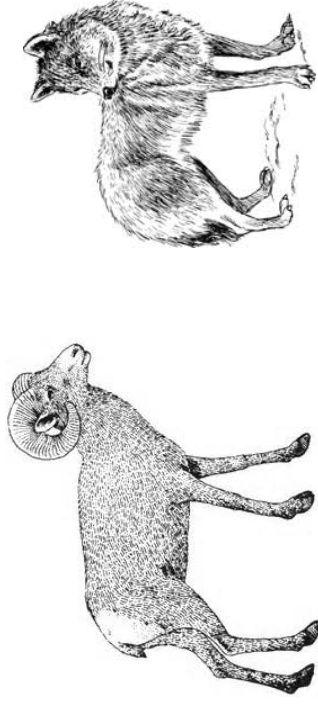
You can see beavers and bears.



You can see rattlesnakes and scorpions.

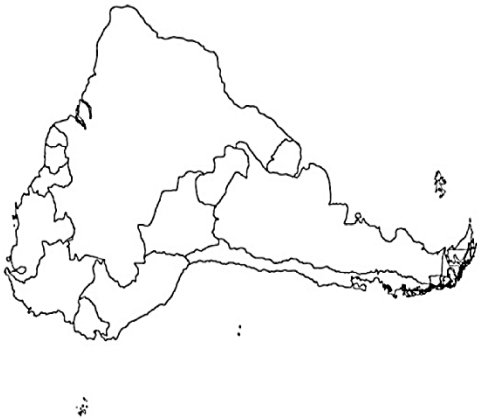


You can see bighorn sheep and wolves.



Antarctica is very cold. It is covered with ice. No one lives in Antarctica. Scientists visit.

This is South America.



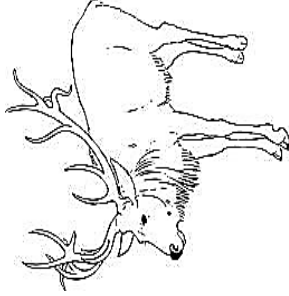
The equator goes across South America. There are rain forests. There are tall mountains. There are deserts. A large river is the Amazon River.



You can see hedgehogs.

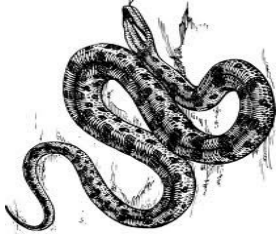
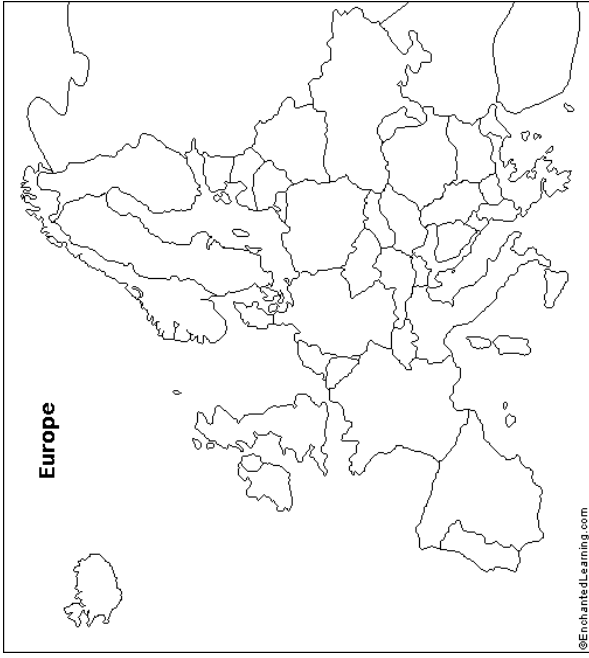


You can see arctic foxes.

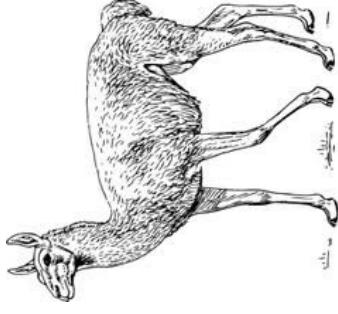


You can see reindeer.

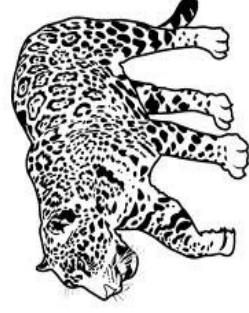
This is Europe.



You can see
anacondas.



You can see llamas.



You can see jaguars.

Many people came from Europe. Pilgrims
came from Europe. Europe has forests. It
has grasslands. It has tundra. It has
mountains.

This is Africa.



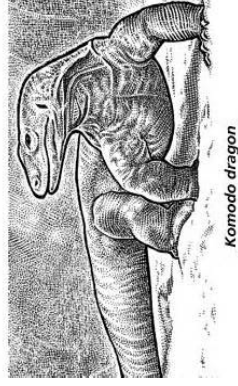
Most of Africa is hot. Africa is on the equator. The Nile River is the longest river. Africa has rain forests. Africa has deserts. Africa has mountains. Africa has diamond mines.



You can see tigers.

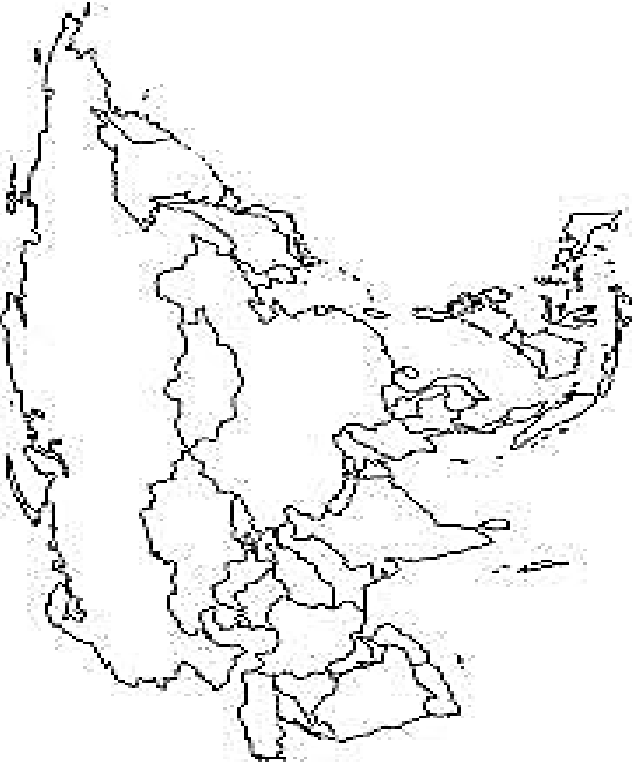


You can see pandas.



You can see komodo dragons.

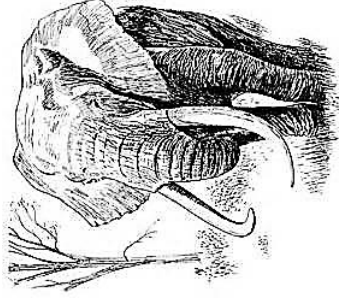
This is Asia.



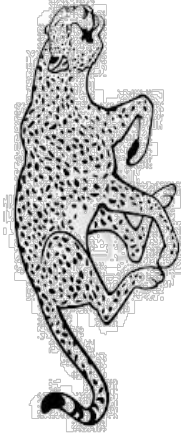
Asia is the largest continent. It has high mountains like Mount Everest. Asia has cold deserts. It has small rain forests.



You can see gorillas.



You can see elephants.



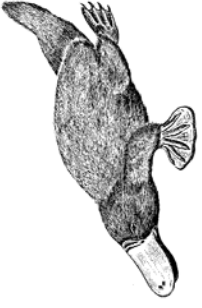
You can see cheetahs.

This is Australia.



Australia is the smallest continent.
It is an island. Most of Australia is
desert. It has rain forests. It has a
big coral reef.

You can see a
platypus.



You can see koalas.



You can see kangaroos.



You can see a
kookaburra.



Exploring our World

Lesson 16

Teacher Talk: Students will be working in collaborative groups to create a poster on their continent.

Students may benefit from the following accommodations:

- Before presenting orally, students with language or memory difficulties may need to make a small flashcard to practice their part of the poster.

Exploring our World

Lesson 17

Teacher Talk: This is a two day lesson in which students will be using a one-sided Multi-Flow map and the process grid on the continents to write an opinion paragraph. Student need to use evidence (process grid, learning journals) to support their opinion.

Students may benefit from the following accommodations:

- Introduction to Opinion PowerPoint
- "OREO" chart and sentence starters to help guide the writing

Exploring our World - Opinion Paragraph

Closing sentence frames:

I believe _____.

Everyone should _____.

I hope someday _____.

OREO



Opinion - tell how you feel about the subject

Reasons - tell some reasons and give some information to support your opinion

Examples - give details or examples to support your opinion

Opinion - restate your opinion with feeling

Exploring our World - Opinion Paragraph

Topic sentence frames:

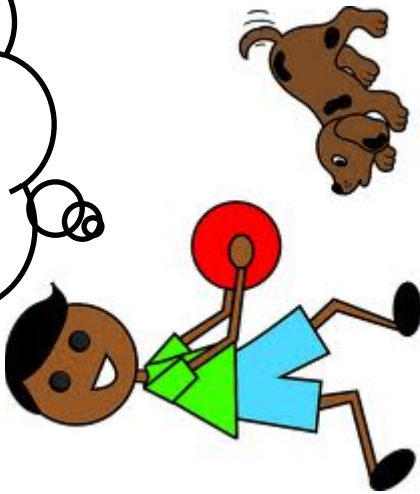
In my opinion, _____ is the best continent to visit.

I think _____ is the best continent to visit.

I feel _____ is the best continent to visit.

What is an opinion?

I think dogs are the best pets.



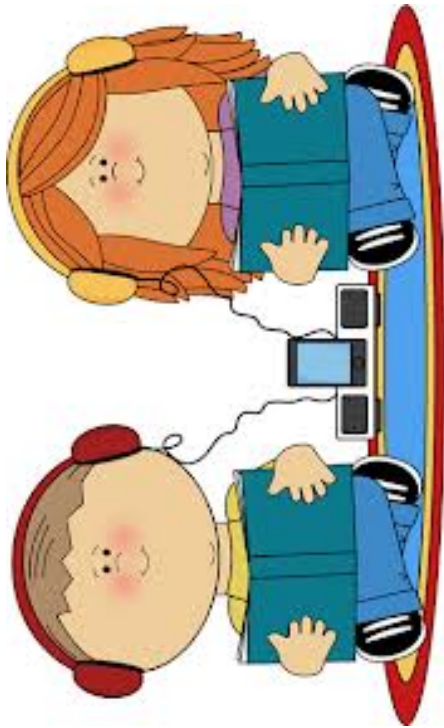
In my opinion, cats are the best pets.



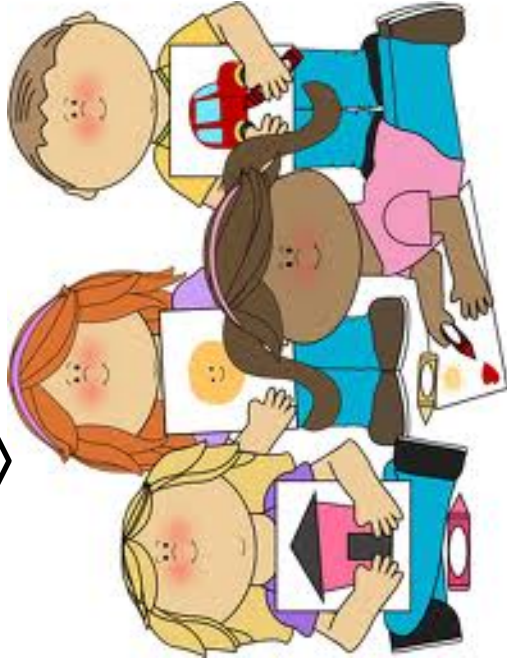
An opinion is what you think or how you feel about something. It can't be wrong.

You can agree or disagree because
an opinion is what you think.

Our favorite
activity in school
is listening to
stories.



Art is our favorite
activity in school.



Writers share their opinions.

They start with....



In my opinion, ...
I think ...
I feel ...

Writers support their opinions
with reasons and examples.

One reason, ...
Another reason, ...
For example, ...
...because...



When writing an opinion paragraph,
think of an oreo.



Opinion – tell how you feel about the
subject

Reasons – tell some reasons and give
some information to support your opinion

Examples – give details or examples to
support your opinion

Opinion – restate your opinion with
feeling



I think ice cream is the best
desert because it is creamy
and cool. It can cool you off
on a hot day. It melts in your
mouth and slides down your
throat. Eating ice cream
makes me smile. I believe
everyone should enjoy this
delicious desert.