

Table of Contents First Grade ELA/SS Neighborhoods at Work

Pages	Lessons and Activities
1- 5	Unit Planner
6	Activity/Investigation
7	Wake Up City Overview: Lessons 1-5
8-10	Lesson 1: <i>Wake Up City! Read Aloud</i>
11-13	Small pictures of workers for picture sort: Pre-assessment
16-17	Lesson 2: <i>Wake Up City! Finding and Understanding Details</i>
18-30	Pictorial and Community Buildings
31-34	Lesson 3: <i>Wake Up City! Text Dependent Questions</i>
35	Circle Map of Workers from <i>Wake Up City!</i>
36-38	Lesson 4: <i>Wake Up City! Text Dependent Questions</i>
39-41	Lesson 5: <i>Wake Up City! Close Read /Art Lesson</i>
42-44	Detailed Close Read Art Lesson and Template
45	Social Studies Overview: Lessons 6-8
46-48	Lesson 6: <i>Understanding the Use of Money</i>
49-50	Lesson 7: “<i>The Important Book About Goods and Services</i>”
51	Process Grid: Sample
52-53	Reader: “The Important Book About Goods and Services”
54-56	Lesson 8: <i>Marketing and Transportation of Goods</i>
57	“So you Want to be a Veterinarian” Overview: Lessons 9-12
58-60	Lesson 9: “<i>So you Want to be a Veterinarian</i>” Video/
61	Veterinarian picture
62-65	Lesson 10: “<i>So you Want to be a Veterinarian</i>” Text Dependent Questions Part 1
66	Video Note-Taking Guide: Segments 1-2
67-70	Lesson 11: “<i>So you Want to be a Veterinarian</i>” Text Dependent Questions Part 2
71	Video Note-Taking Guide: Segments 3-4
72-75	Lesson 12: “<i>So you Want to be a Veterinarian</i>” Text Dependent Questions Part 3
76	“Firefighters” Overview: Lessons 13-17
77-79	Lesson 13: “<i>Firefighters</i>” Big Book First Read
80	Firefighter picture
81-84	Lesson 14: “<i>Firefighters</i>” Text Dependent Questions Part 1
85	Firefighter Song
86-88	Lesson 15: “<i>Firefighters</i>” Text Dependent Questions Part 2
89-91	Lesson 16: “<i>Firefighters</i>” Text Dependent Questions Part 3
92-94	Lesson 17: “<i>Firefighters</i>” Close Read

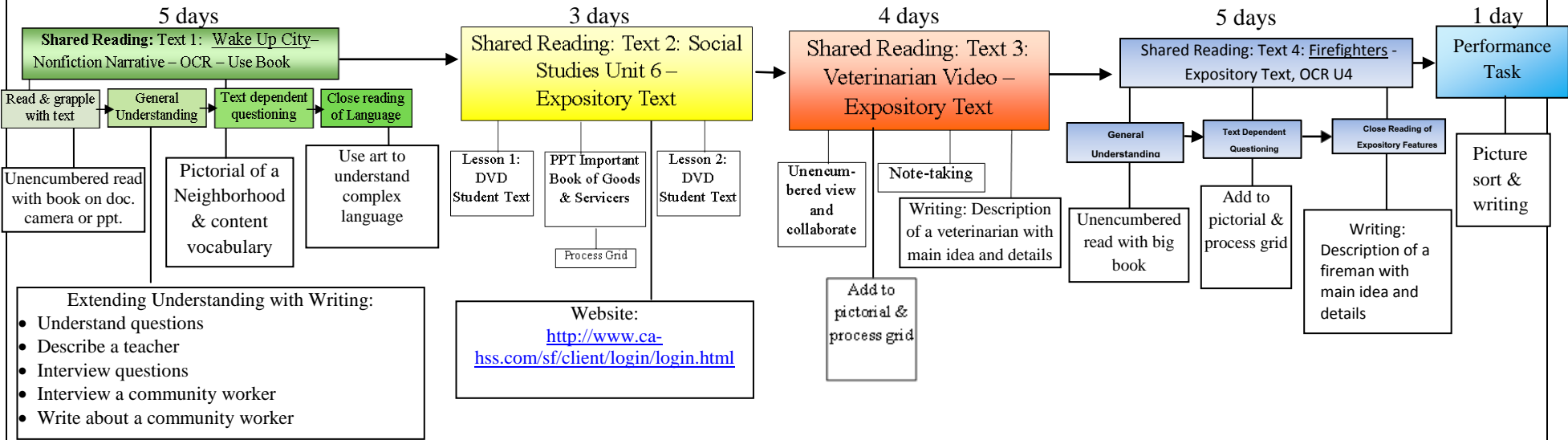
95-96	Co-op Writing Directions
97-99	<i>Lesson 18: Performance Task</i>
100	Headings for collaborative sort: Goods & Services
101-110	Teacher Appendix: Extra Poetry & Chants



Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Neighborhoods at Work	
Grade Level/Course:	First Grade	Time Frame: Mid November – mid December (4 weeks)
Big Idea	Big Idea (Enduring Understandings): People in a community depend on each other for services and goods.	
Essential Questions:	Essential Questions: 1. What does it mean to live in a community? 2. What is the difference between providing services and goods? 3. What services/goods are provided in a community?	

Instructional Activities: Activities/Tasks



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 type="checkbox"/> Information, Communications & Technology Literacy
--	---

Essential Academic Language:	Tier II: sort, group, categorize, informational text, label, think, pair, share, community, services, goods	Tier III: police officer/station garbage collector/truck fire worker/station fisherman/dock baker/bakery farmers/farmer’s market grocer/grocery store bus drivers/ station veterinarian acupuncture surgery exotic	
What pre-assessment will be given? Open Sort with pictures of community helpers/workers to assess their existing concepts about community helpers.		How will pre-assessment guide instruction? Unit lessons will support or reinforce the difference between goods and services, emphasizing the Big Idea and answering the essential questions.	
Content Standards		Assessment of Standards (formative and summative)	
Content Standard(s): Content Standards: History/SS: Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1. Locate on maps and globes of their local community. 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. 1. Understand the concept of exchange and the use of money to purchase goods and services. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.		F: Collaborative conversations or informational writing about community workers, describing their services, equipment and importance to the community. F: Create a community map through a pictorial and add to it as the unit continues, using their own ideas and drawing. S: Students will use information and resources from the unit to identify and describe a community worker that provides a good or service.	
Common Core Learning Standards Taught and Assessed (<i>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.</i>)		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?
Bundled Reading Literature Standard(s): 1. With prompting and support, ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		F: 1. Teacher observation and student responses/ Tell partners F: 2. Retell Wake Up City. F: 2. Sequencing steps F: 3. Analyze the traits of a veterinarian and a	Are students able to sequence and comprehend stories? Do they need visual representations?

<p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>4. Identify words and phrases in stories or poem that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>firefighter</p> <p>F: 4. After close reading, through student drawing in a process art activity, they are able to determine the meaning of complex and rich vocabulary in <u>Wake Up City!</u></p> <p>F: 7. Through writing, describe the teacher, veterinarian, and fireman.</p>	<p>Did using art during a close read address their needs in vocabulary?</p>
<p>Bundled Reading Informational Text Standard(s):</p> <p>1. RI: 1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>F: 2 Determine the main idea of all 4 texts and retell details</p> <p>F: 3 Compare and contrast community workers who provide services and those that provide goods in a tree map sort.</p> <p>F: 4 Teacher observation and student responses/ Tell partners information</p> <p>F: 5/6/7 Teacher observation and questioning</p> <p>F: 10 Fireman/Veterinarian video and text</p> <p>S: 7 Writing about a worker who provides either a service or goods.</p>	<p>Did students' questions and responses improve as the unit continued and close readings were used?</p> <p>Were students able to create their own main idea and detail maps on 2 separate texts?</p> <p>Were students able to sort workers correctly and give reasons why?</p> <p>Were students able to comprehend and read the complex text on 2nd or 3rd close reads?</p>
<p>Bundled Foundational Skill(s) Standard(s):</p> <p>1. Demonstrate understanding of the 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>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>F: 1a In small groups, students will demonstrate their understanding of an emergent reader.</p> <p>F: 2a-d Small group instruction and intervention groups.</p>	<p>Are students able to use visual, syntax and meaning to read words?</p> <p>Will students groups be flexible according to need?</p>

<p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
<p>Bundled Writing Standard(s):</p> <p>1.W.2 Informative/Explanatory:</p> <p>1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>F: 1 Write a description of a community worker using evidence from an interview and informational text</p> <p>S: 1 Writing an explanatory paragraph about a worker who provides either a service or goods using main idea and detail.</p>	<p>Can the student write complete sentences with subject/verb agreement?</p> <p>Can the student extend sentence and use descriptive words?</p> <p>Does the student understand the content?</p>
<p>Bundled Speaking and Listening Standard (s):</p> <p>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>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>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>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>F: 1a-c Teacher observations and student responses/ and completion of tasks with partners/or groups information</p> <p>F: 2 Teacher observations through group discussion and in small group instruction about text</p> <p>F: 3 Teacher observations as students practice interviewing a community worker.</p> <p>F: 4 Students will use complete sentences prior to writing.</p> <p>S: 5 Students will work in groups to create displays for the neighborhood map.</p>	<p>Were students able to:</p> <p>a. collaborate to complete a task?</p> <p>b. Listen and take turns speaking?</p> <p>c. Were students able to build on each others ideas to complete a task?</p> <p>Did students improve in creating sentences and questions orally?</p> <p>Were students able to represent their spoken words through Thinking Maps and drawings?</p>
<p>Bundled Language Standard(s):</p> <p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>Can the student write complete sentences with subject/verb agreement?</p>

<p>a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L1.4 Determine or clarify the meaning of unknown words and phrases based on grade 1 reading and content.</p> <p>L1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts that categories represent.</p> <p>L1.5d Distinguish shades or meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <p>L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>F: 1.a.-c; g, 2.b-e Weekly informational writing in the unit</p> <p>F: 1.e/d/f. Teacher observation and student responses/ Tell partners information</p>	<p>Did students use appropriate punctuation according to this time of year? Can the student extend sentence and use descriptive words? Were HFW spelled correctly and other words were easily decipherable?</p>
<p>Resources/ Materials:</p>	<p>Complex Texts to be used: Complex Texts to be used: Informational Text(s) Titles: <u>Firefighters</u> by Jan Mader Big Book, OCR pg. 24-47; Powerpoint and Video <u>The Veterinarian</u>: by CLAS - Power point and accompanying emergent reader, <u>The Veterinarian</u> emergent reader Big Book: <u>The Important Book of Goods and Services</u> by Fran Kramer Literature Titles: <u>Wake Up, City!</u> by Alvin Tresselt (OCR Read Aloud, available as OCR read aloud trade book) Core: <u>Wake Up, City!</u> by Alvin Tresselt ; <u>Firefighters</u> by Jan Mader, OCR TE pgs. T110-T207 Text Merits: To guide development of close-reading and text-based questions, what is rich and significant about the text? Please check all that apply. <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> Structure <input checked="" type="checkbox"/> Language/Vocabulary <input type="checkbox"/> Historical Significance <input checked="" type="checkbox"/> Cultural Significance Media/Technology to be used to deepen learning: SS: http://www.scottforesman-historysocialscience-ca.com/index.html Other Materials to be used in lesson/unit: OCR Green Section for foundational skills, matching cards of workers in the neighborhood.</p>	
<p>Interdisciplinary Connections:</p>	<p>History/Social Science – Goods and Services, Math (sorting attributes), Reading Literature, Poetry, and Informational Text, Music – 4 Songs, Art – Working with media (chalk, pastels, crayons).</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? Leveled Text: Small group instruction with easier text and</p>	<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? Special Needs- Picture and Illustration clues: Close Reading</p>

	<p>photographs.</p> <p>Use of linguistic patterns when speaking and asking questions</p> <p>Use of photographs and pictures for retelling and comprehension.</p> <p>Use of a pictorial throughout the unit</p>	<p>Questioning with illustrations and photographs. Small group instruction with foundational skill needs. Use of a pictorial through-out the unit.</p> <p>GATE- Higher Level Read aloud, Close Reading Questioning with Language/Vocabulary. Small group instruction with complex text.</p>
--	--	--

1st Grade Common Core Unit
Neighborhoods at Work
Wake Up City Overview: Lessons 1-5

	<u>Lesson 1</u> Pre-assessment/ 1 st Read	<u>Lesson 2</u> 2 nd Read	<u>Lesson 3</u> Text Dependent Questions	<u>Lesson 4</u> Text Dependent Questions	<u>Lesson 5</u> Close Read
Language Arts Activities & Social Studies Connections	Pre-Assessment: <ul style="list-style-type: none"> Free Write Open Sort-collaborative First Read	<ul style="list-style-type: none"> City pictorial 2nd Read with a purpose: to find all workers in story Collaborative pictorial-draw city 	<ul style="list-style-type: none"> Add to pictorial Text-dependent questions Collaborative pictorial-add workers 	<ul style="list-style-type: none"> Text-dependent questions 	<ul style="list-style-type: none"> Close read focusing on imagery, complex language Color picture
Writing	<ul style="list-style-type: none"> Statements vs. Questions 	<ul style="list-style-type: none"> Statements about teachers. Journal writing about teachers 	<ul style="list-style-type: none"> Group statements Turn statements into interview questions Journal: worker to learn more about Pre-arrange an interview with a worker for the next lesson 	<ul style="list-style-type: none"> Pre-writing: Interview a worker 	<ul style="list-style-type: none"> Circle map recalling what they learned about the worker Write in Student Journal about worker
Materials to Prepare or Compile	<u>Reading:</u> <ul style="list-style-type: none"> Student Journal Small pictures Circle Map-for workers Wake Up City text or PPT <u>Writing:</u> <ul style="list-style-type: none"> Circle Map Chart Paper Student Journal 	<u>Reading:</u> <ul style="list-style-type: none"> Chart Paper for pictorial Wake Up City Text/PPT Worker circle map Construction or drawing paper Crayons <u>Writing:</u> <ul style="list-style-type: none"> Sentence strips for statements Student Journal 	<u>Reading:</u> <ul style="list-style-type: none"> Pictorial Wake Up City text or ppt. Student Pictorials Crayons <u>Writing:</u> <ul style="list-style-type: none"> Sentence strip statements Chart paper for sorting Sentence Strips Student Journal 	<u>Reading:</u> <ul style="list-style-type: none"> Wake Up City text or ppt <u>Writing:</u> <ul style="list-style-type: none"> Sentence strips with interview questions Worker (pre-arranged) 	<u>Reading:</u> <ul style="list-style-type: none"> Wake Up City text or ppt. Directions pp. 61-62 Pictures of city on gray construction paper Yellow chalk or crayons <u>Writing:</u> <ul style="list-style-type: none"> Circle Map Optional Tree Map Student Journal

1st Grade Common Core Unit
Neighborhoods at Work
Social Studies Overview: Lessons 6-8

	<u>Lesson 6</u> Social Studies Unit 6 Lesson 1	<u>Lesson 7</u> Goods & Services	<u>Lesson 8</u> Social Studies Unit 6 Lesson 2
Language Arts Activities & Social Studies Connections	<ul style="list-style-type: none"> • Collaborative Circle Map of what we buy • Song • Read student text • Video 	Extending understanding from Lesson 6: <ul style="list-style-type: none"> • Sort Workers (goods vs. services) • Process Grid • "Important Book of Goods and Services" 	<ul style="list-style-type: none"> • Song • Read student text • Video • Sequence Pictures
Writing	<ul style="list-style-type: none"> • Tree Map of needs & wants • Write in Student Journal 	<ul style="list-style-type: none"> • Draw/write two workers who provide goods, and two who provide services 	<ul style="list-style-type: none"> • Collaborative Group • Sequence pictures • Write sentences in Journal
Materials to Prepare or Compile	<ul style="list-style-type: none"> • Student Learning Journal • Social Studies DVD-Unit 6 • Social Studies TE- Unit 6, pages 62T12-64T6 • Social Studies student text-unit 6 lesson 1 • Chart Paper for Tree Map 	<ul style="list-style-type: none"> • Small pictures of workers • Tree Map • Process Grid • "Important Book" (big book or PowerPoint) • Student Learning Journal 	<ul style="list-style-type: none"> • Social Studies DVD-Unit 6 • Social Studies TE -Unit 6, pages 65T2-68T6. • Social studies student text-unit 6, lesson 2. • Pictures for sort • Pictures for Collaborative sort • Student Learning Journal

1st Grade Common Core Unit

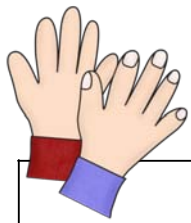
Neighborhoods at Work

So You Want to be a Veterinarian Overview: Lessons 9-12

	<u>Lesson 9</u> 1st Read	<u>Lesson 10</u> 2 nd Read	<u>Lesson 11</u> Text Dependent Questions	<u>Lesson 12</u> Text Dependent Questions
Language Arts Activities & Social Studies Connections	<ul style="list-style-type: none"> • Partner Talk to activate prior knowledge • Question/Answer Chart • First unencumbered view of veterinarian video • Collaborative Discussion • Process Grid 	<ul style="list-style-type: none"> • 2nd View of segmented Veterinarian video with Note Taking Guide and Text Dependent Questions • Collaborative Discussion • Process Grid 	<ul style="list-style-type: none"> • 2nd View of segmented Veterinarian video with Note Taking Guide and Text Dependent Questions • Collaborative Discussion • Process Grid 	<ul style="list-style-type: none"> • 2nd View of segmented Veterinarian video with Text Dependent Questions • Collaborative Discussion • Process Grid
Writing	<ul style="list-style-type: none"> • Drawing a pictorial of a veterinarian • Oral rehearse 	<ul style="list-style-type: none"> • Recall the things a veterinarian does to take care of animals on 1st branch of tree map • Write main idea and details of 1st part of the veterinarian tree map. • Oral rehearse 	<ul style="list-style-type: none"> • Recall the tools a veterinarians uses to do his job on the 2nd branch of the tree map. • Write main idea and details of the 2nd part of the veterinarian tree map. • Oral rehearse 	<ul style="list-style-type: none"> • Recall what a person needs to do to become a veterinarian on the 3rd branch of the tree map. • Write main idea and details of the 3rd part of the veterinarian tree map. • Oral rehearse
Materials to Prepare or Compile	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Power Point: Veterinarian Video • Pictorial: add veterinarian pictures or student drawings • Answer/Question Chart <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Veterinarian pictorial (clip art in teacher resource packet) • Student Learning Journal 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • PPT with Veterinarian Video (segments 1&2), • Student Learning Journal p.12 • Process Grid • Poster size note taking guide <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Chart Paper for Tree Map • Student Learning Journal 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • PPT with Veterinarian Video (segments 3&4), • Student Learning Journal p.13 • Process Grid • Poster size note taking guide <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Tree Map • Student Learning Journal 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • PPT with Veterinarian Video (segment5), • Student Learning Journal p.16 • Process Grid <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Tree Map • Student Learning Journal

1st Grade Common Core Unit
Neighborhoods at Work
Firefighters Overview: Lessons 13-17

	<u>Lesson 13</u> 1 st Read	<u>Lesson 14</u> Text Dependent Questions	<u>Lesson 15</u> Text Dependent Questions	<u>Lesson 16</u> Text Dependent Questions	<u>Lesson 17</u> Close Read
Language Arts Activities & Social Studies Connections	<ul style="list-style-type: none"> • Partner Talk to activate prior knowledge • First Read of Big Books "Firefighters" 	<ul style="list-style-type: none"> • Text-dependent questions • 2nd Read with a purpose: Identify details and main idea 	<ul style="list-style-type: none"> • Text-dependent questions • 2nd Read with a purpose: Identify details and main idea 	<ul style="list-style-type: none"> • Text-dependent questions • 2nd Read with a purpose: Identify details and main idea 	<ul style="list-style-type: none"> • Close read focusing on the tasks firefighters undertake to put out a fire
Writing	<ul style="list-style-type: none"> • Main idea and details • Drawing Firefighter Pictorial 	<ul style="list-style-type: none"> • Recall all the things firefighters do on first branch of tree map • Write main idea and details of 1st part of Firefighters' text 	<ul style="list-style-type: none"> • Recall all the things firefighters do when the alarm sounds. • Write main idea and details of 2nd part of Firefighters' text 	<ul style="list-style-type: none"> • Recall all the things firefighters do at the scene of a fire. • Write main idea and details of 3rd part of Firefighters' text 	<ul style="list-style-type: none"> • Create and write stronger sentences about firefighters using 'Farmer in the Dell'
Materials to Prepare or Compile	<u>Reading:</u> <ul style="list-style-type: none"> • Firefighters Big Book from OCR pp.24-31 • Pictorial of Neighborhood <u>Writing:</u> <ul style="list-style-type: none"> • Chart paper for Firefighter Pictorial • Student Learning Journal 	<u>Reading:</u> <ul style="list-style-type: none"> • Firefighters Big Book from OCR pp.24-31 • Pictorial of Firefighter <u>Writing:</u> <ul style="list-style-type: none"> • Chart paper for Tree Map • Student Learning Journal 	<u>Reading:</u> <ul style="list-style-type: none"> • Firefighters Big Book from OCR pp.32-37 • Pictorial of Firefighter <u>Writing:</u> <ul style="list-style-type: none"> • Firefighters Tree Map • Student Learning Journal 	<u>Reading</u> <ul style="list-style-type: none"> • Firefighters Big Book from OCR pp.38-47 • Pictorial of Firefighter <u>Writing:</u> <ul style="list-style-type: none"> • Firefighters Tree Map • Student Learning Journal 	<u>Reading:</u> <ul style="list-style-type: none"> • Firefighters Big Book from OCR pp.42-45 • Pictorial of Firefighter <u>Writing:</u> <ul style="list-style-type: none"> • Markers for Collaborative Group • Sentence strips • Student Learning Journal



1st Grade Common Core Unit Overview: Introducing Collaboration

	Collaboration Rules	Team Tasks	Working Together
Collaborative Activity	Learn how to follow the rules of collaboration	Use the "Collaborative Conversations" model to practice learning the job roles of each team member.	Use the "Collaborative Conversations" model create a sign for each team.
Materials to Prepare or Compile	<ol style="list-style-type: none">1. Place the Group rules and job roles in front of the class.2. Each team member in a group needs a number (1-4)3. READ all directions PRIOR to using this collaborative activity.4. Have the "Let's Collaborate!" pictures ready to show students.5. Place the Song on the document camera to end the lesson.6. Prepare butcher paper for a Classifying Map (Tree Map)	<ol style="list-style-type: none">1. Have a "talking stick" of your choice for each team of 4.2. Place the Group rules and job roles in front of the class.3. Colored markers, crayons, or colored pencils : Green, red, blue and purple (a set for each group)4. Classifying Map (Tree Map) from yesterday5. Place the Song on the document camera to begin the lesson.	<ol style="list-style-type: none">1. White Construction paper 12X18—one for each group2. Place the Group rules and job roles in front of the class.3. Colored markers, crayons, or colored pencils : Green, red, blue and purple (a set for each group)4. Classifying Map (Tree Map) from previous lesson5. Place the Song on the document camera to begin the lesson.



Watch K in action
School tube:
<http://www.schooltube.com/video/9cd5324a048a30/Belinda%20Noriega%20Collaboration%20in%20Kindergarten%20SAUSD>

SAUSD Common Core Lesson Planner

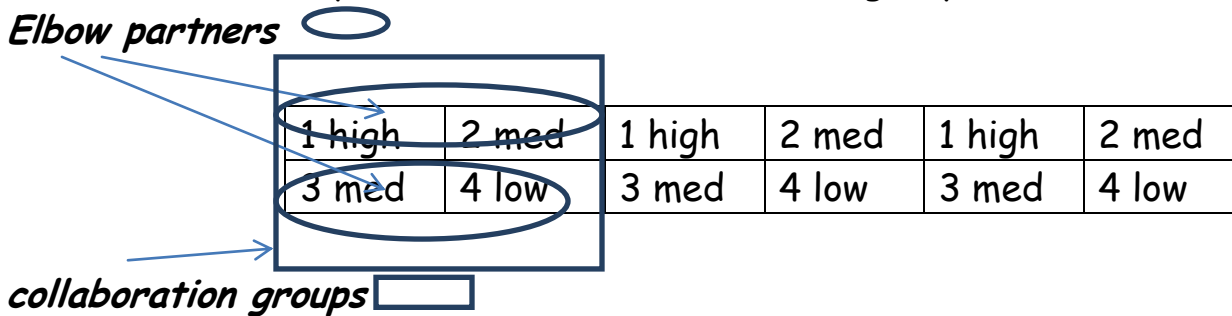
Teacher:

Unit: 4 Prepare Learner A Collaboration Rules		Grade Level/Course: First Grade	Duration: Estimated 60 minutes
Common Core and Content Standards		SL1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
Materials/ Resources/ Lesson Preparation		1. Let's Collaborate pictures 2. Butcher paper for Classifying Map of collaboration/student talk (see example included) 3. Rules of Collaboration 4. Collaboration Song	
Objectives		Content: Students will learn how to work together in collaboration groups and establish rules of collaboration.	Language: Students will be listening and speaking in a whole group and with partners.
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 type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Rules of Collaboration, evidence, conversation	
Pre-teaching Considerations		Consider pre-teaching the vocabulary concepts	
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 Opening	Prior Knowledge, Context, and Motivation: Say: <i>Today we are going to learn how people work together in teams to accomplish a goal, or job.</i> Discuss what it means to be on a team (sports, etc.) Talk about how teams in school also work together toward accomplishing a goal. Tell students that sometimes the goal is a finished product, something they make together, and other times the goal will be learning something.		

Lesson Sequence	<p>Play the powerpoint of pictures of people collaborating Display the powerpoint of Collaboration. Tell students that they will be looking at different ways people collaborate.</p> <ol style="list-style-type: none"> 1. With each slide, Ask: <i>What did you see or notice? What did you see the people/students/children doing?</i> Use Think-Pair-Share strategy for talking about what they see. 2. Elicit ideas from the students. Facilitate a conversation that explains: students making eye contact, only one student speaking at a time, students listening to each other, students helping one another, students focusing on the same things, sharing materials. 3. Record their suggestions on the left side of a tree map of collaboration. Left side is “What do we see?” Use positive language: ie. “Focus on the project”, not “don’t play around”. 4. Direct students’ attention to the right side of the tree map. Ask them to talk about what they think they would hear the people saying in the pictures. Again, use Think-Pair-Share and share out whole group. 5. Record students’ suggestions under “What we do hear?” Be sure to include: quiet voices, one voice at a time from each group, “I agree.”, “What do you think?” “I think___.” “Can you help me understand___?” “Thank you.”, “Please.” 6. Ask: What do you think our rules for collaboration should be? <p>Create rules for collaboration on a circle map:</p> <ol style="list-style-type: none"> 1. Say: <i>Now let’s look at the rules as they look a lot like our own. We will follow them when we work in groups together.</i> 2. Display the rules and give examples so they understand them. 3. Optional: Sing the “Collaboration Song” by Vivian Kusiak to finish off the lesson! 4. Say: <i>Tomorrow we will practice our rules in groups!</i> 	<p>Differentiated Instruction:</p> <p>English Learners: Provide students with linguistic patterns: I see ____ I hear ____. The people are ____. The students are ____</p> <p>Special Needs: Chunk sentences for them to repeat as necessary. Provide time for partner talk.</p> <p>Accelerated Learners:</p>
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Setting up for Collaboration Groups

1. Collaboration Groups will ideally be set up in groups of 4. Most of us have 31 students. So you can make the last row two groups of 3.



2. Each group member has a job:

- Team Captain - Make sure everyone is working and assignment gets completed.
- Materials Manager- Picks up materials used by the team.
- Materials Manager- Collects and puts back materials used by the team.
- Editor- Checks groups work and fixes mistakes.

3. Initially, when setting up Collaboration Groups, it is suggested that you assign the Team Captain Job to a student who can take on the leadership role. This person will have the Team Captain Job for a few weeks. Students may keep the same job for about 2-4 weeks, until you feel students are comfortable with the routines. This allows students to become comfortable working together before introducing more difficult tasks.

4. Materials- Students use a specific color when they write during team projects. This helps with accountability. You are easily able to see what students have done individually.

1- Purple 2-Red 3- Blue 4-Green

Have crayons or markers in these colors available with group supplies. You may have pencil boxes or baggies with supplies groups regularly need. Items might include scissors, pencils, and glue.

Introducing Collaborative Groups

1. When beginning a Collaborative Group Activity always begin by explaining the purpose of working in groups: "We are connecting our brains to become smarter!"
2. Next, review Collaborative Group rules and explain why they are important. Read the first rule, have the students read it with you and then tell their Elbow Partner. Go over each rule using the same procedure.
3. Then, model jobs one by one. Have class model along with you. For example, for Team Captain, students may echo talk things that a team captain might say like, "Good job." or "We all need to be working on this project." For Materials Manager you can show what materials the team needs and how to distribute them in their group. Editor you can model how they would check that everybody from the team has their name written on the project paper.
4. Before releasing Collaborative groups, ALWAYS model the activity whole class. Make sure students know what each job is and what the job of the entire group is.
5. For the first few experiences in Collaborative Groups, give the students simple tasks so they can focus on routines. A great first activity is to allow groups to sort math manipulatives on tree maps (These are simple to create by drawing a tree map on construction paper and laminating for future use). They can work together to decide how to sort. Allow students to become comfortable working together before introducing more difficult tasks.
6. Once students are comfortable with their Collaborative groups you can begin to introduce more difficult concepts.
7. Always have students report their learning at the end of Collaborative Group time. This can be done in the whole group setting or Elbow Partners can share their learning.

Collaboration Groups

During Collaboration Group time, students work in small teams on an activity.

Students are accountable both as a group and individually.

Prior to Introducing Collaborative Groups:

1. Students are VERY familiar with classroom rules and routines.
2. Students are comfortable working in partners A student's Partner is the person sitting next to them on the carpet or at their desks. When students get into Partners they touch elbows ("Lock"), make eye contact ("Look"), and turn to each other ("Turn").
3. Try to arrange seating on the carpet and at desks to facilitate heterogeneous grouping.



Let's Collaborate!

For the Santa Ana Students of
1st Grade!

You Rock!

What do you **see**? What do you **hear**?



What do you **see**? What do you **hear**?



What do you **see**? What do you **hear**?



What do you **see**? What do you **hear**?



What do you **see**? What do you **hear**?



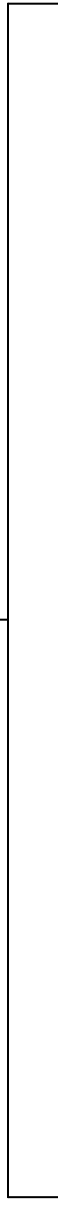
What do you **see**? What do you **hear**?



What do you **see**? What do you **hear**?



Collaboration



What do you see?

What do you hear?

Collaboration Rules

1. Respect Everyone

2. share materials

3. Take Turns speaking

4. Listen to each other

5. Everyone Participates

6. Work together to finish

so we can be

safe and

learn!

Team Jobs

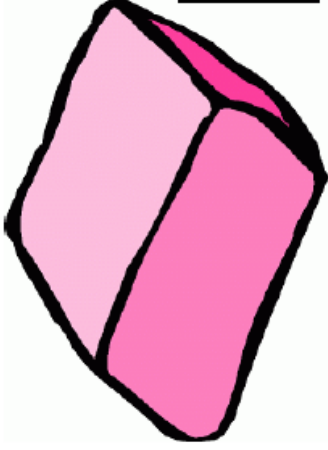
1

2

3

4





Editor



Captain

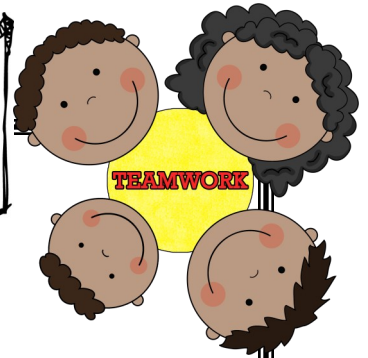


Materials



Materials

Collaboration Song



To the tune of "Bingo"

Teamwork is a way to learn.
Each of us will take a turn.

Col-lab-o-ra-tion

Respecting everyone.
Taking turns is how it's done.
So we are safe and learn, oh!

We share ideas and get work done
Collaboration is such fun!

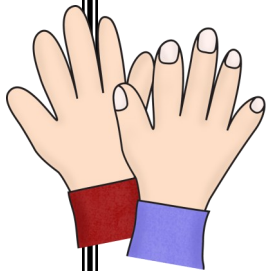
Col-lab-o-ra-tion

Taking turns not just one,
Participating everyone,
So we are safe and learn, oh.

Collaborate in every way
Be a team so we can say,

Col-lab-o-ra-tion

Work together everyone.
So your project's always done.
We love col-lab-o-ra-tion.



SAUSD Common Core Lesson Planner

Teacher:

Unit: 4 Lesson Team Tasks		Grade Level/Course: First Grade	Duration: Estimated 60 minutes
Common Core and Content Standards		SL1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
Materials/ Resources/ Lesson Preparation		1. Classifying Map (Tree map) and rules from previous lessons 2. Jobs charts for collaboration. 3. Colored pencils, markers or crayons (green, blue, red, purple) 4. 12X18 white construction paper (or the equivalent) 5. Collaboration Song	
Objectives		Content: Students will learn how to work together in collaborative groups and be able to perform their assigned job (team captain, editor, materials manager1, materials manager2)	Language: Students will be able to work together in collaborative groups to draw a picture of themselves and write what their job role they have in the group.
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 type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & TEACHER PROVIDES SIMPLE EXPLANATION)	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING
	Team jobs vocabulary		
Pre-teaching Considerations		Preparing the Learner A and B	
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 type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Opening	Prior Knowledge, Context, and Motivation: <i>Say: Today we are going work in our Collaborative Teams to remember our jobs and then to accomplish a goal. Let's sing our collaboration song before we begin!</i>		

Lesson Sequence	<p>Revisiting Collaboration:</p> <ol style="list-style-type: none"> 1. Ask #1 and 2 to talk together to remember what collaboration should look like. Ask #3 and 4 to remember what collaboration should sound like. Then ask them to form teams of four and 1,2 tell 3,4 what they talked about, so all students are reminded what collaboration looks and sounds like. 2. Review rules. 3. Review the job roles on the job chart. Point to each icon next to the number. Have each person from each group (1-4) raise their hand when their job has been explained, so they remember what they will be doing today. <p>Collaborative project:</p> <ol style="list-style-type: none"> 1. Tell students they will be working with their team to accomplish their first project goal. 2. Have Materials Manager 1 come up and get a piece of white construction paper and 4 markers or crayons(green, blue, red, purple) 3. Tell the captain or editor to fold the paper into quarters. Show two ways: four equal 'squares' or four parallel rectangles. 4. Explain that each student must use his/her color to draw a small self-portrait, write his/her name and number, and write what job he/she does on the team. Model this in front of the room (don't need to do picture). 5. Students must work together to decide how they will accomplish this goal of representing each team member equally on the poster. 6. The editor must check to make sure everyone has completed their part of the paper. 7. When completed, the materials manager 2 will return the paper and markers. 8. These quadrants of job roles can be displayed around the rules for collaboration and the jobs descriptions. You can give each team a name. 	<p>Differentiated Instruction:</p> <p>English Learners: Provide students with words in Spanish, if you have the ability. Or ask another student to help.</p> <p>Special Needs: Assist these students with writing and drawing and make sure their partners assist in the groups</p> <p>Accelerated Learners: Allow these students to be leaders in each group.</p>
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Collaboration

What do you see?

What do you hear?

Collaboration Rules

1. Respect Everyone

2. share materials

3. Take Turns speaking

4. Listen to each other

5. Everyone Participates

6. Work together to finish

so we can be

safe and

learn!

Team Jobs

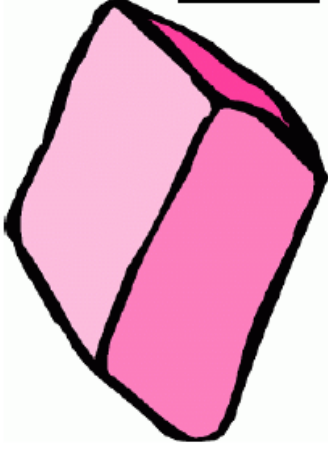
1

2

3

4





Editor



Captain



Materials



Materials

SAUSD Common Core Lesson Planner

Teacher:

Unit: 4 Lesson Working Together		Grade Level/Course: First Grade	Duration: Estimated 60 minutes.
Common Core and Content Standards		SL1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
Materials/ Resources/ Lesson Preparation		<ol style="list-style-type: none"> Classifying Map (Tree map) and rules from previous lesson. Several sets of four different colored markers, colored pencils or crayons (blue, red, green and purple.) Identifying numbers (1-4) and jobs, in different colors (per the directions for collaborative groups) Jobs Chart that shows what each student' job is for the day. Talking Sticks 	
Objectives		Content: Students will learn how to work together in groups and be able to perform their assigned job (team captain, editor, materials manager1, materials manager2)	Language: Students will be able to work together in collaborative groups to describe their jobs.
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 type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Manager, Captain, Materials, Editor, job role	
Pre-teaching Considerations		Consider pre-teaching proper use of markers, if they are being used.	
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 type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Opening	Prior Knowledge, Context, and Motivation: Say: <i>Today we are going to talk more about how people work together in teams to accomplish a task or goal. Then we are going to set up our teams, learn how they will work, and practice being in teams. Let's sing our collaboration song before we begin.</i>		

Lesson Sequence	<p>Review the tree map and the rules of collaboration.</p> <ol style="list-style-type: none"> 1. Read what collaboration looks like and what it sounds like. 2. Remind students about what is on the tree map (what we should see and hear) as we work in our groups. <p>Establish groups:</p> <ol style="list-style-type: none"> 1. <i>Now we will form our teams for collaboration in our class.</i> Students should have been seated strategically by this time, so the teams are already obvious. If not, take time to rearrange the seating to accommodate the teams, as shown in the attached directions for setting up the teams (groups.) Assign the numbers and colors, you may put the number in its color taped to the corner of the desk, or write it on the name tag, or you may want to make necklaces. 2. Talk to students about how sometimes they will work with one partner and other times they will be working in teams of four (model how those front students turn to face those behind them and work at the same desks.) 3. Distribute and explain “talking stick.” Model how and when they are used. 4. Explain and assign jobs. Model how these are done (see attached information). <p>Practice working in collaborative teams:</p> <ol style="list-style-type: none"> 1. Say: <i>Now we will practice working with our teams.</i> <ol style="list-style-type: none"> a. First: Have students talk to one partner in their group about what their numbers, colors, and jobs are together so they know what they will be doing. b. Then: Write these sentence frames they will use as they talk: My number is__. My job is__. The color I will use is__. Students will take turns, using a talking stick, to tell all team members what their numbers, colors and jobs are. Begin with the captain. 	<p>Differentiated Instruction:</p> <p>English Learners: Provide close proximity as these students work in groups, assisting with language of the task.</p> <p>Special Needs: Provide close proximity as these students work in groups, assisting with language or understanding of their task.</p> <p>Accelerated Learners: Take leadership roles in this first task.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Collaboration

What do you see?

What do you hear?

Collaboration Rules

1. Respect Everyone

2. share materials

3. Take Turns speaking

4. Listen to each other

5. Everyone Participates

6. Work together to finish

So we can be

safe and

learn!

Team Jobs

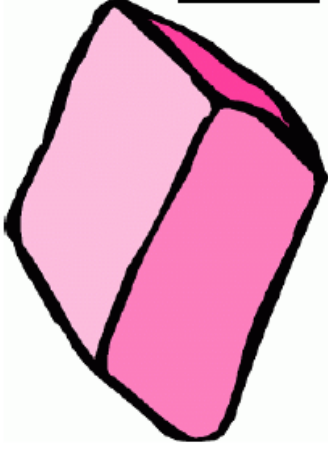
1

2

3

4





Editor



Captain

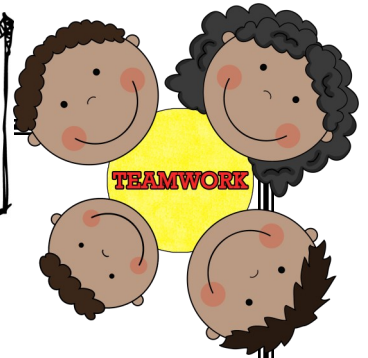


Materials



Materials

Collaboration Song



To the tune of "Bingo"

Teamwork is a way to learn.
Each of us will take a turn.

Col-lab-o-ra-tion

Respecting everyone.
Taking turns is how it's done.
So we are safe and learn, oh!

We share ideas and get work done
Collaboration is such fun!

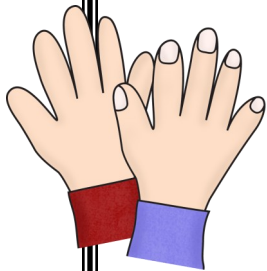
Col-lab-o-ra-tion

Taking turns not just one,
Participating everyone,
So we are safe and learn, oh.

Collaborate in every way
Be a team so we can say,

Col-lab-o-ra-tion

Work together everyone.
So your project's always done.
We love col-lab-o-ra-tion.



SAUSD Common Core Lesson Planner

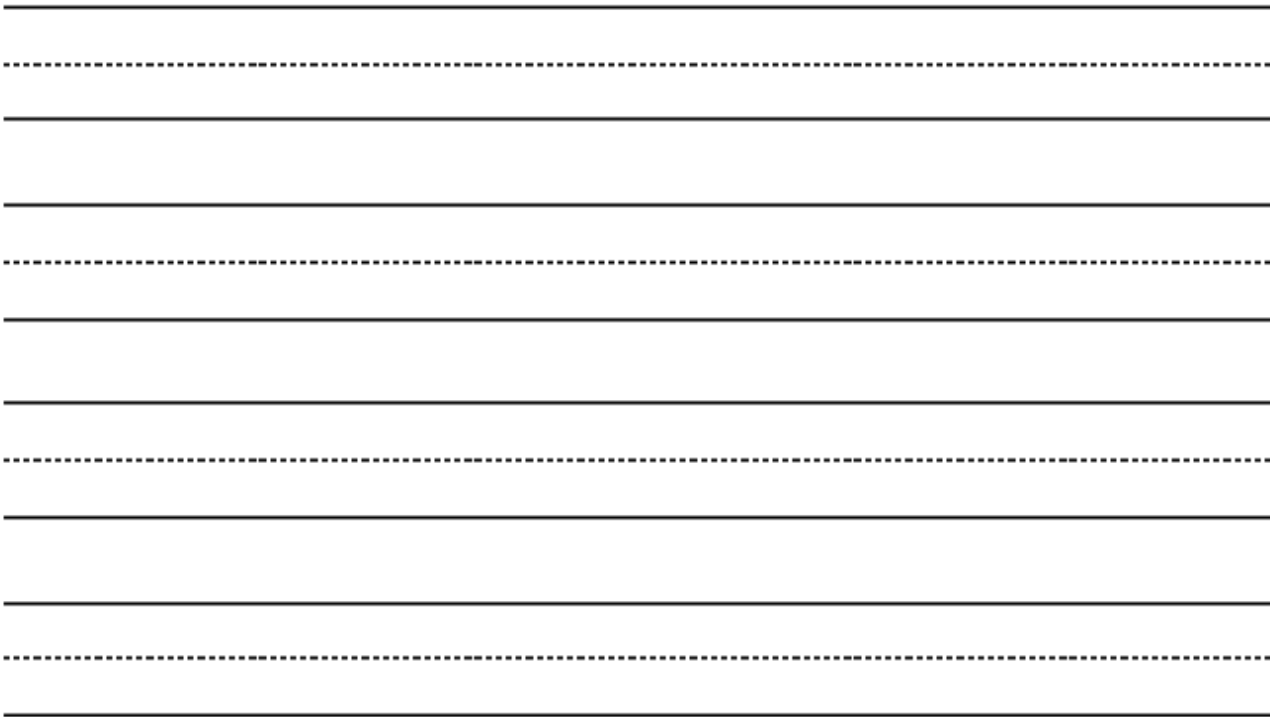
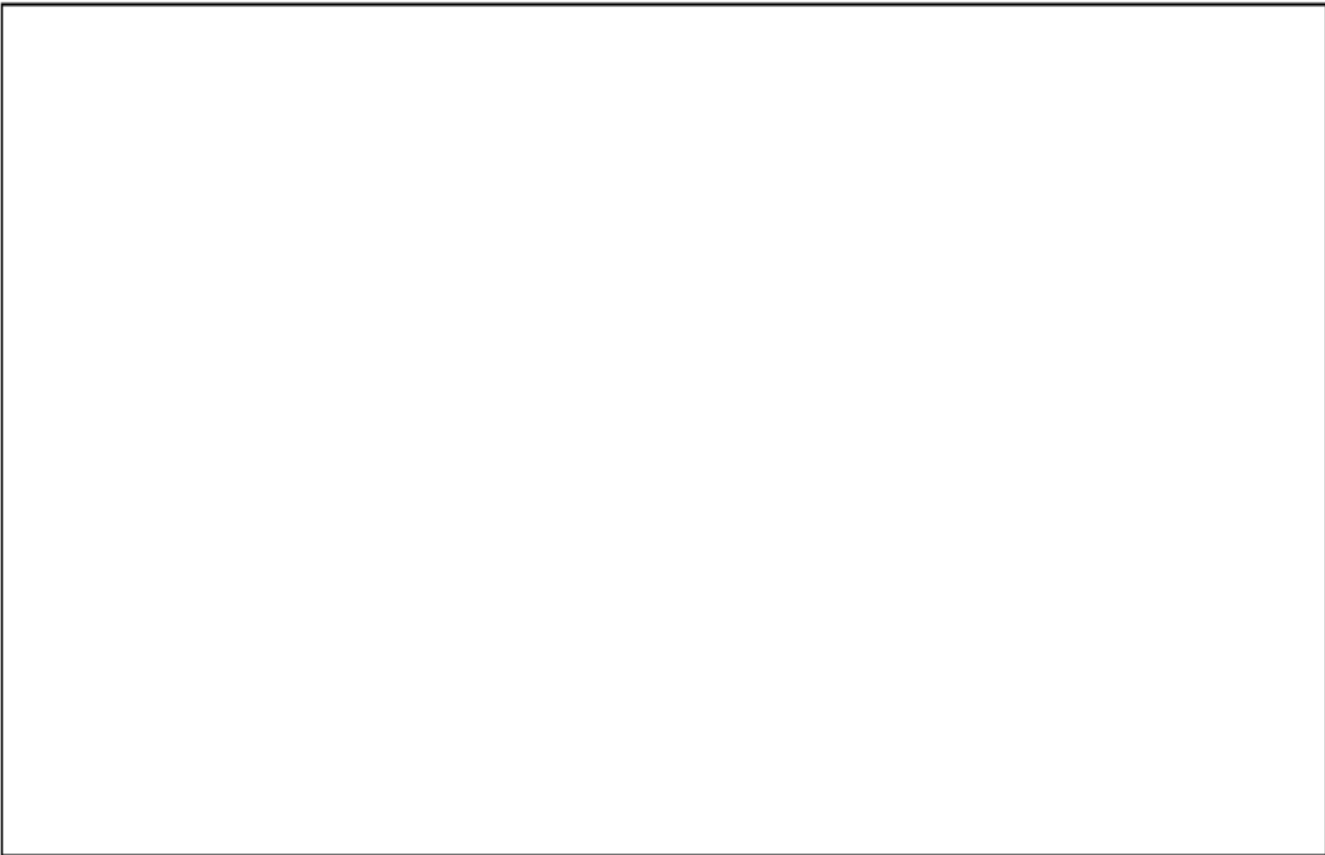
Unit: 4 Lesson # 1	Grade Level/Course: First Grade	Duration: Pre –assessment 30 minutes Estimated 60 minutes (30 minutes reading, 30 minutes writing) This lesson is the longest of the unit, because of the pre-assessment. The pre-assessment could be done prior to starting the unit.
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u></p> <p>Reading Literature</p> <p>RL1.2 Retell stories, including key details and demonstrate understanding of their central message.</p> <p>RL1.3 Describe characters, setting, and major events in a story</p> <p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Speaking and Listening</p> <p>SL1.1 Participate in collaborative conversations</p> <p>SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>L1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Student Learning Journal • Small pictures of workers for picture sort: pre-assessment • “Wake Up City” . or “Wake Up City” trade book from OCR read aloud library <p>Blue:</p> <ul style="list-style-type: none"> • Chart paper for Defining in Context (Circle Map) • Question word cards • Student Learning Journal Writing 	
Objectives	<p>Content:</p> <p>Red: Students will learn about the people who help in the neighborhood through a pictorial & a first read.</p> <p>Students will understand the difference between statements and questions by sorting sentences.</p>	<p>Language:</p> <p>Red: Students will listen to and retell a story to a partner.</p> <p>Blue: Students will collaboratively practice creating and saying questions.</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 type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline</p> <p><input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence</p> <p><input checked="" type="checkbox"/> Using technology and digital media strategically and capably</p> <p><input type="checkbox"/> Coming to understand other perspectives and cultures</p>	

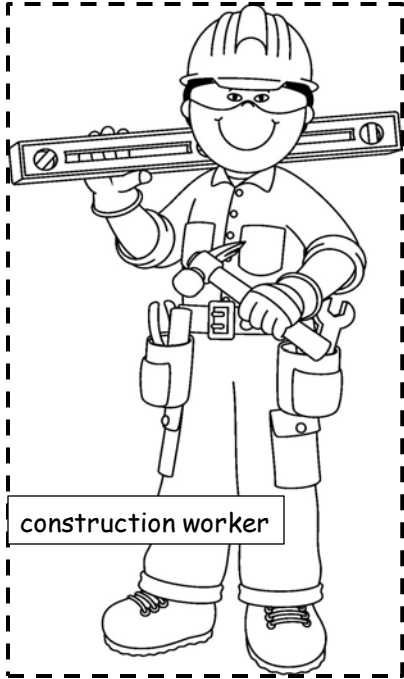
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING harbor patrols, harbor	WORDS WORTH KNOWING brighten, clank, crunch, rumble, dawn-pink, hum, hustle, bustle, jostle
	STUDENTS FIGURE OUT THE MEANING	freighter, police officer, tug boats, bus drivers, unload tubs, station house, jets, taxis	prowling, waken, fresh-caught, crates, passengers,
Pre-teaching Considerations		Consider moving students from desks to floor and back to desks for various parts of the lesson	
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 Opening	<u>Preparing the Learner:</u> Post & discuss the Big Idea & Essential Questions: Big Idea: People in a community depend on each other for services and goods Essential Questions: 1. What does it mean to live in a community? 2. What is the difference between providing services and goods? 3. What services/goods are provided in a community? Prior Knowledge: (10 minutes) 1. Tell students that we will begin a new unit on “Neighborhoods at Work”. Ask them to talk to their partner about their neighborhood and people who work there. 2. Pre-assessment: Students should sketch a picture of their neighborhood and write a sentence about someone who works there. (Journal page 2) (Do not allow time for coloring at this time. Students can color their picture at workshop or another time. This should be quick sketch and write.) 3. Have students share their picture with their partner. Context and Motivation: (10 minutes) 1. Ask students to share about their partner’s worker. Create a class Defining in Context Map (Circle Map) of “workers in our neighborhood” with student ideas. 2. Pre-assessment: Have students work with a partner to sort the pictures of workers. This is an open sort and students can sort any way they wish. Walk around and ask pairs to explain how they sorted; jot down their categories for your own reference.	
	Lesson Sequence	<u>Interacting With Text:</u> (15 minutes) Read “Wake Up City” (Use the, larger to see the illustrations and text. OR If you have the trade book from your OCR Library, you can place it on the document camera to read.)	Differentiated Instruction for Reading: English Learners: Provide sentence stems for

	<p>Type of Reading: <u>Read Aloud</u>: No explanations necessary on this first read – point to pictures as you read and use expression with the rich language. Give the students time to look at the illustrations that go with the text on each page.</p> <p>After Reading (5 minutes): Say: <i>Talk to your partner about what happened in the story and tell your partner some of the details you remember.</i></p> <p>Use proximity to listen to your students conversations (see differentiated instruction on right for some strategies to assist students.) This is an opportunity to see how well your students grapple with complex text and it will help you inform your instruction on future reads of this text.</p> <p>Let’s Reflect: Read and reflect on each essential question and determine which ones were answered. Guide students to support their answer using evidence.</p> <p><u>Extending Understanding:</u></p> <p>Writing:</p> <p>Prewriting (30 minutes): What is a Question?</p> <ol style="list-style-type: none"> 1. Say: <i>When we want to say something or give information, we say it using a telling sentence which is a statement.</i> 2. (Teacher gives examples of statements. For example, use “Wake Up City”, Say: <i>There are many buildings in this city. That is an example of a statement. Who else can share a statement?</i> (Students share out statements, preferably from the book: people are waking up, the sky is dark, etc., but accept any statements.) 3. <i>What do we say when we want to get information? We ask questions.</i> <ul style="list-style-type: none"> • <i>Questions help us learn new information and get answers,</i> • <i>There are key signal words at the beginning of a sentence that tells us it’s a question.</i> 4. Make a class Defining in Context (Circle Map) of question words: Use Question Cards (Who?, What?, When?, Where?, Why? How?) Have students copy into their Student Learning Journal, p. 3. 5. Orally Rehearse: Model using who?, what?, when?, where?, and why? to ask questions using “Wake Up City”. Use the statement, “The police officers walk around the city at night,” to formulate different questions. Have students use the question words to ask a question about police officers. 6. Hold up a question card and ask students to ask a question using that word. Repeat with other question words. Examples: <ul style="list-style-type: none"> • Who walks around the city at night? • What do police officers do? • Why do the police officers walk around the city at night? • When do police officers walk around the city? • Where do the police officers walk at night? 7. Have students echo talk the statement and questions, using inflection. 8. Do the same thing quickly with the statement: “Ducks swim on the pond.” 	<p>partner talk: I saw____. The story was about____. In the beginning____. Then____. At the end____.</p> <p>Students Who Need Additional Support: Prompt students by asking questions about the setting, characters, and plot.</p> <p>Accelerated Learners: Advanced Learners: Encourage students to include more details in their retell: Talk Move-Tell me more.</p> <p>Differentiated Instruction for Writing:</p> <p>English Learners: Assist students by using Question Cards and linguistic patterns for questions. Who__? What__?</p> <p>Special Needs: Assist students by using Question Cards and/or linguistic patterns for questions. Provide assistance for the independent practice.</p> <p>Advanced Learners: Expect these students to write an independent question, also.</p>
--	--	--

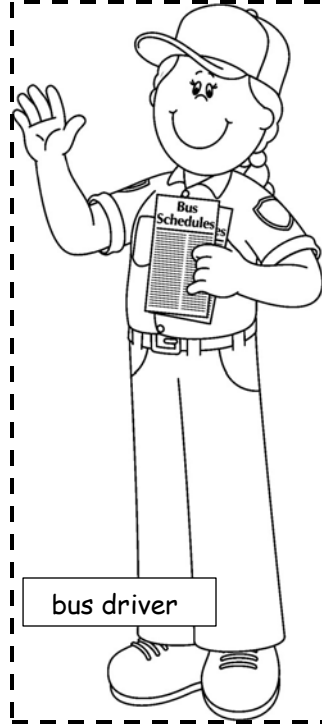
		<p>9. Generating Questions Class Classifying Map (Tree Map) with Student Learning Journal, p. 4. Under the statement branch, write and have students copy the statement “Ducks swim on the pond.” Turn it into a question: Where do ducks swim?</p>	
Lesson Reflection			
Teacher Reflection Evidenced by Student Learning/ Outcomes			

Pre-assessment





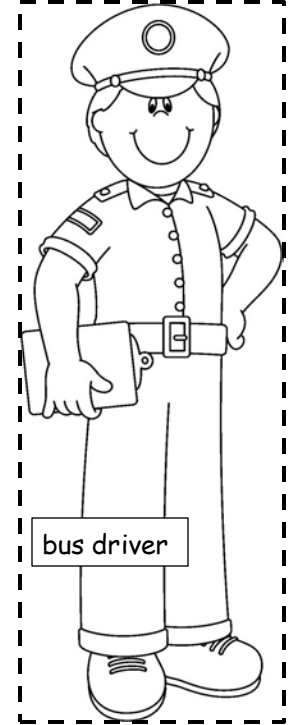
construction worker



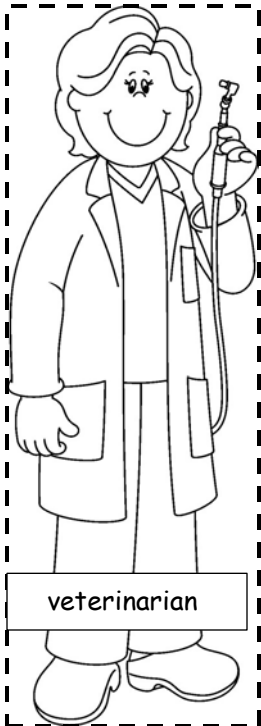
bus driver



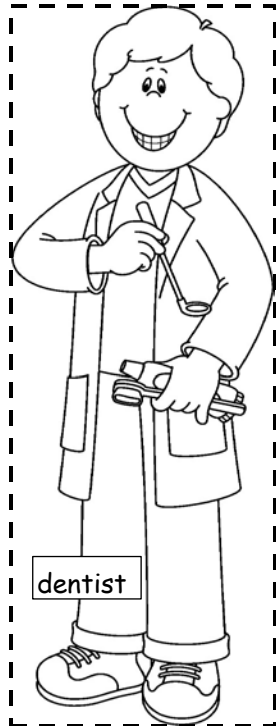
coach



bus driver



veterinarian



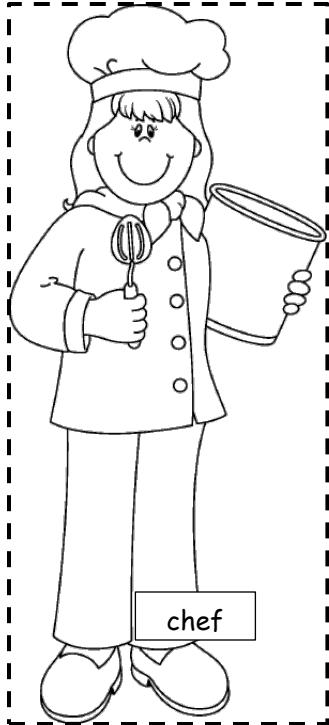
dentist



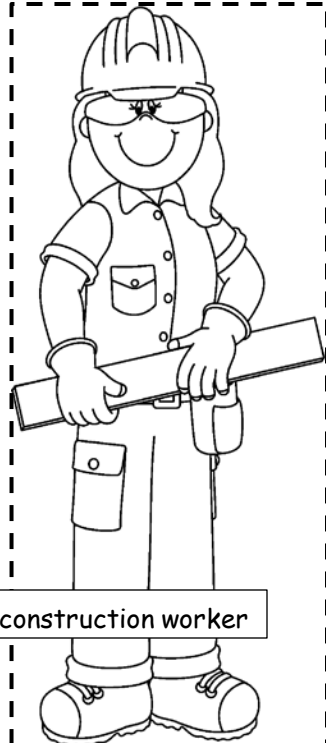
X-ray Technician



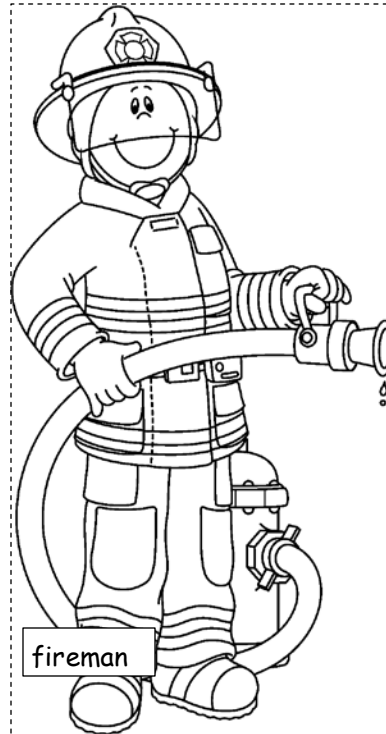
principal



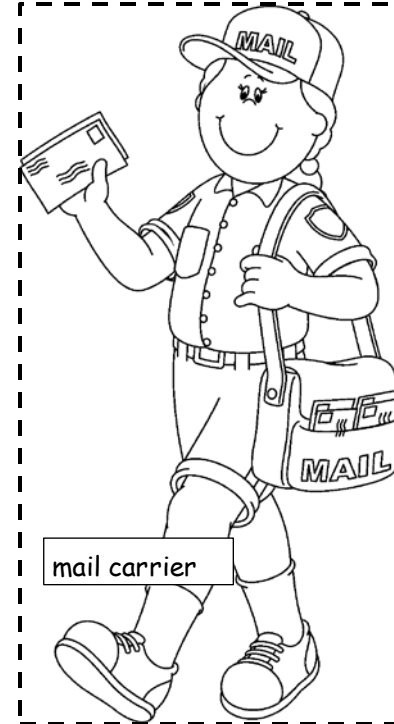
chef



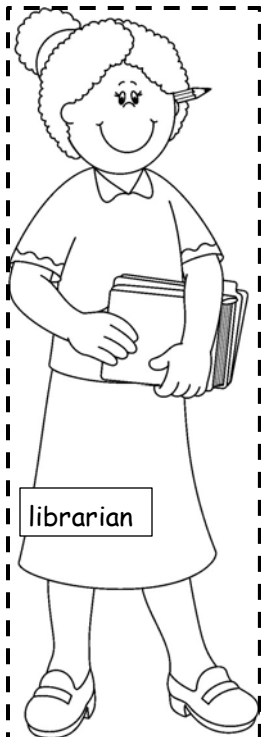
construction worker



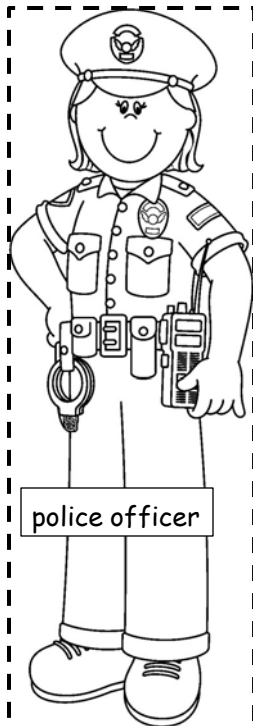
fireman



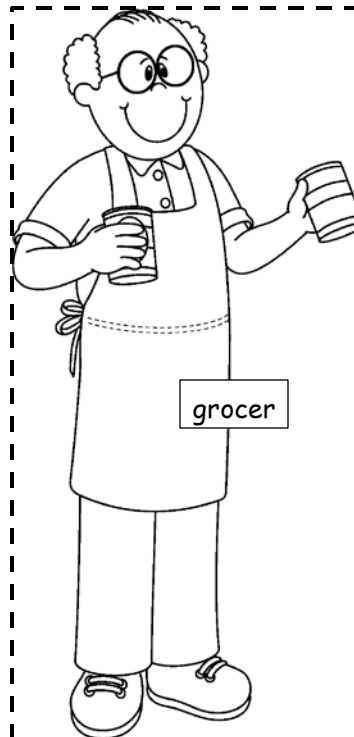
mail carrier



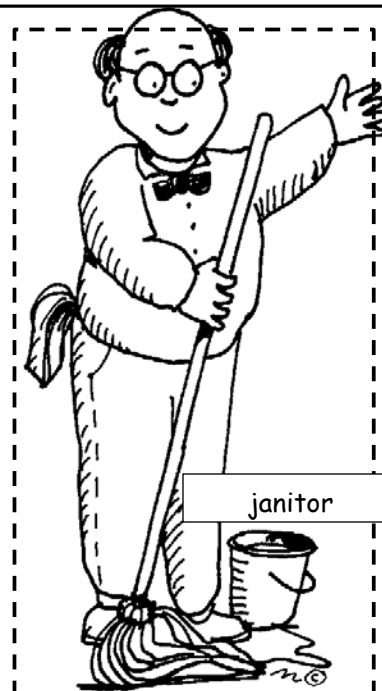
librarian



police officer



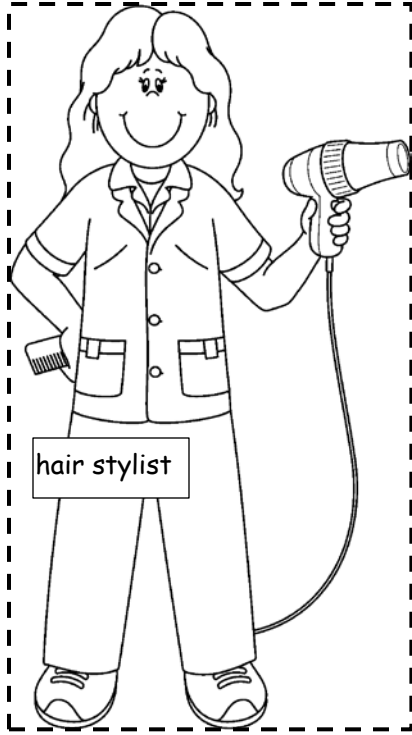
grocer



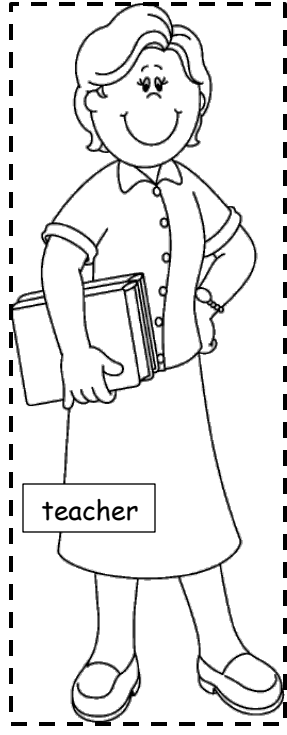
janitor



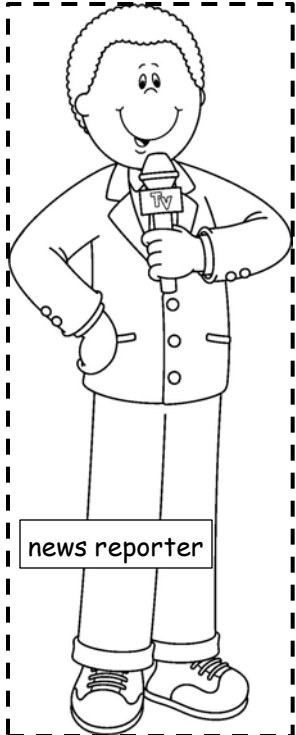
doctor



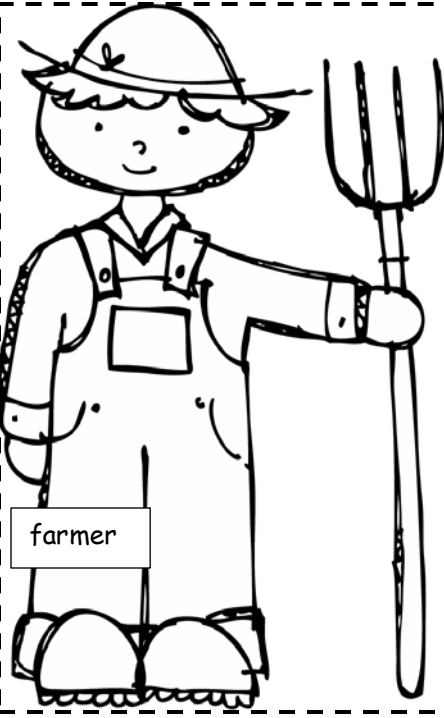
hair stylist



teacher



news reporter



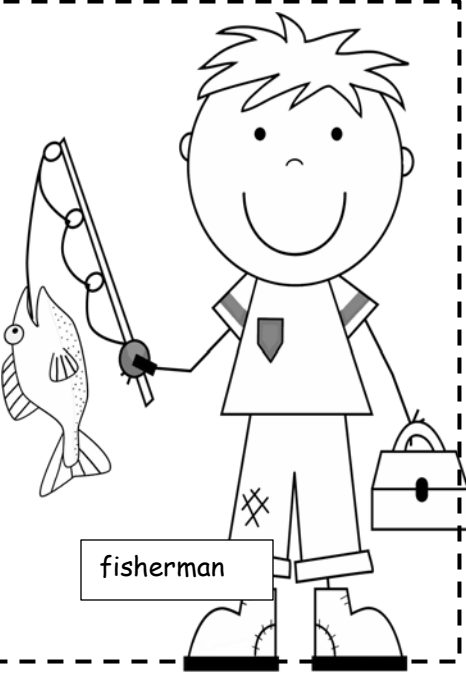
farmer



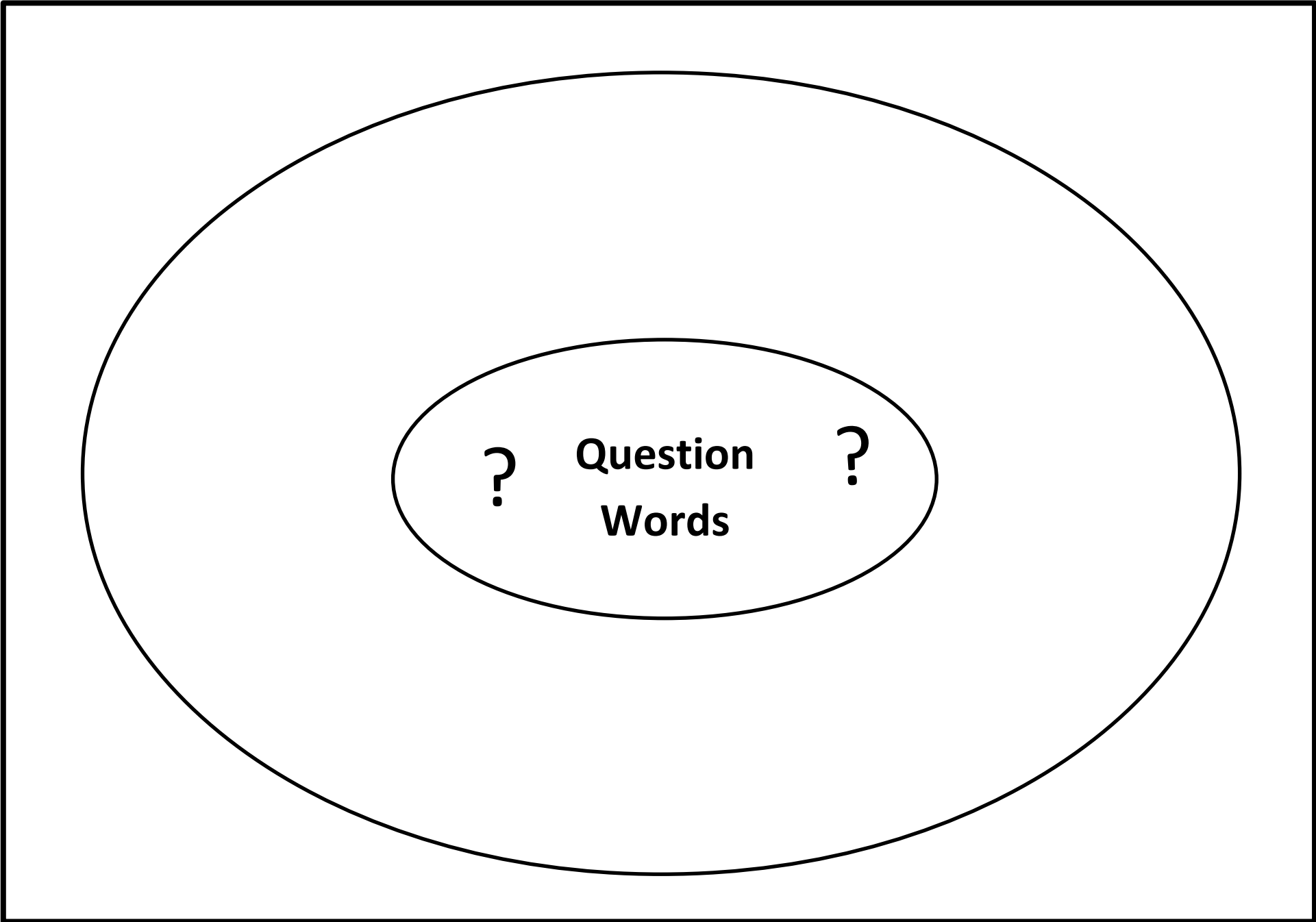
baker



trash collector



fisherman



Sentences

Statement (.)

Question (?)

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 2	Grade Level/Course: First Grade	Duration: Estimated 60 minutes- (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS1.2.3 Construct a simple map H-SS1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u> Reading Literature RL1.1 With prompting and support, ask and answer questions about key details in a text. RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a) Memorize and recite poems, rhymes, and songs with expression. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a) sort words into categories (e.g. colors, clothing) to gain a sense of the concepts that categories represent. L1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Prepare the chant: “<i>Some Folks in a Town</i>” (see Teacher Resources) on chart paper, or use the document camera. • Pictorial of a neighborhood -lightly draw streets and harbor (Do this prior to beginning this lesson) • Pictures for pictorial: Options: Draw buildings with markers or use pictures of the buildings provided. (Color pictures of buildings are available on the website.) • “Wake Up City” trade book from OCR read aloud library on document reader • Defining in Context Map (Circle Map) of workers <p>Blue:</p> <ul style="list-style-type: none"> • Sentence strips (or chart paper) for sentences about teacher • Learning Journal <p>Collaborative Workshop:</p> <ul style="list-style-type: none"> • White construction/drawing paper • Crayons/markers/colored pencils 	
Objectives	<p>Content: Red: Students will read the text in a shared manner and look for details about the workers in the city. Blue: Students will recall and brainstorm what they know about teachers and their jobs (prewriting).</p>	<p>Language: Red: Students will listen to a story and, with a partner and then whole group orally classify people by their jobs in the community. Blue: Students will formulate statements, orally and then in writing, about teachers.</p>

Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input 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 type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		dawn, workers, beat, harbor,	stir
	STUDENTS FIGURE OUT THE MEANING		prowling
Pre-teaching Considerations		<p>Consider how much experience your students have had with small group collaboration/ brainstorming and using complete sentences. This writing lesson will focus on statements about teachers that students will turn into questions tomorrow.</p> <p>Seating: from carpet area (whole group activities) to desks or vice versa depending on your class -especially for transitioning from red to blue lessons</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 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 type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: (5 minutes) ❖ Revisit the Big Idea and Essential Questions 1. Introduce the song “ <i>Some Folks in a Town</i> ”, Appendix B. 2. Revisit the previously made Defining in Context (Circle Map) with the workers students mentioned in their writing. 3. Tell students that you are going to be reading and thinking about other people who work in communities to will add to our Defining in Context (Circle Map).	
	Lesson Sequence	Preparing the Learner: (10 minutes) Draw a pictorial of a neighborhood. Say: <i>Let’s draw a diagram of our community. There are so many people that help us to be safe, make or grow things for us to eat, and help us live day to day. Think of some of these places in our neighborhood. What are some places we have in our neighborhood where we get help or buy things that we need?</i> 1. Pictorial of neighborhood. (10 minutes) See sample Although you have lightly pre-drawn the neighborhood, you want your students to have a chance to think of some places first.	Differentiated Instruction for Reading: English Learners: Assist these students with the vocabulary by also pointing to the pictures as you reread

	<ul style="list-style-type: none"> • Begin by drawing the road through the neighborhood. As you draw, explain that roads run through the neighborhood from the busy streets downtown, to the neighborhoods with houses and apartments. • Optional: draw the harbor and ask what they remember about the harbor, (boats/people). Option 1: Place the black and white or colored buildings on the road and in the harbor, explaining and asking students what they know about each store or building/station/office. Option 2: Draw the building simply, explaining each one. This will take longer, so it is up to you and your style. <p>2. When the pictorial is done, explain that the students will help add more as they learn more about the people who work there.</p> <p><u>Interacting With the Text:</u> (20 minutes): “Wake Up City” on or with library book on a document camera.</p> <p>Type of Reading: Second Read, Read with a Purpose: (This reading will focus on the <u>details of the story</u> – to answer the question: Who are the workers in the story? You will use some step aside explanations for vocabulary that help with meaning (stir, harbor, dawn).</p> <p>Note: The more figurative and colorful language will be further explored by the end of the week in a close read.</p> <ol style="list-style-type: none"> 1. Say: <i>Today we will read the story again and I want you to listen carefully and look carefully at the pictures to find all the different workers that are in our story.</i> 2. Read the story again. After each page, ask students what workers the story talked about. Then focus on pictures, <i>What workers do the pictures show us?</i> 3. Add all these to the Defining in Context (Circle Map) of workers. 4. Optional: Place workers on your pictorial (print out 2 copies-one for Defining in Context (Circle Map)-later transferred to process rid, and one for pictorial) Option 1: Ahead of time, place pictures of workers in order in a pile so they can be added to the pictorial as students name them. Option 2: Add them at a later time as a review. <p>Let’s Reflect: Revisit the Big Idea and Essential Questions</p> <p><u>Extending Understanding:</u> Collaboration-Workshop Activity:</p> <ol style="list-style-type: none"> 1. Put students in groups of 2 to 4 with a sheet of construction paper 2. Have them collaboratively plan and draw a community similar to your pictorial. <ul style="list-style-type: none"> • Draw roads/streets • Draw buildings • Optional: add trees, cars, parks, etc. <p><u>Writing:</u> Students generate statement about what they know about teachers and their jobs. These statements will be turned into questions that someone might ask to learn about teachers. These questions can become interview questions that students can use to interview other workers to learn about their jobs.</p>	<p>(Also use English Learner Support Guide 168-169) Provide sentence frames: There is ____. I see ____ .</p> <p>Students Who Need Additional Support: Assist these students with the vocabulary by also pointing to the pictures as you reread. Use pictures on the Defining in Context (Circle Map) for students who don’t read.</p> <p>Accelerated Learners: Write the words on the map for students who are reading. These students can choose to write their own sentences.</p> <p>Differentiated Instruction for Writing:</p> <p>English Learners: Provide sentence frames: Teacher ____.</p> <p>Students who need extra support: Ask questions as prompts for generating statements about teachers.</p> <p>Accelerated Learners: Expect more sentences in writing about teachers.</p>
--	--	---

	<p>Pre-Writing: (15 minutes)</p> <ol style="list-style-type: none"> 1. Say: “Today I want you to think about the teachers you may have had in pre-school, kindergarten and now in first grade. Talk to your partner about teachers and their jobs. Allow about 3 minutes for students to talk. 3. Have students share out what they know about teachers. Write their ideas in sentence form on sentence strips (preferable) or chart paper 4. Prompt students to think about the tools teachers use, what they do, who they help, etc. <p>Process Grid: Begin to add the Teacher on the process grid. Only write in the “Community Worker Name” and “How They Help our Community” sections. The other two sections should be filled out during or after Lessons 6-8 (Goods and Services) are covered.</p> <p>Writing: (15 minutes) Can be workshop/independent time</p> <ol style="list-style-type: none"> 1. Re-read the sentences students generated. 2. Tell students to choose and write 3 sentences about a teacher and draw a picture of a teacher in their Student Learning Journal, p 5. 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

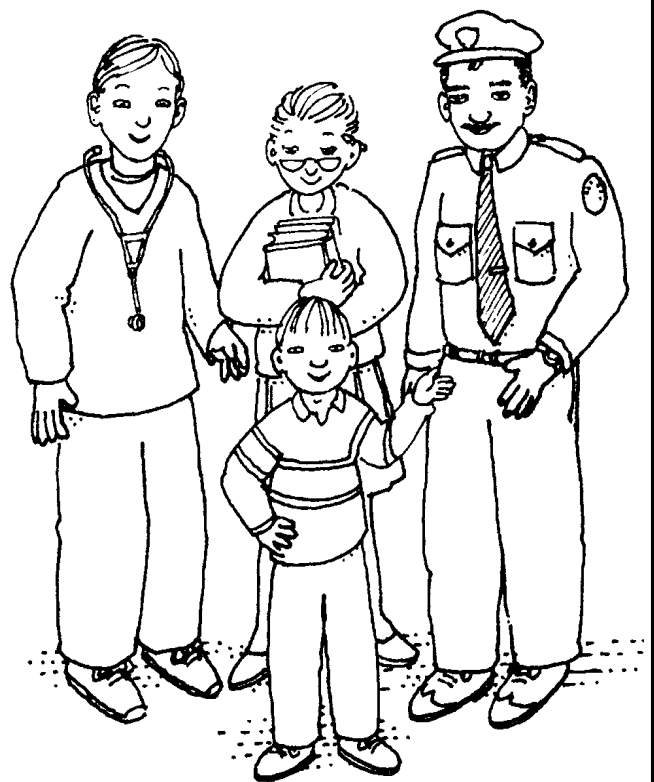
Some Folks in a Town

a takeoff on "Rub-a-Dub-Dub"

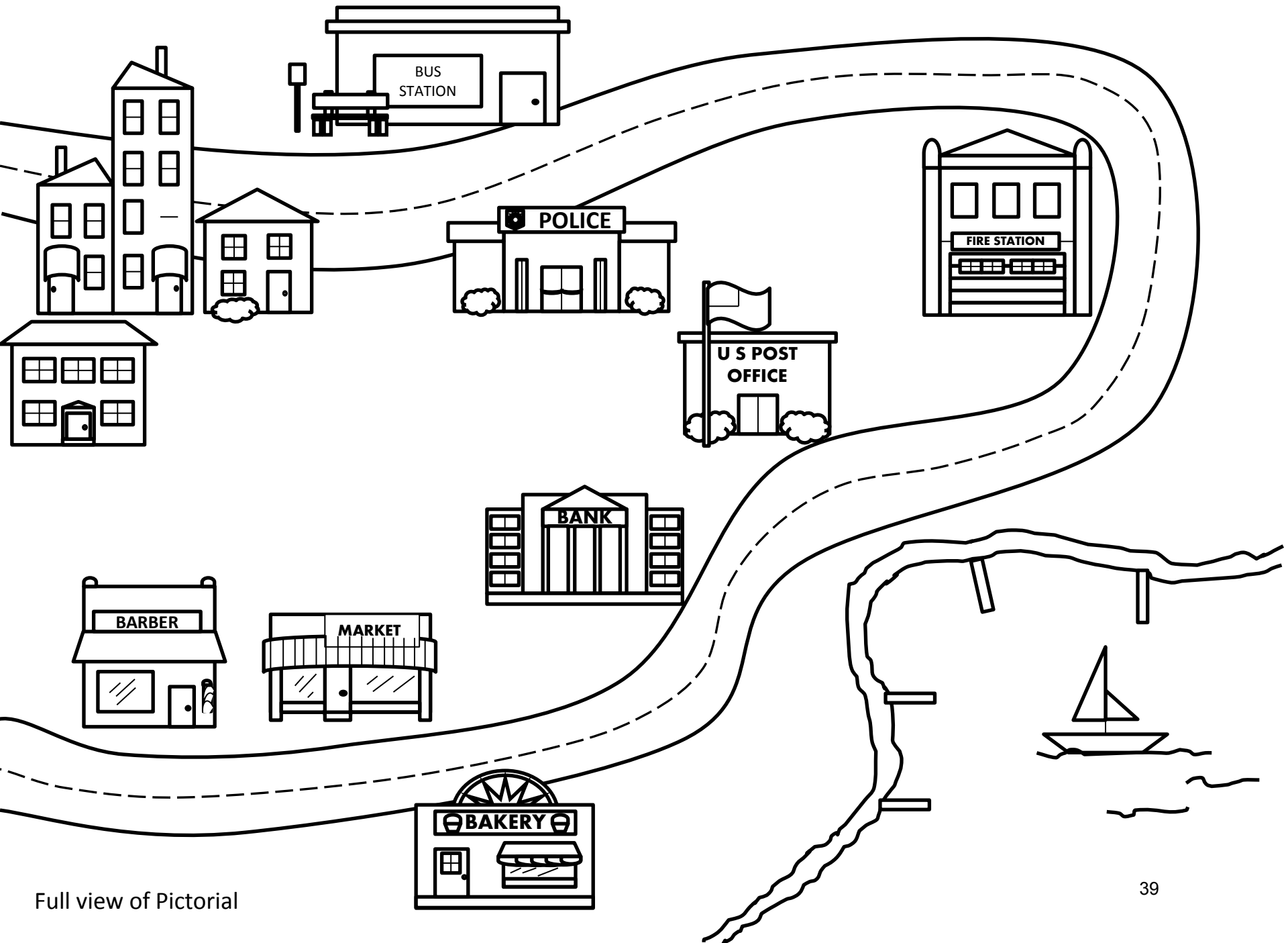
Ding-a-dong down,
Some folks in a town,
And who do you think they be?
The dentist, the baker,
the computer-parts maker,
the teacher, the nurse, and me.

Ding-a-dong down,
More folks in the town,
Now let me tell you who—
the policewoman's here,
the firefighter's there,
the mailman's next to you.

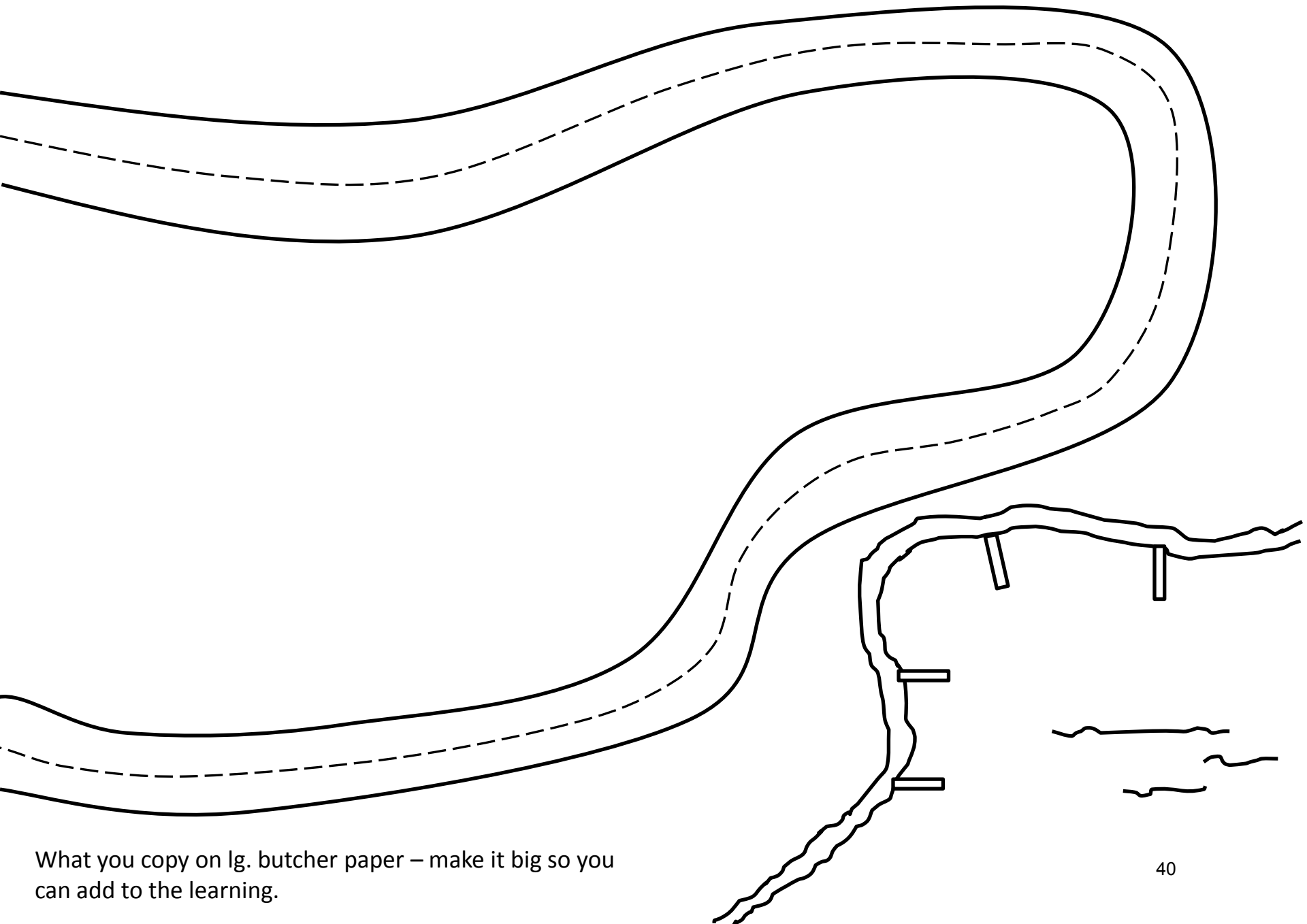
Ding-a-dong down,
More folks in the town.
So how many do you see?
Librarians, bus drivers,
doctors, and grocers,
We're all a community!



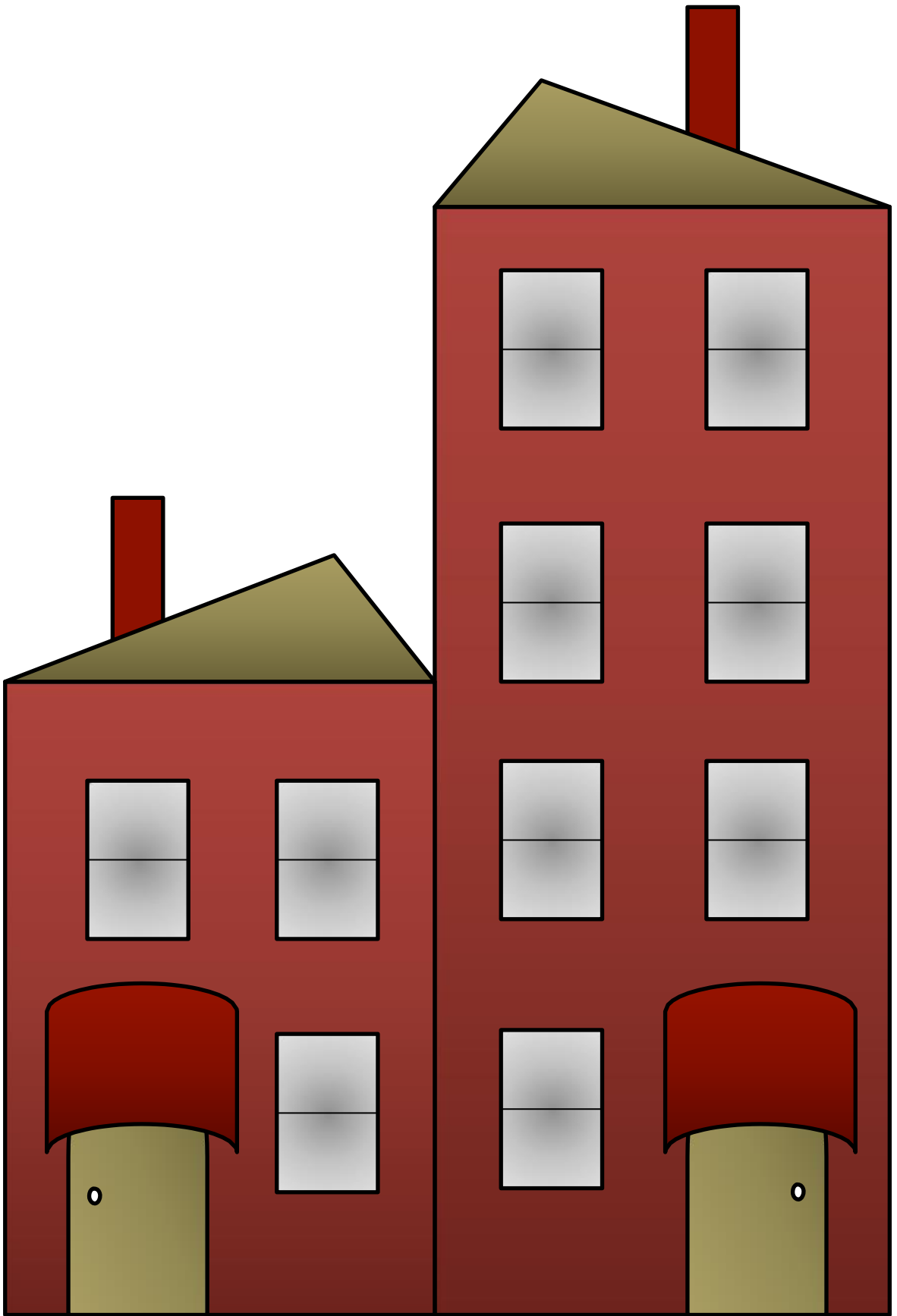
Betsy Franco

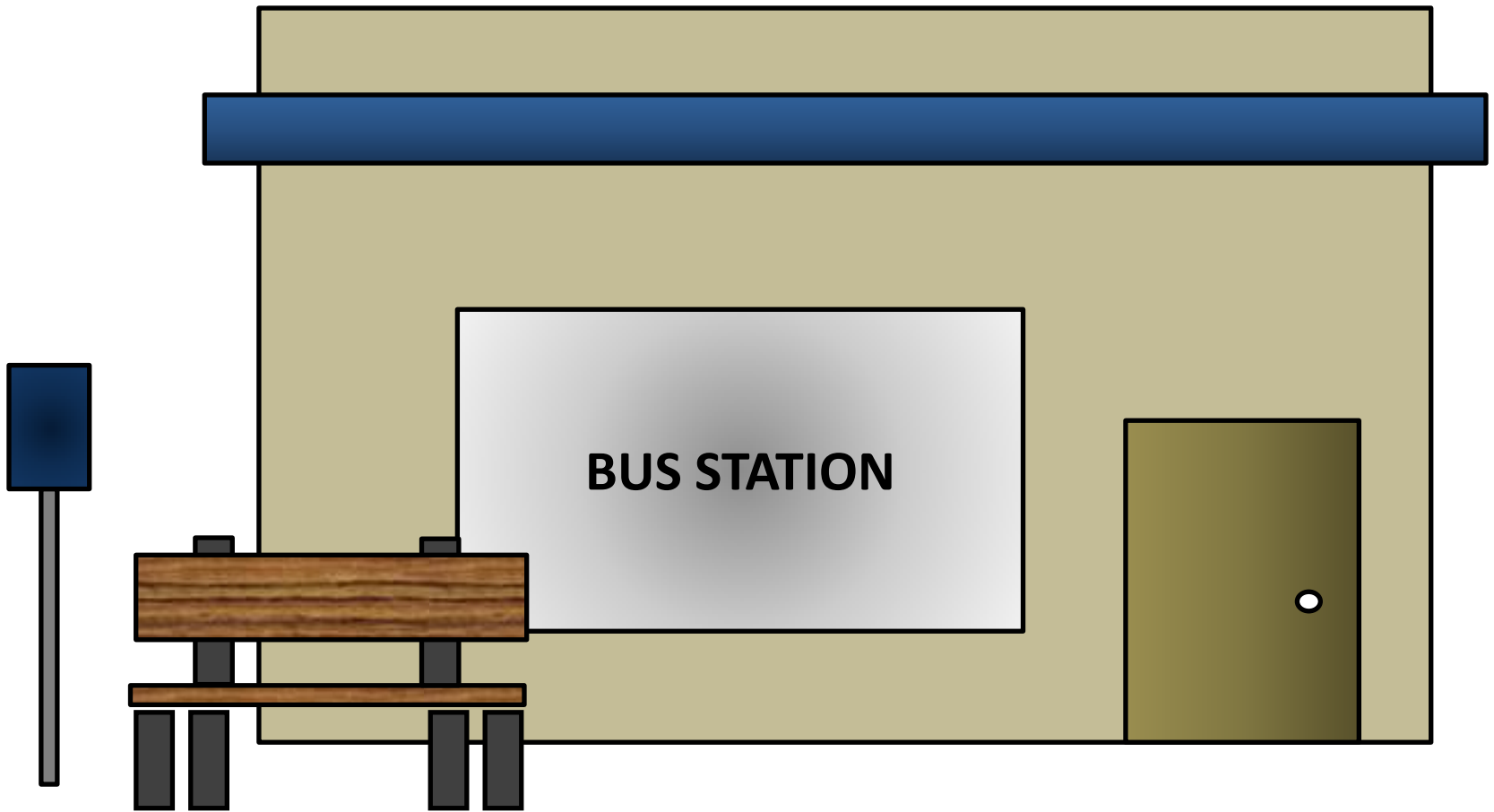


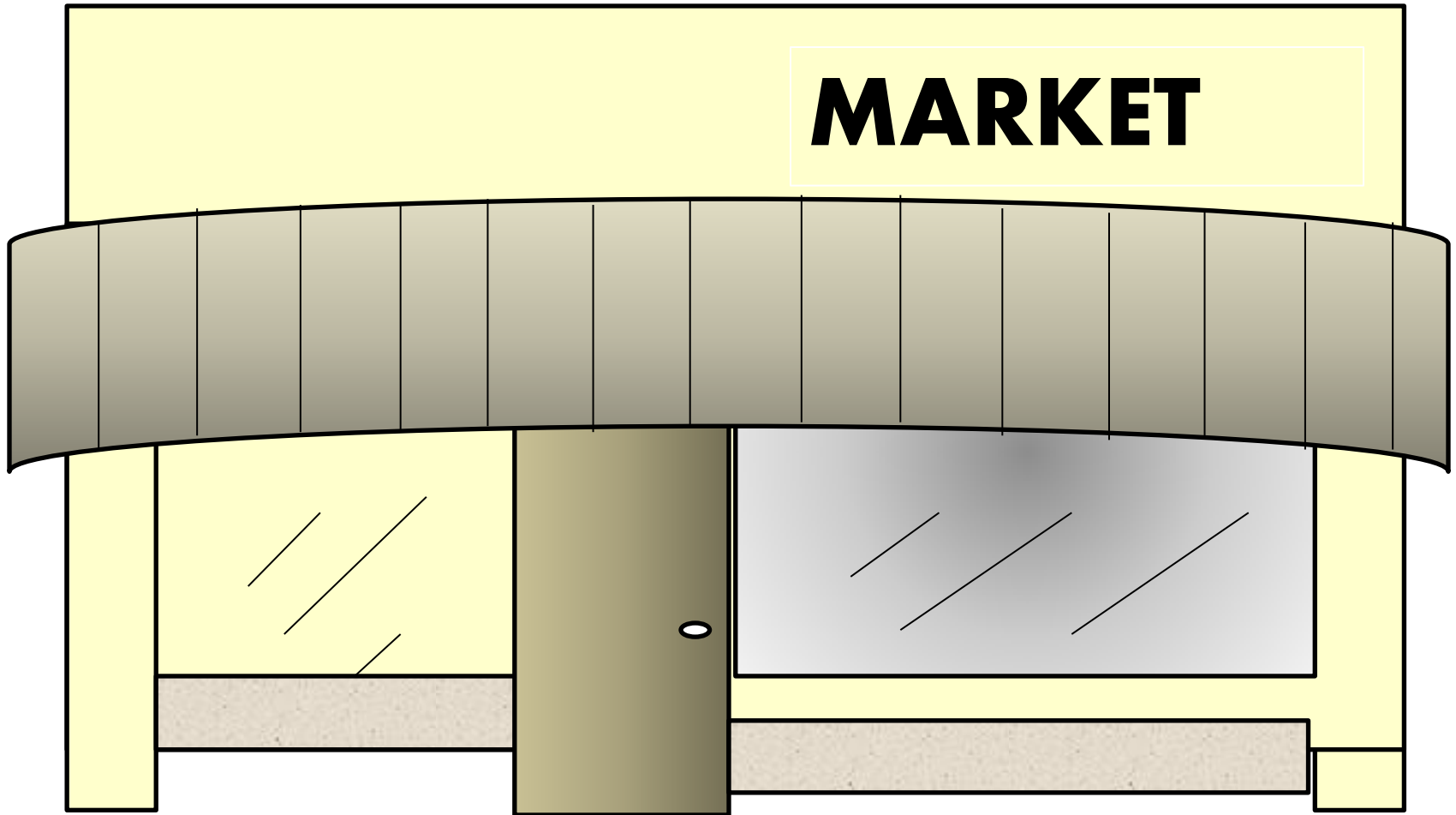
Full view of Pictorial



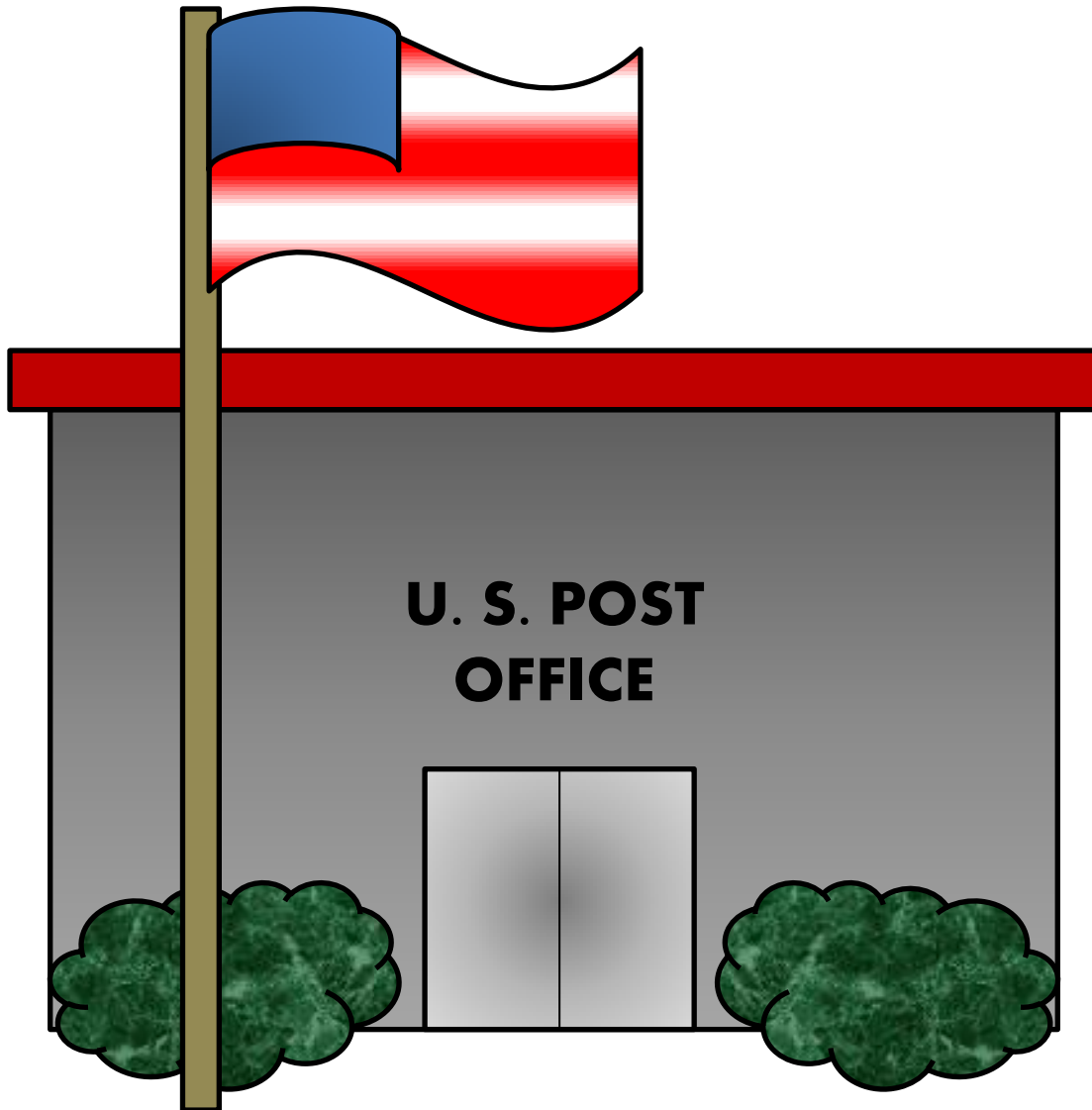
What you copy on lg. butcher paper – make it big so you can add to the learning.

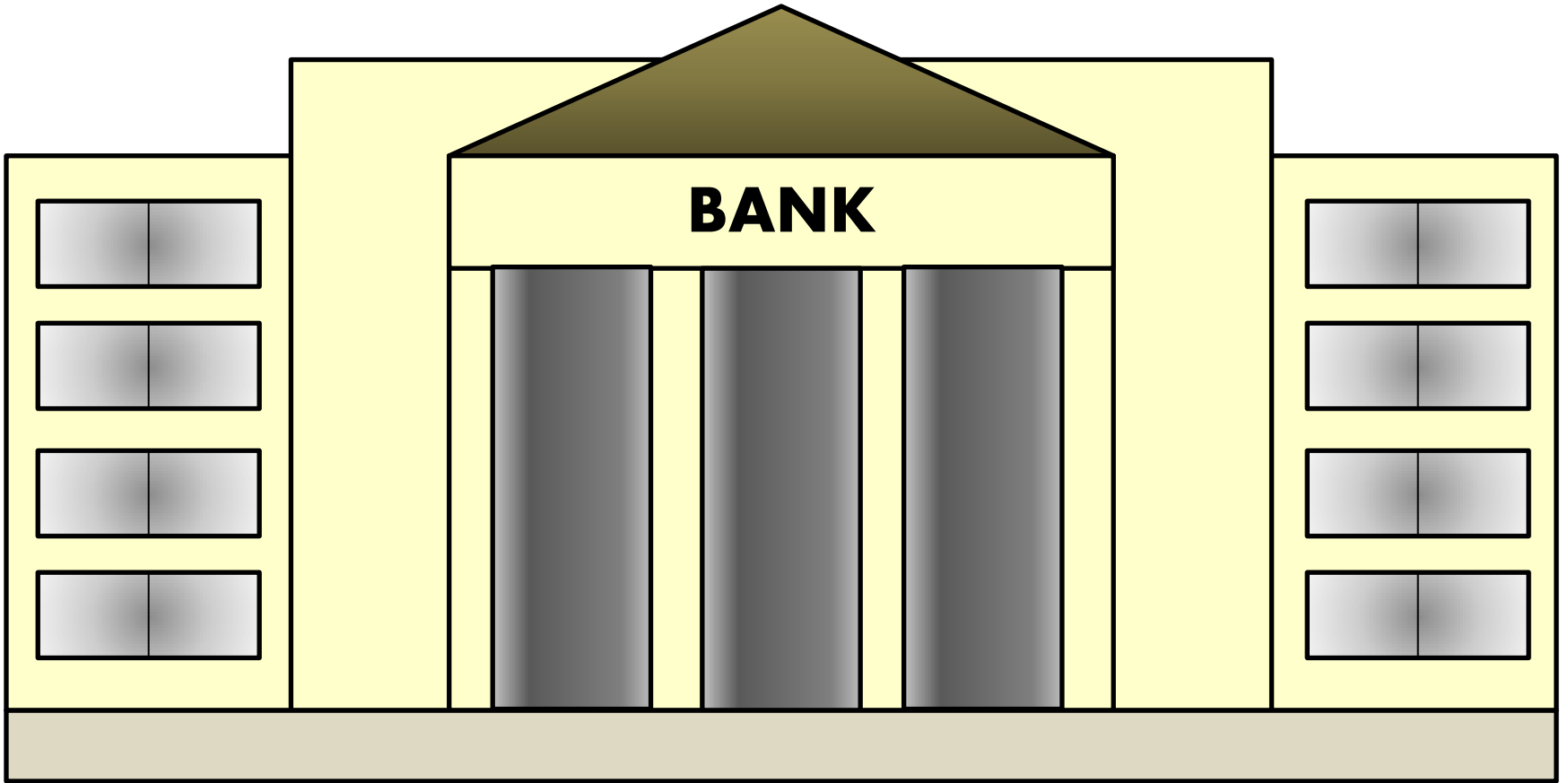


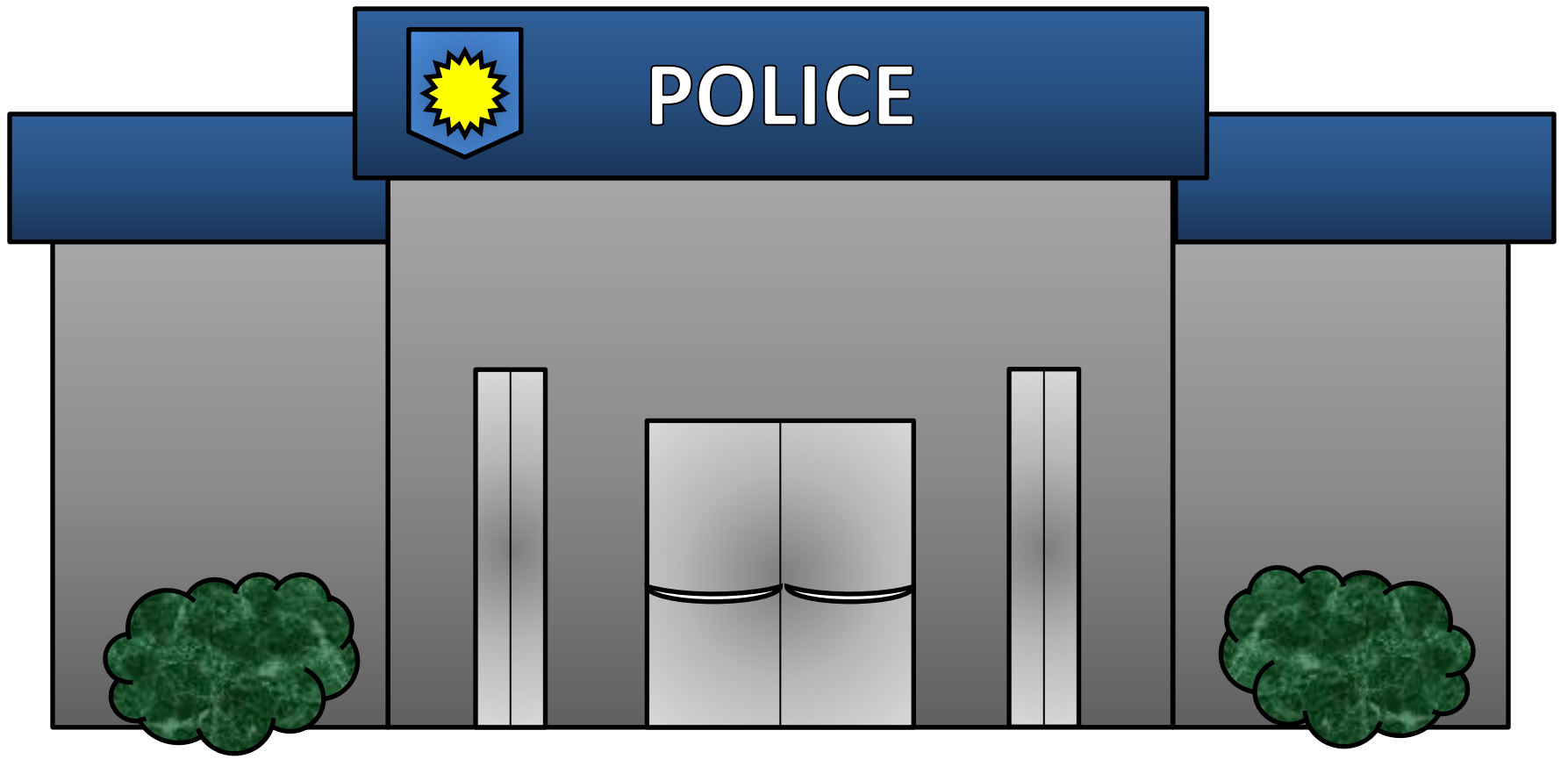




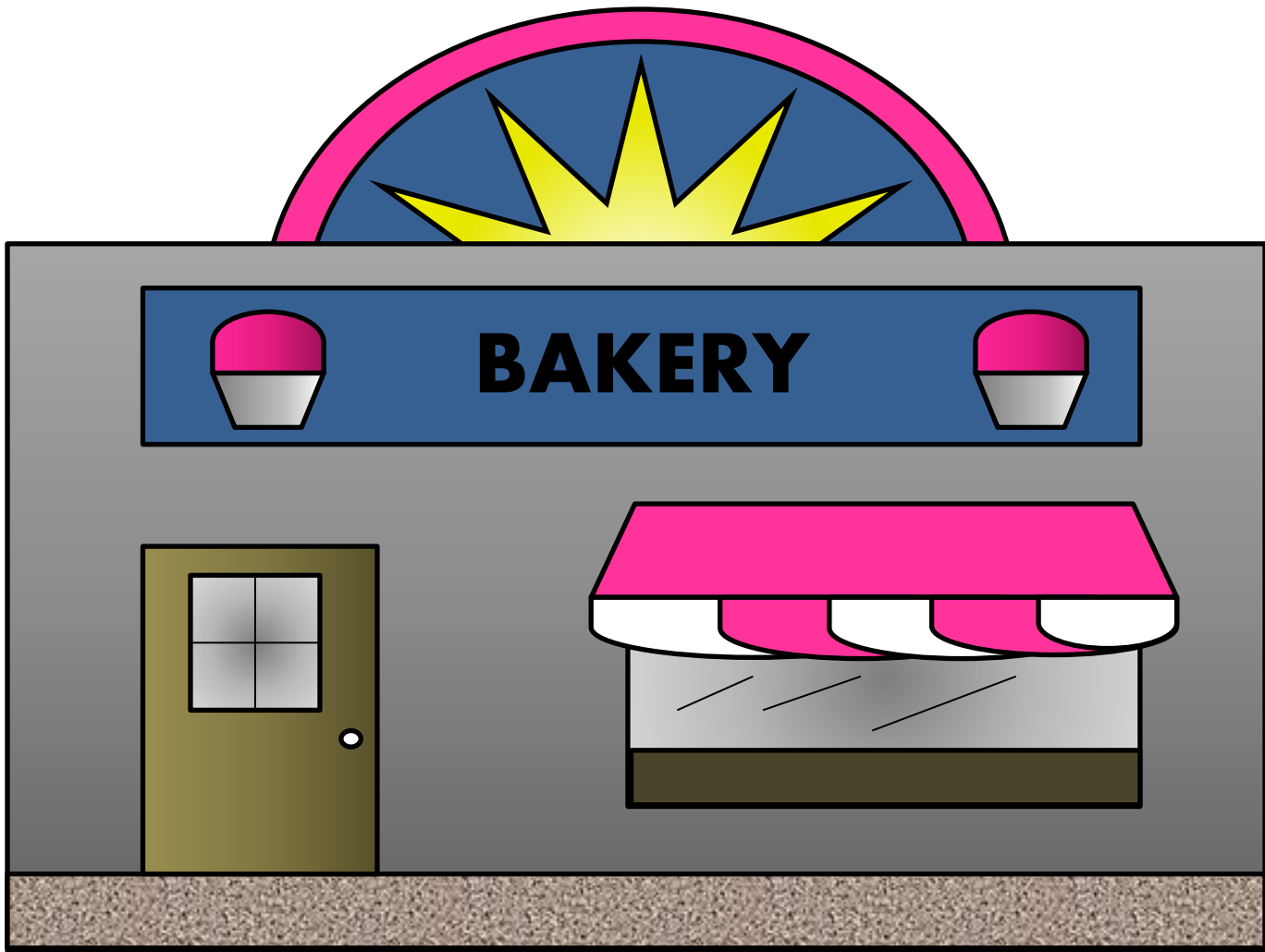


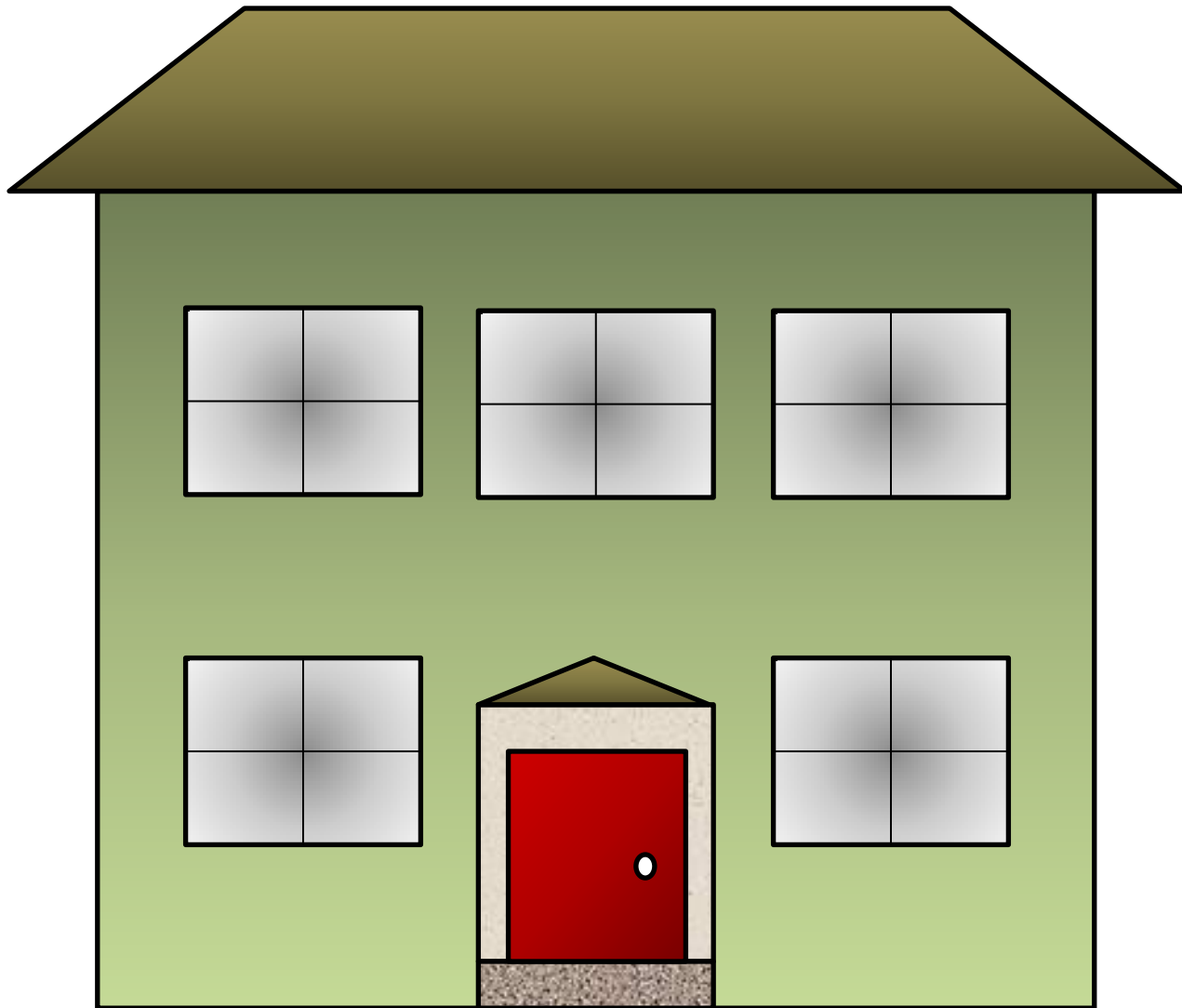


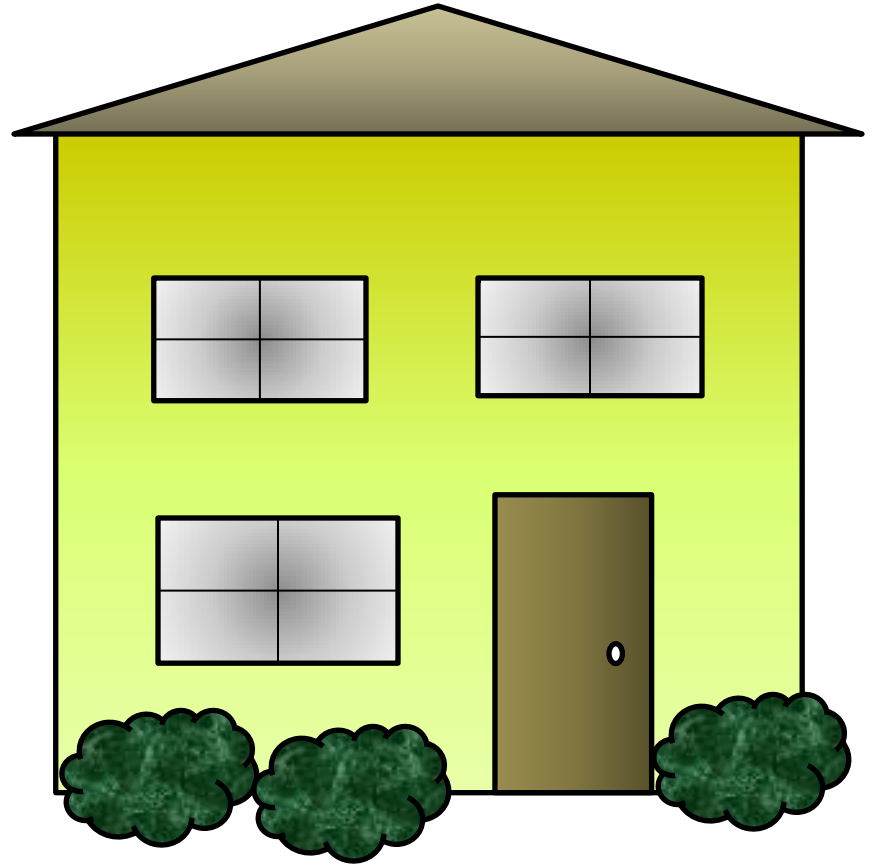
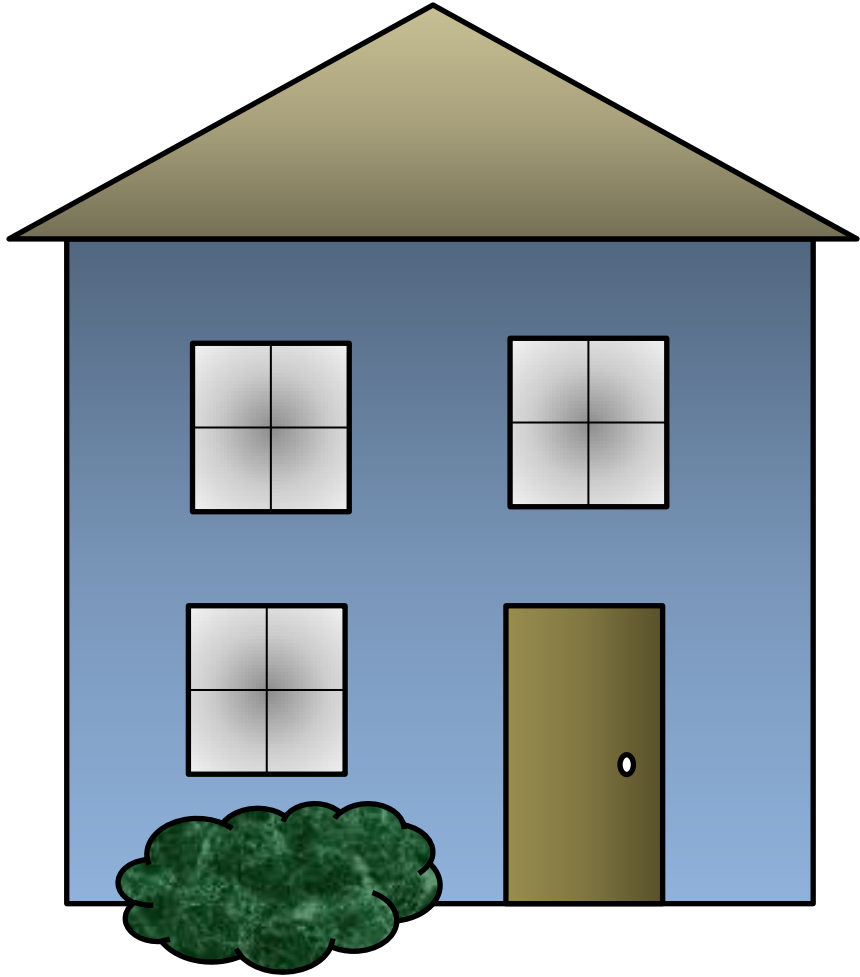


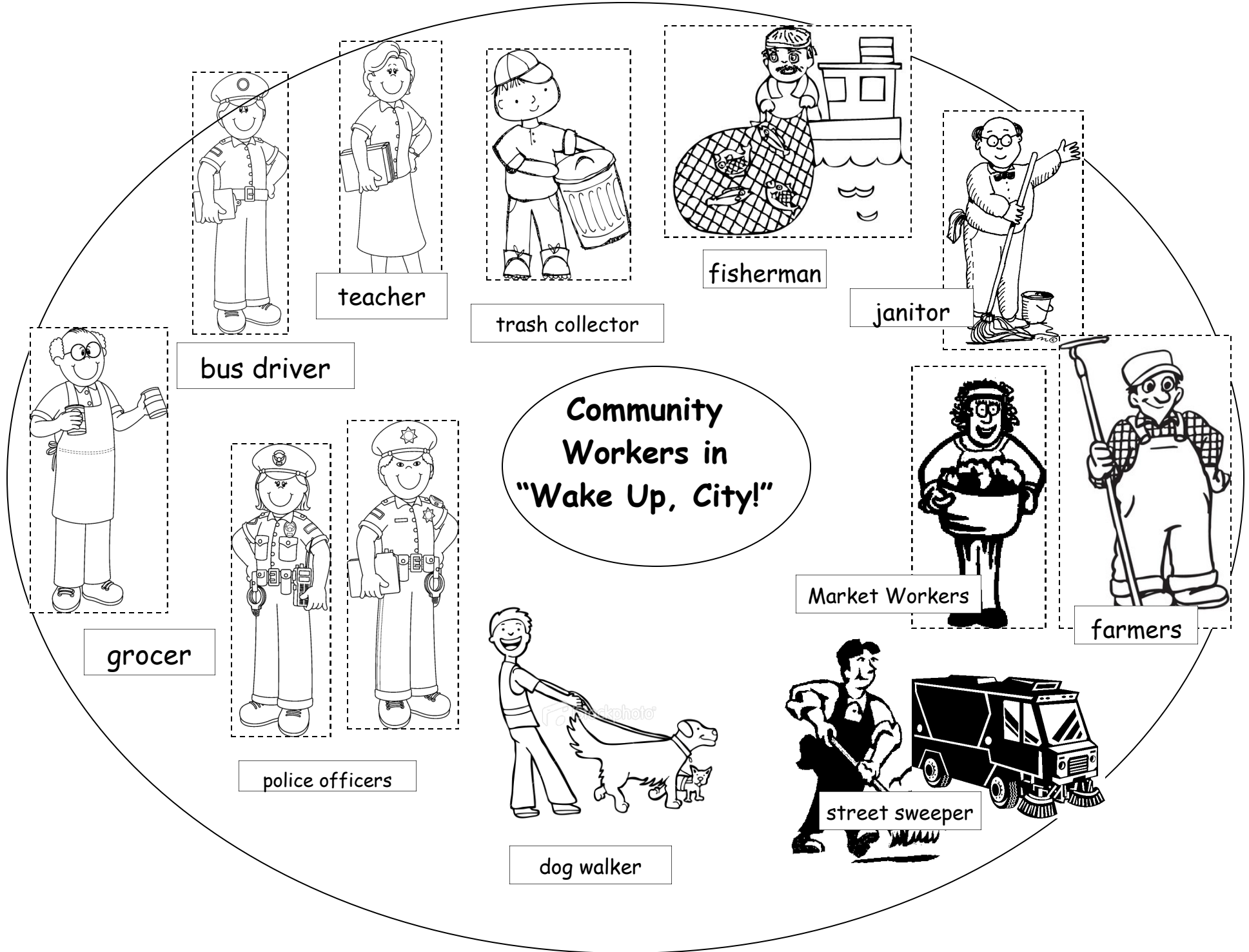






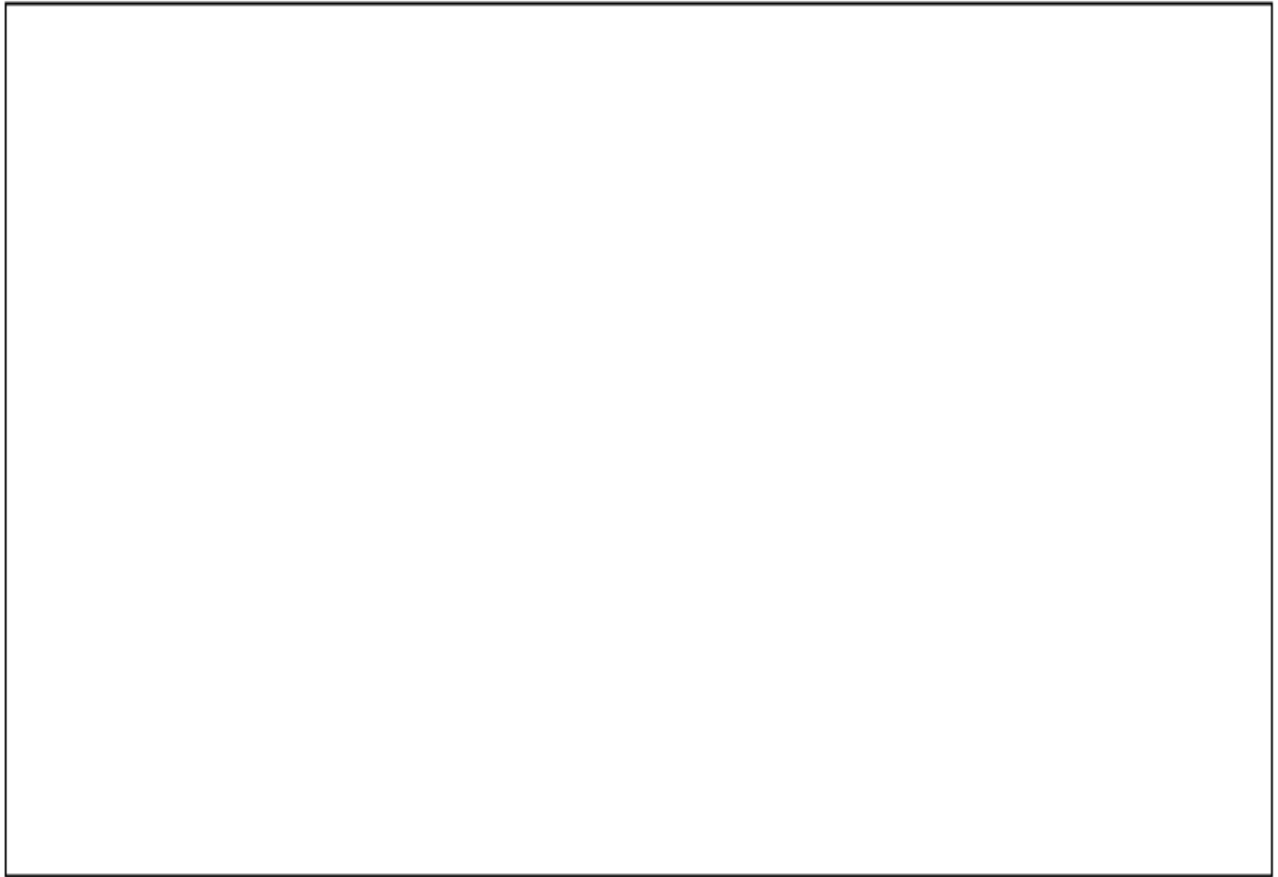






Community Worker Name	Provides Goods or Services	Evidence of Goods or Services Provided	How they Help our Community
Teacher	Service	<ul style="list-style-type: none"> • Teaches students to learn • Work at a school 	<ul style="list-style-type: none"> • Help students learn to be scholars
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Veterinarian	Service	<ul style="list-style-type: none"> • Takes cares of sick animals • Fixes animals bones and teeth 	<ul style="list-style-type: none"> • Keeps pets healthy
Firefighter	Service	<ul style="list-style-type: none"> • Puts fires out • Helps people in danger 	<ul style="list-style-type: none"> • Keeps our houses and buildings from burning down

Teachers



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

SAUSD Common Core Lesson Planner

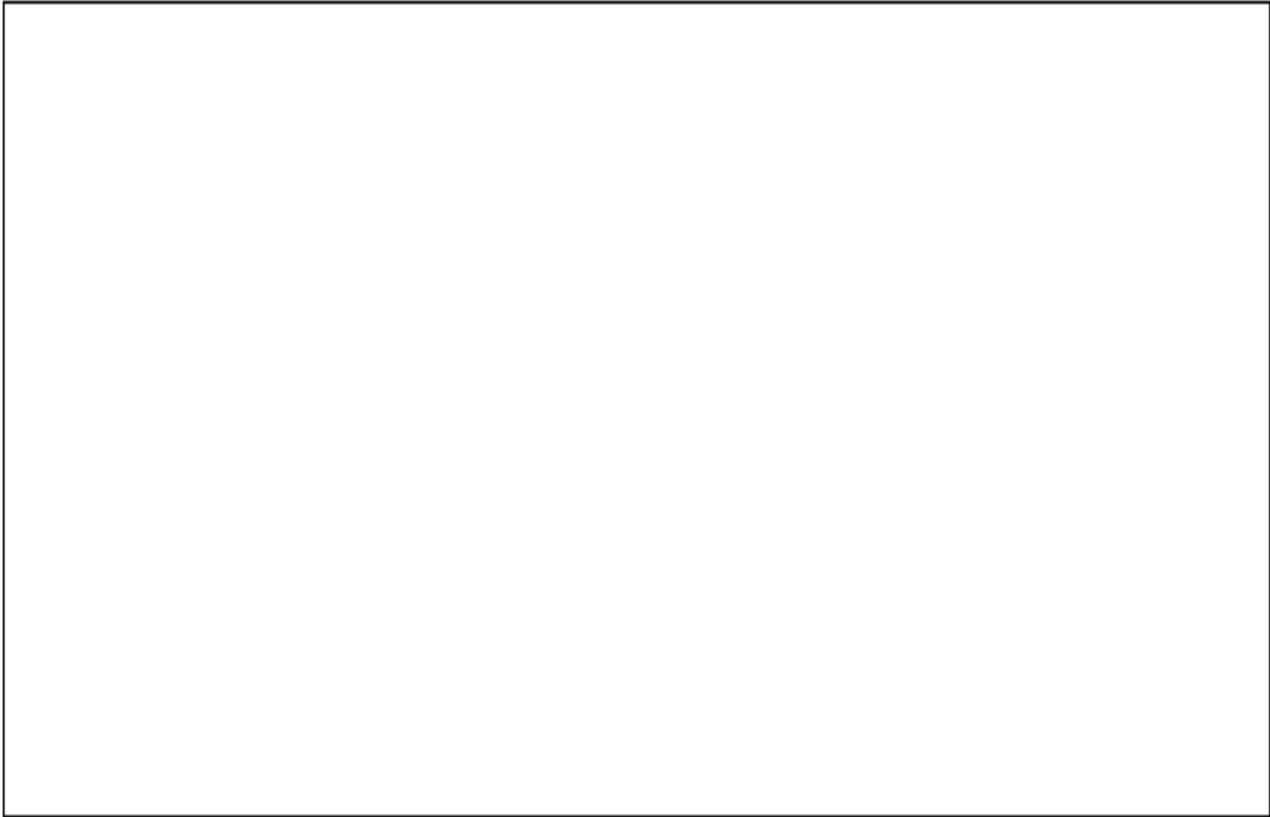
Unit: 4 Lesson # 3	Grade Level/Course: First Grade	Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS Students examine the geographic and economic aspects of life in their own neighborhoods H-SS1.2.3 Construct a simple map H-SS1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u> Reading Literature RL1.1 With prompting and support, ask and answer questions about key details in a text. RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing Standards W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations SL1.2 Ask and answer questions in a text read aloud or information presented orally or through other media. SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L1.4 Determine or clarify the meaning of unknown words and phrases based on grade 1 reading and content. L1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts that categories represent. L1.5d Distinguish shades or meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>	
	Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • “Some Folks in a Town”, Appendix B on chart paper, or use the document camera • Defining in Context (Circle Map)/list from Lesson 2 of the community workers in “Wake Up City.” (small pictures) • “Wake Up City” trade book from OCR read aloud library. <p>Blue:</p> <ul style="list-style-type: none"> • Chart paper. • Question Cards • Student Learning Journal, p. 6 <p>Collaboration:</p> <ul style="list-style-type: none"> • City map pictures from yesterday • Colored pencils, pencils or crayons

Objectives		Content: Red: By re-reading and answering text dependent questions, students will gain a deeper understanding of the narrative, including author’s choice of words and message. Blue: Students will learn how to ask questions to learn more about a person’s job.	Language: Red: Students will use complete sentences individually, in partners, and whole group, to answer text dependent questions Blue: Students will practice asking questions orally with a partner and then in writing.
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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	stir, waken, garages, patrol	
		workers, black water, harbor,	cheep
Pre-teaching Considerations		Consider how you will have students talk about questions prior to calling on students: partner talk or small groups (Elbow Groups).	
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 Continuum	Lesson Opening	<i>Preparing the Learner:</i> Prior Knowledge, Context, and Motivation: (5 minutes.) <ul style="list-style-type: none"> • “Some Folks in a Town” (Teacher Resources) • Revisit the pictorial-add a few pictures of workers from Defining in Context (Circle Map) to appropriate places on the pictorial. 	
	Lesson Sequence	<i>Interacting with Text: (25 minutes)</i> Reread “Wake Up City” Close Reading of text and pictures Text/Illustration Dependent Questions	Differentiated Instruction for Reading: English Learners: Assist these students with the questions by pointing to illustrations as you ask

	<p>Teacher Background:</p> <ul style="list-style-type: none"> • The objective of this lesson is to help students think about how the author and illustrator help the student understand literal and inferential ideas of the text. • Emphasize what the workers do to help people in the city • As you ask questions, you can give students opportunities to talk with a partner(s) before sharing their own idea, or before sharing their partner’s idea. On other questions you can just take individual answers. Vary the strategies throughout. <u>Always require students to give evidence from the illustration or text (what they hear or words they can read) to justify their answers.</u> <p>1. Say: <i>Today we are going to read parts of the story again and listen and look for some details the author and illustrator included to help us understand about a city waking up.</i></p> <p>Text Dependent Questions:</p> <p>Title Page: <i>How do the illustration and title on this page help you understand the main idea of the story? (What is it about?)</i></p> <p>pp. 1-2 (slide 2) Read these pages</p> <ul style="list-style-type: none"> • <i>What does the author tell you when he says, ‘Under the stars, the city sleeps?’ (the setting-time of day)</i> • <i>Who is awake at the beginning of the story? (mother, baby, police officers, cat.)</i> • <i>Compare how the police officers and the cat are walking. (Focus on the words “prowling” and “walking their beat”).</i> <p>pp. 3-4 (slide 3)</p> <ul style="list-style-type: none"> • <i>What does it mean that people ‘stir’? Show me what “stir” means in this sentence. (Total Physical Response)</i> <p>pp. 7-8 (slide 5)</p> <ul style="list-style-type: none"> • <i>How do you think these police officers are helping people in the city when they walk around at night?</i> <p>pp. 13-14 (slide 8)</p> <ul style="list-style-type: none"> • <i>How are these fishermen different from people who fish for fun? How do they help the community?</i> <p>pp. 15-16 (slide 9)</p> <ul style="list-style-type: none"> • <i>Name some of the fruits and vegetables that are sold at this market.</i> • <i>How is the market helping people in the city?</i> <p>READ THIS PAGE-have students listen for the answers:</p> <ul style="list-style-type: none"> • <i>Who else might have done a job that helped get food to the people in the city?</i> • <i>What in the text tells you that? (farm=farmer, truck= truck drivers. Read this section if necessary).</i> <p>This lesson will continue the next day, with the rest of the pages.</p> <p><u>Extending Understanding:</u> Collaborative Workshop Activity:</p> <ul style="list-style-type: none"> • In their groups, have students collaborate on which workers they 	<p>questions.</p> <p>Students Who Need Additional Support: Assist students after the reading by pointing to the pictures and repeating the text so they know how the answers were formed.</p> <p>Accelerated Learners: Listen carefully to their answers and add deeper questioning to allow for more conversation.</p> <p>Differentiation for Writing:</p>
--	--	--

	<p>want to depict on their pictorials. They should each draw 1-2 workers on the pictorial.</p> <p><u>Writing:</u> Prewriting (20 minutes): Developing Interview Questions</p> <p>Refer back to the statements students generated yesterday about teachers.</p> <ol style="list-style-type: none"> 1. Group the statements logically: i.e.: tools, who they help, what they do, etc. (This is easily done if they are written on strips.) 2. Ask students what question they could ask from the statements in one group. 3. Continue to generate questions from the groups. 4. Encourage students to think about any other questions they might want to ask someone whose job they didn't know anything about. <p>Some types of questions that might be asked:</p> <ul style="list-style-type: none"> • What do you do in your job? • Who do you help when you do your job? • Do you wear a uniform? • What tools do you use in your job? • Do you work alone or do you work with other people to do your job? • How did you learn to do your job? • Why is your job important? <ol style="list-style-type: none"> 5. Write these questions on sentence strips. <p>Student Learning Journal, p 6: (10 minutes)</p> <ol style="list-style-type: none"> 1. Students draw a community worker they would like to learn more about. 2. Students write (copy) 2-3 interview questions from the sentence strips you created. 	<p>English Learners: Provide sentence frames using question words.</p> <p>Students who need extra support: Prompt them with sample questions using appropriate question words.</p> <p>Accelerated Learners: Expect more questions to be written.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

A Worker I Want to Learn More About



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 4	Grade Level/Course: First Grade	Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science:</u> H-SS1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u></p> <p>Reading Literature RL1.1 With prompting and support, ask and answer questions about key details in a text. RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade</p> <p>Writing Standards W1.2 Write informative/explanatory text W1.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • “Wake Up City” or “Wake Up City” trade book from OCR read aloud library <p>Blue:</p> <ul style="list-style-type: none"> • Prearrange an interview with a worker at your school 	
Objectives	<p>Content:</p> <p>Red: By re-reading the story and answering text-dependent questions, students will gain a deeper understanding of the story.</p> <p>Blue: Students will learn about an occupation through an interview. (Research)</p>	<p>Language:</p> <p>Red: Collaboratively, students will use complete sentences to answer questions.</p> <p>Blue: Students will ask questions and listen to the answers as they interview a worker.</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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably	

		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	ducks, workers	sparrows, salmon, tuna, crabs, lobsters, clams, oysters
Pre-teaching Considerations		For the interview, be sure you have scheduled an interview. Choose students who can remember/read the questions from their strip with little help to ask the interview questions today. If you do not have students who can do this, consider asking the questions yourself, but show the students the strips you are reading from.	
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 type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: <ul style="list-style-type: none"> Open with a chant or poem “Folks Around our Town” or another found following the lesson. Revisit the pictorial 	
	Lesson Sequence	<p><u>Interacting with Text:</u> (30 minutes) Close read</p> <p>Text Dependent Questions: pp. 17-18 (slide 10) Read the page</p> <ul style="list-style-type: none"> <i>The text says the police officers are going back to the station. The author also says that the alarm clocks are ringing. What do you think the author wants you to know about workers in the city? (That some people are finished working and ready to go home when other workers are just getting up to go to work. There are both daytime and nighttime jobs in a city.)</i> <p>pp. 19-20 (slide 11)</p> <ul style="list-style-type: none"> <i>Who are the workers on this page? What clues from the text and illustration helped you? (the pictures of the trucks and the text ‘garbage trucks’ & ‘sprinkler truck leaves a trail of shiny wet...’ tells you that a garbage collector and a street cleaner are working).</i> <i>How are these workers helping the community? (Keeping it clean)</i> <p>pp. 23-24 (slide 13) Read the page.</p>	<p>Differentiated Instruction for Reading:</p> <p>English Learners: Assist these students with the questions by pointing to illustrations as you ask questions.</p> <p>Students Who Need Additional Support: Assist students after the reading by pointing to the pictures and repeating the text so they know how the answers were formed.</p> <p>Accelerated Learners: Listen carefully to their answers and add deeper questioning to allow for more conversation.</p>

	<ul style="list-style-type: none"> • <i>Where do you think the girl is going? What is your evidence?</i> (she has a backpack) <p>pp. 27-28 (slide15)</p> <ul style="list-style-type: none"> • <i>What workers does the author want you to remember when he writes this page and shows this illustration?</i> (office workers, teachers, principals-take away is the schools are a place in the community where people work.) <p>Writing: As a pre-writing activity, today you will interview a worker (pre-arranged). We recommend: custodian, (lunch lady), librarian, speech, nurse on your site or police officer.</p> <p>Review the interview questions you wrote yesterday.</p> <ol style="list-style-type: none"> 1. You can give each (numbered) sentence strip to a student who is able to read/remember the question. 2. When interviewing, ask student with question #1 to read their question. Allow worker to talk. Then proceed through other questions. 3. If a camera is available, take a picture of the worker with the students. This can go on your bulletin board. 	<p>Differentiated Instruction for Writing:</p> <p>English Learners: Allow these students think time and a question word prompt if they choose to ask a question on their own. Paraphrase what a worker says to make the information more comprehensible for these students.</p> <p>Students who need extra support: Allow these students think time and a question word prompt if they choose to ask a question on their own.</p> <p>Accelerated Learners: Allow these students to read the questions during the interview.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 5	Grade Level/Course: First Grade	Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u></p> <p>Reading Literature RL1.1 With prompting and support, ask and answer questions about key details in a text. RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing Standards W1.2 Write informative/explanatory text W1.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L1.2 Demonstrate command of the conventions of English capitalization, punctuation and spelling when writing. L1.5d Distinguish shades or meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • “Wake Up City” trade book from OCR read aloud library – pp. 1-6, detailed directions are attached behind this lesson (see all materials and directions) <p>Writing:</p> <ul style="list-style-type: none"> • Chart paper or white board for class Defining in Context (Circle Map) • Student Learning Journal, p. 7 	
Objectives	<p>Content: Red: Students will understand setting and complex language by creating an image of the words. Blue: Students will learn how to write a paragraph describing a worker’s job.</p>	<p>Language: Red: Students will answer questions using evidence from the text. Blue: Students will write complete sentences to develop a paragraph.</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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline	

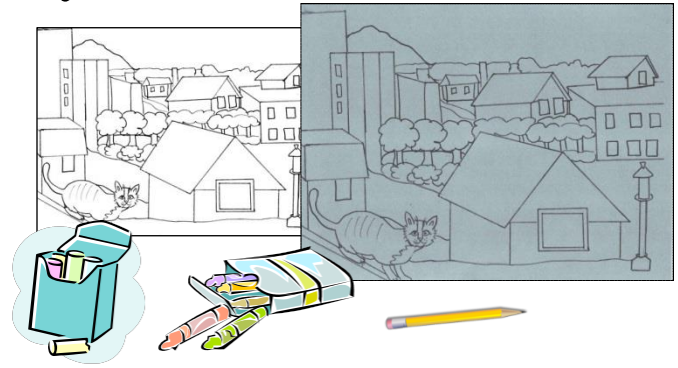
		<input type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core 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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		“eastern sky,” dawn, dim, blend	
	STUDENTS FIGURE OUT THE MEANING	setting, black water	
Pre-teaching Considerations		Consider having a talk with students about how to use chalk.	
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 type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: Sing the song, “ <i>Some Folks in a Town</i> ”	
	Lesson Sequence	<p><u>Interacting With Text:</u> Close Read-Craft & Structure This reading will focus on the craft/language used to create the setting (time) of the story. It will be looking at the figurative language and the specific language used to create both the setting and the mood.</p> <p>Say:</p> <ol style="list-style-type: none"> “Today we are going re-read just a couple of pages of the story to understand the setting the author creates with beautiful words and illustrations. What is the setting of this story? Authors use words that help us picture, or visualize, a place and the time of day. Let’s look at the words the author used to show us what time of day it was and what it looked like outside. <p>See and use the explicit lesson (close read and art lesson) and sample following this lesson plan.</p> <p>Writing: Today you will have students recall what they learned about the worker they interviewed yesterday.</p> <ol style="list-style-type: none"> Create a Defining in Context (Circle Map) and write phrases as students recall what they learned. Model taking phrase from the Defining in Context (Circle Map) and reading them as sentences. Have students Echo Talk each sentence you say. Have students practice making sentences from the phrases on the 	<p>Differentiated Instruction:</p> <p>English Learners: Through the art lesson, students will “dim” the light by blending the chalk, etc.</p> <p>Students Who Need Additional Support: Through the art lesson, students will “dim” the light by blending the chalk, etc. Assist these students with blending and helping them to use their hands or tissue.</p> <p>Accelerated Learners: Make a connection to the visualization process that was created through art.</p> <p>Differentiated Instruction for Writing:</p> <p>English Learners: Provide a Classifying Map (Tree Map) and/or sentence frames for writing.</p>

		<p>Defining in Context (Circle Map) with a partner.</p> <p>4. Brainstorm and write a topic sentence about the worker you interviewed. Students can copy this in their Student Learning Journal, p. 7.</p> <p>5. Students can write in their learning journals 3 sentences about the person they interviewed. See sample behind the lesson.</p> <p>Option: If your students are used to writing from a Classifying Map (Tree Map) only, you can sort their recollections about the worker into a Classifying Map (Tree Map) using the headings you feel will best support your students.</p>	<p>Students needing extra support: Provide a Classifying Map (Tree Map) and/or sentence frames for writing. Expect fewer sentences</p> <p>Accelerated Learners: Expect more or more complex sentences.</p>
Lesson Reflection			
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>			

Close Read with “Wake Up City!” with Art Lesson

Materials Needed:

1. Gray construction paper 8 1/2 x 11 with city template copied on a Xerox.
2. Chalk (yellow, white, orange - if available)
3. Crayons (browns, yellow, light green, black, white)
4. pencil
5. Text from the book.
6. Doc camera for you to model the art with students



Read the first pages— don’t show the picture:

Under the stars the city sleeps. Only the police officers are about, walking their beat. Only an alley cat, prowling a backyard fence. Only a mother, rocking her baby back to sleep.

Ask: What words tell you about the time of day?

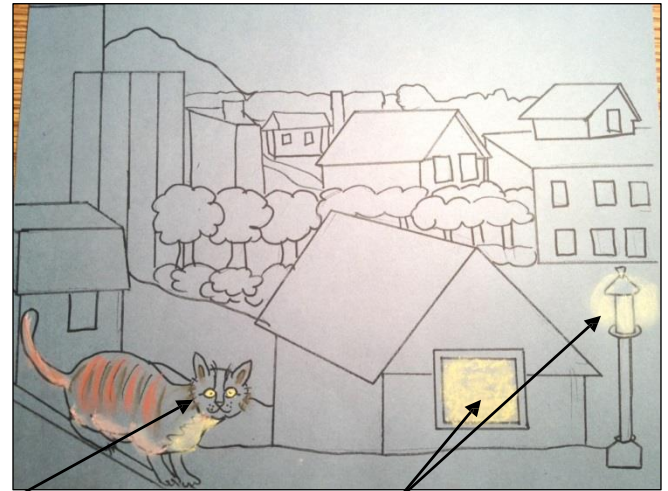
(Under the stars)

Who is awake? (cat and mother).

Let’s show these words on our city. (Tell students to find the “prowling cat” Using chalk)—Make his eyes brighten in the night!

Add a little brown crayon to show him on the fence prowling.

How could we show the mother in the window? (get answers—they can light the window with some chalk. They can add a little chalk on the streetlight and blend it in with their finger or a tissue.)

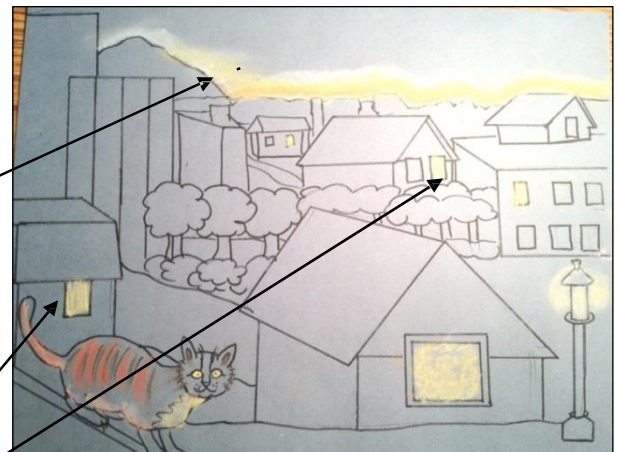


Read next page— don’t show the picture: **Then slowly the eastern sky begins to brighten.**

What is happening now? (the sky is beginning to lighten) Find the sky in the background. How can you show just a little brightening of the sky?

(Add some orange or yellow to the horizon of the sky. Blend it.)

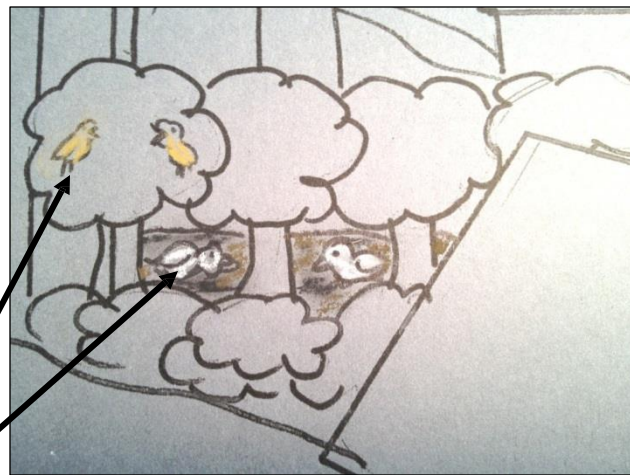
Here a light goes on... there a light goes on, as people stir and waken. *How could we show these words in our picture? (Students will add some light in some windows. You can discuss “stir” and “waken” —and why the lights are now on.)*



Close Read with “Wake Up City!” with Art Lesson Continued

Read next page— don’t show the picture: **The city sparrows begin to cheep. And the ducks on the pond in the park call to one another across the black water.**

- Think about these words. Besides humans, who else is waking up? (sparrow and ducks)*
- Where is this happening? Can you find the park in the picture?*
- With your pencil, add some sparrow chirping in the trees. Add some ducks calling to one another. You can color the ducks in and the sparrows.*
- Now what should we do to the water? (Add some black to the pond with a crayon.)*



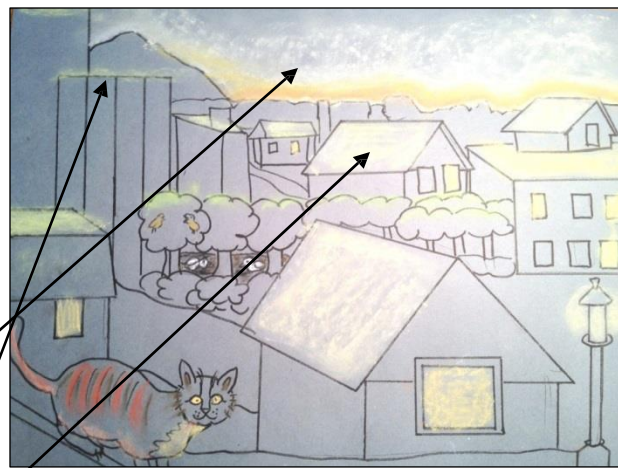
Read next page— don’t show the picture: **The city is waking in the dim dawn light, and the tops of tall buildings glow in the first rays of the rising sun.**

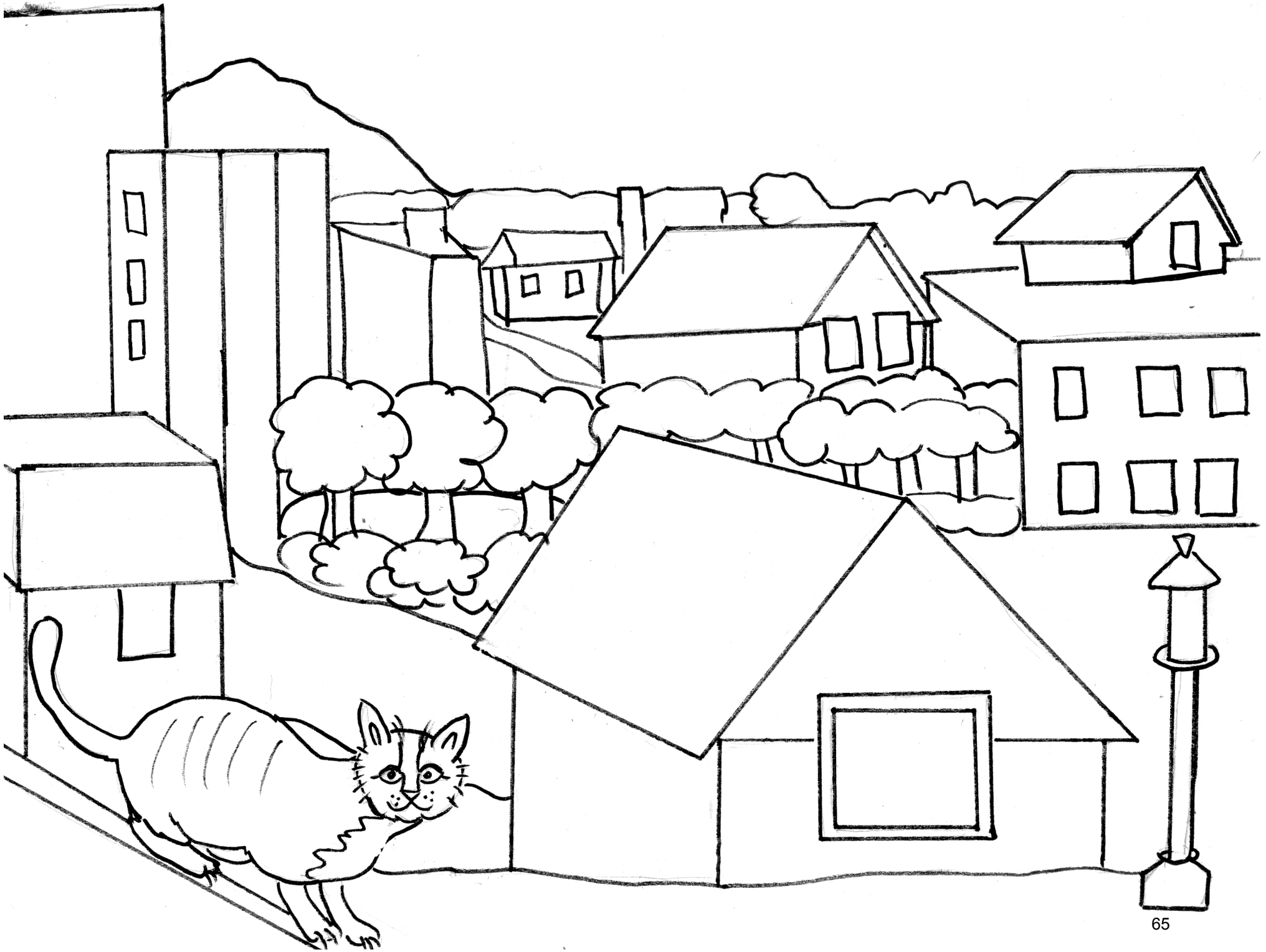
Ask: *What words does the author use here to help us know what is happening now? (dim, dawn light—tops of tall buildings glow, first rays of the rising sun)*

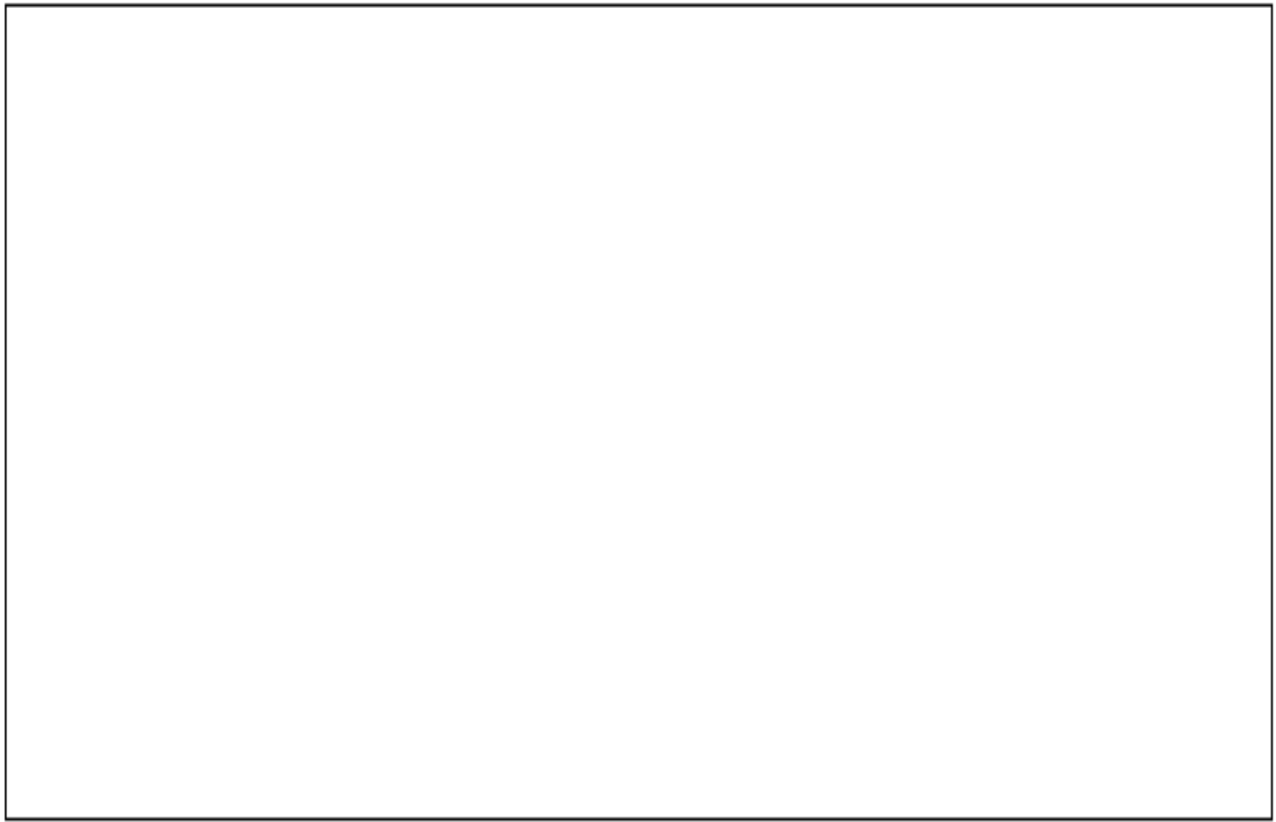
- Let’s begin with the dim, dawn light. Let’s go back to the sky. How can we add more dim light to show it is dawn? (add a little white or light yellow chalk to more of the sky and blend it in.)*
- Talk about the tops of tall building glowing.*
- Have students add more a “glow” to some roofs that may face the sun.*
- Finally, what did the author say happened in the sky? Right! The first rays of the rising sun.*

If the sun is rising, where is it in the sky? (explain that the sun is just coming up, so only show part of it. Show them how to make a half of a circle to show it is rising. Fill it in with some orange and yellow chalk. Then add the rays coming out from the sun, brightening the sky.)

- Have students talk to their partners or in a class discussion, how the author woke up the city with words. Discuss what they learned from the lesson.*







Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

SAUSD Common Core Lesson Planner

<p>Unit: 4 Lesson # 6</p>	<p>Grade Level/Course: First Grade</p>	<p>Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)</p>
<p>Common Core Content Standards and California Content Standards</p>	<p>CA History -Social Science: H-SS1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Clarify meaning of words RI.1.5 Use various text features/structures RI.1.6 Distinguish information from pictures and words RI.1.9 Identify similarities and difference between two texts on same topic. Writing Standards W1.2 Write informative/explanatory text W1.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening SL1.1 Participate in collaborative conversations SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation. Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Red:</p> <ul style="list-style-type: none"> • Student Defining in Context Map (Circle Map) in Learning Journal (for Preparing the Learner activity) • Scott Foresman Social Studies Unit 6, Lesson 1 (Text Path P 61-newspaper) • Use Grade 1Time and Place DVD or follow the link: http://www.ca-hss.com/sf/client/login/login.html • Student Learning Journal, pp. 8-9 	
<p>Objectives</p>	<p>Content: Red: Students will learn how people use money for goods and services they need or want.</p>	<p>Language: Red: Students will classify and categorize services and expenditures through reading and writing in collaborative groups.</p>
<p>Depth of Knowledge Level</p>	<p><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</p>	
<p>College and Career Ready Skills</p>	<p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence</p>	

		<input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		N/A	
	STUDENTS FIGURE OUT THE MEANING	goods, services, needs, wants	
Pre-teaching Considerations		Have you used any other social studies student materials this year? Have you addressed text features of informational text with your students? Choose the appropriate option under Preparing the Learner.	
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 type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: ❖ Review the posted Big Idea and Essential Questions at the beginning and end of this lesson. 1. Tell students that they are going to learn about money, how people get it and how it is used. 2. Listen to the song “People Must Pay” on the DVD 3. Watch the Introduction to Money video on the DVD or the link in the Materials section.	
	Lesson Sequence	<u>Preparing the Learner:</u> 1. Introduce the concept: Students work with a partner to draw or write five ways they or their parents use money (they can sketch a picture or write words). Use Student Learning Journal Defining in Context Map (Circle Map) on p. 8. 2. Text features: Two options below, choose the one that fits your needs: <i>OPTIONS: If this is the first time you have discussed features of informational text, it will be essential to spend more time on introducing them. If your students already know about text features, skip this step and go to option 2)</i> Option 1: Introduce features of informational text/scan the text: <ul style="list-style-type: none"> Ask students to look over the lesson 1 social studies text and with a partner talk about what they see. Give students plenty of time to talk about the pictures and then remind them to look at the words and talk about what they see in the writing part of the pages. 	Differentiated Instruction: English Learners: Use more Structured Language Practice Strategies for extended oral practice prior to writing Special Needs: Require only one sentence of needs and one of wants. Keep sentence frames up.

	<ul style="list-style-type: none"> • Have students share out “Informational Text Features” they notice on a Defining in Context Map (Circle Map). Use cut out samples from this text with each feature on the Defining in Context (Circle Map). Be sure to point out any feature students failed to mention. (See sample Defining in Context Map (Circle Map) behind lesson.) <p>Option 2: <i>Use this option if your students know about features of informational text.</i></p> <p>Scan the text:</p> <ul style="list-style-type: none"> • Ask students to scan the text with a partner and look for text features. Ask them to identify the type of text this is (informational). Ask them to share out any features of informational text that they see. Be sure to point out any that they miss. <p><u>Interacting with the Text:</u></p> <ol style="list-style-type: none"> 1. Read the title and the text to the students, following the instructions at the bottom of each page (i.e. Vocabulary Activity, Reading, Instruction, and Summary). 2. Watch the video “Using Money” <p><u>Extending Understanding:</u></p> <p>Needs and Wants:</p> <ul style="list-style-type: none"> • Ask students to collaborate with a partner to categorize things on their Defining in Context Map (Circle Map) - that they or their parents use money to buy- as needs or wants. • Have students share out NEW IDEAS only and classify. • Record student responses on Classifying Map (Tree Map) of Wants/Needs <div data-bbox="532 1155 1003 1306" data-label="Diagram"> <pre> graph TD A[How we use money] --- B[Needs] A --- C[Wants] </pre> </div> <p>Writing:</p> <ol style="list-style-type: none"> 1. Oral practice: Use the Classifying Map (Tree Map) and sentence starters: <ul style="list-style-type: none"> • We need to buy _____. or I need _____. • We want to buy _____. or I want_____. 2. Informal Journal Writing: Students use their Student Learning Journal, p. 9 to write about what they or their family needs and wants. Encourage four sentences: two needs, two wants. 	<p>Accelerated Learners: Expect compound or complex sentences. Require more than 4 sentences.</p>
--	--	--

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

Informational Text Features

headings

People work to earn money.
Some workers earn money by growing or making goods. Things that are made or grown to be sold are **goods**.
Some workers earn money by having service jobs. A **service** is a job people do to help others. A mail carrier has a service job.

pictures



label

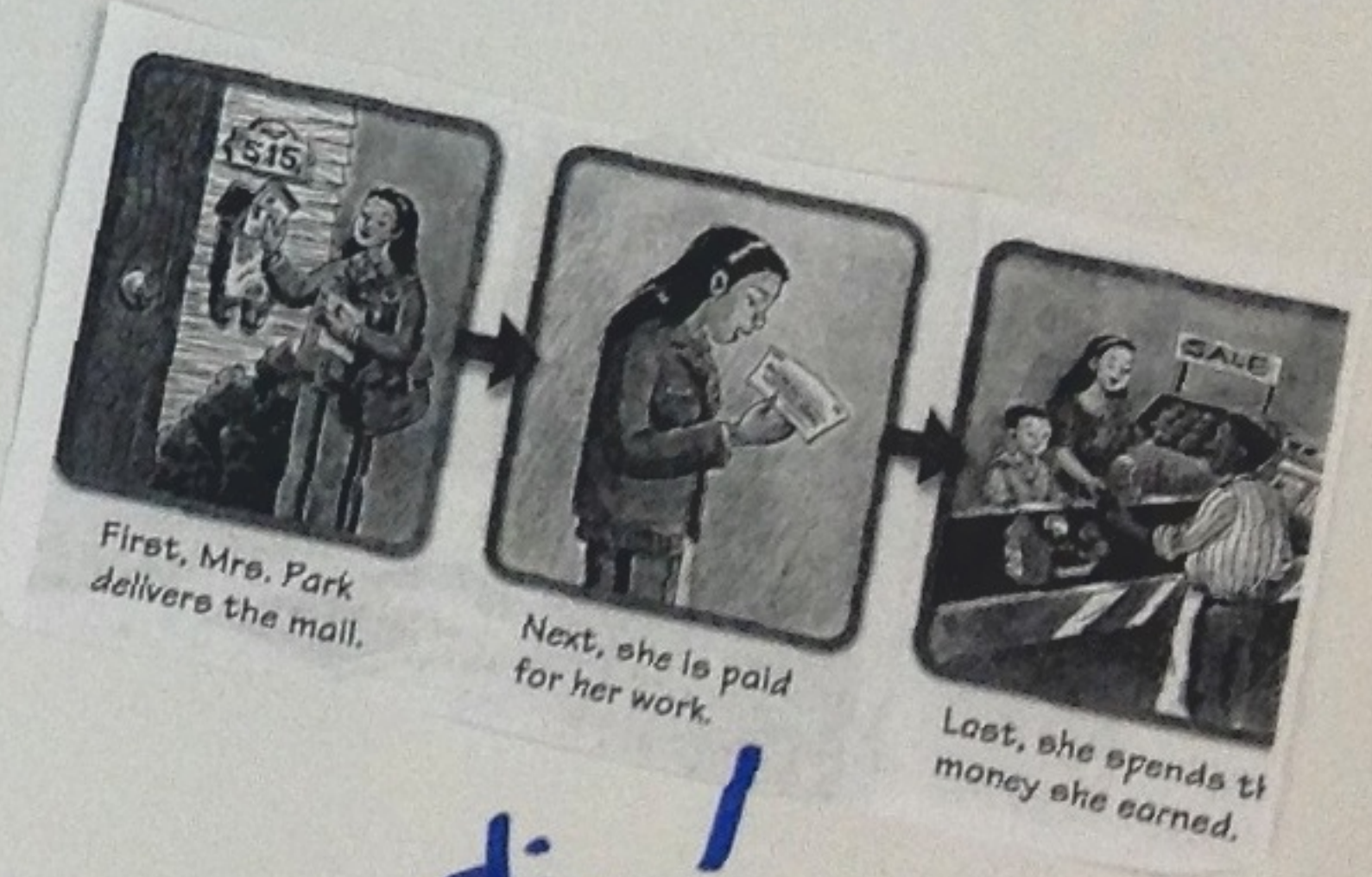
insets

Vocabulary Preview
Goods are things that are made or grown to be sold.
A **service** is a job people do to help others.
Needs are things people must have to live.
Wants are things people would like to have but do not need.
Trade means to give one thing and get another thing back.

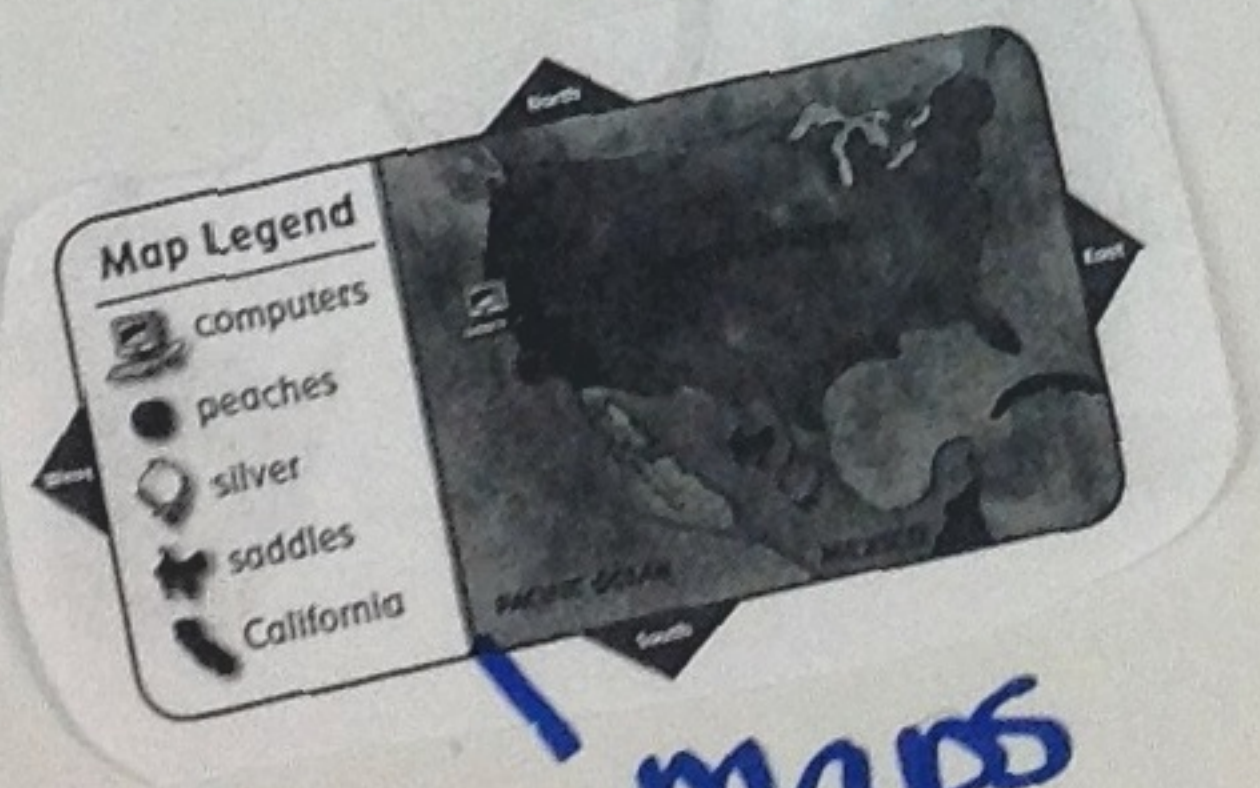
highlighted words

Title

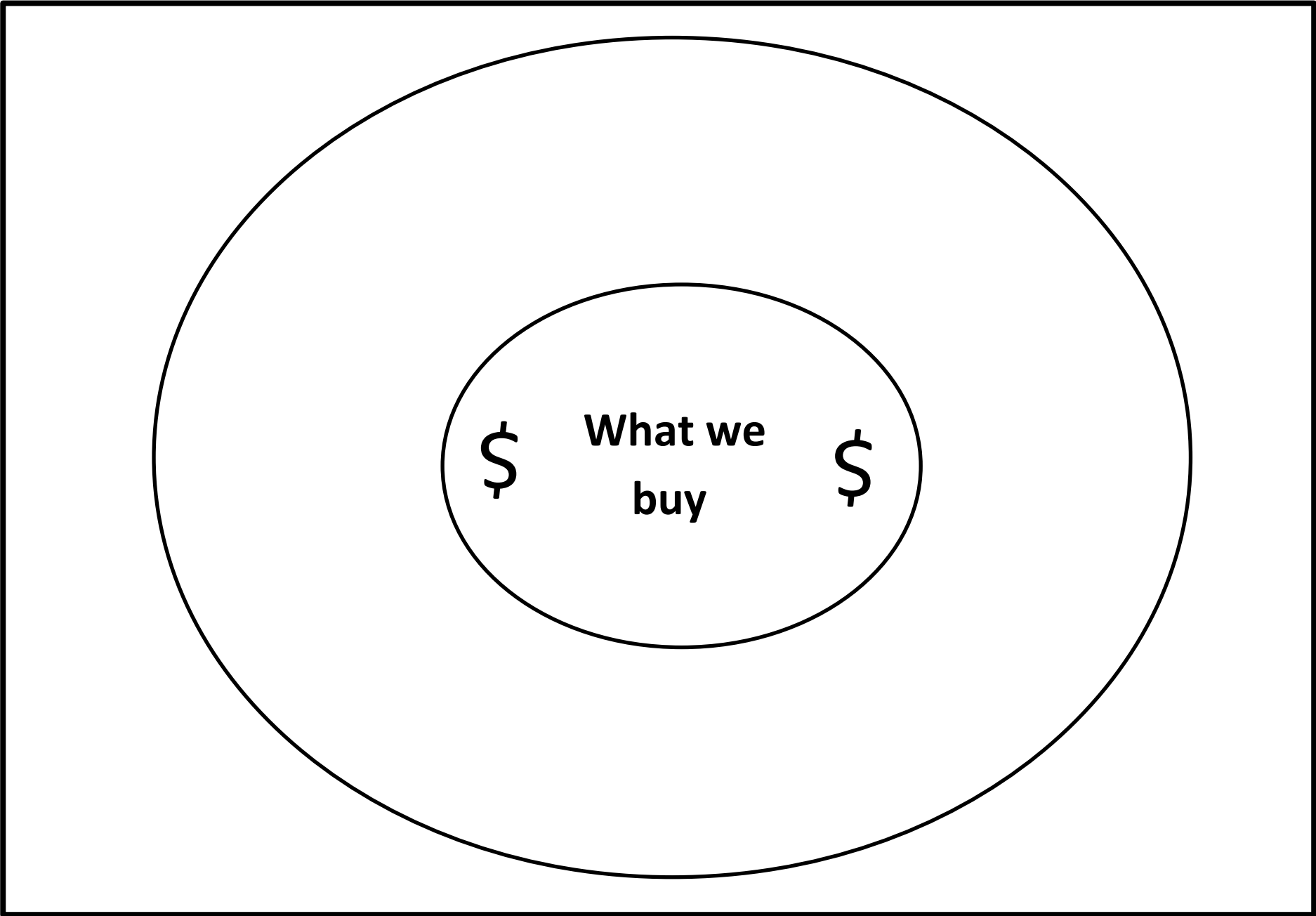
How do people use money?
Adam's class is learning about money. Do you know how people use money?



diagrams



maps



Needs and Wants



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner


Unit: 4 Lesson # 7	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p>CA History-Social Studies: H-SS1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Clarify meaning of words RI.1.5 Use various text features/structures RI.1.6 Distinguish information from pictures and words RI.1.9 Identify similarities and difference between two texts on same topic.</p> <p>Writing Standards W1.2 Write informative/explanatory text W1.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Small reader “The Important Book About Goods and Services” • Chart paper for a Classifying Map (Tree Map) to sort workers into “goods” and “services” • Process Grid <p>Blue:</p> <ul style="list-style-type: none"> • Student Learning Journal, p. 10 	
Objectives	<p>Content: Students will learn how workers provide either goods or services for people in the community</p>	<p>Language: Students will classify and categorize workers into goods or service providers.</p>
Depth of Knowledge Level	<p><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</p>	
College and Career Ready Skills	<p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures</p>	

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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING		
Pre-teaching Considerations		Plan ahead the workers you want to include in your process grid. Consider how you will read this small book, overhead document reader	
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 type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: 1. Listen to the song “People Must Pay” on the DVD. 2. Tell students that we are going to review goods and services.	
	Lesson Sequence	<u>Extending Understanding (from lesson 6)</u> 1. Quickly sort the worker pictures into “goods” & “services” on a Classifying Map (Tree Map). 2. Introduce the process grid. You may already have put the workers on or you may have your students assist in deciding which ones to include. 3. Systematically fill in the Process Grid with your students having appropriate conversations as you go. (See sample) <u>Interacting with the Text:</u> “The Important Book About Goods & Services” 1. Read the title and the text to the students. Have students fill in the final line on each page. 2. <u>Extending Understanding:</u> <u>Writing:</u> Use Student Learning Journal, p.10: Students use their Classifying Map (Tree Map) to write/draw two workers who provide goods and two who provide services.	Differentiated Instruction: English Learners: Use more Structure Language Practice Strategies for extended oral practice prior to writing Special Needs: Require only one worker for each group. Put sentence frames up. Accelerated Learners: Require more than 2 workers.
Lesson Reflection			

Teacher Reflection Evidenced by Student Learning/ Outcomes	
---	--

Community Worker Name	Provides Goods or Services	Evidence of Goods or Services Provided	How they Help our Community
Teacher	Service	<ul style="list-style-type: none"> • Teaches students to learn • Work at a school 	<ul style="list-style-type: none"> • Help students learn to be scholars
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Veterinarian	Service	<ul style="list-style-type: none"> • Takes cares of sick animals • Fixes animals bones and teeth 	<ul style="list-style-type: none"> • Keeps pets healthy
Firefighter	Service	<ul style="list-style-type: none"> • Puts fires out • Helps people in danger 	<ul style="list-style-type: none"> • Keeps our houses and buildings from burning down

The
Important
Book
About
Goods
and
Services



The important thing
about firefighters is
that they put out fires.
They provide a service.




The important thing
about grocers is that
they sell food.
They provide **goods**.




The important thing
about police officers is
that they keep us safe.
They provide a service.



The important thing
about newspaper kids is
that they provide our
newspaper.
They provide **goods**.



The important thing
about doctors is that
they keep us healthy.
They provide a service.




The important thing about bakers is that they provide cookies and cakes. They provide **goods**.




The important thing about garbage collectors is that they get rid of trash. They provide a **service**.



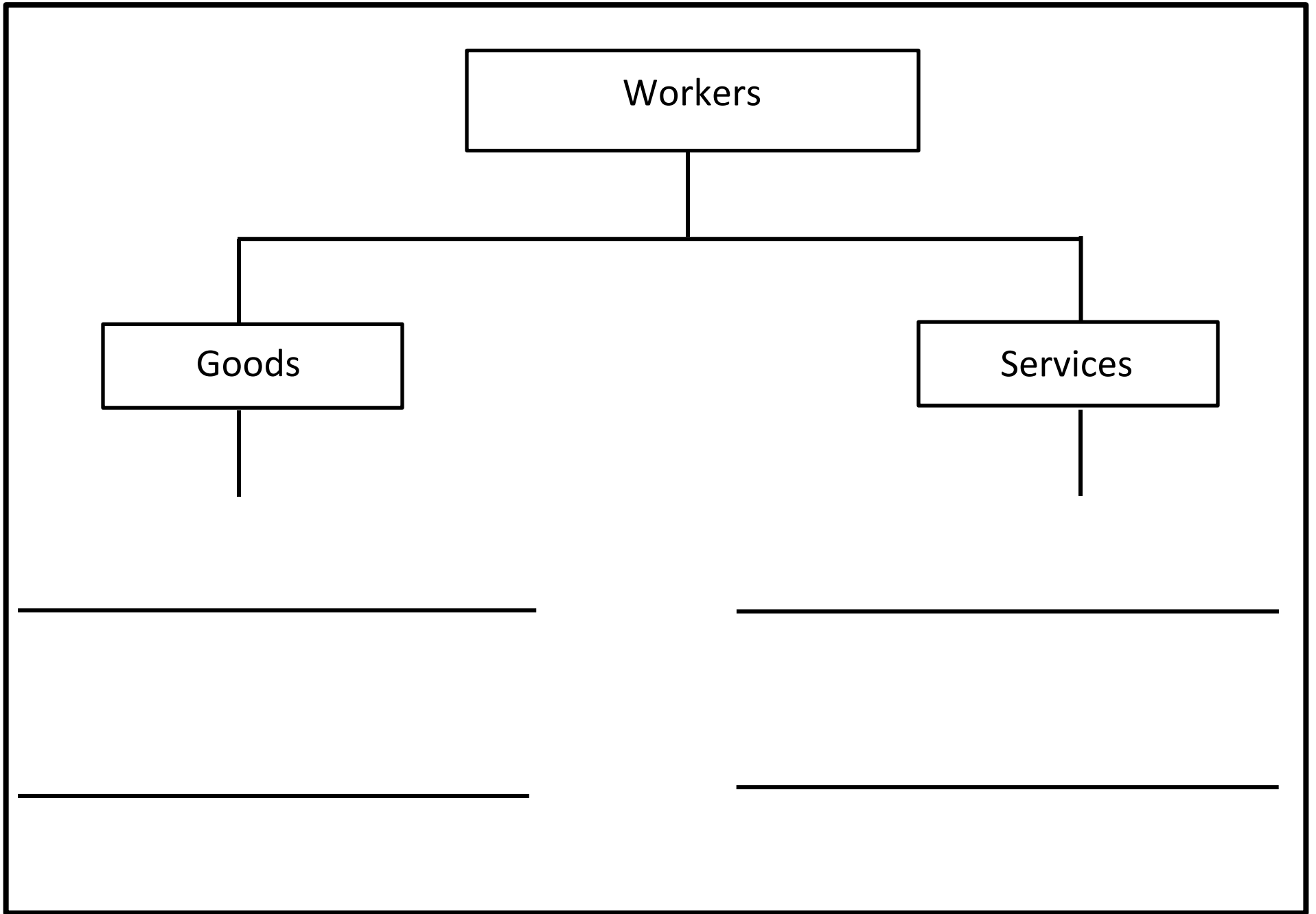
The important thing about farmers is that they grow our food. They provide **goods**.



The important thing about inventors is that they invent so many things! They provide **goods**.



The important thing is that **you** can do anything. Will you provide **goods** or **services**?



SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 8	Grade Level/Course: First Grade	Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)	
Common Core Content Standards and California History-Social Science Standards	<p>CA History -Social Science: H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. H-SS1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Clarify meaning of words. RI.1.5 Use various text features/structures. RI.1.6 Distinguish information from pictures and words. RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>Writing Standards WI.2 Write informative/explanatory text WI.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>		
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Scott Foresman Social Studies Unit 6, lesson 2 (Text Path P 65-newspaper) • Use Grade 1Time and Place DVD or follow the link: http://www.ca-hss.com/sf/client/login/login.html • Circle Map (Defining in Context) of Informational Text Features • Teacher and student copies of p68T5 Social Studies TE for sequencing activity-<i>not provided</i> • Construction paper <p>Blue:</p> <ul style="list-style-type: none"> • Student Learning Journal, p. 11 		
Objectives	Content: Students will learn how goods are manufactured, transported and marketed in our economy.	Language: Students will sequence how goods get to consumers.	
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	<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge		

Career Ready Skills		<input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	goods Factory, manufacture, market	
Pre-teaching Considerations			
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 type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: 1. Listen to the song “People Must Pay” on the DVD. 2. Tell students that we are going to learn about how goods get to us.	
	Lesson Sequence	<u>Preparing the Learner:</u> 1. Watch the Introduction video “The Grape Story” on the DVD or digital path 2. Text features: Scan the text: Ask students to scan the text with a partner and look for text features. Ask them to identify the type of text this is (informational). Ask them to share out any features of informational text that they see. Be sure to point out any that they miss. <u>Interacting with the Text:</u> 3. Read the title and the text to the students, following the instructions on the text. Read TE page 65 for complete lesson ideas 4. Watch the video “How We Get Goods” <u>Extending Understanding:</u> Collaborative Activity: <ul style="list-style-type: none"> Put the pictures of how people get cheese on overhead, in order, as you tell the story on the bottom of the page (TE page 68T5). 	Differentiated Instruction: English Learners: Use more SLPs for extended oral practice prior to writing Special Needs: Require only one sentence of needs and one of wants. Keep sentence frames up. Accelerated Learners: Expect more complete, complex sentences.

		<ul style="list-style-type: none"> • Remove the pictures • Give students a piece of construction paper and a set of pictures. Allow them to work in pairs to sequence the pictures. <p>Writing: Student Learning Journal, p. 11. Talk with students about what they learned today: growing strawberries, making orange juice, factories , making cheese (allow students to look at their SS newspaper as you talk.) Ask students to draw and write words or a sentence about something they learned today. Use the sentence starter: Today I learned _____. You can give more direction if you choose, but we want students to have opportunities to “free write” about their learning.</p>	
Lesson Reflection			
Teacher Reflection Evidenced by Student Learning/ Outcomes			

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 9	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science:</u> H-SS Students examine the geographic and economic aspects of life in their own neighborhoods H-SS1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p><u>English Language Arts:</u> Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. a) Activate prior knowledge related to the information and events in a text.</p> <p>Writing Standards W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • “So You Want to be a Veterinarian” video • Link to video: http://app.discoveryeducation.com/search?Ntt=so+you+want+to+be+a+veterinarian+video You will be directed to www.discoveryeducation.com and asked to login • Pictorial: add veterinarian pictures or students drawings • Question/Answer Chart • Community Workers Process Grid <p>Blue:</p> <ul style="list-style-type: none"> • Veterinarian pictorial (clip art in teacher resource packet) • Student Learning Journal, p 11 	
Objectives	Content:	Language:

		<p>Red: Students will understand the veterinarian’s job through the viewing of a video.</p> <p>Blue: Through a prewriting pictorial and oral discussion, students will understand what a veterinarian needs and uses in his job.</p>	<p>Red: Students will talk with a partner and in whole group about what they learned about veterinarians in the video.</p> <p>Blue: As a class and with partners, students will orally rehearse sentences for writing using linguistic stems.</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 type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures		
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	diversity surgery acupuncture	dentistry
Pre-teaching Considerations	<ul style="list-style-type: none"> ➤ Express to your students that it is very important to listen to the video especially to the information. Be sure to tell the students that listening is an important skill that they will need to use throughout their lifetime. ➤ You may also want to model the partner discussion with or without sentence patterns. 		
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 type="checkbox"/> Reflection		
Lesson Continuum	Lesson Opening	<p><u>Preparing the Learner:</u> Context: Point to the pictorial of the neighborhood and identify who provide services? Add or draw an animal hospital.</p> <p>Prior Knowledge & Motivation: (5 minutes) Use Power Point for this lesson. Display a picture of a Veterinarian and ask: What is a veterinarian? What questions might you ask a veterinarian?</p> <ul style="list-style-type: none"> • Have students think of what they would ask, as they did for the other interview they completed. Tell them to think of some questions they would ask a veterinarian and then share with a partner 	

prior to viewing the video. Write down the questions on a Question/Answer Chart.



Lesson Sequence

Interacting with Text:

First View: View Veterinarian Video (This will be an encumbered viewing.)

- Have students watch the entire informational video (11 minutes). The students will watch it for a general understanding.
- After viewing the text, look back at the question/answer chart and discuss what questions can be answered.

Process Grid:

Ask: *Is there anything we should add to our process grid that we learned from watching “So you want to be a Veterinarian” video?*
Add what students say.

Extending Understanding

Prewriting: (20 minutes)

Begin by drawing a pictorial of a veterinarian (see clip art) on chart paper. As you draw, explain that veterinarian needs special tools and equipment to perform his/her job. As you label tools and equipment, model sentences explaining the veterinarian’s use of the special tools and equipment.

Oral Rehearse

Echo Talk or Partner Talk

A veterinarian needs _____.

A veterinarian uses _____.

Challenge

A veterinarian needs _____ because _____.

A veterinarian uses _____ because _____.

Student Learning Journal p.11: In their Student Learning Journal students will label the veterinarian’s tools and equipment. This part could be a workshop activity.

Differentiated Instruction for Reading

English Learners:

Assist students with vocabulary.
Provide sentence starters for retell:
Veterinarians _____

Students Who Need Additional Support:

English Learners:
Assist students with vocabulary.

Provide sentence starters for retell:
Veterinarians _____

Accelerated Learners:

Listen carefully to their conversation and add deeper questioning to allow for more conversation, i.e. Tell me more.

Differentiated Instruction for Writing

English Learners:

Assist students by using linguistic patterns for questions.

Advanced Learners:

Use wait time to allow students to come up with their own.

Special Needs:

Assist students by using linguistic patterns for questions and/or model a few first.

Lesson Reflection

Teacher
Reflection
Evidenced
by Student
Learning/
Outcomes

Veterinarian



www.THECOMMONCORE.org

Community Worker Name	Provides Goods or Services	Evidence of Goods or Services Provided	How they Help our Community
Teacher	Service	<ul style="list-style-type: none"> • Teaches students to learn • Work at a school 	<ul style="list-style-type: none"> • Help students learn to be scholars
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Veterinarian	Service	<ul style="list-style-type: none"> • Takes cares of sick animals • Fixes animals bones and teeth 	<ul style="list-style-type: none"> • Keeps pets healthy
Firefighter	Service	<ul style="list-style-type: none"> • Puts fires out • Helps people in danger 	<ul style="list-style-type: none"> • Keeps our houses and buildings from burning down

Veterinarian



SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 10	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science:</u> H-SS Students examine the geographic and economic aspects of life in their own neighborhoods H-SS1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p><u>English Language Arts:</u> Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • So You Want to be a Veterinarian (video) • Link to video: http://app.discoveryeducation.com/search?Ntt=so+you+want+to+be+a+veterinarian+video You will be directed to www.discoveryeducation.com and asked to login • Student Learning Journal p.12 • Process Grid • Options: Use document camera or poster size note taking guide <p>Blue:</p> <ul style="list-style-type: none"> • Chart Paper for Classifying Map (Tree Map) • Student Learning Journal p.14 	
Objectives	<p>Content: Red: Students will deepen their understanding about a veterinarian’s job through text dependent questions and a</p>	<p>Language: Red: Students will use Think-Circle-Pair-Share to discuss new ideas about a veterinarian. Blue: Students will speak and write in complete</p>

		<p>note-taking guide.</p> <p>Blue: Students understand the main idea and details about a veterinarian through the video and Classifying Map (Tree Map).</p>	<p>sentences, paraphrasing what they have learned about a veterinarian in order to write.</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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures		
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	diversity	
		acupuncture surgery	
Pre-teaching Considerations	<ul style="list-style-type: none"> ➤ Express to your students that it is very important to listen to the video especially to the information. Be sure to tell the students that listening is an important skill that they will need to use throughout their lifetime. ➤ You may also want to model the partner discussion with or without sentence patterns. 		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	<p>Check method(s) used in the lesson:</p> <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 Opening	<p><u>Preparing the Learner:</u></p> <p>Prior Knowledge, Context, and Motivation: Revisit the pictorial and answer/question chart Say: “Today we are going to view the veterinarian video again. We will watch the video in parts to answer questions using a Note Taking Guide.”</p>		

Lesson Sequence

Interacting with the text:



Show veterinarian video segment and text dependent questions in student journal. Read question with students prior to viewing segments.

Reading Comprehension/Close Read: Second View of the Veterinarian

1. Put the note taking guide on the document camera and show them how it is organized.
 - Text Dependent Questions
 - Picture Clue Answers with the answers of A or B (Question #2 is the only one where the students will have to write a phrase or word, depending on the discussion to answer it).

Note Taking Guide is in the **Student Learning Journal, p. 12**





2. Use the note taking guide to read the questions for discussion before viewing of video segments: Segment 1- Question 1 Time (Start:00:00 Stop: 1:17); Question 2 Time (Start:00:00 Stop: 1:17)

<p>Segment 1 Start: 0:00 Stop: 1:17</p>	 <p>A</p>	 <p>B</p>
<p>1. What does Dr. David Guitar, the veterinarian in this video, like about his job?</p>		
<p>Start: 0:58 Stop: 1:17</p>	<p>I think diversity means:</p>	
<p>2. Based on our group discussion and what Dr. Guitar says, what do you think diversity means?</p>		

Note:

Since this may be the first student use a Note Taking Guide with a video, much of this activity will be teacher modeled. Create a large size poster of the Note Taking Guide for further support and visual reference.

- Read each question before viewing the selected segment of the video.
- Students listen to the segment.
- Students independently record answers from the video using evidence, in this case the pictures clues, from the video.
- Next, give students time to discuss their answers with their partner. Use Talk Moves and Stems from Collaborative Academic Conversations.
- Circulate as students are talking offering guided inquiry through questioning and corrective feedback as necessary.
- Call on a few students to share their answer. If a student is unable to contribute something accurate, direct him/ her back to their partner. Use questioning, returning to the text, and partner talk to support student understanding (guiding them to the correct answer). Record responses on the note taking guide which you have placed on the document camera or poster size Note Taking Guide.
- Repeat process video segment 2.

<p>Segment 2 Start: 2:09 Stop: 4:06</p>	 <p>A</p>	 <p>B</p>
<p>3. How do animals communicate and why is that important?</p>		
<p>Start: 2:09 Stop: 4:06</p>	 <p>A</p>	 <p>B</p>
<p>4. Why is it important for a veterinarian to read?</p>		

Differentiated Instruction for Reading

English Learners:

Assist these students with answers by giving them the linguistic patterns and point to the picture.

Students Who Need Additional Support:

Point to pictures and use them as context clues. Encourage talk with the use of linguistic patterns. Chunk the sentences.

Accelerated Learners:

Encourage these students to use the text and paraphrase information from the video.

Differentiated Instruction for Writing

Advanced Learners:

Ask them to make a sentence from the map prior to giving them one. Sentences can also be more complex.

English Learners:

Have them practice with sentence frames.

Special Needs:

Create more simplified sentences.

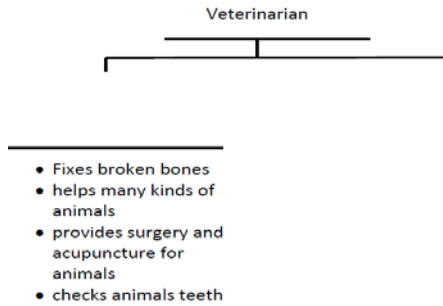
Vocabulary:

Through discussion clarify: **diversity**

Add any new information to the Process Grid.

Extending Understanding: WRITING

Language and Writing: Have students recall (with a partner) all the things the veterinarian does in the video. As they share, list the details on the first branch on the Classifying Map (Tree Map).

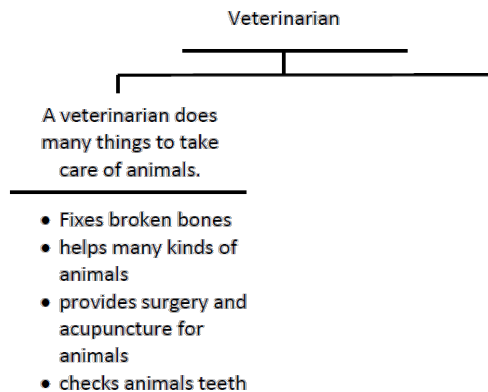


- Read the list and ask students to identify the main idea. Chart students' responses. Work with students as needed to extract the main idea.
- If students have NOT come up with "A veterinarian does many things to take care of animals." Ask them again, what they saw the veterinarian do throughout the video.
- Write the main idea to the heading of the first branch of the Classifying Map (Tree Map).
- Add a "title" to the Classifying Map (Tree Map): Veterinarian.

For language practice, "read" the map. Start with the main idea and add a detail or two: i.e. "A veterinarian does many things to care of animals. He fixes broken bones. He helps many kinds of animals." etc.

Oral Practice

- He _____.
- He _____ and _____.









- Partner Talk

		<ul style="list-style-type: none"> ○ students practice reading the map with a partner. ● Collaborative oral practice <ul style="list-style-type: none"> ○ talking stick or lines of communication ○ after group practice (my turn, your turn with teacher) <p>Student Learning Journal p.14: Students write two or three details on journal pg. 14 about a veterinarian. A picture of a veterinarian is already included; students should add the details in the picture. This part could be a workshop activity.</p>	
Lesson Reflection			
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>			

So You Want to be a Veterinarian Note Taking Guide



Text Dependent Questions	Listen carefully and circle the letter below the picture that answers the question.
<p style="text-align: center;">Segment 1 Start: 0:00 Stop: 1:17</p> <p>1. What does Dr. David Guitar, the veterinarian in this video, like about his job?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A </div> <div style="text-align: center;">  B </div> </div>
<p style="text-align: center;">Start: 0:58 Stop: 1:17</p> <p>2. Based on our group discussion and what Dr. Guitar says, what do you think diversity means?</p>	<p>I think diversity means:</p>
<p style="text-align: center;">Segment 2 Start: 2:09 Stop: 4:06</p> <p>3. How do animals communicate and why is that important?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A </div> <div style="text-align: center;">  B </div> </div>
<p>4. Why is it important for a veterinarian to read?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A </div> <div style="text-align: center;">  B </div> </div>



I can share my idea:

I think _____

I believe _____

My idea is _____



I can add to my idea or someone else's idea:

I want to say more about _____

I agree with _____ because _____

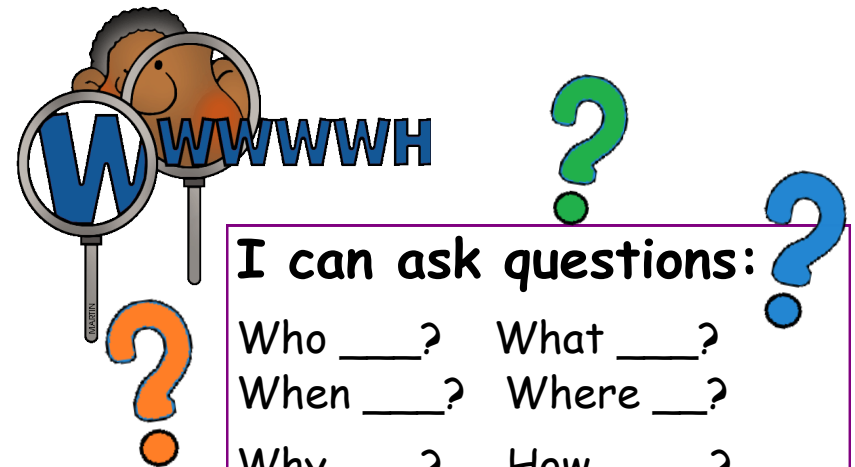
I disagree with _____ because _____

The evidence for my ideas or opinion:



- In the story _____ said _____
- From the text I know _____
- I know _____ from _____
- I learned _____ from _____

• In another book, it said _____



I can ask questions:

Who _____? What _____?

When _____? Where _____?

Why _____? How _____?

Veterinarians



A veterinarian does many things to take care of animals.

SAUSD Common Core Lesson Planner

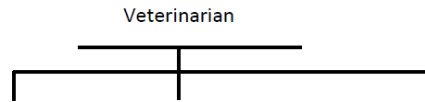
Unit: 4 Lesson # 11	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes reading, 30 minutes writing)	
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS Students examine the geographic and economic aspects of life in their own neighborhoods H-SS1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p><u>English Language Arts:</u></p> <p>Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because) texts appropriately complex for grade 1.</p>		
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Lesson 11 PPT with Veterinarian Video • Link to video: http://app.discoveryeducation.com/search?Ntt=so+you+want+to+be+a+veterinarian+video You will be directed to www.discoveryeducation.com and asked to login • Student Learning Journal, p. 13 • Process Grid • Optional: Poster size note taking guide <p>Blue:</p> <ul style="list-style-type: none"> • Classifying Map (Tree Map) • Student Learning Journal, p. 15 		
Objectives	<p>Content: Red: Students will deepen their understanding about a veterinarian’s tools/equipment through text dependent questions and a note-taking guide. Blue: Students understand the main idea and</p>	<p>Language: Red: Students will use Think-Circle-Pair-Share to discuss new ideas about a veterinarian’s tools. Blue: Students will speak and write in complete sentences, paraphrasing what they have learned about a</p>	

		details about a veterinarian's tools/equipment through the video and Classifying Map (Tree Map).	veterinarian' equipment in order to write.
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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	acupuncture	exotic
Pre-teaching Considerations		<p>➤ Express to your students that it is very important to listen to the video especially to the information. Be sure to tell the students that listening is an important skill that they will need to use throughout their lifetime.</p> <p>➤ You may also want to model the partner discussion with or without sentence patterns.</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 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 Continuum	Lesson Opening	<u>Preparing the Learner:</u> Prior Knowledge, Context, and Motivation: Say: <i>Today, we will continue to learn about our neighborhood worker, the Veterinarian.</i> Ask students what they think: Does a veterinarian provide a service or goods? Why?	
	Lesson Sequence	<u>Interacting with the text:</u> Display Lesson 11 Power Point with veterinarian video segments and text dependent questions. Reading Comprehension/Close Read: Second View of the	Differentiated Instruction for Reading English Learners: Assist these students with answers by giving them the

	<p>Veterinarian – Segments 3&4</p> <p>Say: “<i>Today we are going to continue to view the veterinarian video. We will watch the video in parts to answer Text Dependent Questions using a Note Taking Guide.</i>”</p> <p>1. Revisit the note taking guide on the document camera and show them how it is organized.</p> <ul style="list-style-type: none"> ➤ Text Dependent Questions ➤ Picture Clue Answers with the answers of A or B (Question #2 is the only one where the students will have to write a phrase or word, depending on the discussion to answer it). <p>Note Taking Guide is in the Student Learning Journal, p. 13.</p> <p>2. Use the PowerPoint which will provide the questions for discussion before the viewing and will have the video segments ready for each question as noted on the note taking guide.</p> <p>Continue modeling use of the Note Taking Guide, as done in Lesson 10.</p> <ul style="list-style-type: none"> ➤ Read each question before viewing the selected segment of the video. ➤ Students listen to the segment. ➤ Students independently record answers from the video using evidence, in this case the pictures clues, from the video. ➤ Next, give students time to discuss their answers with their partner. Use Talk Moves and Stems from Collaborative Academic Conversations. ➤ Circulate as students are talking offering guided inquiry through questioning and corrective feedback as necessary. ➤ Call on a few students to share their answer. If a student is unable to contribute something accurate, direct him/ her back to their partner. Use questioning, returning to the text, and partner talk to support student understanding (guiding them to the correct answer). Record responses on the note taking guide which you have placed on the document camera or poster size Note Taking Guide. ➤ Repeat process for the next segment of the video. <p>Vocabulary: Through discussion clarify: exotic</p> <p>Add any new information to the Process Grid.</p> <p><u>Extending the Understanding:</u> WRITING</p> <p>Language and Writing: Have students recall (with a partner) all the things the veterinarian uses as tools and equipment in the video. As they</p>	<p>linguistic patterns and point to the picture.</p> <p>Students Who Need Additional Support: Point to pictures and use them as context clues. Encourage talk with the use of linguistic patterns. Chunk the sentences.</p> <p>Accelerated Learners: Encourage these students to use the text and paraphrase information from the video.</p> <p>Differentiated Instruction for Writing</p> <p>Advanced Learners: Ask them to make a sentence from the map prior to giving them one. Sentences can also be more complex.</p> <p>English Learners: Have them practice with sentence frames.</p> <p>Special Needs:</p>
--	---	---

share, list the details on the second branch on the Classifying Map (Tree Map).

Create more simplified sentences.

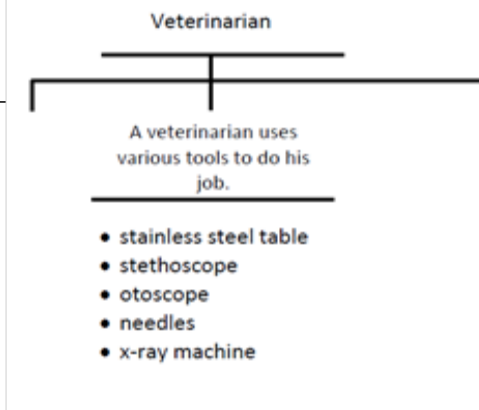


- stainless steel table
- stethoscope
- otoscope
- needles
- x-ray machine

- Read the list and ask students to identify the main idea. Chart students' responses. Work with students as needed to extract the main idea.
- If students have NOT come up with "A veterinarian uses various tools to do his job." Ask them again, what they saw the veterinarian do throughout the video.
- Write the main idea to the heading of the first branch of the Classifying Map (Tree Map).

For language practice, "read" the map. Start with the main idea and add a detail or two: i.e. "A veterinarian uses various tools to do his job. He uses a stainless steel table. He uses a stethoscope and otoscope ." etc.

- Oral Practice
 - He uses _____.
 - He uses _____ and _____













- Partner Talk
 - students practice reading the map with a partner.
- Collaborative oral practice
 - talking stick or lines of communication
 - after group practice (my turn, your turn with teacher)

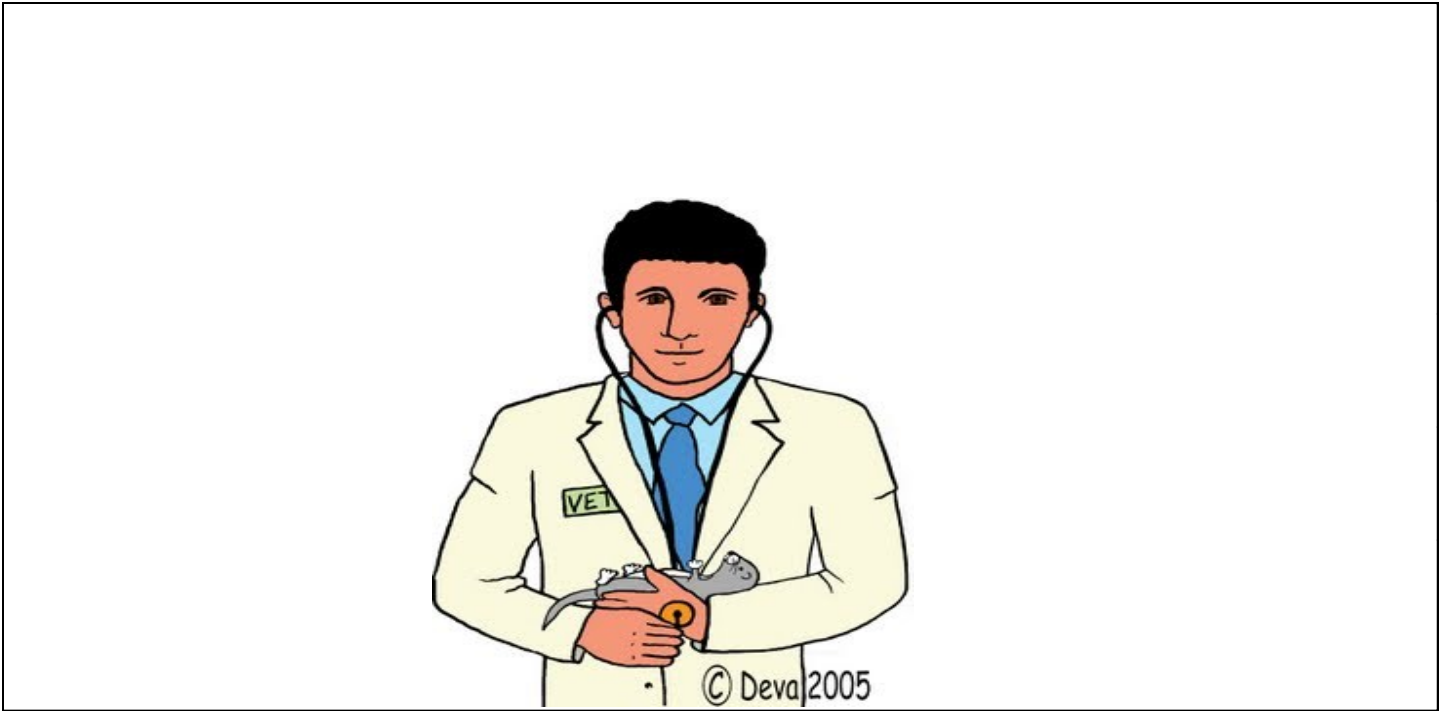
Student Learning Journal: Students write two or three details on journal pg. 14 about a veterinarian. A picture of a veterinarian is already included; students should add the details in the picture. This part could be a workshop activity.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
---	--

<p style="text-align: center;">Segment 3 Start: 4:40 Stop: 5:56</p> <p>5. What treatment did Dr. Guitar, provide for the dog in the video?</p>	<div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> A B </div>
<p>6. What could you do if you think you want to be a veterinarian?</p>	<div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> A B </div>
<p style="text-align: center;">Segment 4 Start: 9:36 Stop: 11:05</p> <p>7. Why is it important for a veterinarian to treat different kinds of animals?</p>	<div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> A B </div>
<p>Collaborative Conversation Reflect on entire video</p> <p>8. How are veterinarians and doctors the same?</p>	<div style="display: flex; justify-content: space-around;">   </div>
<p>9. Think back and name the various tools Dr. Guitar used throughout the video</p>	<div style="display: flex; justify-content: space-around;">   </div>

Veterinarians



A veterinarian uses various tools to do his job.

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

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 12	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science :</u> H-SS Students examine the geographic and economic aspects of life in their own neighborhoods H-SS1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p><u>English Language Arts:</u></p> <p>Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills FS1.1 Demonstrate the understanding the organization and basic features of text. FS1.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. FS1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • Veterinarian PPT with video (Segment 5) • Link to video: http://app.discoveryeducation.com/search?Ntt=so+you+want+to+be+a+veterinarian+video&N=18340 (you will be directed to www.discoveryeducation.com and asked to login) • Student Learning Journal, p. 16 • Process Grid <p>Blue:</p> <ul style="list-style-type: none"> • Classifying Map (Tree Map) • Student Learning Journal, p. 16 <p>Independent:</p>	

		Emergent Reader, “All About Veterinarians”	
Objectives		Content: Red: Students will watch a video to answer text dependent questions of a veterinarian. Blue: Students will identify main idea and details about how a person prepares to become a veterinarian.	Language: Red: Students will Think-Pair-Share about information of a veterinarian. Blue: Students will speak and write in complete sentences about what a person must practice and learn to become a veterinarian.
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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	boarding kennel groomer’s parlor	
Pre-teaching Considerations			
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 Continuum	Lesson Opening	<u>Preparing the Learner:</u> Prior Knowledge, Context, and Motivation: Say: “Today we are going to view a few segments of the veterinarian video. We will watch the video and focus on what do you have to do to be a veterinarian”.	

Lesson Sequence

Interacting with the text:

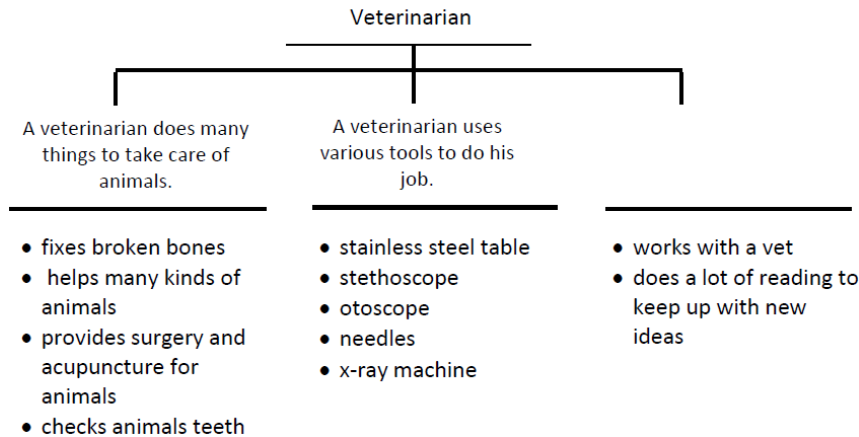
Display the Power Point Lesson with veterinarian video and text dependent questions

Reading Comprehension/Close Read: Third View of the Veterinarian

Vocabulary:

Through discussion clarify: **boarding kennel, groomer’s parlor**

1. Use the Power Point which will provide the questions for discussion before the viewing and will have the video segments ready.
 - Read the focus question, “What do you have to do to be a veterinarian?” before viewing the selected video.
 - Have them listen and watch the video.
 - When done, go to the next slide that reviews the focus question once more.
 - Next, give them time to discuss their answers with their partner. Use Talk Moves and Stems from Collaborative Academic Conversations.
 - Circulate as students are talking offering guided inquiry through questioning and corrective feedback as necessary.
 - Finally, randomly call on a few students to share their answer, if a student is unable to contribute something accurate, direct him/ her back to their partner. Use questioning, returning to the text, and partner talk to support student understanding (guiding them to the correct answer).
 - Record responses on the third branch of the Veterinarian Classifying Map (Tree Map) after the 2 segments of the video are done and the question has been answered.
 - Repeat process for the next segment of the video.



Add the veterinarian information to the Process Grid

Continue with Language and Writing Lesson

Extending the Understanding:

Writing:

- a. Read the list and ask students to identify the main idea. Chart

Differentiated Instruction in Reading

English Learners:
Assist these students with answers by giving them the linguistic patterns. Refer to pictures in the video.

Students Who Need Additional Support:
Refer to pictures in the video and use them as context clues. Encourage talk with the use of linguistic patterns.

Accelerated Learners:
Encourage these students to use the text and paraphrase information from the video.

Differentiated Instruction in Writing

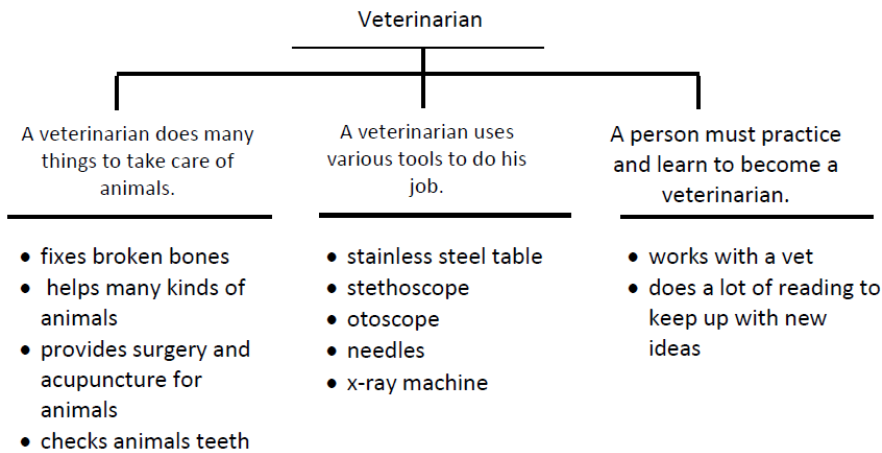
Advanced Learners:
Ask them to make a sentence from the map prior to giving them one. Sentences can also be more complex.

English Learners:
Have them practice with sentence frames.

Special Needs:
Create more simplified sentences.

students' responses. Work with students as needed to extract the main idea.

- b. Write the main idea to the heading of the third branch of the Classifying Map (Tree Map).



For language practice, “read” the map. Start with the main idea and add a detail or two: i.e. “A person must practice and learn to become a veterinarian. A person works with a vet. A person does a lot of reading to keep up with new things.” etc.

Oral Practice

A person _____.
A person _____ and _____.

Student Learning Journal p.15: Students write two or three details on journal p.15 about a veterinarian. A picture of a veterinarian is already included; students should add the details in the picture. This part could be a workshop activity.

Workshop Group Activity:
The teacher can practice with a small group, reading the Emergent Reader, “All About a Veterinarian”.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

All About Veterinarians (Vets)



2

Do veterinarians go to school?

Yes, vets go to school.

Vets read and learn.

11



What do veterinarians do?

Vets help pets.



Vets help sick animals.

10

3



What else do veterinarians do?

Vets help zoo animals.

Vets help farm animals.

Vets help sea animals.

4

9



How do veterinarians help animals?

Vets give checkups.

Vets do surgery.

8

5



Do veterinarians use tools?

Yes, vets use tools.

Vets use many tools.

6

7

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 13	Grade Level/Course: First grade	Duration: Estimated 60 minutes (30 reading, 30 writing)	
Common Core Content Standards and California Content Standards	<p>CA History -Social Science: H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p>English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills FS1.1 Demonstrate the understanding the organization and basic features of text.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>		
Materials/ Resources/ Lesson Preparation	<p>Red:</p> <ul style="list-style-type: none"> • “Firefighter” big book, pp. 24 to 41 • OCR TE pp. 124-149 • Pictorial: add firefighter pictures or students drawings <p>Blue:</p> <ul style="list-style-type: none"> • Firefighter pictorial • Student Learning Journal, p 17 		
Objectives	<p>Content: Red: Students will understand firefighters have many jobs. Blue: Students will label the firefighter’s gear.</p>	<p>Language: Red: Students will describe a firefighter’s job. Blue: Students will classify what firefighters wear and use.</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 type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING emergency run, monitors, hazardous materials	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	crew, catnap, dorm	
Pre-teaching Considerations		Students will have learned about the vet through a video. Today they will learn about firefighters through reading informational text. Explain the features of expository text. Compare it to information from the video.	
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 Opening	<u>Preparing the Learner:</u> Context: Point to the pictorial of the neighborhood and identify who provide services? Add or draw students' attention to the fire station. Prior Knowledge: 1. Students pair-share what they know about firefighters. 2. Share out what THEIR PARTNER said. Motivation: Introduce big book story "Firefighters."	

<p>Lesson Sequence</p>	<p><u>Interacting with Text:</u> “Firefighters” –First Read</p> <ol style="list-style-type: none"> 1. Give the students time to look at the photographs that go with the text on each page. This book was meant to be read with the photographs! 2. During this reading do the following for each page: <ol style="list-style-type: none"> a. Point out the photograph: What do your students see? b. Read the text at a natural pace. <p>After Reading: Students will retell what they remember from the reading. Use proximity to listen to your students’ conversations (see differentiated instruction on right for some strategies to assist students). This is an opportunity to see how well your students grapple with complex text and it will help you inform your instruction on future reads of this text.</p> <p>Process Grid: Ask: <i>Is there anything we should add to our process grid that we learned from reading “Firefighters”?</i> Add what students say, if anything.</p> <p><u>Extending Understanding:</u> <u>Writing:</u> Prewriting: (20 minutes) Begin by drawing a new pictorial of a firefighter (see clip art) on chart paper. As you draw, explain that firefighters need special gear and tools to perform their job. As you label the gear and tools, model sentences explaining the firefighter’s use of the special gear and tools.</p> <p>Oral Rehearsal Echo Talk or Partner Talk: Beginning to Early Intermediate: A firefighter needs _____. A firefighter uses _____.</p> <p>Intermediate to English Only: A firefighter needs _____ because _____. A firefighter uses _____ because _____.</p> <p>Students label the firefighter’s gear and water hose in the Student Learning Journal, p. 17.</p>	<p>Differentiated Instruction</p> <p>English Learners: Assist students with vocabulary.</p> <p>Provide sentence starters for retell: Firefighters _____</p> <p>Students Who Need Additional Support: Assist students with vocabulary.</p> <p>Provide sentence starters for retell: Firefighters _____</p> <p>Accelerated Learners: Listen carefully to their conversation and add deeper questioning to allow for more conversation, i.e. Tell me more</p> <p>Advanced Learners: Use wait time to allow students to come up with their own.</p> <p>English Learners: Assist students by using linguistic patterns for questions.</p> <p>Special Needs: Assist students by using linguistic patterns for questions and/or model a few first.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Community Worker Name	Provides Goods or Services	Evidence of Goods or Services Provided	How they Help our Community
Teacher	Service	<ul style="list-style-type: none"> • Teaches students to learn • Work at a school 	<ul style="list-style-type: none"> • Help students learn to be scholars
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city or from interview			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Worker of your choice from Wake-up city, from interview, or Social Studies Lesson			
Veterinarian	Service	<ul style="list-style-type: none"> • Takes cares of sick animals • Fixes animals bones and teeth 	<ul style="list-style-type: none"> • Keeps pets healthy
Firefighter	Service	<ul style="list-style-type: none"> • Puts fires out • Helps people in danger 	<ul style="list-style-type: none"> • Keeps our houses and buildings from burning down

Firefighter



SAUSD Common Core Lesson Planner

<p>Unit: 4 Lesson # 14</p>	<p>Grade Level/Course: First grade</p>	<p>Duration: Estimated 60 minutes (30 reading, 30 writing)</p>	
<p>Common Core Content Standards and California Content Standards</p>	<p>CA History -Social Science: H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p>English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills FS1.1 Demonstrate the understanding the organization and basic features of text.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a) Memorize and recite poems, rhymes, and songs with expression. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>		
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Red:</p> <ul style="list-style-type: none"> • “Firefighter” big book, pp. 24-31 • OCR TE Pg. 124 -149, • Pictorial – add firefighter pictures or students can draw <p>Blue:</p> <ul style="list-style-type: none"> • Classifying Map (Tree Map) • Student Learning Journal, pg. 18 		
<p>Objectives</p>	<p>Content: Red: Students will learn what firefighters do at the fire station. Blue: Students will identify main idea and details.</p>	<p>Language: Red: Students will use complete sentences to paraphrase the details and main idea of the text. Blue: Students will use Talk Move 5 in a collaborative conversation to support their writing about what firefighters do at the fire station.</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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE	KEY WORDS ESSENTIAL TO UNDERSTANDING 24 hours a day, hazardous	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE	watchman, crew, equipment, emergency run, monitors the radio, dorm rooms, catnaps	
Pre-teaching Considerations		Realize that students think only of firefighters as putting out fires and saving people. Focus students' attention on the things firefighters do at the station.	
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 Opening	<u>Preparing the Learner:</u> Prior Knowledge, Context, Motivation: Introduce the "Firefighter Song" (See teacher resources.)	
	Lesson Sequence	<u>Interacting with Text:</u> Address/clarify vocabulary by helping students figure out meaning and by providing step aside explanations when necessary. Close Read of Complex Text Purpose: listen for evidence of all the things the firefighters do at the station Text Dependent Questions:	Differentiated Instruction English Learners: Assist these students with the vocabulary by also pointing to the pictures as you reread.

Pg. 24:

- How long do firefighters work in a day?
 - Clarify vocabulary: 24 hour day
- What is something that both the firefighters and our classroom do at the start of every day?" (Roll call)

Pg. 25:

- Why is he cooking? Refer back to the concept that they are there for 24 hours and need to eat three meals there.
 - Clarify vocabulary: crew

Pg. 27:

- How do firefighters keep the station sparkling clean?
- Why do they 'check the equipment'?
- What equipment might they check?"
 - Clarify vocabulary: equipment, regularly

Pg. 29:

- Why do they need to know about maps?
- What does hazardous material mean? Can you think of any hazardous materials? Why do they need to know about them?"

Pg. 31:

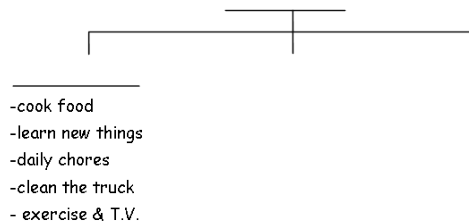
- What is a catnap?
- Why do they only get to take catnaps?"

Add to the process grid: Ask: Is there anything we should add to our process grid that we learned from reading "Firefighters"? Add what students say, if anything.

Extending Understanding:

Writing:

Have students recall (with a partner) all the things firefighters do at the fire station (only info from this part of the text). As they share, list the details on the first branch of the Classifying Map (Tree Map).



- a. Read the list and ask students to identify the main idea.
- b. Chart students' responses. Work with students as needed to extract the main idea.
- c. If students have NOT come up with "Firefighters have many things to do at the fire station." Tell them again that the author often tells us the main idea at the beginning. Go back and read the first page again.
- d. Write the main idea to the heading of the first branch of the Classifying Map (Tree Map).
- e. Add a "title" to the Classifying Map (Tree Map): Firefighters.

Use ELSG 182-185

Students Who Need Additional Support:
Assist these students with the vocabulary by also pointing to the pictures as you reread. Use pictures on the Classifying Map (Tree Map) for students who don't read.

Accelerated Learners:
Write the words on the map for students who are reading.

		<div style="text-align: center;"> <p><u>Firefighters</u></p> <pre> graph TD A[Firefighters] --- B[Firefighters have many things to do at the fire station.] A --- C[-cook food] A --- D[-learn new things] A --- E[-daily chores] A --- F[-clean the truck] A --- G[-exercise & T.V.] </pre> </div> <p>Language and Writing: For language practice, “read” the map. Start with the main idea and add a detail or two: i.e. “Firefighters have many things to do at the station. They wash the truck. They answer phones.” etc.</p> <p>Oral Practice</p> <ul style="list-style-type: none"> ○ They _____. ○ They _____ and _____. <ul style="list-style-type: none"> ● Partner Talk <ul style="list-style-type: none"> ○ Students practice reading the map with a partner. ● Collaborative oral practice <ul style="list-style-type: none"> ○ talking stick or lines of communication ○ after group practice (my turn, your turn with teacher) <p>Writing: Students write two or three details in their Student Learning Journal, p. 18. This part could be a workshop activity.</p>	
Lesson Reflection			
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>			

The Firefighter Song

(Sung to the tune of: If You're Happy and You Know It)

A firefighter helps when we're in need, He
drives a big red truck with some speed
The fires he puts out,
He saves lives without a doubt,
A firefighter helps when we're in need.



If your house catches fire, call him up
He'll get there in a hurry call him up.
He'll extinguish all the flames,
Never ask who's to blame,
If your house catches fire, call him up.

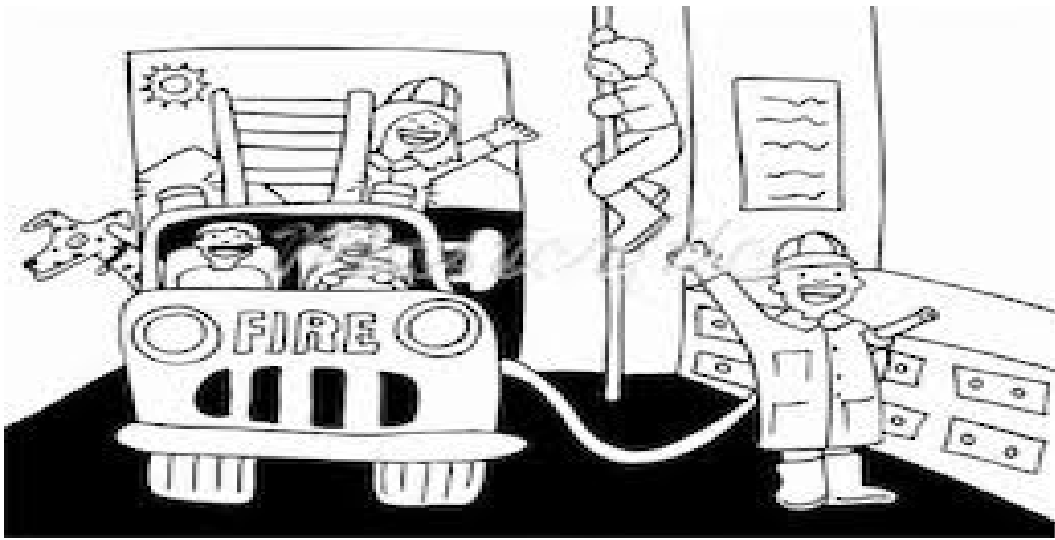
She'll be wearing all her gear when she shows up,
A helmet, mask and boots when she shows up,
A yellow jacket she will wear,
And a breathing tank for air,
She'll be wearing all her gear when she shows up.



A firefighter helps when we're in need,
She drives a big red truck with some speed
The fires she puts out,
She saves lives without a doubt,
A firefighter helps when we're in need.

Written by Vivian Kusiak, CLAS SAUSD

Firefighters



Firefighters have many things to do at the fire station.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 15	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes Reading, 30 minutes Writing)
Common Core Content Standards and California Content Standards	<p>CA History -Social Science: H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p>English Language Arts: Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills FS1.1 Demonstrate the understanding the organization and basic features of text.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a) Memorize and recite poems, rhymes, and songs with expression. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Materials/ Resources/ Lesson Preparation	Red: <ul style="list-style-type: none"> • “Firefighters” big book, pp. 32-37 • OCR TE pp. 148-167 Blue: <ul style="list-style-type: none"> • Chart paper • Student Learning Journal, p. 19 	
Objectives	Content Red: Students will learn what firefighters do when the alarm sounds. Blue: Students will identify the main idea and details.	Language: Red: Students will use complete sentences to paraphrase the details and main idea of the text. Blue: Students will use Talk Move 5 in a collaborative conversation to support their writing about what firefighters do when the alarm sounds.
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 type="checkbox"/> Level 4: Extended Thinking	

College and Career Ready Skills		<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence	
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 control, bay, gear	WORDS WORTH KNOWING emergency action
	STUDENTS FIGURE OUT THE MEANING		
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 type="checkbox"/> Reflection		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Optional: “Firefighters Song”, see Teacher Resources		Differentiated Instruction:
Interacting with the Text/Concept	<u>Interacting with Text:</u> Address/clarify vocabulary by helping students figure out meaning and by providing step aside explanations when necessary. Close Read of Complex Text Purpose: listen for evidence of what firefighters do when the alarm sounds. Text Dependent Questions: p. 32: What must the firefighters do when the alarm sounds? p. 33: How is a bay like a garage? Why is the pole the fastest way to get there? p. 34 What does it mean: ‘the best way to control a fire’? How do they get ready so quickly?		English Learners: Assist these students with the vocabulary by also pointing to the pictures as you reread Students Who Need Additional Support: Assist these students with the vocabulary by also pointing to the pictures as you reread. Use pictures on the circle map for students who don’t read.

	<p>p. 35: What kind of gear do they wear? Why? (use the picture)</p> <p>pp. 36-37: Why do they need two drivers?</p>	<p>Accelerated Learners: Write the words on the map for students who are reading.</p>
<p>Extending Understanding</p>	<p><u>Extending Understanding:</u> <u>Writing:</u> Have students recall (with a partner) all the things firefighters do when the alarm sounds. As they share, list the details on the second branch of the tree map.</p> <div style="text-align: center;"> <p>Firefighters</p> </div> <p>Language and Writing: Oral Language Practice</p> <ul style="list-style-type: none"> • Read the tree map. Start with the main idea and add a detail: i.e. “Firefighters have to move quickly when the alarm sounds. They slide down the pole. They jump on the trucks.” • Partner Talk <ul style="list-style-type: none"> ○ students practice reading the map with a partner. • Collaborative oral practice <ul style="list-style-type: none"> ○ talking stick or lines of communication ○ after group practice (my turn, your turn with teacher) <p>Writing: Student Learning Journal, p. 19: Students write two or three details. This part could be a workshop activity.</p>	<p>Differentiated Instruction for Reading:</p> <p>Advanced Learners: Read questions</p> <p>English Learners: Use drawing clues next to the questions as an anchor to assist them in the meaning of the question.</p> <p>Special Needs: Have these students repeat the question after you have said it, to ask you a question.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

College and Career Ready Skills		Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		chief	
	STUDENTS FIGURE OUT THE MEANING	walkie talkies	
Pre-teaching Considerations			
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 type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: Shared Reading “Firefighters Poem”, Teacher Resource packet.	
	Lesson Sequence	<p><u>Interacting with Text:</u> Address/clarify vocabulary by helping students figure out meaning and by providing step aside explanations when necessary.</p> <p>Close read of Complex Text Purpose: listen for evidence of what firefighters do at the fire</p> <p>Text Dependent Questions:</p> <p>pp. 38-39: Why do firefighters use walkie-talkies? o Clarify: keep in touch</p> <p>p. 40: What safety equipment do the firefighters have? What would happen if they didn’t have air tanks?</p> <p>p. 41 When do firefighters use a platform ladder?”</p>	<p>Differentiated Instruction for Reading</p> <p>English Learners: Assist these students with the vocabulary by also pointing to the pictures as you reread (Also use ELSG Guide)</p> <p>Students Who Need Additional Support: Assist these students with the vocabulary by also pointing to the pictures as you reread. Use pictures</p>

- Clarify: platform

p. 42:

How do firefighters fight the fire and rescue people?

p. 43:

Why do firefighters use a pumper?

p. 44:

Why do you think it takes two men to hold the hose?

p. 46:

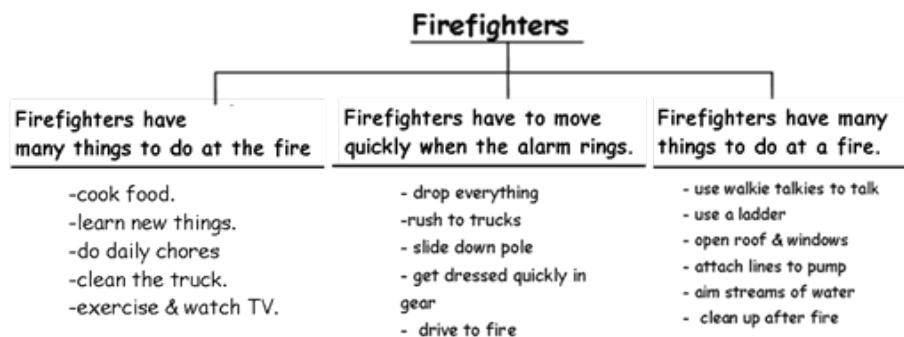
What does the author mean by “*the firefighters are ready for the next fire?*”

p. 47:

What are some things firefighters do that make them feel proud of their work?

Identifying the Main Idea

1. Partner Talk: Share what you learned about what firefighters do at a fire?
2. Chart students responses as tree map details (3rd branch)
 - a. Read the list and ask students what all these things tell about.
 - b. If students have NOT come up with “Firefighters have many things to do at the fire station.” Tell them again that the author often tells us the main idea at the beginning. Go back and read the first page again.
 - c. Write the main idea as the heading for the third branch of the tree map.



on the circle map for students who don't read.

Accelerated Learners:

Write the words on the map for students who are reading.

Lesson Writing About What you Read

Extending Understanding:

Language:

For language practice, “read” the map. Start with the main idea and add a detail or two: i.e. “Firefighters have many things to do at a fire.

- Oral Practice
 - They _____.
 - They _____ and _____.
- Partner Talk
 - students practice reading the map with a partner.

Differentiated Instruction for Reading

Advanced Learners:
Read questions

English Learners:
Use drawing clues next to the questions as an anchor to assist them in the meaning

- Collaborative oral practice
 - talking stick or lines of communication
 - after group practice (my turn, your turn with teacher)

of the question.

Special Needs:
 Have these students repeat the question after you have said it, to ask you a question.

Writing:

Student Learning Journal, p. 20: Students write two or three details. This part could be a workshop activity.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

Firefighters



Firefighters have many things to do at a fire.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

SAUSD Common Core Lesson Planner

Unit: 4 Lesson # 17	Grade Level/Course: First grade	Duration: Estimated 60 minutes (30 minutes reading, 30 minutes writing)
Common Core Content Standards and California Content Standards	<p><u>CA History -Social Science:</u> H-SS 1.62 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><u>English Language Arts:</u> Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 With prompting and support, ask and answer questions about unknown words in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills FS1.1 Demonstrate the understanding the organization and basic features of text.</p> <p>Writing Standards W1.2 Write an informative/explanatory text. W1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a) Memorize and recite poems, rhymes, and songs with expression. SL1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Materials/ Resources/ Lesson Preparation	<p><u>Red:</u></p> <ul style="list-style-type: none"> • <i>Firefighters</i> poem • pg. 42-45 of OCR Firefighter big book <p><u>Blue:</u></p> <ul style="list-style-type: none"> • sentence strips • markers for collaborative groups 	
Objectives	<p><u>Content:</u> Red: Students will understand the tasks firefighters undertake in a fire through a close read. Blue: Students will write stronger sentences about firefighters using ‘Farmer in the Dell’</p>	<p><u>Language:</u> Red: Students will ask and answer questions in partners and small groups. Blue: Students will speak in complete sentences using a song.</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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
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)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	trapped Crew, equipment, emergency run, monitors the radio, dorm rooms, catnaps	
Pre-teaching Considerations		Realize that students think only of firefighters as putting out fires and saving people. Today you will focus on the exciting part of a firefighter’s job.	
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 Opening	Preparing the Learner: Prior Knowledge, Context, and Motivation: Say: <i>Let’s reread the poem “Firefighters Poem”, Use shared reading strategies to read the poem again.</i>	
	Lesson Sequence	<u>Interacting with Text:</u> Type of Reading: Close reading of pages 42-45 Say: <i>Today we will look at just a couple of pages that are really interesting and see exactly how firefighters go about the task (or work) of putting out a fire. After all, this is one of the most important tasks they do.</i> p. 42 Re-read this page. <i>“Let’s think about where the fire would be. Where might some people be trapped? (Inside the building) What do they have to do to get to the people they need to rescue and to get to the</i>	Differentiated Instruction English Learners: Assist these students with the vocabulary by also pointing to the pictures as you reread (Also use ELSG Guide 168-169)

flames? Why do you think the author used the words **'break'** and **'smash'**? Do these words make you think of doing something slowly and gently, or fast and hard?

p. 43 Re-read this page. "Look at what word is sort of repeated here. (pumper) Talk about the meaning and how the word changed: pumper trucks (pumper describes the trucks-adj), pumps – verb.

p. 45 Re-read this page. "Just to make sure the fire doesn't start again." That is an interesting sentence. How could a fire start again? What exactly do they do to make sure it doesn't start again?

Add to the process grid: Ask: *Is there anything we should add to our process grid that we learned from reading "Firefighters?"*
Add what students say, if anything.

Extending Understanding:

Writing:

Create a cooperative sentence strip activity using the GLAD sentence patterning chart (**follow these directions or refer to the GLAD directions on the next page**):

- On the white board or chart paper write "firefighters", maybe in blue marker.
- Have students generate adjectives that describe firefighters. Write these words at the left the word "firefighters, in another color (green?).
- Then have students recall some of the tasks firefighters do in their job. Write these phrases to the right of the word "firefighters", in a different color (red?).
- Have students recall the different places or times a firefighter works (station and at a fire and when an alarm rings.) Write these to the right of the phrases in a different color (purple?).
- You can do the "Farmer in the Dell" song to give students idea of how it works. Do some oral practice. Have 3 students come up and select the 'choices', i.e. adj., verb phrases, location. Practice creating and saying those sentences. Model having these students write on a sentence strip(s).
- Two examples: Strong, brave firefighters rescue people at a fire. Busy, tired firefighters take catnaps at the station.
- Give students a marker to match the color of their assigned part of the sentence.
- Use the collective strips to create a paragraph about firefighters in a pocket chart. You can tear off some repetitive noun phrases and replace them with "they" to revise.
- Consider having students work in collaborative groups. Each student can write one sentence from the sentence patterning chart on a small strip of paper. They can glue them onto a piece of construction paper to form a paragraph. They would have to cooperatively agree on what they write, so the sentences are all different and tell a complete story.

Students Who Need Additional Support:

Assist these students with the vocabulary by also pointing to the pictures as you reread. Use pictures on the tree map for students who don't read.

Accelerated Learners:

Write the words on the map for students who are reading.

Lesson Reflection			
Teacher Reflection Evidenced by Student Learning/ Outcomes			

Co-op Strip and Group Frame Paragraphs

Step-by-Step Process

1. The teacher creates a topic sentence based on the writing prompt.
2. Each team is responsible for formulating one supporting sentence.
3. Each teams' members work together to formulate a sentence orally. When they all agree on a sentence, they raise their hands to state the sentence to the teacher.
4. After confirming that the team agreed on the sentence and that it has not already been used, the teacher either *a*) writes the sentence on a sentence strip for the group (group frame) or *b*) provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. After all of the teams have placed their sentences in the pocket chart, the teacher calls the students to sit on the rug in front of the pocket chart to begin the revision and editing process.
7. The teacher begins with revising. He/She has the class read the piece chorally, and then asks the students to identify some strong words or phrases found in the paragraph. The teacher highlights these words with a highlighting marker.
8. Next, the teacher indents the first line of the paragraph, tears extra space off of the sentence strips, and arranges the strips to look like a paragraph. The class reads through the paragraph again.
9. Referring to the standards and rubric for revision, the teacher solicits possible revisions (changing the order of the sentences, combining sentences, adding more details, substituting more descriptive words, substituting pronouns for nouns, etc.). Each time revisions are made, the class reads the paragraph again.

8. Next, referring to your standards and rubric, the teacher solicits ideas for editing, including spelling, grammar, and punctuation.

9. The final version of the paragraph is typed and used for reading material and as a model of writing.

Note: There are many derivations of this process. You can also give students the sentence strip and using a pencil, they can try to write the sentence first. Then, they can refer to the teacher for revision. Using a colored marker, they can write over the pencil with corrections.

SAUSD Common Core Lesson Planner

Unit: 4 Lesson #18 Performance Task	Grade Level/Course: First Grade	Duration: 60 minutes (30 minutes collaborative sort, 30 minutes independent writing)	
Common Core Content Standards	Writing Standards W.1.2 Informative/Explanatory Write a description with main idea and details about a community worker using evidence from an interview and informational text. W.1.8 Recall information Speaking and Listening SL1.1 Participate in collaborative conversations. SL1.6 Produce complete sentences when appropriate to task and situation. Language L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Materials/ Resources/ Lesson Preparation	Red: <ul style="list-style-type: none"> • Neighborhoods at Work Process Grid • Tree Map • Community Workers Sort in baggies for each pair of students or small group Blue: <ul style="list-style-type: none"> • Student Learning Journal, p. 21 		
Objectives	Content: Students will use information and resources from the unit to identify and describe a community worker that provides a good or service.	Language: Students will select and write a topic sentence stating whether the community worker provides a good or service and write two to three sentences providing evidence.	
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"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures		
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) TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING
	community , goods, services		

	STUDENTS FIGURE OUT THE MEANING		
Pre-teaching Considerations	<p>Students work in small collaborative groups, elbow or face partners to discuss and sort community workers based on what they provide; a good or a service.</p> <ul style="list-style-type: none"> ➤ Review the Rules of Collaborative Conversations. Suggestion: Using the Stems for Collaborative Conversations, model what the conversation would look like and what partners would say to each other. ➤ Review Neighborhoods at Work Process Grid 		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p><input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p>		
Lesson Continuum	Lesson Opening	<p>Prior Knowledge, Context, and Motivation:</p> <p>Student will:</p> <ul style="list-style-type: none"> ➤ work with a partner or small group to sort the community workers by whether they provide a good or service, and ➤ discuss which community worker they would like to be when they grow up 	
	Lesson Sequence	<p>Part 1</p> <p>Performance Task: Collaborative Sort</p> <ol style="list-style-type: none"> 1. Review the Collaborative Conversation Norms and group students with a partner or in a small group. 2. With a partner or in a small collaborative group students will sort community workers by whether they provide a good or service. 3. Review the pictorial or the Neighborhoods at Work process grid and all the different community workers within the neighborhood 4. Review how some workers provide services. Have students share in their group what this means. (These workers do things to make a neighborhood safe, clean, and easier for people to live). 5. Review how some workers provide goods. Have students share in their group what this means. (These community helpers provide people in the neighborhood with things they need to live, such as, food, clothing and other things people want or need). 6. Pass out the baggies with community workers. Display the headings “Workers Who Provides Goods” and “Workers Who Provide Services” in your pocket chart. Tell students to sort the Community/Neighborhood Workers into these two categories. Remind them to take turns and work together to sort the pictures in the correct category. When all students understand the task, say: “Begin.” 7. Using proximity, look for the following: <ul style="list-style-type: none"> • Are students talking, sharing, and working together 	<p>Differentiated Instruction:</p> <p>English Learners: Encourage students to use the pictorial and the process grid and sentence frames to form opinion and write two to three reasons for their choice.</p> <p>I believe _____ I think _____ From the text I know _____ I know _____ from _____ I learned _____ from _____</p> <p>Special Needs: Encourage students use the pictorial and process grid and provide a cloze sentence frame for student writing.</p> <p>A _____ provides a _____.</p> <p>Accelerated Learners: Encourage accelerated learners to write 3-4 sentences, and a</p>

		<p>collaboratively?</p> <ul style="list-style-type: none"> • Do they understand how to sort in two categories? <p>8. At the end of the task, provide feedback on their leaning and collaborative abilities. Review the task - asking why workers were put in each category. Clarifying any misunderstandings.</p> <p>Part 2 Performance Task: Writing Student Learning Journal, p. 21</p> <ul style="list-style-type: none"> a. Students will draw a picture of the community worker they would like to be when they grow up. b. Students will write two to three sentences about the community worker. Include whether they provide a good or service. c. Students can read their writing to a partner, small group, or class. 	<p>closing sentence about the community worker/job they want to be/do when they grow up.</p>
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>			

**Workers Who
Provide Services**

**Workers Who
Provide Goods**

Performance Task

Name _____
