

Getting to the Core

Dual Kindergarten

Common Core Unit of Study

ELA/History-Social Science

Working Together To Reach

Common Goals

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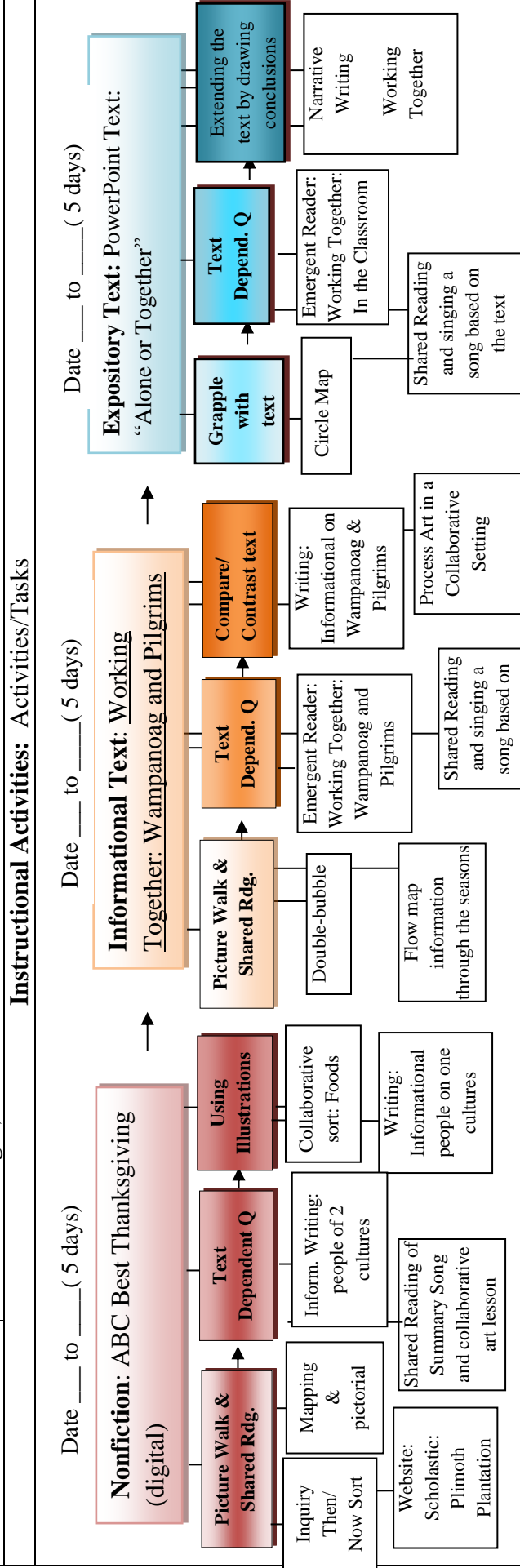
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Santa Ana Unified School District Common Core Unit Planner-Literacy

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| Unit Title: | Together We Are Better (Working Together) | |
| Grade Level/Course: | Kindergarten and Transitional Kindergarten | Time Frame: 3 Weeks |
| Big Idea (Enduring Understandings): | Big Idea (Enduring Understandings): Working collaboratively helps us to build relationships and reach common goals. (Working Together helps us with our needs.) | |
| Essential Questions: | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are some common goals of different cultures share? Why do people help others to survive? (Kid Language: What do people need all over the world?) 2. What are some common goals that the students in the classroom share? (Kid Language: What do all of us need in our classroom?) 3. How can working together help us to achieve our goals? (Kid Language: What are some ways we can work together and learn new things?) | |



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| <p>21st Century Skills:</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation</p> <p>Information, Media and Technology:</p> <p><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy</p> | <p>Learning and Innovation:</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation</p> <p>Information, Media and Technology:</p> <p><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy</p> |
| <p>Essential Academic Language:</p> | <p>Tier II: gathered, hunted, fished, planted, together</p> <p>Tier III: America, England, Pilgrims, Wampanoag, Squanto, Thanksgiving, collaborate, goals</p> |
| <p>What pre-assessment will be given?</p> <p>1st Trimester Results assessment</p> <p>1st Trimester Writing Assessment</p> | <p>How will pre-assessment guide instruction?</p> <ul style="list-style-type: none"> •Determine small group instruction in oral blending and segmenting, and emergent reader (to be used as guided or shared reading) Determine independent work stations during workshop time. •Determine guided & small group instruction in writing <p>Assessment of Standards (formative and summative)</p> <p>K1.1 Students will work in collaborative groups to complete a project.</p> <p>K1.2 Students will draw and write about the Wampanoag and Pilgrims</p> <p>K.3, 6 Retell the Thanksgiving Story with support using a retelling bracelet / Draw a picture and tell what you know about it.</p> <p>K.3/6.3 Collaborative sort on planting, hunting, gathering</p> <p>K.4 Compare and contrast 2 cultures and talk off the map.</p> <p>K. 6.2 Draw a picture with character and event: Topic is Squanto</p> |
| <p style="text-align: center;">Content Standards</p> | |
| <p>Content Standard(s): Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.3 Students match simple descriptions of work that people did ... from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving).</p> <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians).</p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting</p> | |

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| <p>water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> | <p>Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</p> | <p>What assessment(s) will be utilized for this unit? (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</p> | <p>What does the assessment tell us?</p> |
| <p>water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> | <p>Bundled Reading Literature Standard(s): KRL K.RL 1. With prompting and support, ask and answer questions about key details in a text. K.RL 2. With prompting and support, retell familiar stories, including key details. K.RL 3. With prompting and support, identify characters, settings, and major events in a story. K.RL 4. Ask and answer questions about unknown words in a text. K.RL 5. Recognize common types of texts (e.g., storybooks, poems). K.RL 10. Actively engage in group reading activities with purpose and understanding.</p> | <p>F: 1. Teacher observation and student responses/ partner talk S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a picture and tell what you know about it. F: 3. Analyze the traits of Pilgrims using a bubble map F: 4. After close reading, students will ask and answer questions about all 3 texts F: 5. Determine the difference between a poem and a story.</p> | <ul style="list-style-type: none"> • Are students able to speak in complete sentences to convey their understanding of the topic? • Can students ask meaningful questions about the topic? |
| <p>Bundled Reading Informational Text Standard(s): K.RI: K.RI 1. With prompting and support, ask and answer questions about key details in a text. K.RI 2. With prompting and support, identify the main topic and retell key details of a text. K.RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI 4. With prompting and support, ask and answer questions about unknown words in a text. K.RI 5. Identify the front cover, back cover, and title page of a book. K.RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions). K.RI 10. Actively engage in group reading activities with purpose and understanding</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information F: 2. Determine 3 ways the Wampanoag and Pilgrims worked together. S: 3. Analyze the traits of Wampanoag Indians using a bubble map F: 3. Work collaboratively to sort the differences between Pilgrims and Wampanoag S: 3. Draw a picture and tell what you know about Wampanoag F: 3. Compare and Contrast Pilgrim and Wampanoag Traits in a double bubble</p> | <p>F: a-c In small groups students will demonstrate their understanding of a-c with the emergent reader. d. Results Testing Trimester 1 2 b-e Results Testing Trimester 1</p> | <ul style="list-style-type: none"> • Are students able to speak about 3 details about a topic? • Can students discuss the traits of the 2 peoples using evidence from the text? |
| <p>Bundled Foundational Skill(s) Standard(s): (K-5) RF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper and lowercase letters of the alphabet. RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.</p> | <p>F: 1. Teacher observation and student responses/ partner talk S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a picture and tell what you know about it. F: 3. Analyze the traits of Pilgrims using a bubble map F: 4. After close reading, students will ask and answer questions about all 3 texts F: 5. Determine the difference between a poem and a story.</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information F: 2. Determine 3 ways the Wampanoag and Pilgrims worked together. S: 3. Analyze the traits of Wampanoag Indians using a bubble map F: 3. Work collaboratively to sort the differences between Pilgrims and Wampanoag S: 3. Draw a picture and tell what you know about Wampanoag F: 3. Compare and Contrast Pilgrim and Wampanoag Traits in a double bubble</p> | <ul style="list-style-type: none"> • Are students able to use one to one matching of the text? • Can students find matching rhyming words? |

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| <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF 4. Read emergent-reader texts with purpose and understanding.</p> <p>Bundled Writing Standard(s):</p> <p>K.W.3 Narrative: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.W.2 Informative/Explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p>3. Trimester 1 Assessment: Results</p> <p>4. Read most words in the emergent reader and use the first sound of words and the pictures to read content words on each page.</p> <p>K.W.2 On Demand: Draw what you learned about how Wampanoag and Pilgrims worked together</p> <p>S: a. Trimester 1 Writing Assessment</p> <p>F: b/d/f. Teacher observation and student responses/ Tell partners information</p> <p>K.W.2 Draw what you learned about how</p> | <ul style="list-style-type: none"> • Can students recognize and read HFW in the reader? • Can students recognize the beginning sound of words in a reader? <ul style="list-style-type: none"> • Do students use main idea and details in their drawings about what they learned? • How do students score on the writing rubric? • Are students able to categorize and speak about the long ago and today? • Are students able to retell the story using sequential words? • Are students able to explain characteristics of each culture? <ul style="list-style-type: none"> • Can students write some words using upper and lower case? • Can students produce questions and sentences? • Can students work independently to complete an objective? • Can students retell a story using |
| <p>Bundled Speaking and Listening Standard (s): 1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>1. In collaborative groups, sort “Then and Now” primary sources and discuss why they were sorted in each category.</p> <p>S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a picture and tell what you know about it.</p> <p>2. State the traits of the Pilgrims and Wampanoag in complete sentences</p> <p>3. Draw a picture and tell what you know about Wampanoag and Pilgrims.</p> <p>S: a. Trimester 1 Writing Assessment</p> <p>F: b/d/f. Teacher observation and student responses/ Tell partners information</p> <p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>1. In collaborative groups, sort “Then and Now” primary sources and discuss why they were sorted in each category.</p> <p>S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>1. In collaborative groups, sort “Then and Now” primary sources and discuss why they were sorted in each category.</p> <p>S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a</p> |
| <p>Bundled Language Standard(s): 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>K Speaking and Listening Standards:</p> <p>1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>1. In collaborative groups, sort “Then and Now” primary sources and discuss why they were sorted in each category.</p> <p>S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a</p> | <p>F: 1. Teacher observation and student responses/ Tell partners information</p> <p>1. In collaborative groups, sort “Then and Now” primary sources and discuss why they were sorted in each category.</p> <p>S: 2. Retell the Thanksgiving Story with support using a retelling bracelet / Draw a</p> |

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| <p>asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | | <p>picture and tell what you know about it. 2. State the traits of the Pilgrims and Wampanoag in complete sentences 3. Students will clarify what they do not understand, using linguistic patterns: I do not know what _____ means. 5. Draw a picture and tell what you know about Wampanoag and Pilgrims</p> | <p>sequential words and complete sentences?</p> |
| <p>Resources/ Materials:</p> | <p>Complex Texts to be used: Informational Text(s) Titles: <u>The ABC Best Thanksgiving</u> by <u>The Thanksgiving Story: Working Together</u> by Helen Tross SS Flipbook: Pg. 30 <u>The Feast at Plymouth</u>; SS Holidays Celebrate Events pg. 46-47 Literature Titles: OCR Unit 3 pg. 54-55 “Making Friends” Media/Technology: SS: Colonial Williamsburg Website; http://www.scholastic.com/scholastic_thanksgiving/feast/ Other Materials: Emergent Readers: <u>Together We're Better</u> by Fran Kramer and Helen Tross, <u>The Thanksgiving Story: Working Together</u> by Helen Tross; Rhyming Game, Picture Cards, Flow Map cards</p> | | |
| <p>Interdisciplinary Connections:</p> | <p>Cite several interdisciplinary or cross-content connections made in this unit of study: Social Studies: Holidays and Historical Significance, Relationships, Rules Math: Counting Activities (Counting by 5's), Numeral Sequencing (counting songs and chants) Science: Seasons of the Year</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 Picture and illustration clues Use of linguistic patterns when speaking and asking questions Picture clues and pre-teaching vocabulary with rhyming words Use of Pictures for retelling</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 Questioning with Illustrations. Small group instruction with phonemic and phonological awareness. GATE- Higher Level Read aloud, Close Reading Questioning with Language/Vocabulary. Small group instruction with complex text</p> | |

Kindergarten Common Core Unit Overview: Preparing the Learner

| | Preparing the Learner A | Preparing the Learner B | Preparing the Learner C |
|--|--|---|--|
| Collaborative Activity | <p>Learn how to follow the rules of Collaboration using "Power Elbow Groups"</p> | <p>Use the "Power Elbow Groups" to match pictures (3 options to select from)</p> | <p>Use the "Power Elbow Groups" to model to practice collaborating with a leaf.</p> <p>Song: <u>Fall Leaves</u></p> <p>Homework: <u>Leaves</u></p> |
| Materials to Prepare or Compile | <p>Place the Power Elbow Group rules and job roles in front of the class. (You can download these in color on the K-5 website)</p> <p>Make yarn necklaces 1-4 or use your system of numbering student.</p> <p>READ the material PRIOR to using this collaborative activity.</p> <p>4. Watch in action on School tube: http://www.schooltube.com/video/9cd53272f3a64a048a30/Belinda%20Norriega%20-%20Collaboration%20in%20Kindergarten%20SAUSD</p> <p>5. Pre-Assessment</p> | <p>Place the Power Elbow Group rules and job roles in front of the class.</p> <p>2. Copy and cut out the pictures of the objects and place in baggies (1 set for each group).</p> <p>3. Power Elbow Groups will match objects (numbers or letters).</p> | <p>Gather fall (colored) leaves.</p> <p>2. Place the Power Elbow Group rules and job roles in front of the class, necklaces, etc.</p> <p>3. Chart paper to draw a bubble map of the pumpkin you are modeling with.</p> <p>4. Optional: Make Tree Map</p> |

Mensaje matutino paso a paso

Mensaje matutino

El mensaje matutino puede hacerse con todo el grupo, cuando se tienen los dos grupos a la vez porque se solapan, o a primera hora con el grupo de la mañana (a.m.) o a última hora del día con tan solo los alumnos del grupo de la tarde (p.m.).

Se comienza pidiendo a los alumnos que se sienten en la alfombra enfrente de la pizarra o en el piso.

Asegúrese que el mensaje está escrito en grande enfrente de los estudiantes para poder conversar sobre él (*talk the talk*).

Pregunte si alguien sabe qué día es hoy. Pida a los estudiantes que le digan el primer sonido que oigan.

Al principio puede que el maestro/a tenga que hacer la mayor parte de la escritura, pero según avance el año, intente que los alumnos hagan la mayor parte del trabajo. Manténgase haciéndoles preguntas al mismo tiempo que rellena las secciones en blanco.

Haga referencia a la "Idea Principal" y pregunte lo que van a aprender. Incluya cualquier cosa especial que vaya a tener lugar en la escuela ese día o que ellos vayan a tener que hacer.

Las NOTICIAS del día

Las noticias del día se usan para escribir los nombres de los alumnos y que estos puedan compartir información del hogar, de la ropa que ese día llevan puesta, revisar los colores, etc.

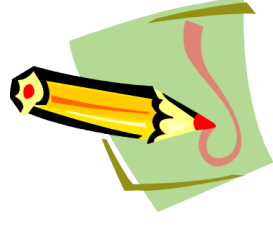
Uso del plumón o rotulador

Los plumones o rotuladores pueden usarse para repasar conceptos y destrezas fundamentales una vez que se ha enseñado algo. Por ejemplo:

Usa el rotulador o plumón rojo para rodear con un círculo los signos de puntuación.

Usa el rotulador o plumón verde para subrayar las letras mayúsculas.

Usa el rotulador o plumón amarillo para rodear con un círculo las palabras de uso frecuente...



Ejemplo del Mensaje Matutino

Hoy es _____ (día de la semana), _____ (día), de _____ (mes) de _____ (año).

Hace (o está.) _____ (tiempo o clima).

(Ejemplos: Hace mal tiempo., Hace mucho frío., Hace calor., Está nublado)

Estamos aprendiendo _____ (idea principal).

Vamos a _____ (evento del día).

Noticias del día

_____ (Nombre del alumno) tiene un/a _____.

_____ (Nombre del alumno) es _____.



Usa un pluminador para escribir con un círculo los signos de puntuación
Usa un pluminador para subrayar las letras mayúsculas
Usa un pluminador para rodear con un círculo las palabras de las frases

SAUSD Common Core Lesson Planner

Teacher:

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| Unit: Working Together Lesson #: Preparing the Learner #A | | Grade Level/Course: Kindergarten | Duration: __ 2 days, with 20-30 minutes each day Date: |
| Common Core and Content Standards | | SL1. Participate in collaborative conversations with diverse partners about kindergarten 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. The teacher must read all the material provided in the attached explanation/posters/and rules of collaboration. 1. Option: Yarn necklaces with number on it (1-4) – or put 1-4 numbers inside their name tags, 2. Classroom Rules displayed that mention: sharing, respecting others, listening, and taking turns speaking, and everyone participating. (It is in 2 parts, so it can be pasted together, or placed on construction paper.) 3. Note: if you have not previewed the film of Belinda Noriega from Muir El. working with collaborative groups in kindergarten, you can watch it on school tube: | |
| Objectives | | Content: Students will learn how to work together in elbow power groups and be able to perform their assigned job (team captain, editor, materials manager 1, materials manager 2) | Language: Students will be explain what their jobs are and repeat all the rules in complete sentences |
| 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 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 type="checkbox"/> Reading and writing grounded from text <input 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 |
| | | compartir, trabajar juntos, capitán del equipo materiales (one brings to group/one returns the material) redactor | colaborar conversaciones ; |
| Pre-teaching Considerations | | ELD and learning levels to mix the groups effectively. Before beginning this lesson read: “Prior to Introducing the Power Elbow Groups” and “Setting up the Power Elbow Groups” so students are sitting correctly to make the groups well represented and easy to get into their group. | |
| 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: Hoy vamos a aprender a trabajar juntos. ¿Cómo hemos trabajamos juntos hasta ahora? ¿Cómo compartimos ideas? (compañero, compañero de codo, compañero de rodilla a rodilla,</i> | | |

Lesson Continuum

Activities/Tasks/ Strategies/Technology/
Questioning/Engagement/Writing/Checking for Understanding

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| | grupos de centro, etc.). | |
| | <p>Lesson on Beginning Collaboration in Kindergarten</p> <p>1. Say:. <i>Ahora vamos a hacer un grupo más grande, con más amigos. ¡Estamos conectando nuestros cerebros para ser más inteligentes! Lo llamamos “Grupos de Codos Poderosos”. Déjenme mostrarles cómo hacer que un grupo de codos poderosos.</i> (Choose 4 children to come up front and place them elbow to elbow, creating a square. Then have students drop their elbows, creating a space between children) Ask other students what they see in the group. Tell the students that each person has a number (1-4). Place a yarn necklace with 1-4 on each person in the group. Or if you can put the number on their name tag, or whatever way is easiest for your classroom to help students remember their Power Elbow Group number. It will be the students’ only number for the whole year. The job poster is where the jobs can rotate each number.</p> <p>2. Using the “Power Elbow Group Rules” explain each rule, using the 4 students in front of the class as your models. 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.</p> <p>3. Display the “<i>Trabajos de Grupos de Codos Poderosos</i>” poster. Show how it shows who will have what job each time you use the power elbow groups.</p> <p>4. Then, model jobs one by one. Have class model along with you. For example:</p> <p>a. Capitán de equipo, students may echo talk things that a team captain might say like, “Buen trabajo.” or “Todos necesitamos estar trabajando en este proyecto”.</p> <p>b. Manejador de materiales, you can show what materials the team needs and how to distribute them in their group and return them when done.</p> <p>c. Redactor, you can model how they would check that everybody from the team has their name written on the project paper.</p> <p>5. To end this lesson, you can have the students practice getting into their groups this day. They can each take a turn saying hello, shaking hands, and then returning to the rug.</p> | <p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Consider organizing students into pairs for practice before they work in small groups. Look at the configuration of groups on the attached page.</p> <p>Special Needs:</p> <p>Consider organizing students into pairs for practice before they work in small groups. These students can be material managers at first.</p> <p>Accelerated Learners:</p> <p>These students will be the captains and editors at the beginning of the using Power Elbow groups (see directions on attached page).</p> |

Lesson Reflection

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

| | | |
|--|---|--|
| <p>Interacting with the Concept</p> | <p>Pre-Assessment</p> <p>The purpose of the Pre-Assessment is to determine students' understanding of the difference between working alone and working together to accomplish difficult tasks. Use your discretion in how to implement this lesson, appropriately, for your class (whole class, half class, or small group).</p> <p>For each picture say: <i>In this picture, the children are _____.</i> Or <i>In this picture, the child is _____.</i> Do not use the words "alone" or "together" in your statements about the picture.</p> <p>With the Tree Map on the document camera, show the word "alone" and the word "together". Have the students repeat the word as you underline it.</p> <p>Independently, students are to glue the pictures under the appropriate heading on their tree map.</p> <p>Retain these papers until the end of the unit to compare with Post Assessment.</p> | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

Power Elbow Groups

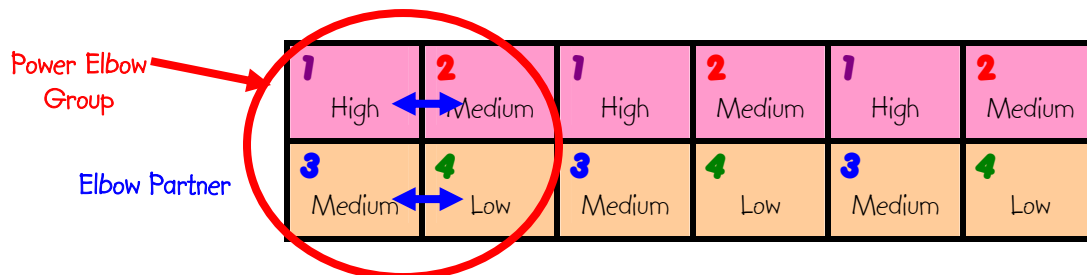
During Power Elbow Group time, students work in small teams on an activity. Students are accountable both as a group and individually.

Prior to Introducing Power Elbow Groups

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

Setting up for Power Elbow Groups

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



2. Each group member has job:
 1. Team Captain - Make sure everyone is working and assignment gets completed.
 2. Materials Manager- Picks up materials used by the team.
 3. Materials Manager- Collects and puts back materials used by the team.
 4. Editor- Checks groups work and fixes mistakes.
3. Initially, when setting up Power Elbow 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

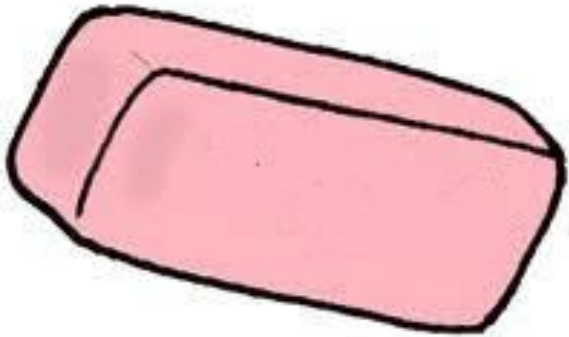
Introducing Power Elbow Groups

1. When beginning a Power Elbow Group Activity always begin by explaining the purpose of working in groups: **"We are connecting our brains to become smarter!"**
2. Next, review Power Elbow 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 Power Elbow 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 Power Elbow 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. Allowing students to become comfortable working together before introducing more difficult tasks.
6. Once students are comfortable with their Power Elbow groups you can begin to introduce more difficult concepts.
7. Always have students report their learning at the end of Power Elbow Group time. This can be done in the whole group setting or Elbow Partners can share their learning.



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editor



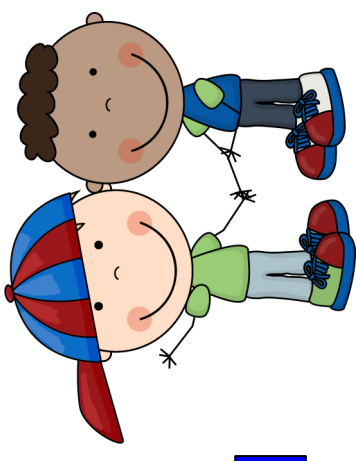
materiales

capitán



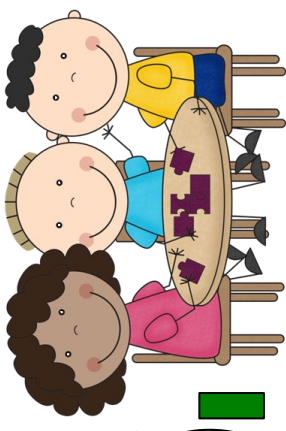
materiales

Reglas poderosas para grupos de codos



1. Respetar a todos.

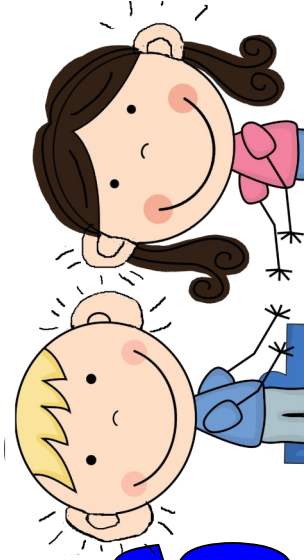
2. Compartir materiales.



3. Tomar turnos



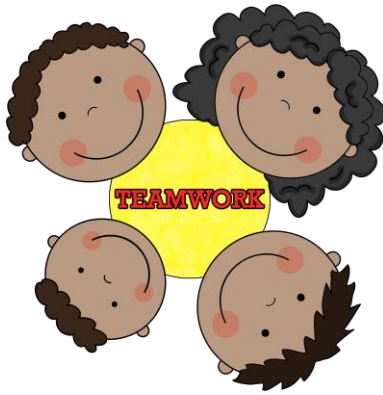
4. Escuchar a los demás



5. Todos participan



**Para que estemos seguros
y aprendamos!**



Colaboración

Co-la-bo-ra-ción

Cada uno participa,

Co-la-bo-ra-ción

Cooperar se necesita!

Co-la-bo-ra-ción

Todos participan,

Co-la-bo-ra-ción

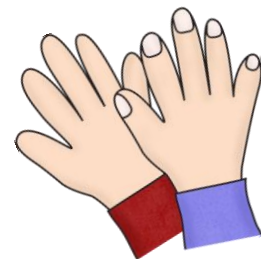
Trabajos se terminan!

Co-la-bo-ra-ción

Trabajan juntos cada uno,

Co-la-bo-ra-ción

Cooperando es divertido!



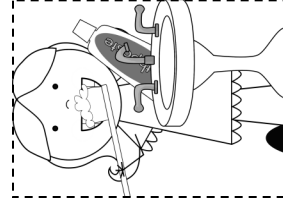
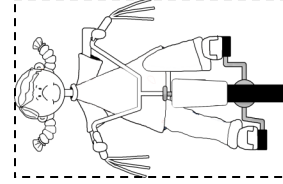
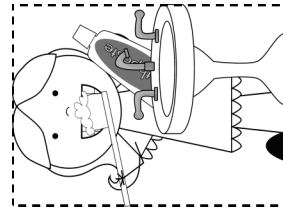
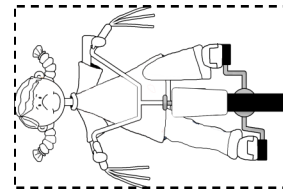
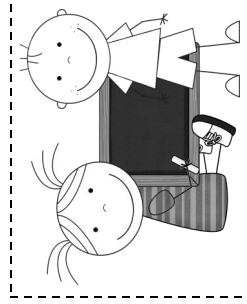
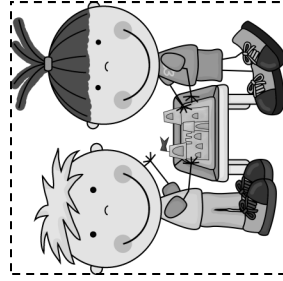
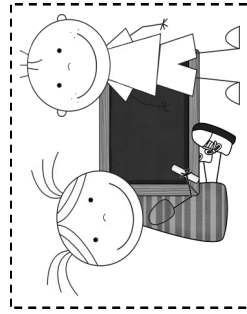
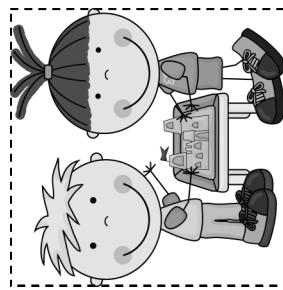
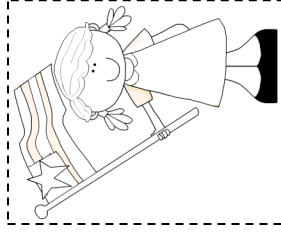
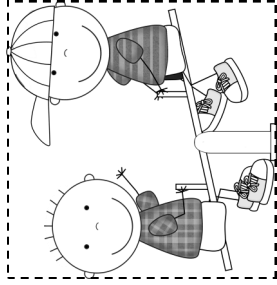
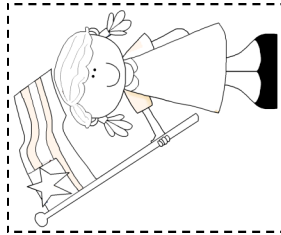
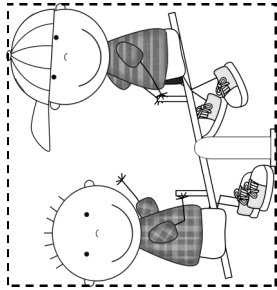
Pre-evaluación

Solo

Juntos

Nombre: _____

Corta cada imagen y pégala donde pertenece en tu mapa de árbol.



Nombre: _____

Nombre: _____

| | | |
|--|--|--|
| Unit: Working Together Lesson #: Preparing the Learner #B | Grade Level/Course: Kindergarten | Duration: 60 minutes Date: |
| Common Core and Content Standards | SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. c. 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). d. Continue a conversation through multiple exchanges. | |
| Materials/Resources/Lesson Preparation | The teacher must read all the material provided in the attached explanation/posters/and rules of collaboration. 1. Option: Yarn necklaces with number on it (1-4) – or put 1-4 numbers on their name tags, 2. Classroom Rules displayed that mention: sharing, respecting others, listening, and taking turns speaking, and everyone participating. (It is in 2 parts, so it can be pasted together, or placed on construction paper.) 3. Collaborative Group Activities-Cut apart into groups of 4 pictures a sorting set and a grid. | |
| Objectives | Content: Students will learn how to work together in elbow power groups and be able to perform their assigned jobs (Team Captain, Editor, Materials Manager 1, Materials Manager 2). | Language: Students will explain what their jobs are and repeat all the rules in complete sentences. |
| 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 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 type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary <small>TEACHER PROVIDES SIMPLE EXPLANATION</small> | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | share, work together, team captain materials (one brings to group/one returns the material) editor | collaborate conversations |
| Pre-teaching Considerations | ELD and learning levels to mix the groups effectively. Before beginning this lesson read: “Prior to Introducing the Power Elbow Groups” and “Setting up the Power Elbow Groups” so students are sitting correctly to make the groups well represented and easy to get into their group. | |
| 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 | |

| | | |
|---|--|---|
| Preparing the Learner | <p>Prior Knowledge, Context, and Motivation: <i>Say: Today we are going to work in our "Power Elbow Groups". Review the rules and jobs. We are going to match pictures in our groups.</i></p> | |
| Interacting with the Concept | <p>Lesson on Beginning Collaboration in Kindergarten</p> <ol style="list-style-type: none"> Say: <i>Now we are going to do a sort in our Power Elbow Groups.</i> Seat the students around the carpet or in a circle. Choose a Power Elbow Group from the ones formed in lesson A to sit in the middle (fishbowl) and place them elbow to elbow, creating a square. Then, have students drop their elbows, creating a space between children. Give out the number tags and explain who gets each job referring to the job poster. Use one of the collaborative activities to show how the Materials Manager gets the set of activities. Team Captain gives a piece to each student. Then by number they take turns putting down their pieces. "I have _____." or "I have _____ that matches the _____." Editor checks on the finished product and makes sure they signed their names and then they take turns gluing down their pieces correctly. Team Captain shares out. Materials Manager 2 returns the finished product to the teacher when asked. Each group gets a set of collaborative activities to do on their own. Your choice whether to give each group the same one or to give each group a different one. <p>There are additional collaborative group activities behind this lesson, if you want to practice more later.</p> | <p>Differentiated Instruction:</p> <p>English Learners: Consider organizing students into pairs for practice before they work in small groups. Look at the configuration of groups on the attached page.</p> <p>Special Needs: Consider organizing students into pairs for practice before they work in small groups. These students can be material managers at first.</p> <p>Accelerated Learners: These students will be the captains and editors at the beginning of the using Power Elbow groups (see directions on attached page).</p> |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Collaboration Group #2

E

e

F

f

G

g

H

h

Collaboration Group #1

A

a

B

b

C

c

D

d

Collaboration Group #4

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| | m | n | o |
| ll | M | N | O |

Collaboration Group #3

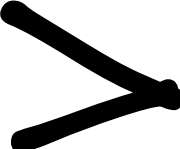
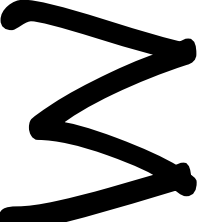
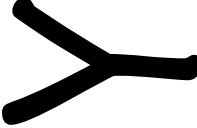





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| I | J | K | L |

Collaboration Group #6

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| S | T | U | N |
| S | T | U | N |

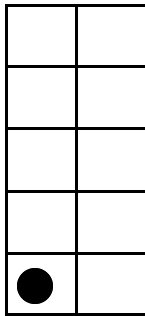
Collaboration Group #5

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| ch | p | q | r |
| Ch | P | Q | R |

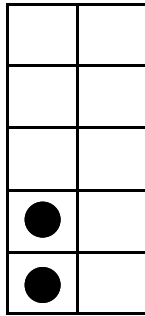
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Collaborative Group #1

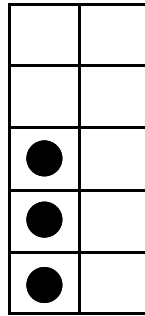
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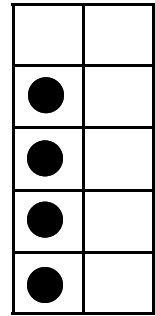
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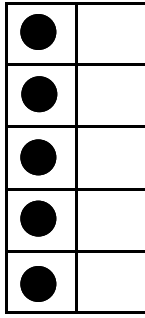


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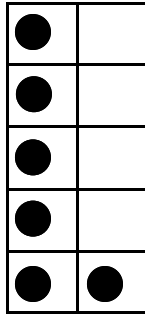


Collaborative Group #2

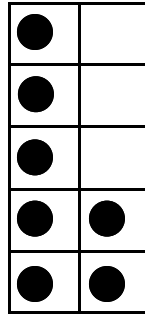
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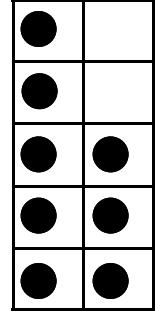
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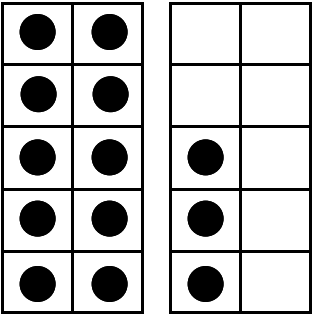
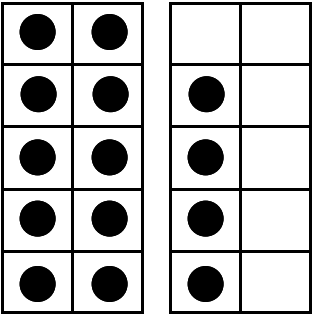
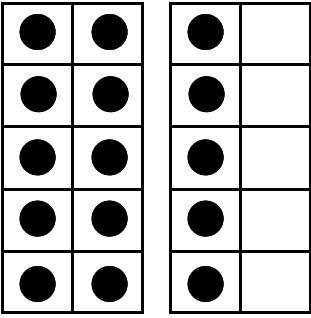
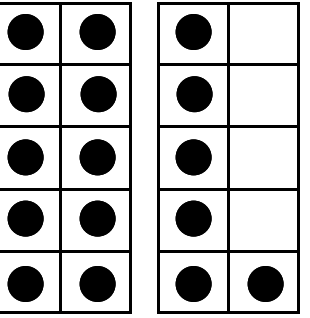


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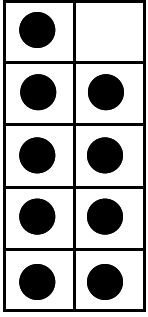
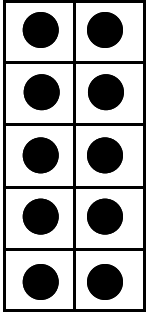
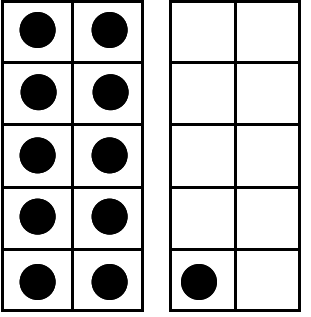
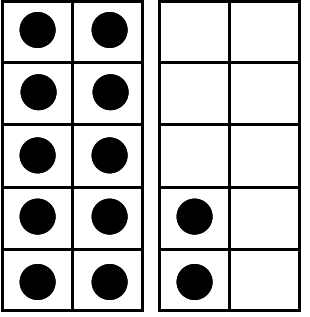


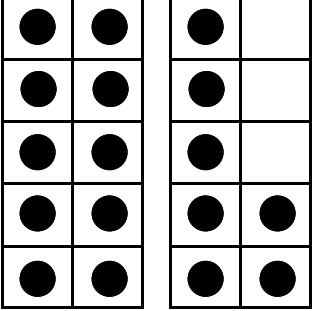
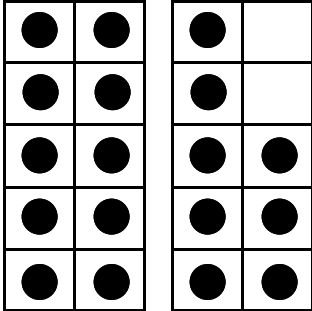
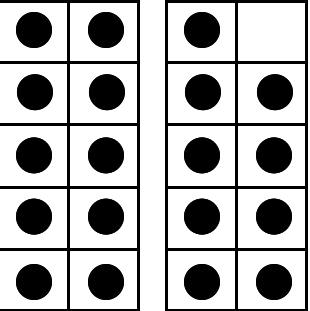
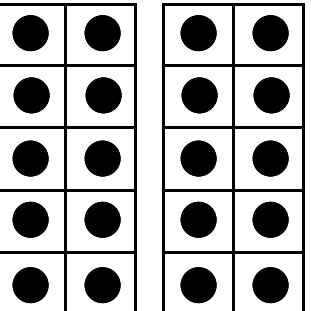
Optional collaborative practice

Collaborative Group #4

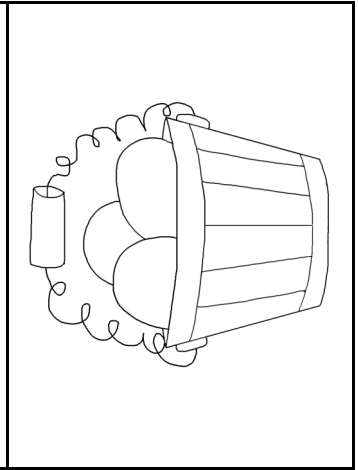
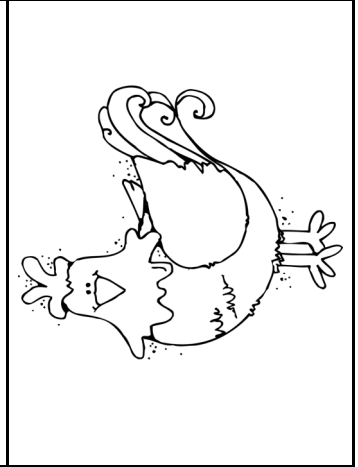
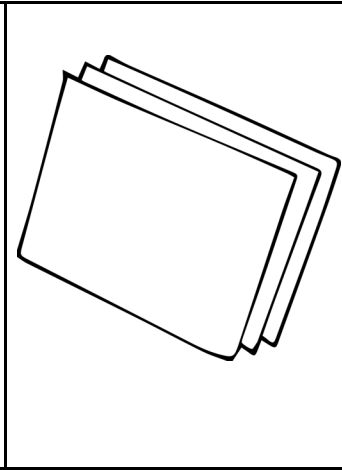
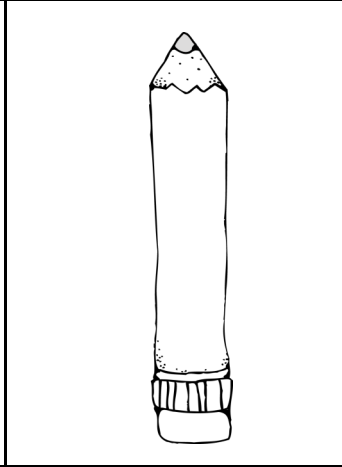
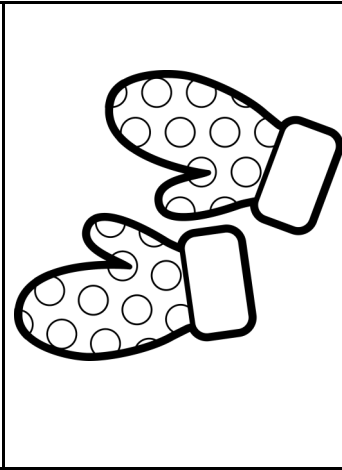
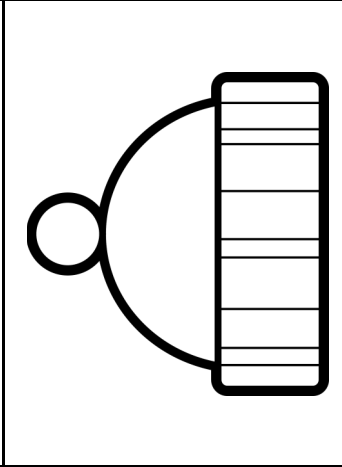
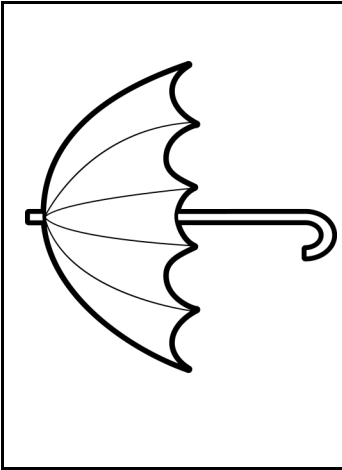
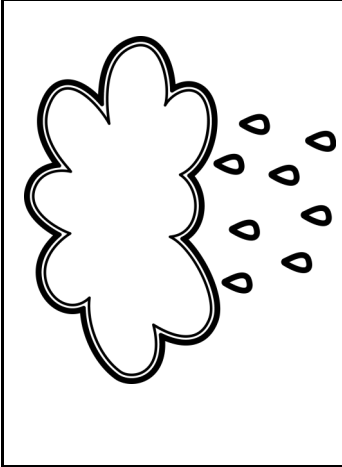
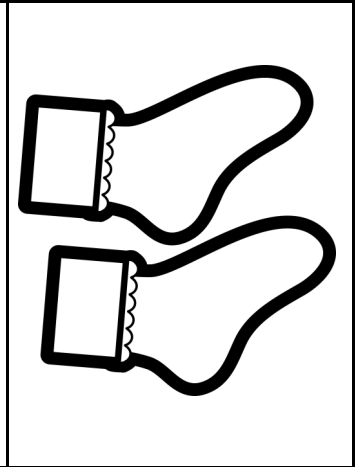
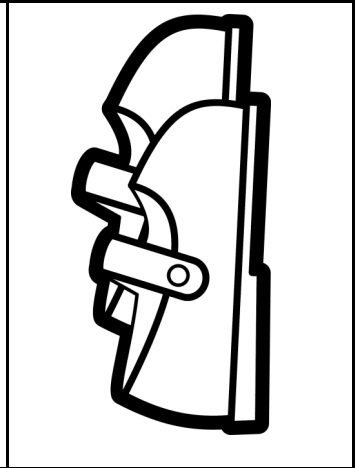
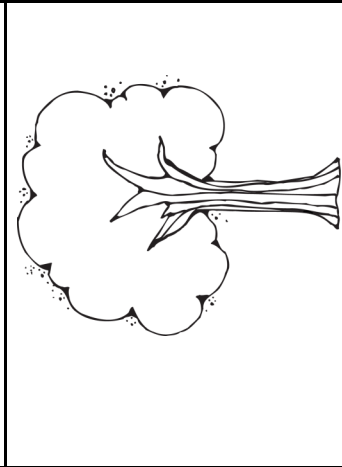
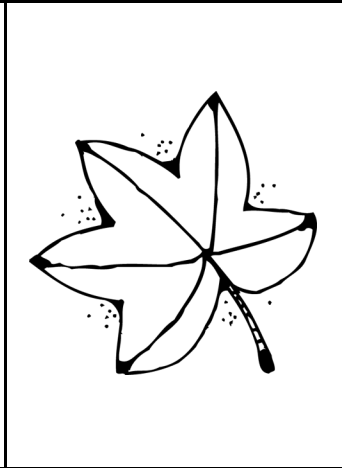
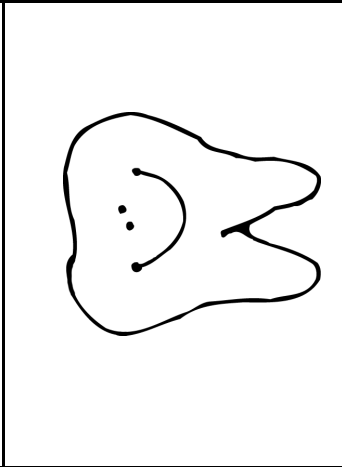
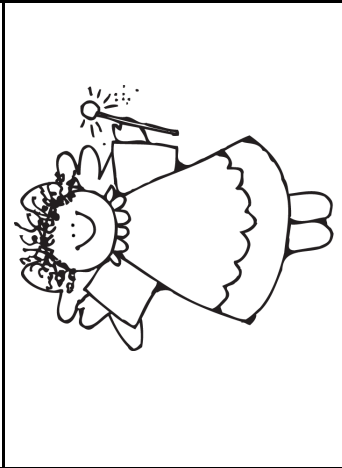
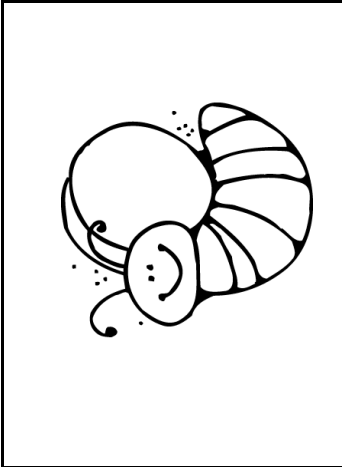
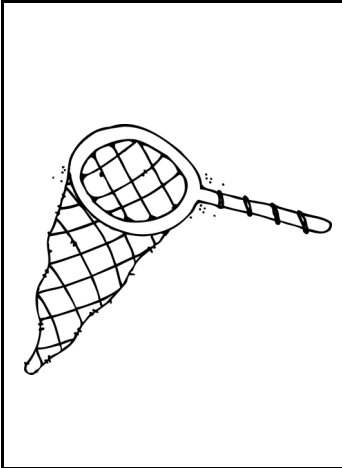
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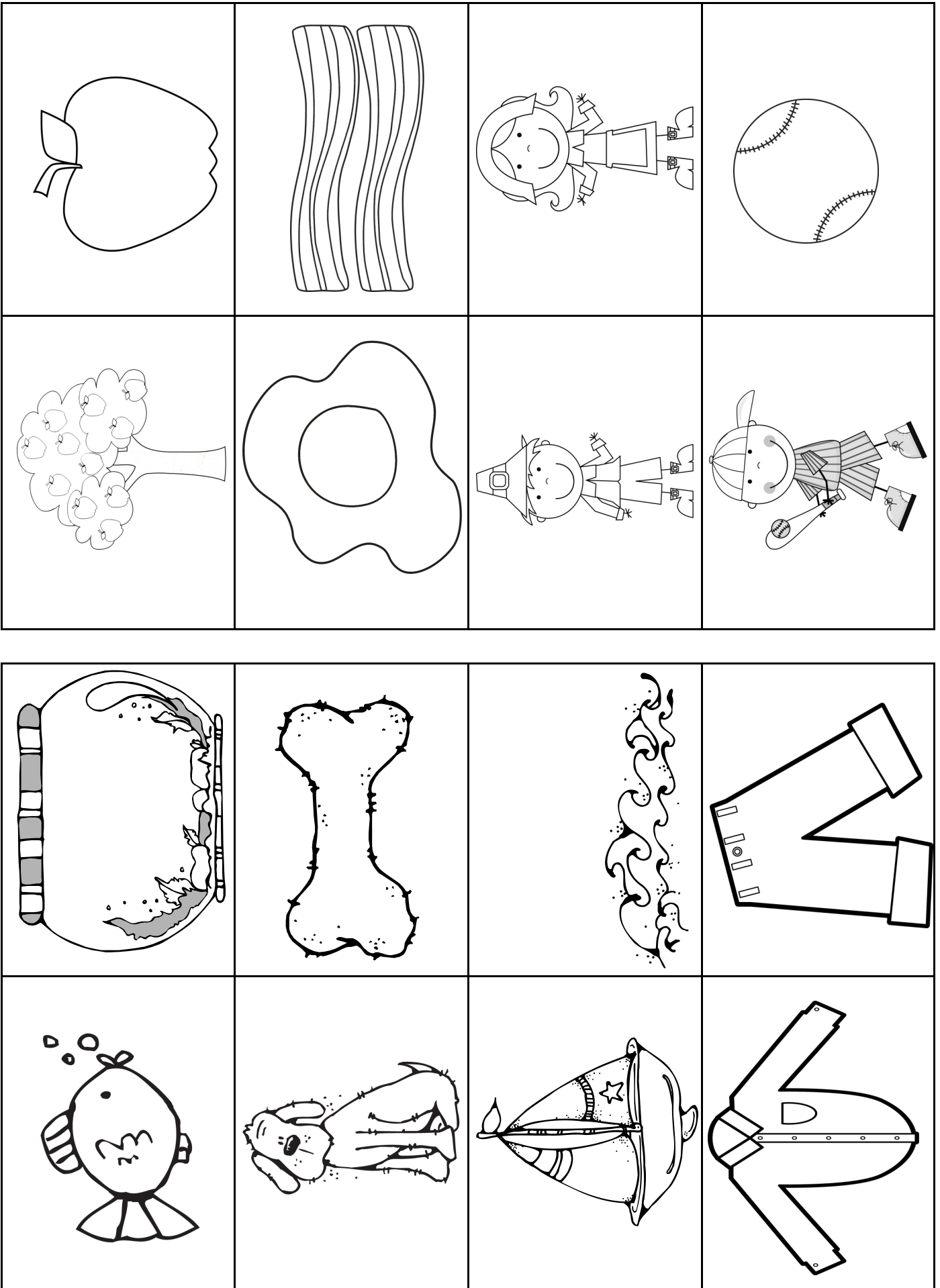
Collaborative Group #3

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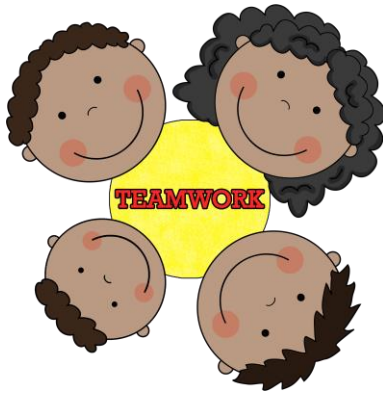
Things that go together





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Colaboración

Co-la-bo-ra-ción

Cada uno participa,

Co-la-bo-ra-ción

Cooperar se necesita!

Co-la-bo-ra-ción

Todos participan,

Co-la-bo-ra-ción

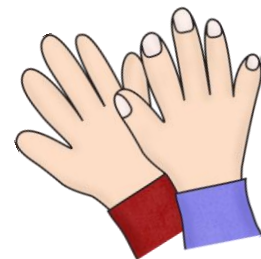
Trabajos se terminan!

Co-la-bo-ra-ción

Trabajan juntos cada uno,

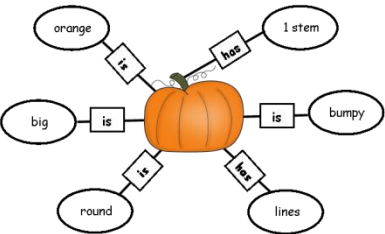
Co-la-bo-ra-ción


Cooperando es divertido!

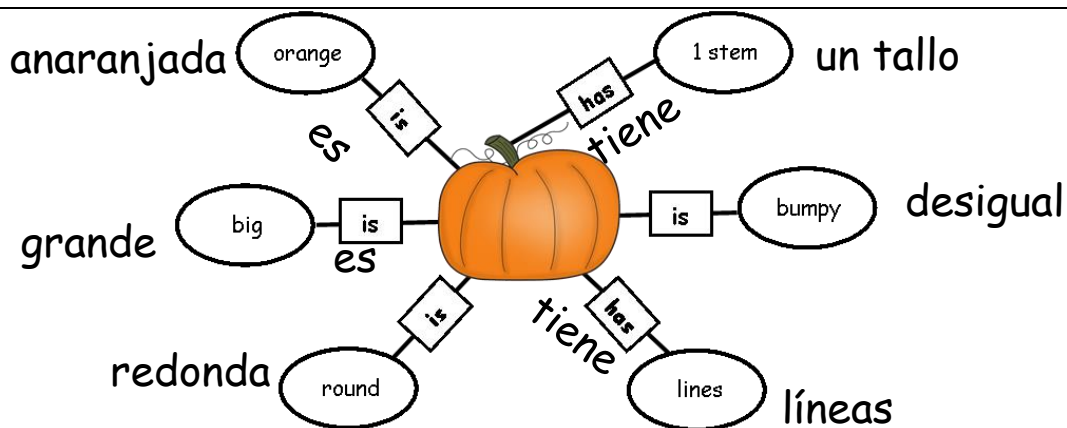


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|--|--|---|----------------------------|
| Unit: 3 Lesson Prepare the Learner C | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: | |
| Common Core and Content Standards | Content Standards: Speaking and Listening SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. 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). Continue a conversation through multiple exchanges. | | |
| Materials/ Resources/ Lesson Preparation | 1. All Preparing the Learner A materials, Yarn necklaces with number on it (4) for each group (or your procedure for numbering students for Power Elbow Groups) 2. Place the jobs chart (1-4) and Power Elbow Group Rules in front of the class. 3. A pumpkin, toy, or other object that can be described as a model for the students. 4. Leaves for students to describe. 5. "Fall Leaves" Song, Fall Leaves Poster, printed, hole-punched, and add yarn to go around students' necks. 6. "Leaves" Homework | | |
| Objectives | Content: Students will work together in elbow power groups to perform their assigned job (Captain, Editor, Materials Manager1, Materials Manager2). | Language: Students will work together in collaborative groups to describe their stuffed animal or picture card. | |
| 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 <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 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 rough, smooth, pointy, fuzzy, oval, flat | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | Size words (small, big), color words (red, yellow, orange, green, brown) | |
| Pre-teaching Considerations | Know their colors, and simple "size" words, and sensory words to describe a leaf. ELD levels to mix the groups effectively. | | |

Lesson Delivery Comprehension

| | | |
|---|---|--|
| <p>Instructional Methods</p> | <p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" 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> | |
| <p>Preparing the Learner</p> | <p>Prior Knowledge, Context, and Motivation:</p> <p>1. Say: <i>Today we are going to get in our power elbow groups again! Why do we get into Power Elbow Groups? (Students: We are connecting our brains to become smarter!) We will practice sharing and talking with something special. (pumpkin, a toy, or other item of your choice.)</i></p> <p>2. Say: <i>Each group will get to talk about a leaf. You will share something you see or feel when you hold the leaf.</i></p> | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson Continuum</p> <p>Interacting with the Concept</p> | <p>Teacher Model</p> <p>1. Take the pumpkin, leaf, or other item and look at it closely. Tell the students some things you see. Have the students repeat every sentence you say. Ask them how you were describing the item (color, size, etc).</p> <p>Example: The pumpkin is orange. (color) The pumpkin is bumpy. (feel) The pumpkin has one stem. The pumpkin is round. (shape) The pumpkin has lines. The pumpkin is big. (size) The pumpkin is small. (size)</p>  <p>You can use a bubble map of these sentences to remind them of what they could say about their own leaf. (See larger example at end of this lesson.)</p> <p>2. Sing “Fall Leaves” (This will front load vocabulary.)</p> <p>3. Students should now get in their Power Elbow Groups. Review the jobs that each number is responsible for: #1 is Captain #2 is Editor #3 is Material Manager (get materials) #4 is Material Manager (return materials)</p> <p>Note: The numbers stay the same, but the jobs rotate for the remainder of the unit.</p> <p>3. Explain the rules of collaboration (sharing, participating, etc.) which are displayed in the classroom.</p> <p>4. Have the Materials Manager 1 get a leaf and place it in the center of the circle. Captain picks up the leaf and shares one thing about the leaf. Remind students that they can say a color, how it feels, size, or what it has. The Captain hands the leaf to the next person who shares a new idea about the leaf.</p> | <p align="center">Differentiated Instruction:</p> <p>English Learners: Picture in puzzle will scaffold the sequence of the words.</p> <p>Students Who Need Additional Support: Teacher can provide a sentence strip to help complete the puzzle.</p> <p>Accelerated Learners: Extend the sentence by adding an adjective or the word “and.” Use special writing paper provided.</p> <p>The leaf is _____. The leaf has _____. The leaf is _____ and _____. The leaf has _____ and _____. The leaf is _____ and has _____.</p> |

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| | <p>Guided Practice</p> <p>4. When all groups are ready, begin the collaborative activity. Walk around helping and watching to see how they are doing independently. Assist as necessary. If you have an iPad or camera, take pictures of good group behavior.</p> <p>5. When all students have shared, use the signal of your choice (bell, hand clapping, etc.) and say “Power Elbow Groups! Stop and Listen.”</p> <p>6. Have the Materials Managers 2 return the leaves and any number necklaces, etc. the students are using.</p> <p>7. Students will return to their original seating positions on the rug. Discuss what you saw (show it on your iPad, if you can.) and give example of when students followed certain rules. Go over some things that students need to continue to work on.</p> <p>Home/School Connection “Gathering Leaves” homework</p> | |
| <p>Content Connection</p> | <p>Science Connections Matching Leaves p. 13 of Science Activity Book. Just Measure Leaves p. 21 of A to Z Activity Book.</p> <p>Make a leaf rubbing. Place the leaf on a hard surface. A good suggestion is to use a notebook or cardboard. Put the leaf “veins” towards you. Put a white sheet of paper on the leaf. To prevent the leaf from moving, you can also tape it down on the hard surface. Use a crayon or pastel on its side and gently color on the layered paper over the leaf. Notice that you’ll be “drawing” the leaf on the paper. Find out where the leaf came from. Explore nature in another way by researching trees and asking other people about them. Get kids interested by asking them where they think leaves come from.</p> |  |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |



Hojas de otoño

Caen, caen, caen

Las hojas están cayendo.

Amarillas, café, anaranjadas y rojas,

Hojas de colores que caen de los árboles.

Hojas, hojas, hojas

Observen conmigo.

Hojas puntiagudas, ovaladas y vellosas.

Otras arrugadas y lisitas.

Recójánlas todas cuando caen

2-3 -4-5-6

7-8-9-10

Cuéntenlas todas otra vez.

Caen, caen, caen

Las hojas están cayendo.

Recójánlas todas

Antes que el viento.



1-

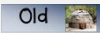

Kindergarten Common Core Unit Overview: Week 1

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|--|--|--|---|
| Reading, Comprehension Activities, and Social Studies Connection | <ul style="list-style-type: none"> * Sort pictures of Then and Now * Pictorial of Pilgrims and Wampanoag | <ul style="list-style-type: none"> * Read Aloud PowerPoint <u>Best Thanksgiving Book ABC Adventures</u> -Pilgrim and Wampanoag website | <ul style="list-style-type: none"> * Close read of a PowerPoint * Finding evidence in text * Critical thinking | <ul style="list-style-type: none"> * Work in Power Elbow Groups to sort pictures into categories * Act out categories (hunt, plant, gather) * Sing "Soon There Will Be A Feast" | <ul style="list-style-type: none"> * Shared reading of a song |
| Follow up Writing | <ul style="list-style-type: none"> * Draw body parts using shapes | <ul style="list-style-type: none"> * Draw practice picture of Wampanoag boy | <ul style="list-style-type: none"> * Write a sentence about the Wampanoag boy | <ul style="list-style-type: none"> * Draw a picture of a Pilgrim girl * Write a sentence * Talk about the picture with a partner | <ul style="list-style-type: none"> * Collaborative art project and speaking about the project |
| Materials to Prepare or Complete | <ul style="list-style-type: none"> * Lightly drawn pictorial on chart paper * Cut Then and Now sorting pictures * Assemble student paper puppets | <ul style="list-style-type: none"> * PowerPoint: <u>Best Thanksgiving Book ABC Adventures</u> * Chart and drawing paper * Sample of Wampanoag boy | <ul style="list-style-type: none"> * The pictorial * Pictorial Food pictures * PowerPoint <u>Best Thanksgiving Book...</u> * Writing paper | <ul style="list-style-type: none"> * Sorting Pictures and category labels (a set for each group) * Sample of Pilgrim girl picture | <ul style="list-style-type: none"> * The song <u>The More We Get Together</u> on sentence strips * Brown and tan construction paper cut to size of child's hand (4x6) * White drawing paper. |

SAUSD Common Core Lesson Planner

Teacher:

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| Common Core Unit 1 (Unit 3 in OCR) | | Kindergarten Lesson # 1 | Time/Period: 75 min. Course: Language Arts: Phonological Awareness, Comprehension and Writing Date: _____ | |
| Content CCSS | | Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. | | |
| Materials/ Resources/ Lesson Preparation | | Green: OCR U.3 TE (Green Section) (optional: make the puppets in Appendix A to demonstrate together and apart) Red: a) Prepare your “Long Ago and Now” sorting material – Appendix B. b. Create a LARGE lightly-lined pictorial of Appendix C (if needed)-prior to drawing the pictorial in front of students (<u>you will be adding pictures, etc to this map each day, so it must be big enough – especially the land of America</u>) Blue (WFTB): Chart paper and student drawing/writing paper – Use shape pictures or WFTB body shapes to practice drawing a person. | | |
| Objectives | | Content: Green: Students will produce rhyming words, blend word parts, and understand that words have letters that can be spelled. Red: Students will understand the concept of “Then and Now” and relate this information to a map, content and vocabulary of 1620. Blue: Students will practice drawing shapes and lines in order to draw a complex character with clothing. | Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently. | |
| 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 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 | |
| | | <input type="checkbox"/> Using technology and digital media strategically and capably | | |
| | | <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | | |
| Common Core Literacy 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 | |
| | | Mayflower, peregrino, América, Inglaterra, viajó, Wampanoag, el Océano Atlántico, refugio, recogieron, cazados, plantado | | |
| | STUDENTS FIGURE OUT THE MEANING | juntos, peligros | | |
| Pre-teaching Considerations | | Explain that for the next several weeks the class will be learning about the people who lived in America many years ago. The concept of “Antes y Hoy” is a SS standard. You can also say “Hace mucho tiempo y ahora”. Students should be comfortable working in groups, but be sure to review the rules for working together. Students must also have a partner and know how to turn to their partner to talk. | | |

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| | Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words. | |
| Lesson Delivery | | |
| CCSS Foundational Standards (K-5 only) | Unit 3 Lesson 1 pg. T 22-25 Warming Up: Activity 2 Make A Rhyme (keep) Phonological and Phonemic Awareness: Oral Blending Word Parts Practice and Model: May....flower Amé....rica pere.....grinos recogie.....ron invier.....no In...dio pue.....blo Squan..... to pa.....vo How the Alphabet Works I Can Spell Anything (keep) | |
| Instructional Methods | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | |
| Lesson Opening  Old  New | Prior Knowledge, Context, and Motivation: Sort: Appendix B: Long Ago and Now Pictures – Students can be in a large circle (pictures would be in the middle of the circle) , or sitting as a whole group facing the pocket chart with pictures, or in small collaborative groups (you will need multiple sets of pictures). You want students to have an opportunity to try to sort pictures on their own and explain why they categorized the pictures in the manner that they did. Use inquiry questions to facilitate students’ thinking (<i>Ej: Veo que ustedes pusieron las hojas de maíz con la muñeca Barbie. ¿Por qué los pusieron juntos? o Veo que esta foto tiene muchos edificios. ¿Miras otra fotografía con muchos edificios?</i>) After students have time to investigate the pictures, place the category cards in the pocket chart, sorting and matching the Long Ago and Now pictures side by side. You can use the linguistic patterns on the right. | English Learners: Sort: Use sort with matching words. ___ fue hace mucho tiempo. ___ fue hace mucho tiempo porque __. ___ es en hoy día. ___ es en hoy día porque__. ___ fue hace mucho tiempo y ___ es en hoy día. |
| Activities Tasks/ Strategies/ Technology Questioning/ Engagement/ Writing/ Checking for Understanding | Pictorial: Appendix C: (see picture on last page) Create the pictorial of America, the Atlantic Ocean, and England. As you draw, label, and tell about each area and sequentially explaining the story of how the Pilgrims came to America: Say: Now let’s talk about something long ago: <ul style="list-style-type: none"> • Draw & label England, first explaining it was surrounded by water (ocean) You might use scrapbooking chalk or colored chalk to lightly color it blue as you explain this. Say: <i>La gente de Inglaterra eran ingleses y hablaban inglés.</i> Draw some of the houses inside the land, explaining that these people lived in houses made of stone and wood. Say: <i>Un grupo especial de personas en Inglaterra fueron llamados los peregrinos.</i> (optional: place a Pilgrim person on this land). <i>Querían dejar Inglaterra y viajar a Estados Unidos para comenzar una nueva vida en una tierra nueva.</i> • Now draw the ocean (Atlantic), explaining that it was very wide and deep. Add some wave lines to symbolize water. Now ask: <i>¿Cómo cres que los Peregrinos viajaron en el agua para llegar a un nuevo lugar para vivir?</i> (elicit ship or boat) • Draw the Mayflower and label it. Explain that the wind moved it along because of the large sails. Draw the dash line to show the way they traveled and explain that they were on the ship for a long time and it was very hard to travel on the stormy ocean. • Then draw America (Cape Cod), drawing the coastline (blue), asking or telling students about the animals that were in the ocean (fish, crab, mussels, oysters) and on the land (brown) – add trees for forest. (describe the animals, deer, bear, rabbits) Explain that this is where the Pilgrims landed. | Pictorial: Echo the words and chorally say the words. Come up and point to the picture when asked what something is (rather than speak) Differentiated Instruction Students Who Need Additional Support: See above plus: Sort: Use sort with matching words Pictorial: Say the word and they point to the picture. |

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| | <ul style="list-style-type: none"> • Explain that another group of people already lived on this land. (place a picture of a Wampanoag (Wam-pah-NO-ag) Draw the shelters of the people - Wampanoag's bark-covered small shelter (<i>wetu</i>) and a long house or <i>nush wetu</i>, a large house where many people lived. • Say: <i>Mañana leeremos una historia que cuenta más sobre el mapa que justo hicimos y como los dos tipos de personas diferentes, los Peregrinos y Wampanoag, trabajaron juntos para hacer un mejor lugar para vivir.</i> | <p>Accelerated Learners: <u>Sort:</u> Allow students to attempt to sort independently without cues.</p> <p><u>Pictorial:</u> Group leaders for the inquiry section. Matching word cards to the picture.</p> |
|--|--|--|

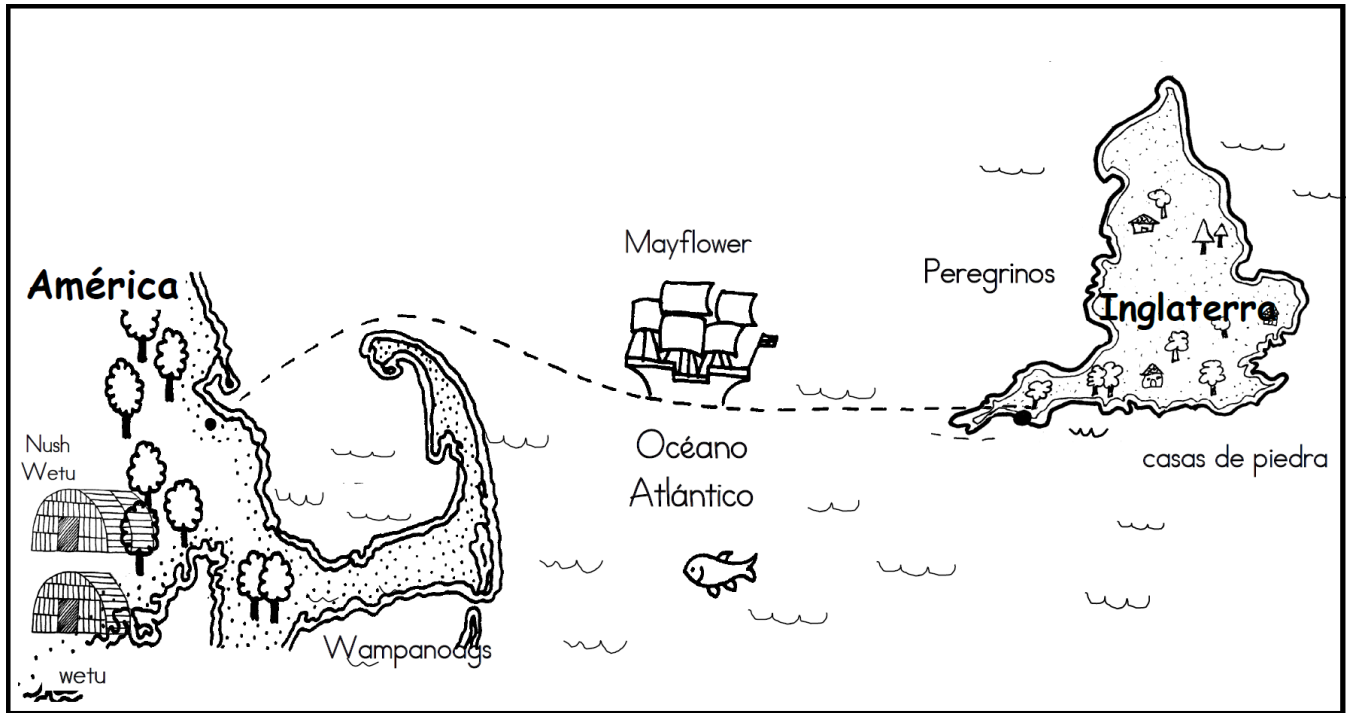
Lesson Delivery Writing Section

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| <p>Writing</p> | <p>K.W.2 Draw the body parts using shapes. In order to prepare for drawing people, the teacher may practice drawing shapes (see appendix b for the 2 types of drawings that will occur in this week's lessons)</p> | <p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p> |
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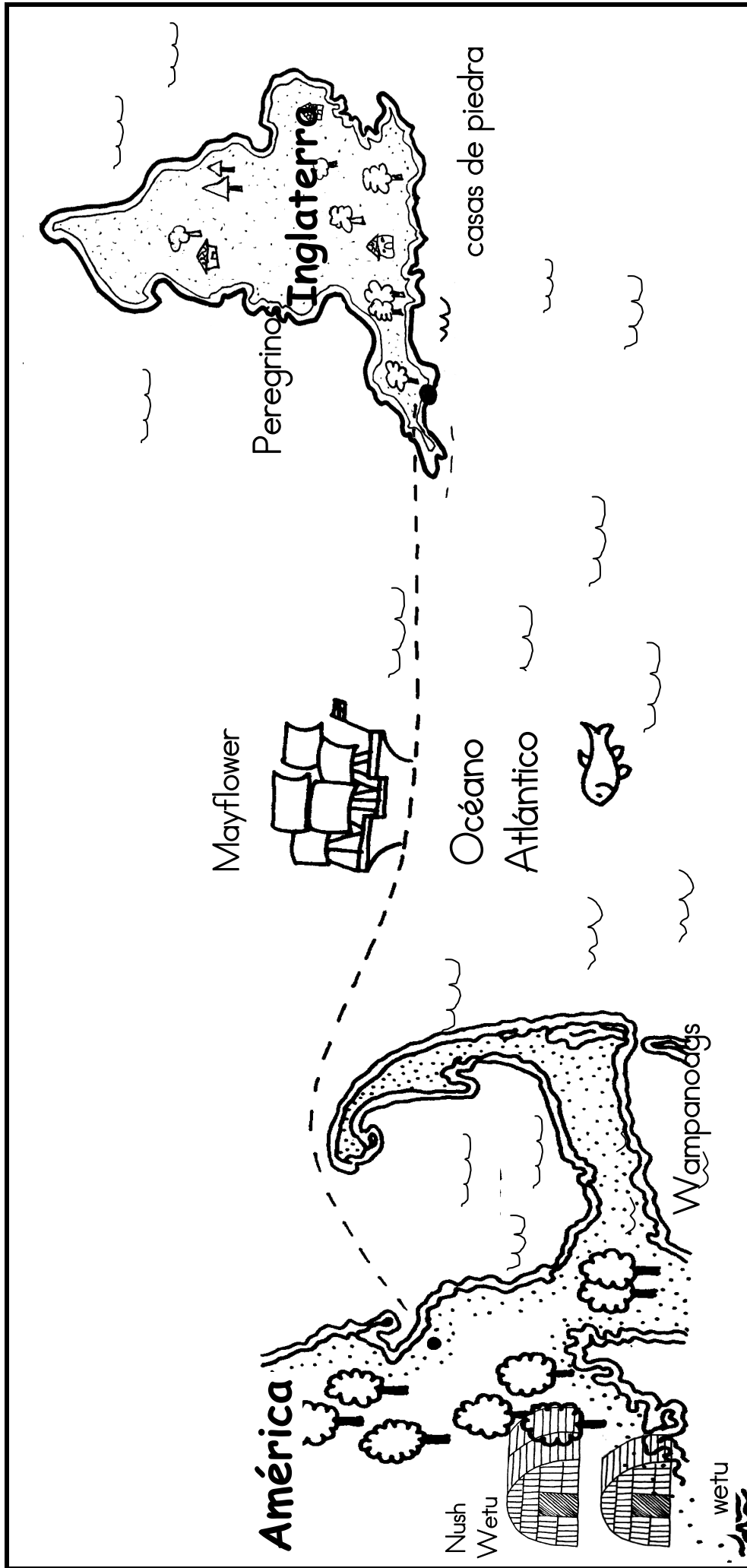
Lesson Reflection

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| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | |
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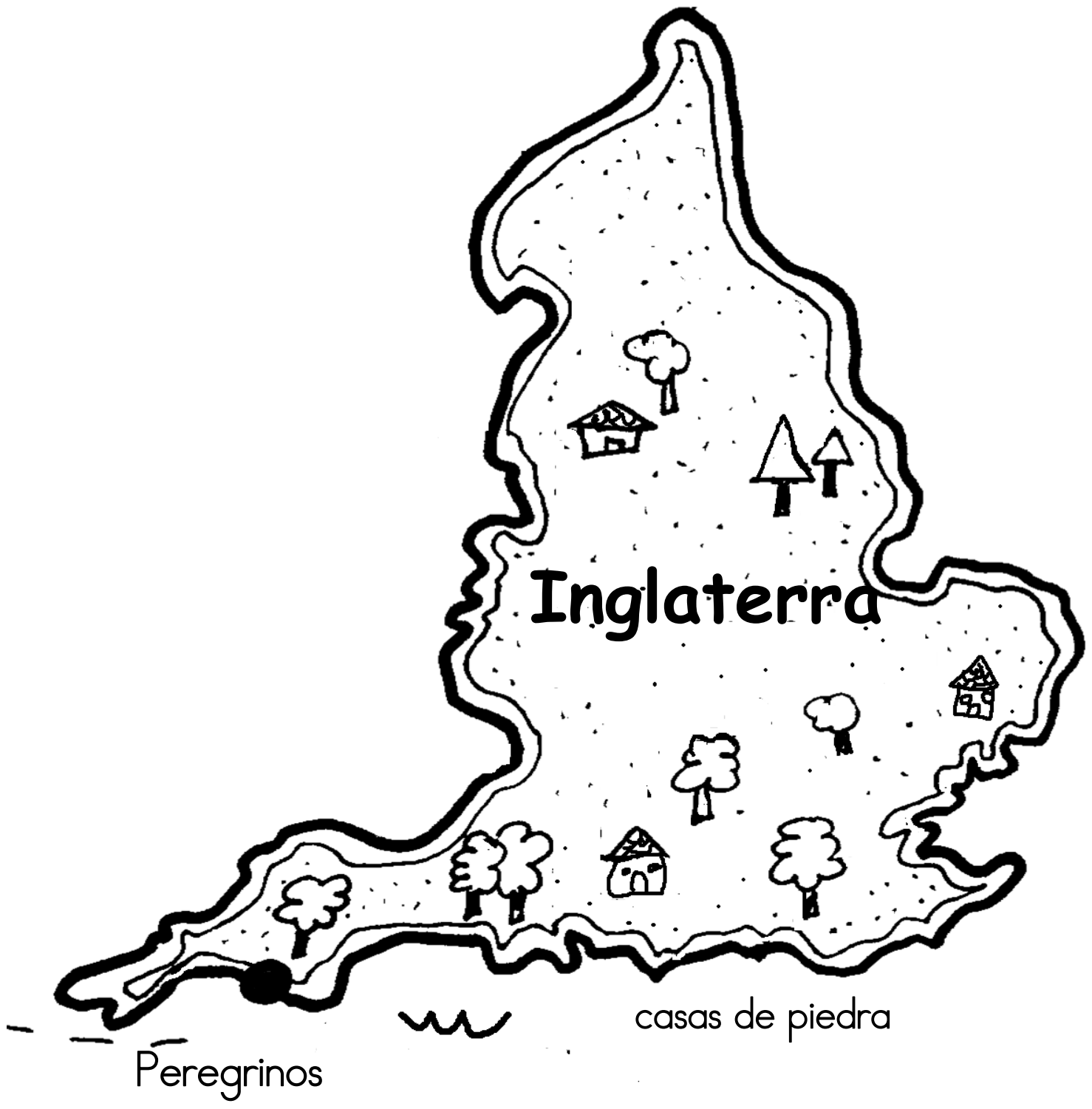
Example of Pictorial you will create for students:



Appendix B: Pictorial to Whole view of class.



Appendix B: large of England



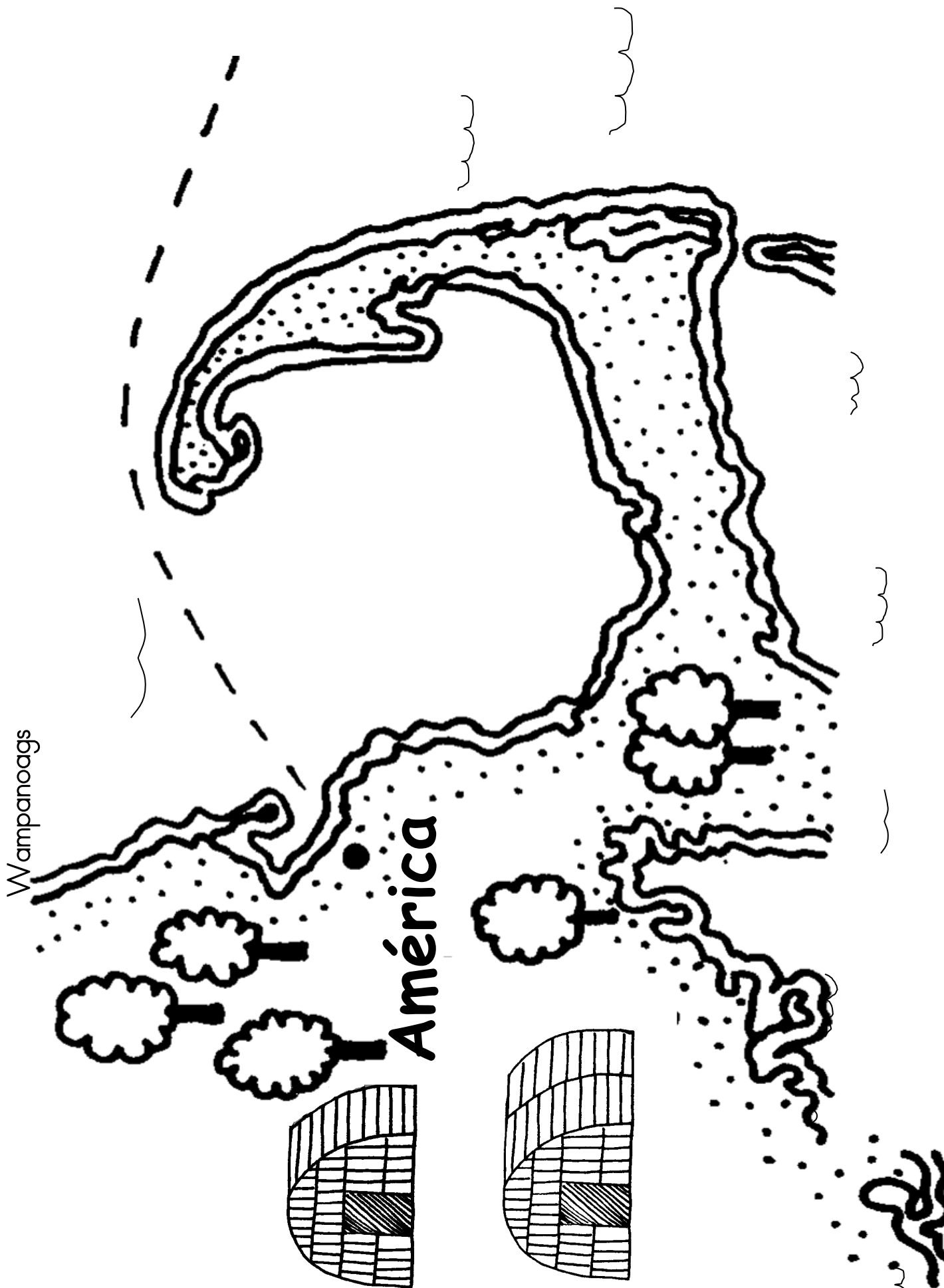
Appendix B: Pictorial of ship and ocean



Océano
Atlántico



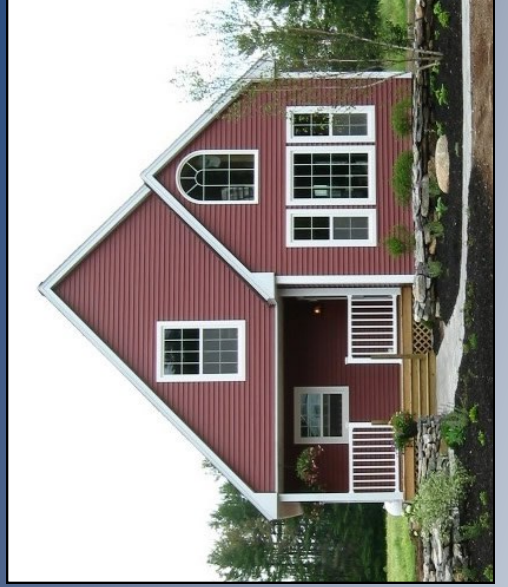
Appendix B: Pictorial to Whole view of class.



Antes



Ahora





Muñeca Barbie



Muñeca de hoja de maíz



barco con motor



mishoon



trompo



trompo



casa



wetu



ropa



ropa



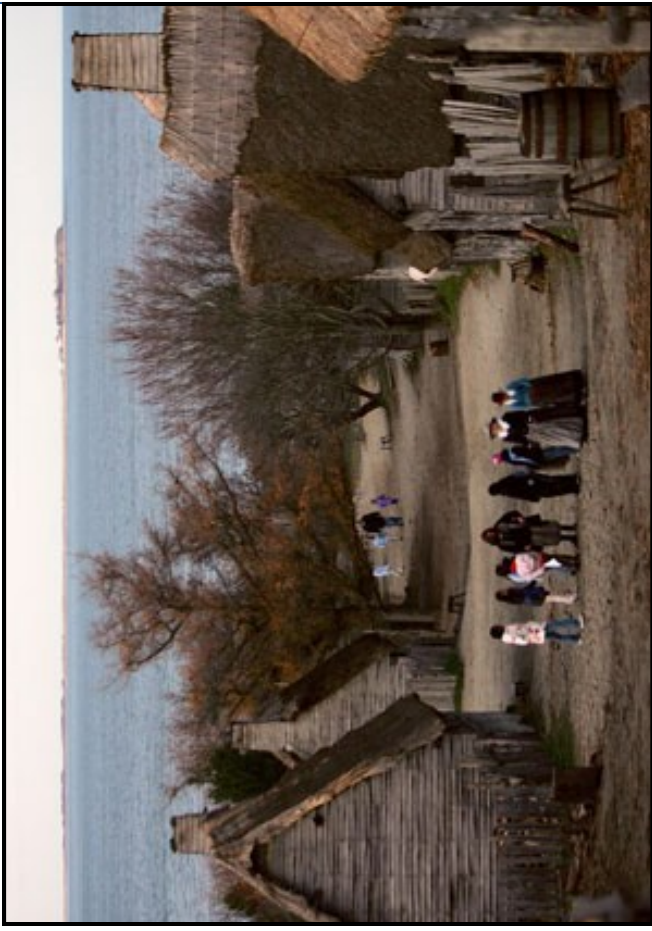
ropa



ropa



ciudad



pueblo



juguete



juguete



juego



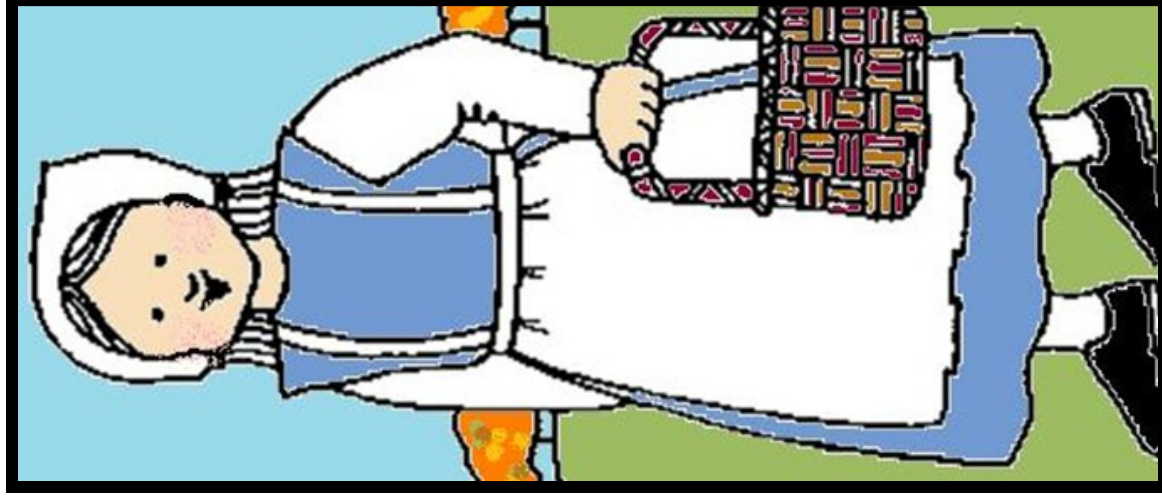
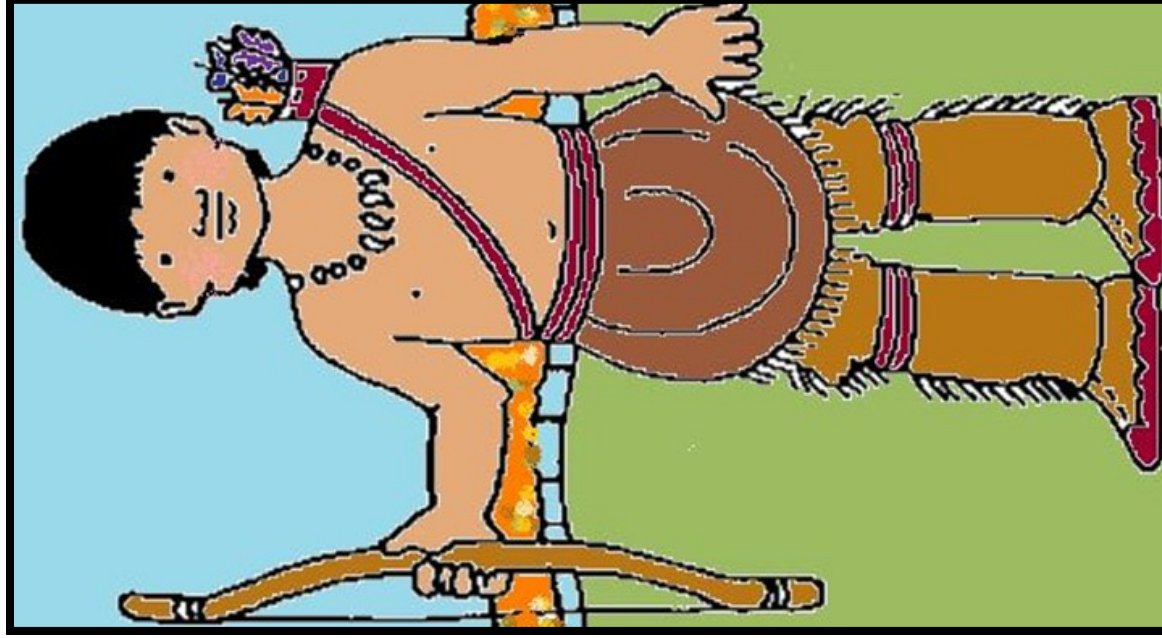
juego

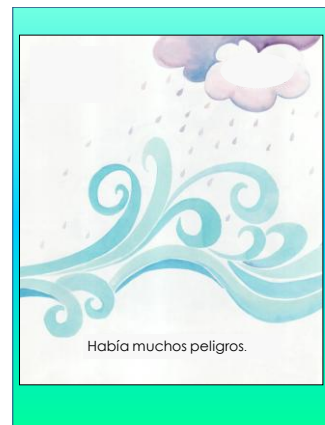
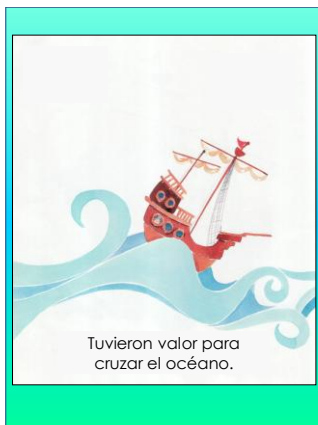
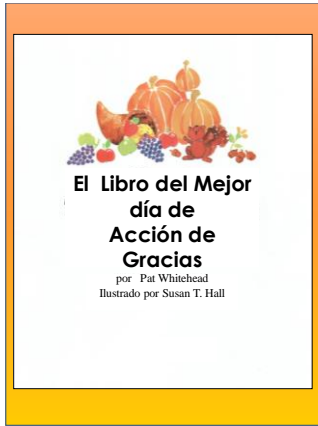
| | | |
|---|---|---|
| Common Core Unit 1 (Unit 3 in OCR) | Kindergarten Lesson # 2 | Time/Period: 75 min. Course: Language Arts: Phonological Awareness, Comprehension and Writing Date: _____ |
| Content Standards CCSS | <p>Content Standards: History/SS: The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>K.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.3 Students match simple descriptions of work that people did ... from historical accounts.</p> <p>Informational Reading Standards</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. <p>Language Standards</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). f. Produce and expand complete sentences in shared language activities. <p>Language Standards</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). f. Produce and expand complete sentences in shared language activities. <p>Writing Standards</p> <p>RW2 Informative/Explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | |
| Materials | <p>Materials/Resources/Lesson Preparation: Green: OCR U.3 TE: Lesson 2 (Green Section) (optional: Use the puppets in Appendix A to demonstrate together and apart). Red: <u>The Best Thanksgiving ABC</u> Adventures book or powerpoint. (optional website: http://www.scholastic.com/scholastic_thanksgiving/webcast.htm)</p> <p>Blue: Chart paper and student drawing/writing paper – Use Appendix E to assist in your drawing of the boy.</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled.</p> <p>Red: Students will understand the story about how the Pilgrim/Wampanoag met and helped each other</p> <p>Blue: Students will draw a Wampanoag boy in authentic clothing and write about him.</p> | <p>Language:</p> <p>Green: Students will listen and speak correctly independently and with partners.</p> <p>Red: Students will listen, ask and answer questions in a whole group and with partners.</p> <p>Blue: Students will speak to partners and draw in groups or independently.</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 | |

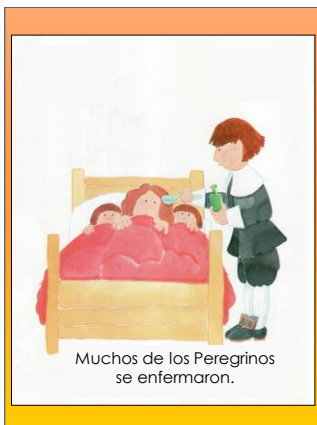
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| Common Core Literacy Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATIO | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | Peregrino, América, Mayflower, Indio, Squanto, Océano Atlántico, peligros, calabaza, pavo silvestre, codorniz, bellotas, setas, bayas silvestres | |
| Pre-teaching Considerations (Prerequisite skills): | | <p>Students should be comfortable working in groups, but be sure to review the rules for working together. Students must also have a partner and know how to turn to their partner to talk.</p> <p>Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words.</p> | |
| Lesson Delivery Green Section | | | |
| Foundational Skills | Time: 20 min. | <p>Unit 3 Lesson 2 pg. T 34-35 K.RFS.2a Warming Up: Activity 2 Short Words, Long Words Word pairs to use: America – food gathered - kind us - Squanto nice - hunted quail - hunted Phonological and Phonemic Awareness: K.RFS.2b,c Oral Blending Word Parts Model: ba...yas much....o mara....viloso zig....zag Squan....to ver....ano pue.....blo va....lor desem....barcar bos....que cazar gra....cias K.RFS.2d How the Alphabet Works: I'm a Letter Expert (keep)</p> | |
| Lesson Delivery Red Section | | | |
| Instructional Methods | Check: | <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | |
| Lesson Opening | <p>Prior Knowledge, Context, and Motivation: Remind students about previous learning (long ago and now sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patters can be used: Los Peregrinos vivieron/fueron____. Los peregrinos querían____. Los Wampanoag vivían____. Los animales en el bosque eran____. Los animales en el océano eran_____.</p> | | |
| | <p>1. Use the PowerPoint of the El libro del Mejor día de acción de gracias book. Say: <i>Hoy leeremos una historia sobre todo lo que aprendimos en el mapa.</i> 2. As you read the book: Encourage students to read high frequency words in text. •Note one to one correspondence when reading as well as spacing, etc. •Point out new content vocabulary and use step-aside explanations as well as context clues/illustrations.</p> <p>Note: Although the text does not use the words like mushroom (F page), point to the illustration and ask/tell students what the foods were (also pumpkin, nuts, blueberries, etc.)</p> <p>Getting to the Big Idea: Ask what the Pilgrims did together and how it helped them.</p> | <p>Differentiated Instruction Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading. Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened</p> | |

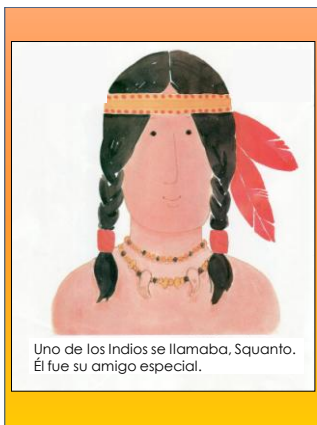
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| <p>Activities/Tasks/ Strategies/Technology/ Questioning/ Engagement</p> | <p>Website: If you have time, you may want to show students what the Pilgrims and Wampanoag really looked like by viewing some pictures on the Plimoth Plantation and Wampanoag village website: http://www.scholastic.com/scholastic_thanksgiving/webcast.htm</p> | <p>English Learners: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.</p> |
| Lesson Delivery Blue Section | | |
| <p>Writing</p> | <p>K.W.2 Draw the picture of the Wampanoag boy, emphasizing how the clothes are from long ago, and were made by Wampanoag women. (Clothes were skins sewn with sinew – deer gut.) Students can draw along with you. Label the parts of the clothing as shown in Appendix E. Make sure the boy is grounded. K.RFS.1/ K.L.2: Ask students to think about what they would like to say about the picture. (Write a sentence will happen the next day) Have students repeat the words/sentences with partners. Possible writing: <i>El niño</i> or <i>Un niño indio</i> or <i>El niño vivió hace mucho tiempo./ El niño tenía un arco.</i> (whatever your students produce with your facilitation)</p> | <p>Advanced Learners: Write a longer sentence independently English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. They can just write “<i>El niño</i>” Special Needs: Assist in writing beginning sounds of words in small group. They can just write “<i>El niño</i>”</p> |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

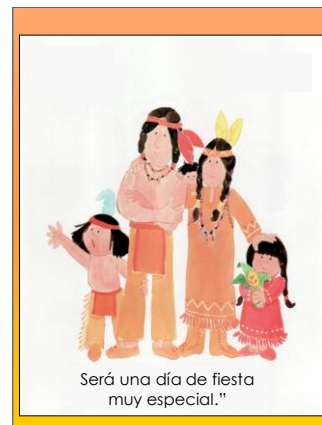
Appendix A: Cut out and place on tongue depressors to create stick puppets. The teacher can use these as models when blending and segmenting word parts together during phonemic awareness.





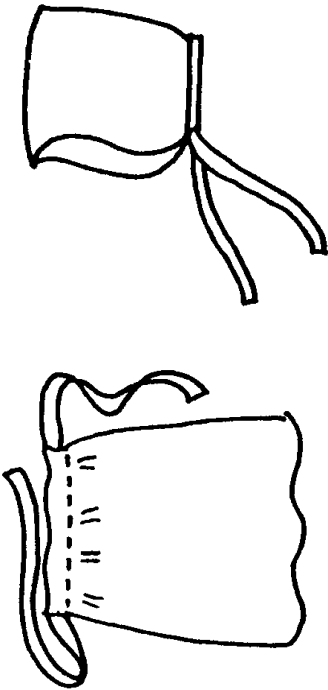
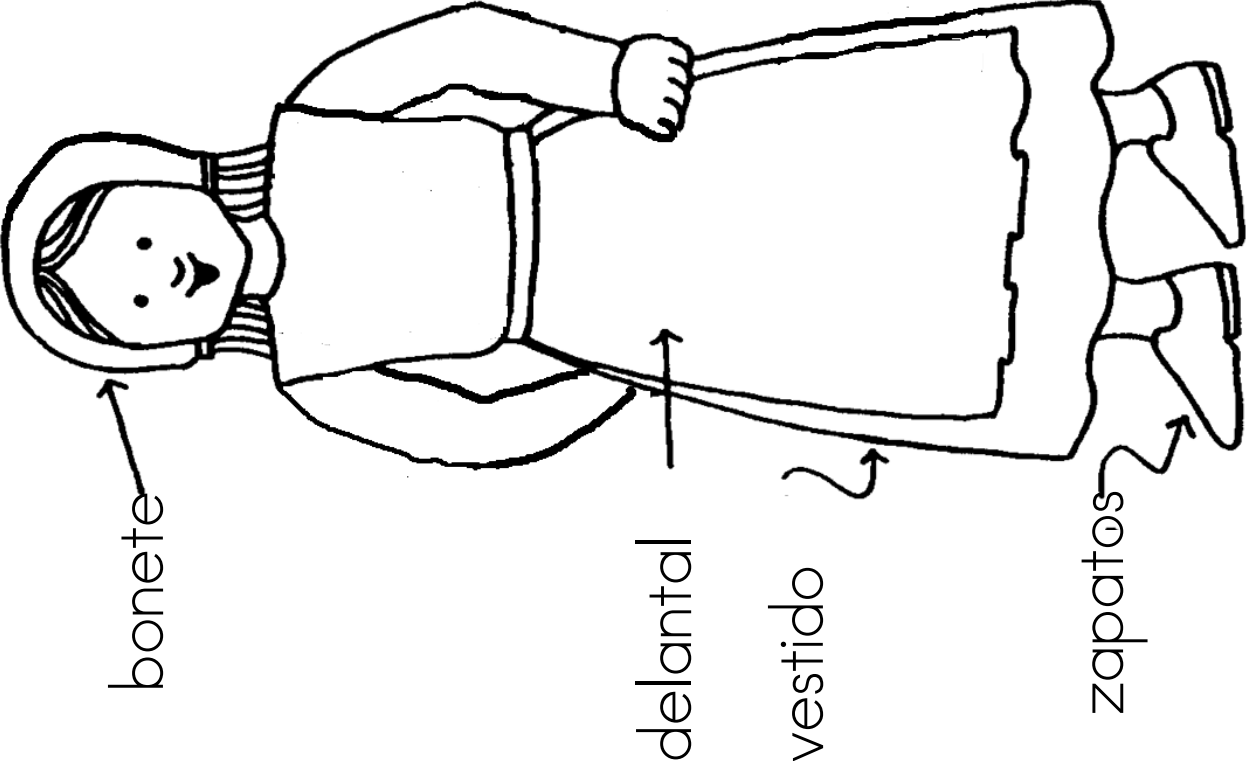






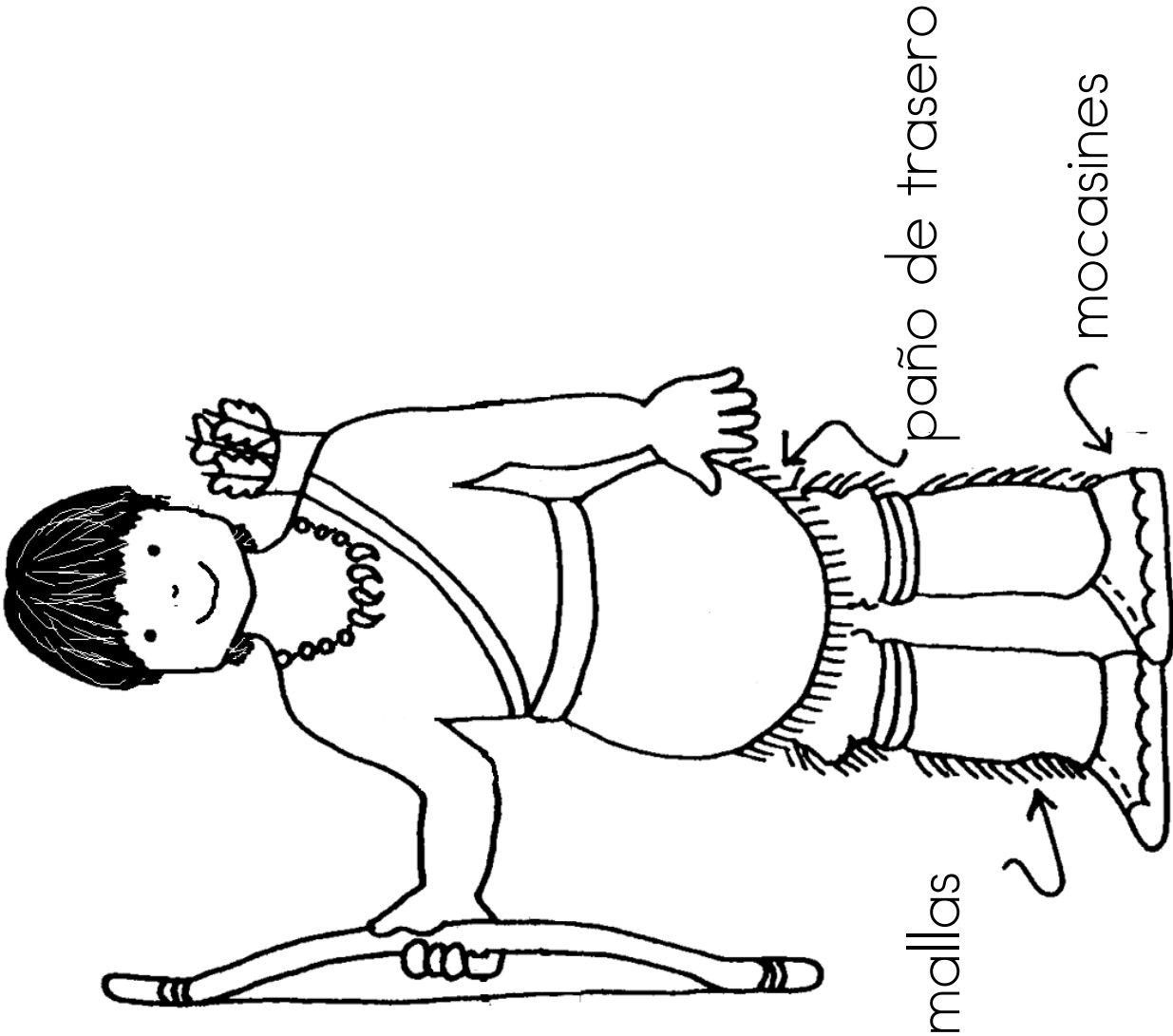
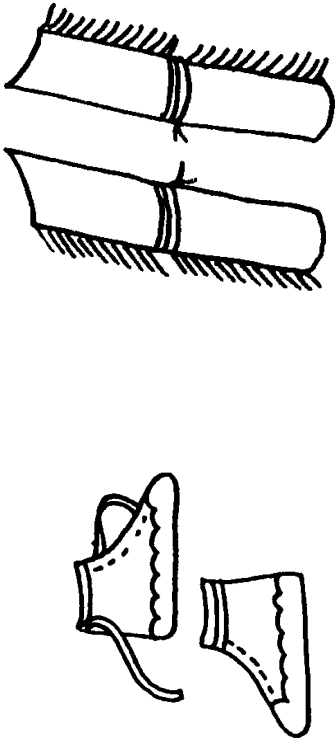


Appendix E: Drawing and labeling a Pilgrim Girl.



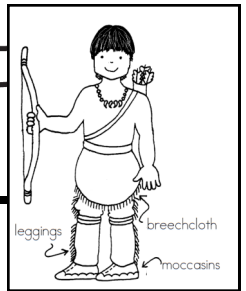
Extra pictures of clothing

Appendix E: Drawing and labeling a Wampanoag Boy



Extra pictures of clothing

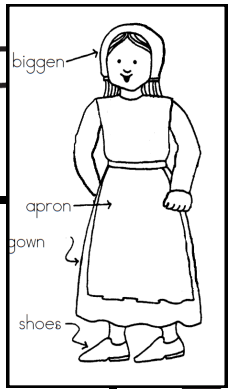
Un niño Wampanoag



A large, empty rectangular box with a thick black border, intended for drawing or writing.

Nombre: _____

Una niña Peregrina



A large, empty rectangular box with a thick black border, intended for drawing the girl.

Nombre: _____

Squanto



A large, empty rectangular box with a solid black border, intended for drawing or writing.

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

Nombre: _____

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| Common Core Unit 1 (Unit 3 in OCR) | Kindergarten Lesson # 3 | Time/Period: 75 min. Course: Language Arts: Phonological Awareness, Comprehension and Writing Date: _____ |
| Content /CCSS Standards | <p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.3 Students match simple descriptions of work that people did ... from historical accounts.</p> <p>Informational Reading Standards</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. <p>Language Standards</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). f. Produce and expand complete sentences in shared language activities. <p>Writing Standards</p> <p>RW2 Informative/Explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | |
| Materials Resources/ Lesson Preparation | <p>Green: OCR U.3 TE (Green Section) (optional: Use the puppets in Appendix A to demonstrate together and apart). Red: PowerPoint of <u>El libro del Mejor día de acción de gracias</u> and Appendix D pictures for pictorial map (color photos or illustrations pictures for black and white printer)</p> <p>Blue: Chart paper and student drawing/writing paper – Use Appendix E to assist in your drawing of the boy.</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled.</p> <p>Red: Students will review the story about the Pilgrim/Wampanoag experience through the foods they ate using evidence from the text.</p> <p>Blue: Students will draw a Wampanoag boy in authentic clothing and write about him.</p> | <p>Language:</p> <p>Green: Students will listen and speak correctly independently and with partners.</p> <p>Red: Students will listen, ask and answer questions in a whole group and with partners.</p> <p>Blue: Students will speak to partners and draw in groups or independently.</p> |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 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 | |

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| Common Core Literacy 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 Peregrino, América, Wampanoag, Océano Atlántico, juntar, pescado (bacalao), pavo silvestre, pino, tuerca, semillas, bellotas, almejas, mejillones, cangrejo |
| | STUDENTS FIGURE OUT THE MEANING | temporada, cazaron, plantaron, arándanos silvestres, bayas rojas, calabaza, champiñones |
| Pre-teaching Consideration (Prerequisite skills): | | Students should be comfortable working in groups, but be sure to review the rules for working together. Students must also have a partner and know how to turn to their partner to talk. Students must be able to use scissors in the collaborative sort. Make sure that someone in each group is able to cut. Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words. |
| Lesson Delivery Green (Learning to Read Section) | | |
| Foundational Skills | Time: 20 min. | OCR Unit 3 Lesson 3 pg. T 52-53 K.RFS.2a Warming Up: Focusing on Words in Print <u>Short Words, Long Words</u> using a <u>Morning Message</u> : (count the words in the sentence/determine and highlight pairs of short and long words, using different colors of hi-lighters.) The message can be what the students learned previously, or what they will be learning today. Phonological and Phonemic Awareness: K.RFS.2b,c Oral Blending : Word Parts (Option: Teacher can use the tongue depressor puppets to show the parts of the word then putting them together when the students form the correct word.) Practice: Amér...ica Ing...laterra acoge....dor via....je noviem....bre ni...ños plan....tar chime....nea delan....tal granj....eros junt...ar, bone....te K.RFS.2d How the Alphabet Works: I'm a Letter Expert (keep) |
| Lesson Delivery Comprehension Section | | |
| Instructional Methods | Check: | <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input checked="" type="checkbox"/> Independent Practice |
| Lesson Opening | Prior Knowledge, Context, and Motivation: | Review the pictorial map drawn previously. Ask students through think/pair/share what they remember about the pictorial and the text that was read. Linguistic patters can be used: Los peregrinos fueron____. Los peregrinos querían____. Los Wampanoag vivieron _____. Los Wampanoag ayudaron_____. |

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| <p>Activities Tasks/ Strategies/ Technology Questioning/ Engagement/ Writing/ Checking for Understanding</p> | <p>1. You will use the PowerPoint of the <u>El libro del mejor día de acción de gracias</u> to find evidence of the type of foods the Wampanoag and from the text and illustrations. Say: <i>Hoy aprenderemos más sobre los animales y otros alimentos salvajes que los Peregrinos y Wampanoag comieron para poder vivir en la tierra silvestre. Miraremos otra vez a nuestra historia de ayer para encontrar nuestras pruebas de los alimentos que fueron usados. Entonces colocaremos estos alimentos en nuestro mapa.</i> (point to pictorial). <i>Tenemos que decidir si la comida era algo que los peregrinos y Wampanoag encontraron en la tierra o en el agua.</i></p> <p>2. Pass out the Appendix D pictures to partners or groups. Let the students study the pictures first and tell what they see. Do not hand out the mussel, clams, and crab cards. They are not in the book, but will be used for more critical thinking after using the book.</p> <p>3. Rereading the story and Finding Evidence: As you review the book again: Encourage students to read high frequency words in text. Note one to one correspondence when reading as well as spacing, etc. Review content vocabulary.</p> <p>4. On each page, ask: <i>¿Esta página habla de cualquier comida que los Peregrinos o Wampanoag usaban?</i></p> <p>5. On the “E” page, the text mentions the word “eat”. Ask students if any food is mentioned. Explain that this is a clue that the author will be speaking about food on the next pages, so the students need to be ready with their pictures.</p> <p>6. When you get to the story pages beginning with “F” – Say: <i>¿Dónde buscan ellos la comida? (el bosque) – es esta tierra u océano? Miren la ilustración. If needed say: Veo la hierba, entonces debe ser la tierra. Ahora vamos a mirar que alimentos ellos encontraron en el bosque. ¿Qué miran? (champiñones, bellotas (nueces), ardilla, pavo, conejo, manzanas salvajes)</i></p> <p>Say: <i>¿Quién tiene una foto que va con estas ilustraciones?</i> Guide students to place the pictures near the forest trees on the pictorial. Help the students to say “_____ estaba en/adentro _____.” ex: Turkey was on land. If possible you can ask – how did they get this food? (hunted for animals and gathered for food found growing wild in the forest)</p> <p>7. Continue using the same questioning and discussion for the following sentences:</p> <p>“G” page: fresas silvestres, bayas rojas (pasas) and semillas (pine nuts -piñon) in the forest</p> <p>“N” page: Granos de maíz that grow into cornstalks- planted on cleared land near their houses. Say: <i>¿Quién tiene una foto a lo que los granos de maíz (semillas) se convierten?</i></p> <p>“Q and R” page: codorniz (picture and text) and pavo (text on pg. Q but in the picture on pg. R) (can use another turkey picture again)</p> <p>“S” page: calabazas and elote– explain that pumpkins were also planted.</p> <p>“W” page: <i>¿Ven cualquier otra comida del cual no hemos hablado?</i> Explain that in the bowl is popped corn.</p> <p>“X” page: pescado (bacalao) – found in the ocean.</p> <p>8. Critical Thinking: Say: <i>Aquí están algunos otros animales y las plantas que los Peregrinos y los Indios comieron que no son mencionado en el texto.</i> (frijoles, ostras, mejillones, y cangrejo). Ask the students where these animals (shoreline of Cape Cod) or plants (planted by the corn) might be found on the map.</p> | <p>Students Who Need Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.</p> <p>English Learners: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.</p> <p>Advanced Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something should be placed appropriately on the map</p> |
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| | <p>Prompt and ask why they think that this is the right place to place the animals and the bean plants. Allow students who did not have a picture in the previous exercise to place the shell fish and beans onto the map. Explain that some of these animals were gathered on the shoreline, but the fish were hunted (fished) and speared. Explain that the beans were planted with the corn, too. Tell students that tomorrow they will work more with the foods.</p> | |
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| Lesson Delivery Writing Section | | |
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| Writing | <p>K.W.2 Review the drawing of the Wampanoag boy. Ask: <i>¿Recuerdan algunas de sus ideas sobre qué escribir en el dibujo?</i> Review some possibilities.</p> <p>K.RFS.1/ K.L.2: Write a sentence or words below the picture, emphasizing concepts of print, capitals, etc. Have students repeat the words/sentences with partners.</p> <p>Possible writing: <i>Un niño Wampanoag / Un niño indio</i> or <i>Un niño Wampanoag vivió hace mucho tiempo/ Este niño vivió hace mucho tiempo.</i> Students will produce what they can, be it a word, phrase or attempted sentence.</p> | <p>Advanced Learners: Write a longer sentence independently</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. They can just write “Un niño”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can just write “Un niño”</p> |
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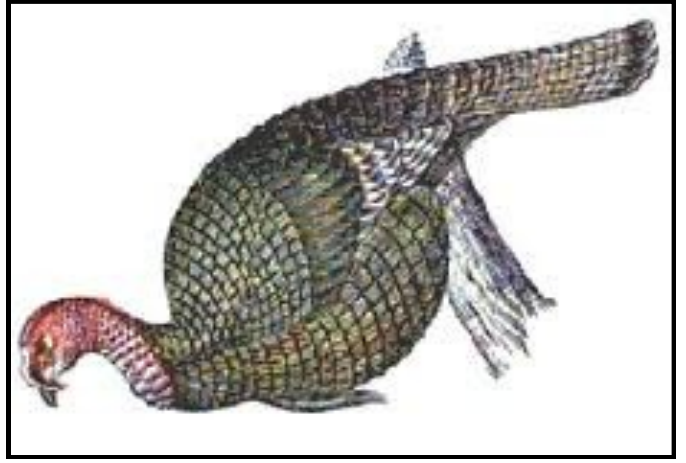
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| Lesson Reflection | | |
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| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |
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Appendix E: Colored Pictures to place on the map: setas, bellotas, manzanas silvestres, pavos silvestres, conejos silvestres y fresas silvestres.



Appendix E: Colored Pictures to place on the map: bayas silvestres, semi-
llas de pinon, maíz, codorniz, pavo silvestre



Appendix E: Colored Pictures to place on the map: calabaza, pescado (bacalao), ostra, cangrejo azul, mejillones



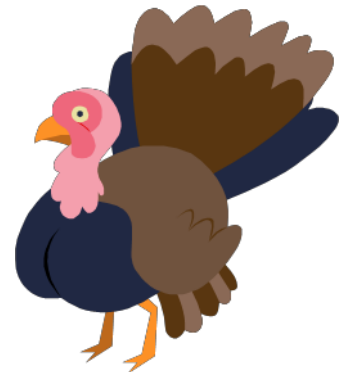
Pronto festejamos

La melodía de: Into English; "Pick a "

Recoge _ ponlos en la canasta,
Recoge _ ponlos en la canasta,
Recoge _ ponlos en la canasta,
Pronto festejamos.



Caza un/a_ ponlo/a en la bolsa
Caza un/a_ ponlo/a en la bolsa,
Caza un/a_ ponlo/a en la bolsa,
Pronto festejamos.



Siembra un/a _ ponlo/a en el jardín,
Siembra un/a _ ponlo/a en el jardín,
Siembra un/a _ ponlo/a en el jardín,
Pronto festejamos.



SAUSD Common Core Lesson Planner

Teacher:

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| Unit: 1 Lesson #4 | Grade Level/Course: ELA Kindergarten | Duration: 75 min. Date: |
| Common Core and Content Standards | <p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respect.</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world folklore.</p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of their actions.</p> <p>K.3 Students match simple descriptions of work that people did ... from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. 1. Identify the purposes of, and the people and events related to, holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). 2. Know the true meaning of holidays through the stories of such people as Squanto (Pilgrims and Indians). 3. Understand how people's lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, and laws).</p> <p>K.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> | |
| Materials/Resources/ Lesson Preparation | <p>Green: OCR U.3 TE Lesson 4 Green Section (optional: Use the puppets in Appendix A to demonstrate together and apart. Red: Use Sorting pictures and Category labels for Planting, Hunting, and Gathering: Appendix F, as well as the ABC book for backup evidence Blue: Chart paper and student drawing/writing paper. Use Appendix E for picture of a Pilgrim girl to draw.</p> | |
| Objectives | <p>Content: Green: Students will listen to directions and blend syllables. Red: Students will sort foods by how they are obtained by Pilgrims and Wampanoag. Blue: Students will draw a picture of a person from one culture, using authentic clothing from long ago</p> | <p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will use complete sentences in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p> |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 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 | |
| A C | TEA CHE R | KEY WORDS ESSENTIAL TO UNDERSTANDING WORDS WORTH KNOWING |

| | | | |
|--|--|---|--|
| | | ostras, orilla, mejillones, cangrejo, arándanos silvestres, setas y pavo | |
| | STUDENTS FIGURE OUT THE MEANING | recoger, cazando (también pescando), y sembrar (plantar) | |
| Pre-teaching Considerations | | Students must know the rules of collaboration. Heterogeneous Groups should be formed so students of different skill sets are mixed. Students must understand the categories (groups) contain details that fit into the category for a reason. | |
| CCSS Foundational Standards (K-5 only) | | <p>Unit 4 Lesson 4 pg. T 68-71</p> <p>Warming Up: K.RFS.2a Activity 1: Listening <u>Simon Says</u> (keep) (You could use movements from the Stories ex: "Touch your moccasins", "Touch your apron", "Pat your breeches", "Plant the corn", "Gather some berries.")</p> <p>Phonological and Phonemic Awareness: K.RFS.2b,c Oral Blending (open vowel) <u>Word Parts</u> Model: A...mérica delan... tal crecien....do o....céano a....gua me....jillones mu...chos May... flower nece....sitar ju...ntar con....virtió fi...nalmente</p> <p>How the Alphabet Works K.RFS.2d I'm a Letter Expert (keep) OR Alternate Idea: Using the Special Letters, pass out the same 3 letters (10 of each) to all the students. Have them sort them on a tree map on a pocket chart. <u>Sounds and Letters</u> (keep)</p> | |
| 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"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice | |
| Lesson Continuum | Lesson Opening | <p>Prior Knowledge, Context, and Motivation: Review yesterday's lesson and the photographs that were placed on the pictorial. Ask students to share with a partner what they remember about the pictorial and the text that was read. Linguistic patters can be used: Los Wampanoag y Peregrinos nesesitaban comida para sobrevivir.</p> <p>Los Wampanoags/Peregrinos juntaron _____. Los Wampanoags/Peregrinos cazaron _____. Los Wampanoags/Peregrinos sembraron (plantaron) _____. Squanto les enseno a los Peregrinos como _____.</p> | |
| | Lesson Delivery Comprehension Section | | |
| <p>Collaboration Lesson: Students in groups of 4 will be given their own pictures to sort by these categories "Sembrar", "Recoger", and "Cazar".</p> <p>Remind your students about your rules for collaboration. (Working together and sharing the work). You can give your students roles: editor, leader, material gatherer, etc.)</p> | | | |

The lesson goes as follows:

Place the categories on the pocket chart:



Pantomime each of the categories and have students follow your movements:

Gathered: Bend over slightly and pretend to pick berries or nuts off the ground and place in a basket. Ask: *¿Qué estás recogiendo?* Estoy recogiendo _____.

Hunted: Use a bow and arrow movement, using a sharp eye as you “look” for animals. Ask: *¿Qué estás cazando?* Estoy cazando _____. (Also remind students that something you hunt can run away and hide from you.)

Planted: Dig a hole and place an imaginary seed into the hole. Place the soil over the hole and pat it. Ask: *¿Qué estás sembrando?* Estoy sembrando _____. (frijoles, elote, calabaza, etc)

Say: *Ahora usaremos las fotos que teníamos ayer y los pondremos en la categoría correcta - dibujo.*

Model:

a. Review: For each picture: *¿Qué es esto?*

Note: as you model, you may want to use another teacher or student and show how you work collaboratively to get the answers.

b. Display the oyster picture. Say: *Estas ostras están atrapadas en las rocas por el océano. ¿Cómo creen que los peregrinos agarraron estas ostras?* (Extra scaffold: *¿Los recogieron y pusieron en las canastas? ¿Las cazaron? ¿Las sembraron y las miraron crecer.*) Elicit answers and ask why they think the way they do. You can do the same exercise with a rabbit and beans.

c. Say: *Ahora ponganse en sus grupos y clasifiquen el resto de las fotos en montonsitos correctos.*

Show students that they will have their own category titles (smaller in Appendix F) and pictures.

d. Material person: Gets pictures and titles.

e. Direct students to place the 3 titles in a row like you have in the pocket chart. Have them out one picture at a time and decide what pile it goes in, just like you modeled on the pocket chart f. Facilitate the learning by intermixing with groups, questioning groups as they work through the pictures. Use inquiry type questions like:

1. Mira el dibujo. ¿Qué parece que la gente haría para conseguir esta comida?

2. ¿Qué era tu pensamiento cuando pusiste ___ en ___?

g. When students are through, have them face you and the pocket chart. Go over the pictures and place them correctly in each category. Explain your thinking and elicit language/questions from the students. Direct students to fix their piles to make them correct, if necessary.

h. Clean up materials and review what they learned today.

Differentiated Instruction

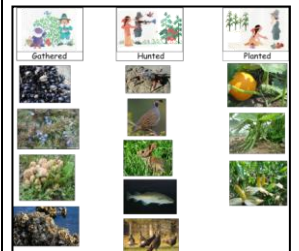
Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.

Accelerated Learners:

Encourage students to ask and answer questions through stems and asking “why” they suppose something happened

English Learners:

Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading



| Lesson Delivery Writing Section – <i>at a different time of the day.</i> | | |
|--|---|--|
| | <p>K.W.2 Draw the picture of the Pilgrim girl, emphasizing how the clothes are from long ago, and were made by Pilgrim women. (<i>Toda la ropa fue tejida.</i>) Students can draw along with you. Label the parts of the clothing as shown in Appendix E. Make sure the girl is grounded.</p> <p>K.RFS.1/ K.L.2:/ K.W.2 Write a sentence or words below the picture, emphasizing concepts of print, capitals, etc. Have students repeat the words/sentences with partners.</p> <p>K.RFS.1/ K.L.2:/ K.W.2 Elicit language about the picture. Possible sentences : <i>Una niña,</i> or <i>Una niña Peregrina / Una niña vivió hace mucho tiempo/ Una niña usó zapatos, etc.</i></p> | <p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p> |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |



Recogieron



Cazaron



Sembraron





Sembraron



Cazaron



Recogieron



Recogieron



Cazaron



Sembraron

For student collaboration

student pictures for collaboration





student pictures for collaboration

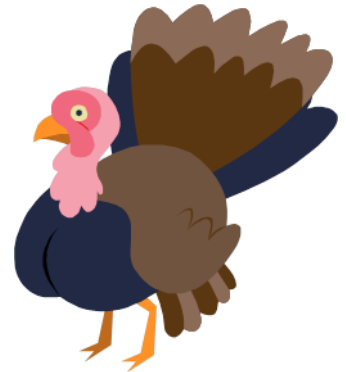
Pronto festejamos

La melodía de: Into English; "Pick a ____"

Recoge _____ ponlos en la canasta,
Recoge _____ ponlos en la canasta,
Recoge _____ ponlos en la canasta,
Pronto festejamos.



Caza un/a _____ ponlo/a en la bolsa
Caza un/a _____ ponlo/a en la bolsa,
Caza un/a _____ ponlo/a en la bolsa,
Pronto festejamos.



Siembra un/a _____ ponlo/a en el jardín,
Siembra un/a _____ ponlo/a en el jardín,
Siembra un/a _____ ponlo/a en el jardín,
Pronto festejamos.

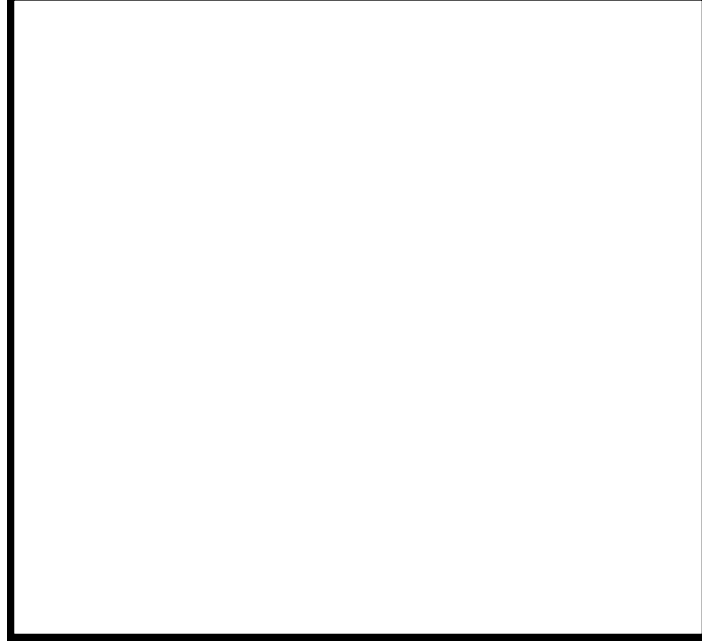


Nombre _____

Conexión con el hogar: hojas

Busquen hojas con su hijo/a en su vecindario y complete este papel.

Esta es mi hoja.



roja

amarilla

anaranjada

café

puntas

arrugas

lisa

chica

grande

venas

Mi hoja es _____.

Mi hoja tiene _____.

Puedo con-
tar hojas.

Yo cuento _____ hojas.

SAUSD Common Core Lesson Planner

Teacher:

| | | | |
|---|--|---|--|
| Unit: 3 Lesson #: 5 | | Grade Level/Course: Kindergarten | Duration: 75 min. Session Date: |
| Common Core and Content Standards | | <p>History/SS: Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. K.6.3 Understand how people lived in earlier times and how their lives would be different today</p> <p>Informational Literacy K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities.</p> | |
| Materials/ Resources/ Lesson Preparation | | <p>Green: OCR U.3 TE Lesson 5 Green Section pg. 76-79, pre-decodable, and the Social Studies Lg. Flip chart, pg. 30, to create sentences. Red: Prepare the song Appendix G on a chart, sentence strips with color-coding – see lesson example, or place the document on a doc camera. Blue: Brown and tan construction paper, cut in the size of a child’s hand. (Each partner will have one color to trace), White construction paper 9x12 (1 for each set of partners).</p> | |
| Objectives | | <p>Content: Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled. Red: Students will understand the story about how the Pilgrim/Wampanoag met and helped each other Blue: Students will draw a Wampanoag boy in authentic clothing and write about him.</p> | <p>Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p> |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 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 | No new vocabulary. Review of words: comida, mapping words | |
| | | trabajando juntos, juntando, cazando (también pescar) y sembrar | |
| Pre-teaching Considerations | | Pre-teaching Considerations (Prerequisite skills): Students must know the rules of collaboration even though they will be working with partners rather than groups. Students must be able to cut with scissors. | |

Lesson Delivery Green Section

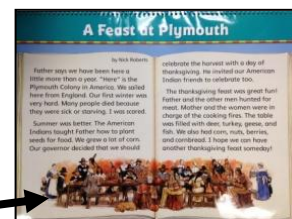
CCSS Foundational Standards (K-5 only)

Unit 3 Lesson 5 pg. T 76-79

Warming Up:

Activity 1 People Sentences

Using the picture on the Social Studies Flip book, pg. 30, tell the students to look closely at the picture. Students should be able to create some complete sentences about what they see.



For example: *Los peregrinos/ Wampanoag están comiendo. Las mujeres tienen comida. El perro está durmiendo. Las personas están juntos. Las personas están compartiendo.*

Continue with the directions on OCR pg. 76 with the sentences that the students created.

Phonological and Phonemic Awareness: Oral Blending

Word Parts maes...tra

conten...to caza....dor gen....te aho....ra jun....tar mu...chos coci....nar
hor....no jun....tos

Pre decodable

We Go (keep) Another Resource: “We See Fall” little book available SAUSD Language Arts Website.

Lesson Delivery Comprehension

Instructional Methods

Check method(s) used in the lesson:

- Modeling Guided Practice Collaboration Independent Practice
 Guided Inquiry Reflection

Lesson Opening

Prior Knowledge, Context, and Motivation: Review yesterday’s lesson using the sort categories “recogiendo”, “cazando”, and “sembrando” and photos. Have students create some sentences with the sort pictures:

___ es ___ (elote es sembrado), ___ son ___ (las bayas son recogidas) / ___ cazaban/recogian/sembraban ___ (Wampanoag cazaban pavo.)/ (Los peregrinos recogian bellotas.) You can place the small words (es, son) in the pocket chart and then use the pictures to create sentences: Los arándanos son recogidos.



Activities/Tasks/ Strategies/ Technology Questioning/ Engagement/ Writing/ Checking for Understanding

Shared Reading: Display the song “Trabajando Juntos” or use the pocket chart sentence strips, creating the same words from each verse. You can interchange the different bold words into the each verse displayed on the document. You can color-code those words (plant, cook, friends, etc.) The only different words in the song are in the refrain at the end– sung slowly. This is also on a powerpoint.

As you read and then sing the song, follow basic shared reading strategies (see Language Arts website for specific teaching strategies).

Say: *¡Hoy leeremos y cantaremos una canción que es tan divertida! ¡Hay que ver cuántas palabras reconocen que hemos aprendido esta semana! Lo leeremos juntos primero, luego cantaremos y bailaremos esta nueva canción.*

2. As you read each verse:

Note one to one correspondence when reading as well as spacing, etc. Have students notice which words are different in each verse.

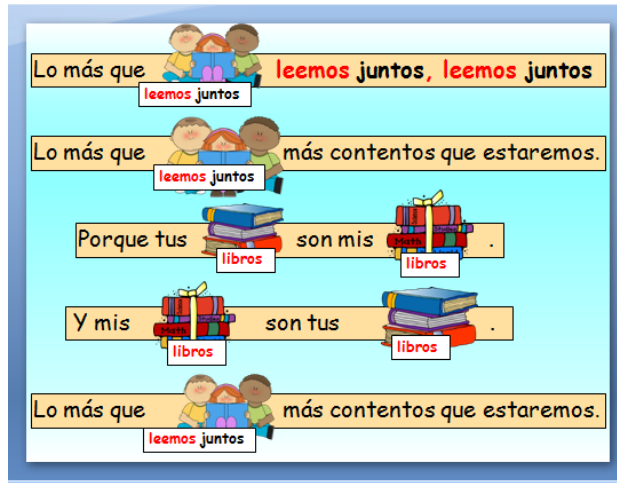
Point out content vocabulary and how the illustrations match the words. Use step-aside explanations for unfamiliar words, if any.

Differentiated Additional Support:

Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.

English Learners: Continue to explain, point to illustrations and pantomime vocabulary and photographs. Point to words in the text one by one while rereading.

3. After you have read the song, you can sing the song to the tune “The More We Get Together”. The last refrain is like the tune at the end of each verse. Students should stand and pantomime the actions. They can stand next to a partner and pretend to work together on each activity. At the end they should shake their partner’s hand. You can record your students singing the song.



Accelerated Learners:
Encourage students to ask and answer questions through stems and asking “why” they suppose something happened

Lesson Delivery Writing

K.W.2 In this collaborative art project, 2 students will trace each other’s hand – one in brown and one tan. Then they will decide what their hand will be doing together (generated from the song that was sung, and all the foods represented by the photos and illustrations used this week.

Ex:



1. Show students an example of the finished product. Have students choose or assign partners.
2. Students will need one brown and one tan colored piece of small construction paper and a larger piece of white construction paper. You can also use students’ hand prints rather than use paper.
3. The teacher should review what ways the Wampanoag and Pilgrims worked together (see the song and also the text from the ABC book). Generate with students what types of things they could draw that their 2 hands are working together to achieve a goal. Ex: plant corn, cook food, gather berries, fish, etc.
4. Students will trace their partner’s hands and glue the hands linking together (see example).
5. The partners will collaborate together to determine what their two hand did together. After they have come up with their idea, they will help each other draw the action. (Ex: sembrar elote, cosinar comida, recoger bayas, pescar, etc.)
6. Students will share their drawing with the class. They can use the linguistic pattern: Nosotros _____ juntos.

Advanced Learners:
Write a longer sentence independently.

English Learners:
Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.

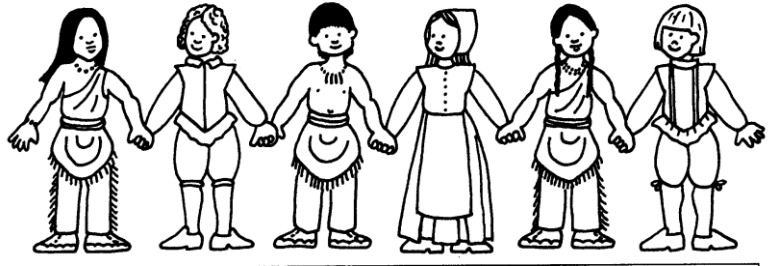
Special Needs:
Assist in writing beginning sounds of words in small group.

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

La Canción: Mientras que más trabajamos (Adapted for the Working Together Unit)

Mientras que más **trabajamos**,
trabajamos, trabajamos
Mientras que más **trabajamos**
Más contento que estaremos
Porque tus **amigos** son mis **amigos**,
Y mis **amigos** son tus **amigos**.
Mientras que más **trabajamos**
Más contentos estaremos.



Mientras que más **sembramos**,
sembramos, sembramos
Mientras que más que **sembramos**
Más contentos estaremos
Porque tus **semillas**, son mis **semillas**,
Y mis **semillas** son tus **semillas**.
Mientras que más **sembramos**
Más contentos estaremos.



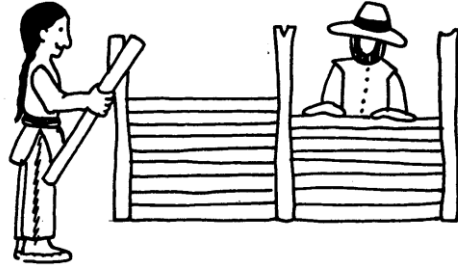
Mientras que más cocinamos,
cocinamos, cocinamos
Mientras que mas **cocinamos**
Más contentos estaremos
Porque tus **manos ayudan** a mis **manos**,
Y mis **manos ayudan** a tus **manos**.
Mientras que más **cocinamos**
Más contentos estaremos.



Mientras que más **pescamos**,
pescamos, pescamos
Mientras que más **pescamos**
Más contentos estaremos
Porque tus **pescados** son mis **pescados**,
Y mis **pescados** son tus **pescados**.
Mientras que más **pescamos**
Más contentos estaremos.



Mientras que más **construimos**,
construimos, construimos,
Mientras que más **construimos**
Más contentos estaremos
Porque tu **madera** es mi **madera**,
Y mi **madera** es tu **madera**.
Mientras que más **construimos**
Más contentos estaremos.



Mientras que más **trabajamos**,
trabajamos, trabajamos
Mientras que más **trabajamos**
Más contento que estaremos
Porque tus **amigos** son mis **amigos**,
Y mis **amigos** son tus **amigos**.
Mientras que más **trabajamos**
Más contentos estaremos





Kindergarten Common Core Unit Overview: Week 2

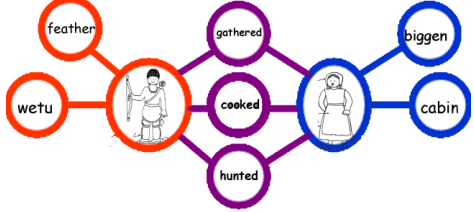
| | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|--|--|---|---|--|---|
| Read/ Comprehension and/or Activity | <ul style="list-style-type: none"> *Wampanoag and Pilgrim Circle Map *PowerPoint- <u>Wampanoag and Pilgrims: Working Together is Better</u> pages 1-18 * Sing "Getting Ready for the Feast" | <ul style="list-style-type: none"> *PowerPoint— <u>Wampanoag and Pilgrims: Working Together is Better</u> pages 19-27 | <ul style="list-style-type: none"> *Reread Big Book 1-14 (PowerPoint) to answer text dependent questions *Emergent reader for small group instruction Pilgrims and <u>Wampanoag: Together They Were Better.</u> | <ul style="list-style-type: none"> *Reread Big Book 15-27 to answer text dependent questions *Emergent reader | <ul style="list-style-type: none"> *Read the Big Book for sequence of events *Review Seasons *Putting events in order with a flow map (Class and individual) |
| Follow -up Writing | <ul style="list-style-type: none"> *Create a double bubble of Wampanoag and Pilgrims | <ul style="list-style-type: none"> *Double Bubble *Linguistic Patterns | <ul style="list-style-type: none"> *Drawing Squanto *Generating oral sentences from the double bubble | <ul style="list-style-type: none"> *Writing a sentence about Squanto | <ul style="list-style-type: none"> *Individual Flow Maps |
| Materials to Prepare or Compile | <ul style="list-style-type: none"> *Big Book PowerPoint- <u>Wampanoag and Pilgrims Working Together</u> *Chart paper for circle map *Chart paper and pictures for double bubble *Last week's pictorial | <ul style="list-style-type: none"> *PowerPoint— <u>Wampanoag and Pilgrims:...</u> *Chart paper and pictures for double bubble *Optional: Create props for re-enactment | <ul style="list-style-type: none"> *PowerPoint <u>Wampanoag and Pilgrims</u> *Emergent reader *Chart paper *Student drawing paper *Writing paper *Sample of Squanto | <ul style="list-style-type: none"> *PowerPoint <u>Wampanoag and Pilgrims</u> *Emergent reader *Chart paper *Student drawing paper *Writing paper | <ul style="list-style-type: none"> *Big Book/PowerPoint <u>Pilgrims and Wampanoag: Together They Were Better.</u> *Premade flow map(Large class and small individuals) *Chart paper *Student drawing paper *Writing paper |

SAUSD Common Core Lesson Planner

Teacher:

| | | |
|---|--|---|
| Unit: 3 Lesson: #6 | Kindergarten | Duration: 75 min. Date: |
| Common Core and Content Standards | <p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving).</p> <p>K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians).</p> <p>K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> <p>CCSS Informational Reading</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Language</p> <p>K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>K.L.1.f Produce and expand complete sentences in shared language activities.</p> <p>Speaking and Listening</p> <p>K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | |
| Materials/ Resources/ Lesson Preparation | <p>Green: OCR U.3 TE (Green Section) Red: Use the big book powerpoint: <u>Los peregrinos y los Wampanoag: juntos eran mejores</u> pg. 1-18 (optional-Make the big book: <u>Wampanoag and</u> (colored or B & W <i>or</i> colored. You can also print out the powerpoint in slides to create a large colored book for the big book center or library).</p> <p>Blue: Chart paper and pictures (Appendix A) to create the double bubble map.</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will blend compound words</p> <p>Red: Students will read informational text about two separate cultures that worked together to reach common goals.</p> <p>Blue: Students will compare and contrast the 2 peoples of the Thanksgiving story.</p> | <p>Language:</p> <p>Green: Students will listen, speak correctly and clap independently and with partners.</p> <p>Red: Students will listen, ask and answer questions in a whole group and with partners.</p> <p>Blue: Students will speak to partners and the whole group in using words, phrases and sentences.</p> |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 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 agricultores (granjeros), pescador, cazadores (cazar), daño, cambiado, celebrar, desembarcaron <u>Review:</u> Mayflower, Peregrino, América, Inglaterra, Wampanoag, Océano Atlántico, refugio, juntar, fiesta, Squanto | WORDS WORTH KNOWING valiente, idiomas, preocupados, durante |
| | STUDENTS FIGURE OUT THE MEANING | peligroso, esconder | Hace mucho tiempo, los grupos, se llevan, navegó, enfermo |
| Pre-teaching Considerations | | El libro del <u>Mejor día de acción de gracias</u> and pictorial/map activity. | |
| Lesson Delivery Green Section | | | |
| CCSS Foundational Standards (K-5 only) | Unit 3 Lesson 6 pg. T 92-95 Warming Up: <u>Detecting Word Changes</u> (keep) Phonological and Phonemic Awareness: <u>Oral Blending</u> <u>Compound Words</u> sacapuntas abrecartas tocadiscos abrelatas paraguas <u>How the Alphabet Works</u> <u>Letter Order</u> <u>Make a Word</u> (keep) | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | | |
| Lesson Opening | Prior Knowledge, Context, and Motivation: Draw a circle map and in the center write, “Los Wampanoag y peregrinos.” Ask students to think about what they remember last week about these 2 groups of people. They can work with an elbow partner and think together prior to sharing. Remind the students to look at the print around the room (sort, giant map, etc.) to help them remember something. Write and draw quickly the ideas generated by the students. | | |
| |  Getting to the Big Idea: Ask again how they worked together and what happened because of the 2 groups working together (goals achieved). |  | |

| | | |
|--|--|--|
| Body of the Lesson | Use the big book or powerpoint of the <u>Wampanoag y peregrinos: Trabajando juntos es mejor</u> Preparing to Read a New Piece of Literature: Say: <i>Hoy vamos a leer más información acerca de la gente peregrina y Wampanoag . Parte de la información será mucho como el libro que leímos la semana pasada. Pero alguna información será nueva. Hay que ver las ilustraciones y ver que recuerdan de la semana pasada.</i> 1. Explain that this is an informational book, so the story is true. There are no photographs because there were no cameras long ago. The illustrations are made from looking at the drawings of Pilgrims. | |
| Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | Shared Reading 2. Pg. 1-18. Instead of a picture walk , look at each picture closely adding conversation, then read the page. So, as you read the book aloud, use the illustrations from each page to give students clues as to the text on the page. 3. Use “step aside” explanations, pantomime, and illustrations to explain vocabulary such as “peligroso”, “enfermo”, “idiomas”, “preocupado”, “encuentro”. Review the lesson vocabulary and methods of teaching. Review of Story: Returning to the Pictorial 4. When the section of the story is completed, point back to the pictorial from last week and ask students what they learned or remember about each part of the map. (You can repeat some of last week’s questions again: ¿Quién vivía en Inglaterra? ¿Dónde los viajaron? ¿Quiénes conocieron en Estados Unidos?) PLUS: ¿Por qué cree que los peregrinos y Wampanoags se escondieron uno del la otro? ¿Por qué suponen que Squanto ayudó a los peregrinos? <u>Remember to model how to use evidence from the text to assist in answering the questions.</u> Tell students that tomorrow they will return to the story to complete it and learn more about how the two types of people began to help each other. | Differentiated Instruction Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs point to words in the text one by one while rereading. Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened English Learners: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading. |
| Lesson Delivery Writing | | |
| SS K.4 Create a double bubble of the Wampanoag and the Pilgrims. Looking back at the text just read, what are some things that are the same and different about these people. You can use the pictures from Appendix A and place them in main circle. See example below as to some of the information that can go on the map so far. Use text and quick drawings to scaffold the learning. You will be adding more as you continue to reading the story tomorrow. Ex: Here’s a possible double bubble that you might build with your class through appropriate questioning like: ¿Cómo están vestidos diferente? |  | Advanced Learners: Write a longer sentence independently English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. They can just write “Un niño” Special Needs: Assist in writing beginning sounds of words in small group. They can just write ““Un niño” |
| Workshop Options | | |

Teacher: _____

Independent Activities:

a. Collaboration: Students will work together in the **Dramatic Play station** to re-enact some ways Squanto helped the Pilgrims. Optional: You can place corn seeds, play fish, pretend bow and arrow in the center, wood, etc. to be used. Encourage students to use sentences like: Squanto ayudó a ____ (cazar, pescar, plantar, contruir).

b. Place a copy of the Big Book in the **Big Book Play Station** to be read or print out the slides of the powerpoint and make a smaller book that will be 8½ by 11.

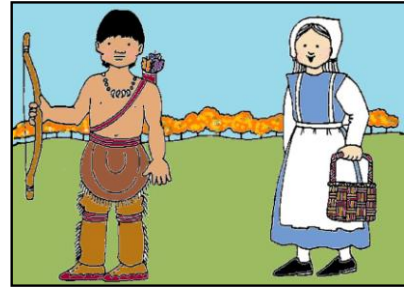
Lesson Reflection

Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes



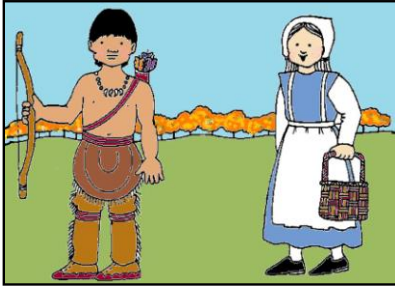
Los Wampanoag y Los Peregrinos:
Juntos Eran Mejor
Por Joan Zatorski

1



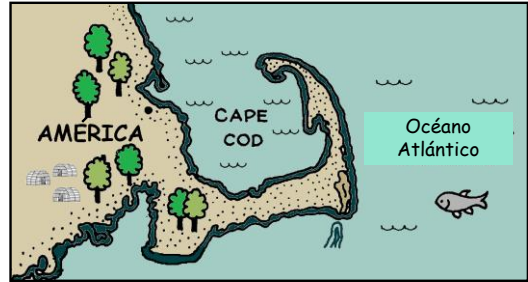
Hace mucho tiempo, dos grupos de personas muy diferentes aprendieron lo importante que era trabajar juntos y convivir.

2



Esta gente eran los Indios Wampanoag y los Peregrinos. Esta es la historia de cómo se ayudaron.

3



Los Indios Wampanoag vivieron en América por el Océano Atlántico.

4



Eran buenos granjeros.

5

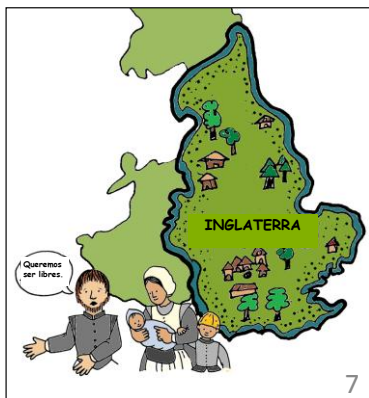


Eran buenos pescadores y cazadores.

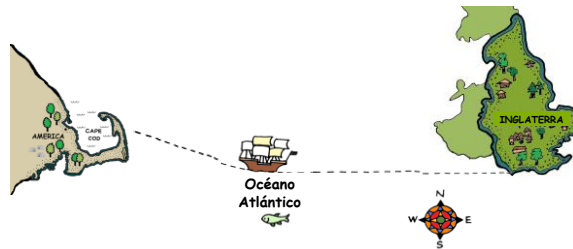


6

Los Peregrinos vivían en Inglaterra. No eran contentos allí.



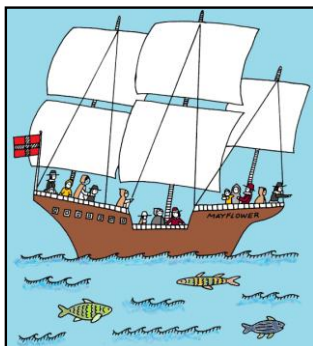
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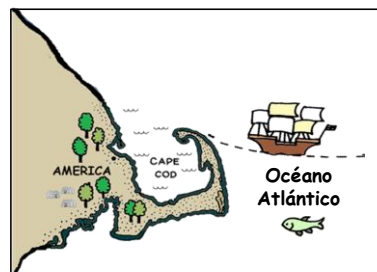
Ellos hicieron algo muy valiente. En el otoño de 1620, los Peregrinos navegaron a una tierra que ellos no habían visto antes.

8

Los Peregrinos navegaron a América en un barco llamado Mayflower. Era un viaje muy largo y peligroso.



9

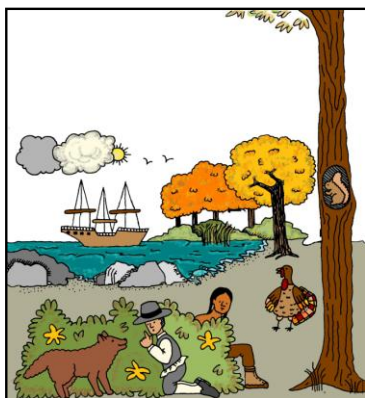


Era el otoño. Los Peregrinos desembarcaron en Cape Cod. Este lugar fue donde vivían los Wampanoag.

10

Los Wampanoag se preocupaban de conocer a los Peregrinos.

Los Peregrinos se preocupaban de conocer a los Wampanoag.

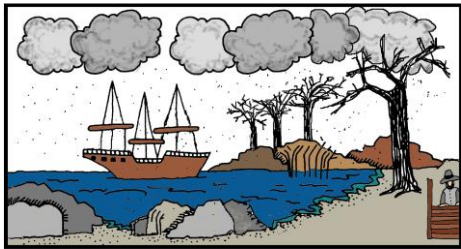


11



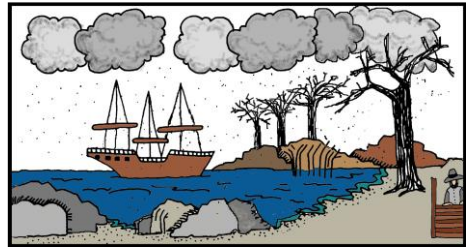
Ellos hablaban idiomas diferentes. Ellos se vestían en la ropa diferente. Ellos trataron de esconderse el uno del otro.

12



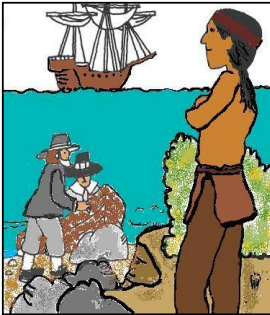
Durante el invierno, los Peregrinos tuvieron un tiempo difícil en su nueva tierra. No tenían suficientes casas, comida, o ropa de abrigo.

13



Los Peregrinos tenían que dormir en el barco hasta que algunas casas fueron construidas. Muchos Peregrinos se enfermaron y algunos se murieron.

14



En la primavera, un indio le ayudó a los Peregrinos. Su nombre era Squanto.

15



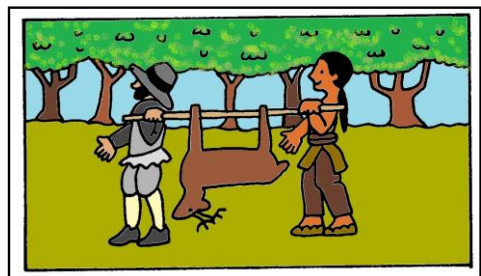
Squanto les enseñó a los Peregrinos cómo plantar elote usando pescado para ayudarlo a crecer.

16



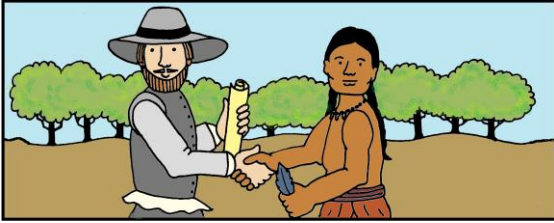
Squanto les enseñó a los Peregrinos cómo pescar.

17



Squanto les enseñó a los Peregrinos cómo cazar.

18



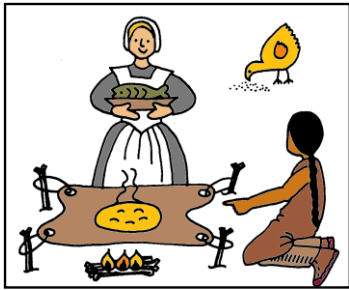
Pronto otros Wampanoag visitaron a los Peregrinos. Ellos firmaron un papel que dijo que ellos no dañarían el uno al otro.

19



Los Wampanoag y los Peregrinos aprendieron a no temer el uno en el otro. Ellos comenzaron a trabajar juntos para tener mejores vidas.

20



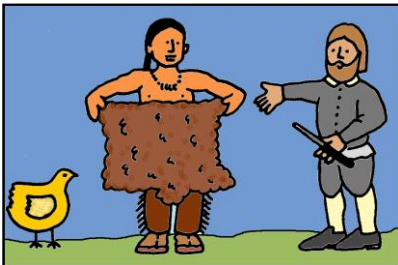
Los Wampanoags mostraron a los Peregrinos cómo cocinar el maíz en la piel de un venado.

21



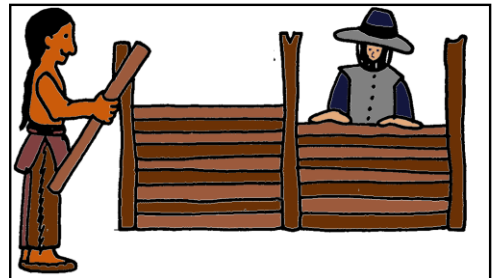
Los Peregrinos les dieron a los Wampanoag unas semillas.

22



Los Peregrinos y Wampanoag cambiaron cosas el uno con el otro.

23



Los Wampanoag ayudaron los Peregrinos construir casas.

24



Después de que el verano había terminado, los Peregrinos tenían más comida. Ellos quisieron celebrar y tener una fiesta. Ellos invitaron a los Wampanoag.

25

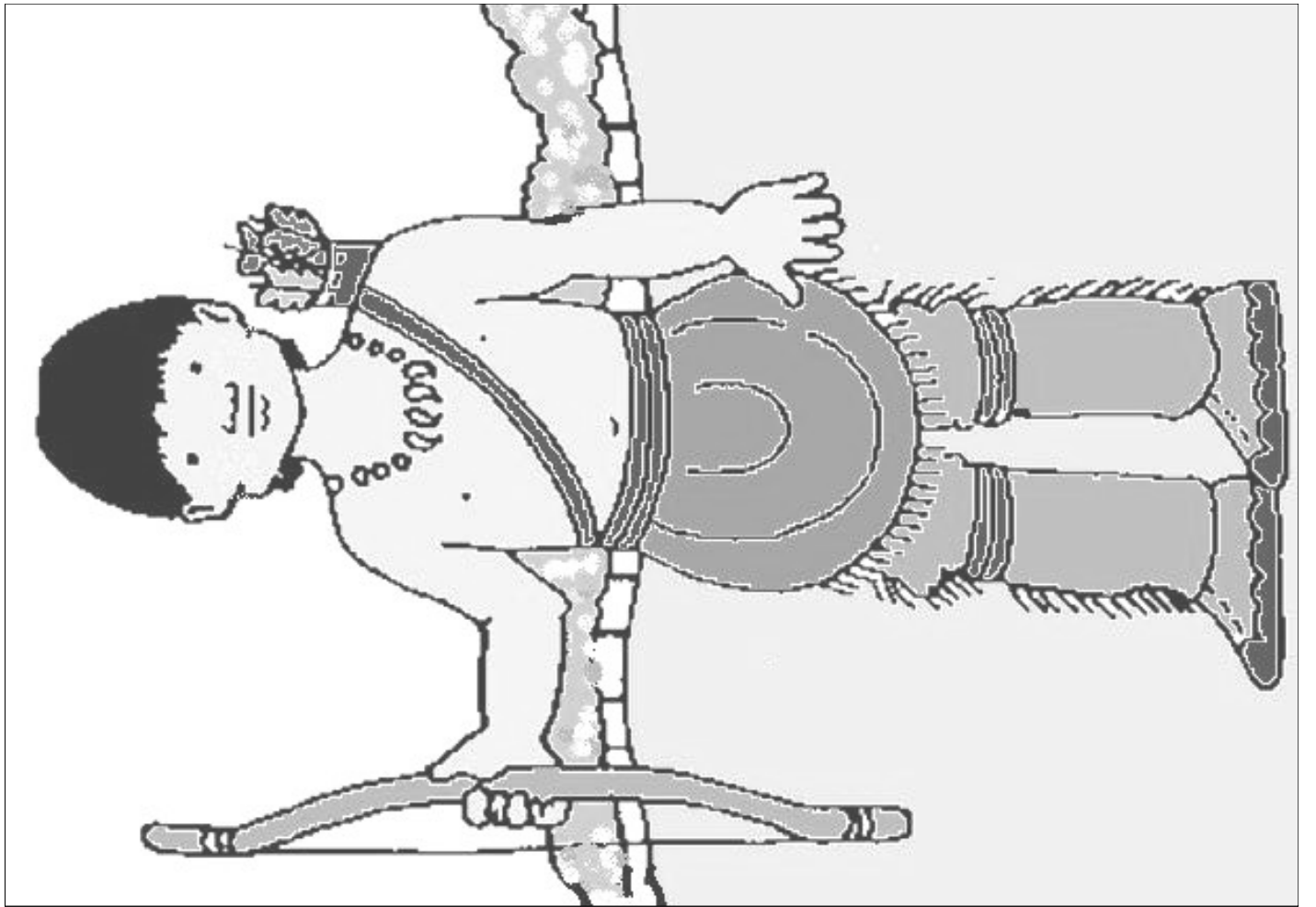
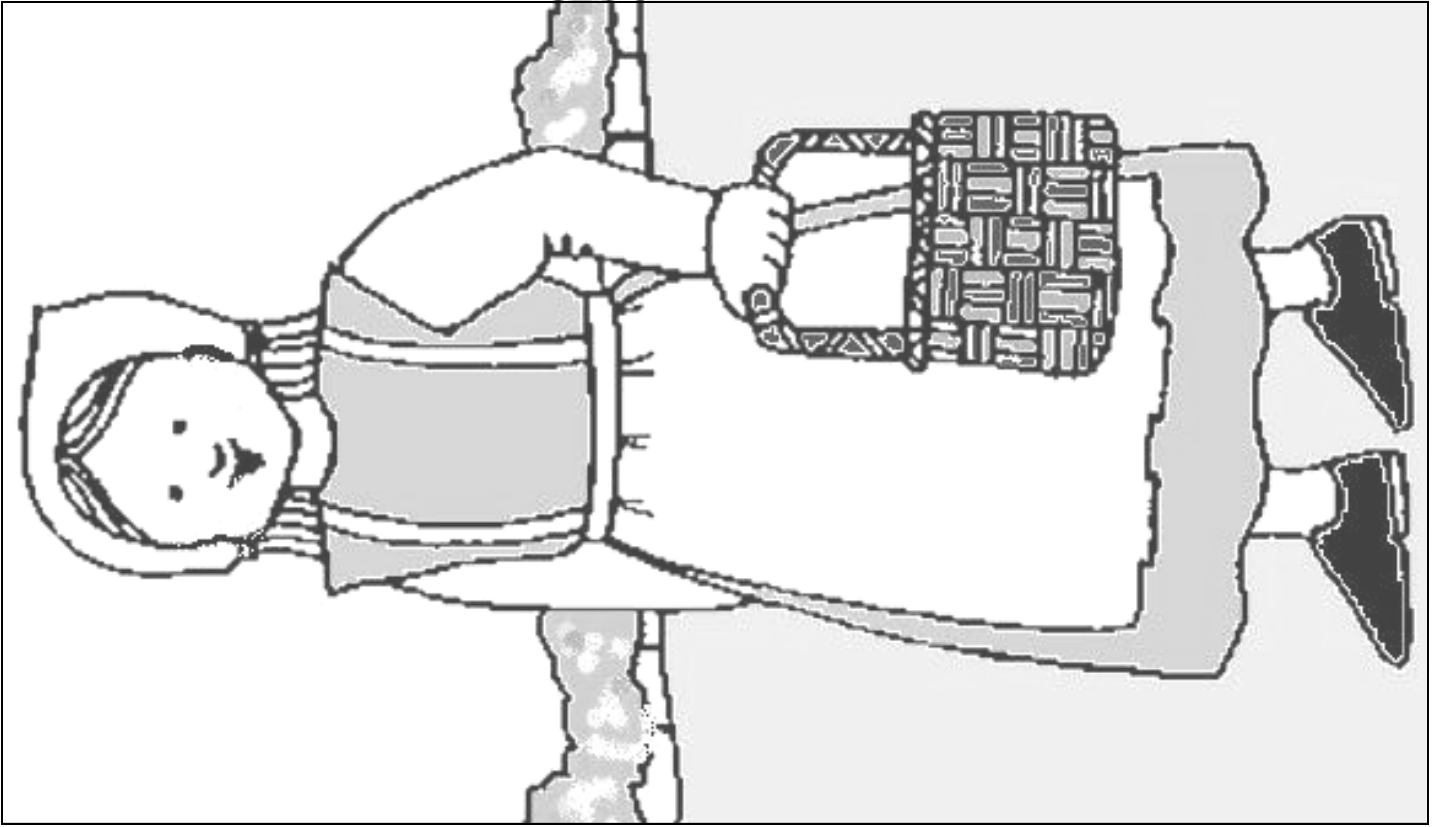


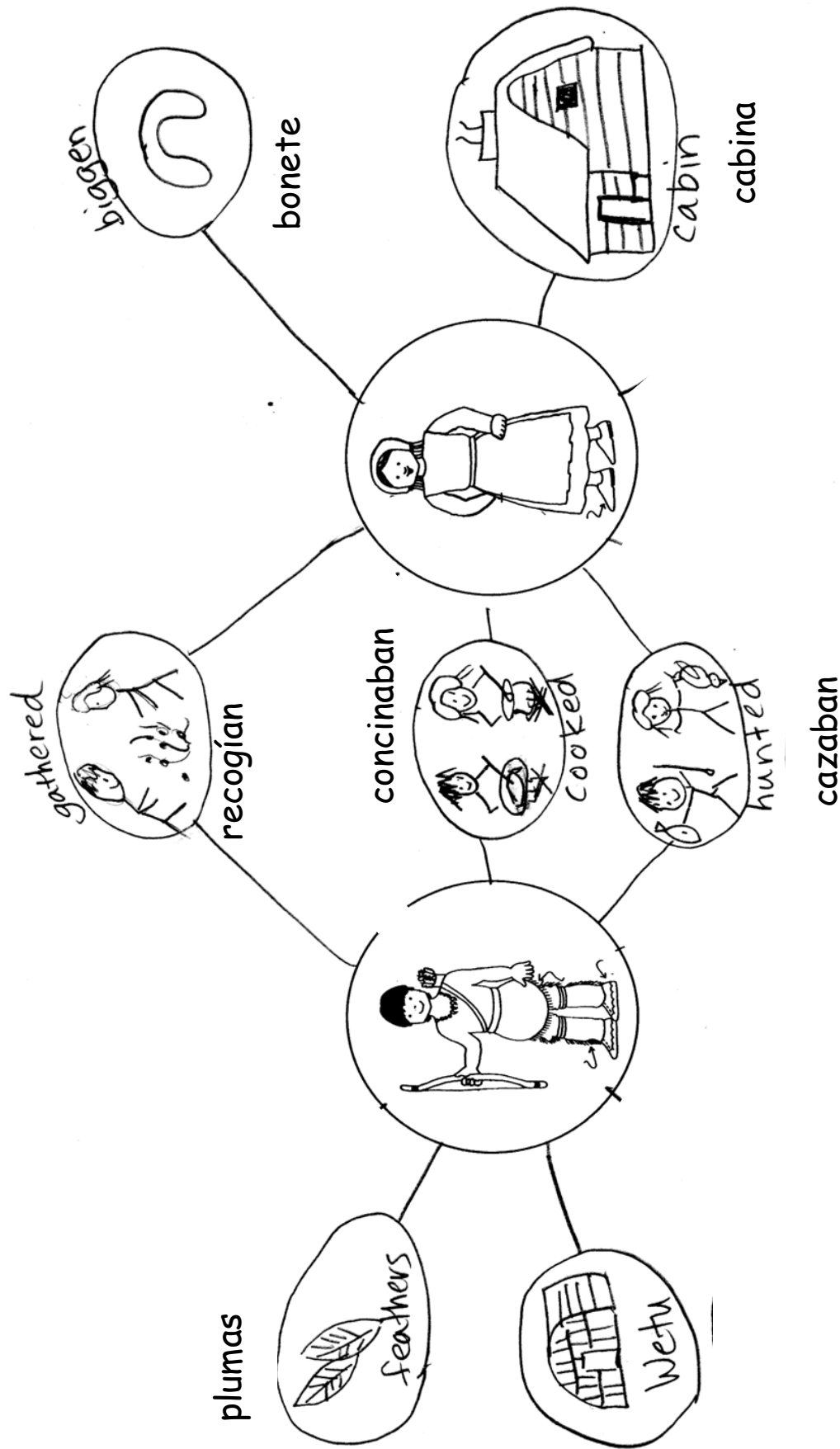
Los Wampanoag trajeron ciervos y pavo para compartir con los Peregrinos. Los Peregrinos prepararon el pan, queso, cebollas, tartas de frutas, y pescado para todos.



Los Wampanoag y los Peregrinos ayudaron el uno al otro. Ellos eran mejores, trabajando juntos.

27



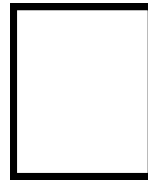


Nombre _____

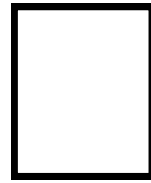
Conexión con el hogar: Compras

Visite un mercado y pida a su hijo que cuente las verduras

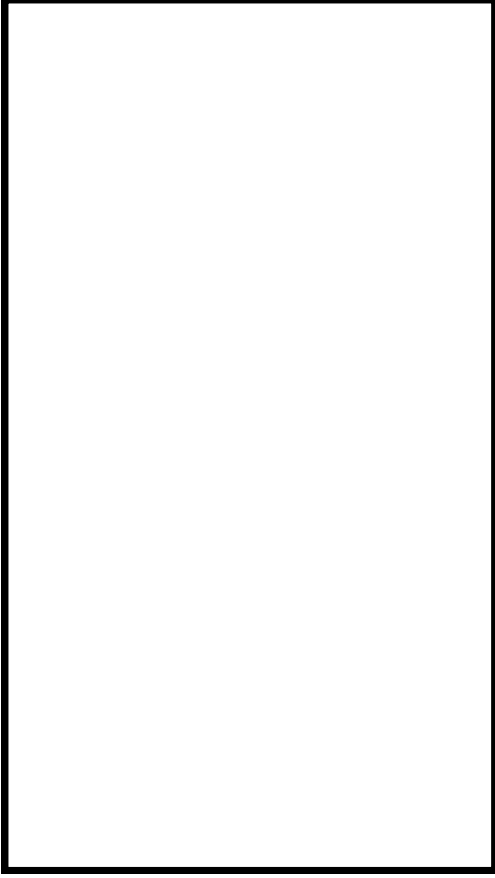
Me gusta comer _____.



Yo conté _____.



Yo conté _____.



Frijoles verdes

elote

naranjas

papas

calabazas

manzanas

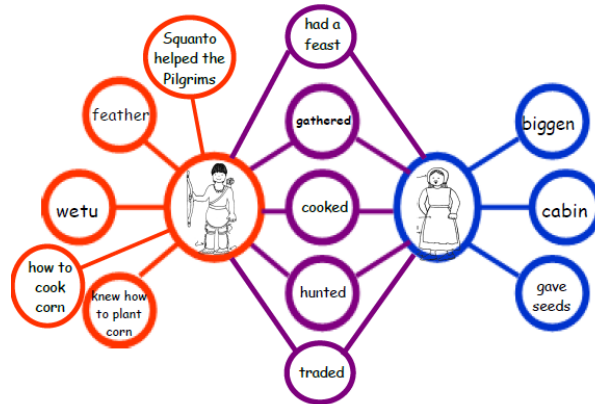
| | | |
|---|--|---|
| Unit: 3 Lesson #: 7 | Kindergarten | Duration: 75 min. Date: |
| Common Core and Content Standards | <p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.</p> <p>K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving).</p> <p>K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians).</p> <p>K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> <p>CCSS Informational Reading</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Language</p> <p>K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>K.L.1.f Produce and expand complete sentences in shared language activities.</p> <p>Speaking and Listening</p> <p>K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | |
| Materials/ Resources/ Lesson Preparation | <p>Green: OCR U.3 TE (Green Section) (optional: Use the puppets in Appendix A to demonstrate together and apart. Workshop: Optional: Create props for re-enactment at the Dramatic Play Station Blue: Chart paper and student drawing/writing paper – Draw how the Pilgrims shared with the Wampanoag people</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will blend compound words</p> <p>Red: Students will read informational text about two separate cultures that worked together to reach common goals.</p> <p>Blue: Students will draw and write about a Wampanoag Boy using textual evidence</p> | <p>Language:</p> <p>Green: Students will listen, speak correctly and clap independently and with partners.</p> <p>Red: Students will listen, ask and answer questions in a whole group and with partners.</p> <p>Blue: Students will speak to partners and the whole group in using words, phrases and sentences.</p> |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 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 | |
| A C | TE AC HE R | KEY WORDS ESSENTIAL TO UNDERSTANDING WORDS WORTH KNOWING |

| | | | |
|--|--|--|---|
| | | Agricultores (granjeros), pescadores, cazadores, daño, cambiaron, celebrar, preparar <u>Review:</u> Mayflower, Peregrino, América, fiesta, Inglaterra, Wampanoag, Océano Atlántico, Cape Cod, refugio, reunido, Squanto, celebrar | Miedo, una piel de venado, cómodo, preparado |
| | STUDENTS FIGURE OUT THE MEANING | Peligroso, piel, mejor | semillas |
| Pre-teaching Considerations | Understanding the difference between a true story and a make believe story. Understanding that story, whether it is true or make believe, has a beginning, middle, and end. Understanding of seasons. | | |
| Lesson Delivery Green Section | | | |
| CCSS Foundational Standards (K-5 only) | Unit 3 Lesson 7 pg. T 118-121 Warming Up: Activity 2 <u>Listening for First, Middle and Last</u> (keep) Or use theme words from previous lessons Phonological and Phonemic Awareness: <u>Oral Blending:</u> Compound Words Use the picture cards online for this! sunshine cornstalk seashore blackberry cornfield How the Alphabet Works <u>Letter Order:</u> Make a Word (keep) | | |
| Lesson Delivery Comprehension | | | |
| 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"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice | | |
| Lesson Opening | Prior Knowledge, Context, and Motivation: Review yesterday's lesson and information they learned from the informational story. Ask student partners to share what they remember about the pictorial and the 1 st part of the story they read yesterday. Review the story that was read and label any new information on the pictorial (Squanto helping/ Pilgrims ill, etc). Linguistic patterns can be used: Squanto ayudó _____. Los Peregrinos eran _____. El clima era _____. | | |
| Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | Use the big book or powerpoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> . Read the 2 nd half of the book - pg. 19-27 Shared Reading and discussion: 1. Ask students if they can remember what type of text they read yesterday. If needed explain that it was about something real that happened, so the story was true. Ask why there are no photographs (<i>porque no había cámaras hace mucho tiempo</i>). The pictures are drawn from an illustrator who saw what Pilgrims had drawn about themselves long ago. | | Differentiated Instruction: English Learners: Use step aside explanations, point to illustrations and pantomime to explain vocabulary such as "daño", "firmó un documento", "miedo", "mejor vida", "piel de venado", "semillas |

| | | |
|--|--|--|
| <p>Body of the Lesson continued</p> | <p>2. Continue to use the model where you look at the picture first for each page. Having a conversation with your students as to what you see. Then read the text.</p> <p>3. Review the vocabulary on this lesson. Continue to use step aside explanations, pantomime, and illustrations to explain vocabulary such as “harm”, “signed a paper (treaty)”, “fear”, “better lives”, “hide of a deer”, “traded”, “seeds” – what might they be? (different grains for making bread – not corn- from England), “celebrate”, “feast”, “prepared.”</p> <p>Review of the Story:</p> <p>4. When the story is completed, point back to the pictorial and ask students what they learned or remembered about each part of the map. (You can repeat some of Lesson 1 questions again: ‘¿Qué hicieron los peregrinos para ayudar a los Wampanoag?’ ‘¿Cómo trabajando juntos se ayudo el uno al otro?’ Remember to model how to use evidence from the text to assist in answering the questions.</p> <p>5. Tell students that tomorrow they learn more about Wampanoag and Pilgrims when they finish the story.</p> | <p>– what might they be?”, “celebrar”, “fiesta”, “preparado”.</p> <p>Special Needs: Use step aside explanations, point to illustrations and pantomime to explain vocabulary such as “daño”, “firmó un documento”, “miedo”, “mejor vida”, “piel de venado”, “semillas</p> <p>– what might they be?”, “celebrar”, “fiesta”, “preparado”.</p> <p>Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened. Use more “wondering” questions, like “<i>Me pregunto qué tipo de semillas los peregrinos trajeron con ellos...</i>”</p> |
|--|--|--|

Lesson Delivery Writing

SS K.4 Add more information in the a double bubble of the Wampanoag and the Pilgrims. Looking back at the text just read, ask student what new information they can add to the double bubble to understand what is the same and different about the Wampanoag and Pilgrims. You can use the pictures from Appendix A and place them in main circle. See example below as to some of the information that can go on the map so far. Use text and quick drawings to scaffold the learning.



Practice using the following linguistic patterns:
 Los Wampanoag tenian _____.
 Los Peregrinos tenian _____.
 Los Peregrinos y los Wampanoag _____. Los Wampanoag tenian _____pero los los Peregrinos tenian ____/ etc.

Workshop Options

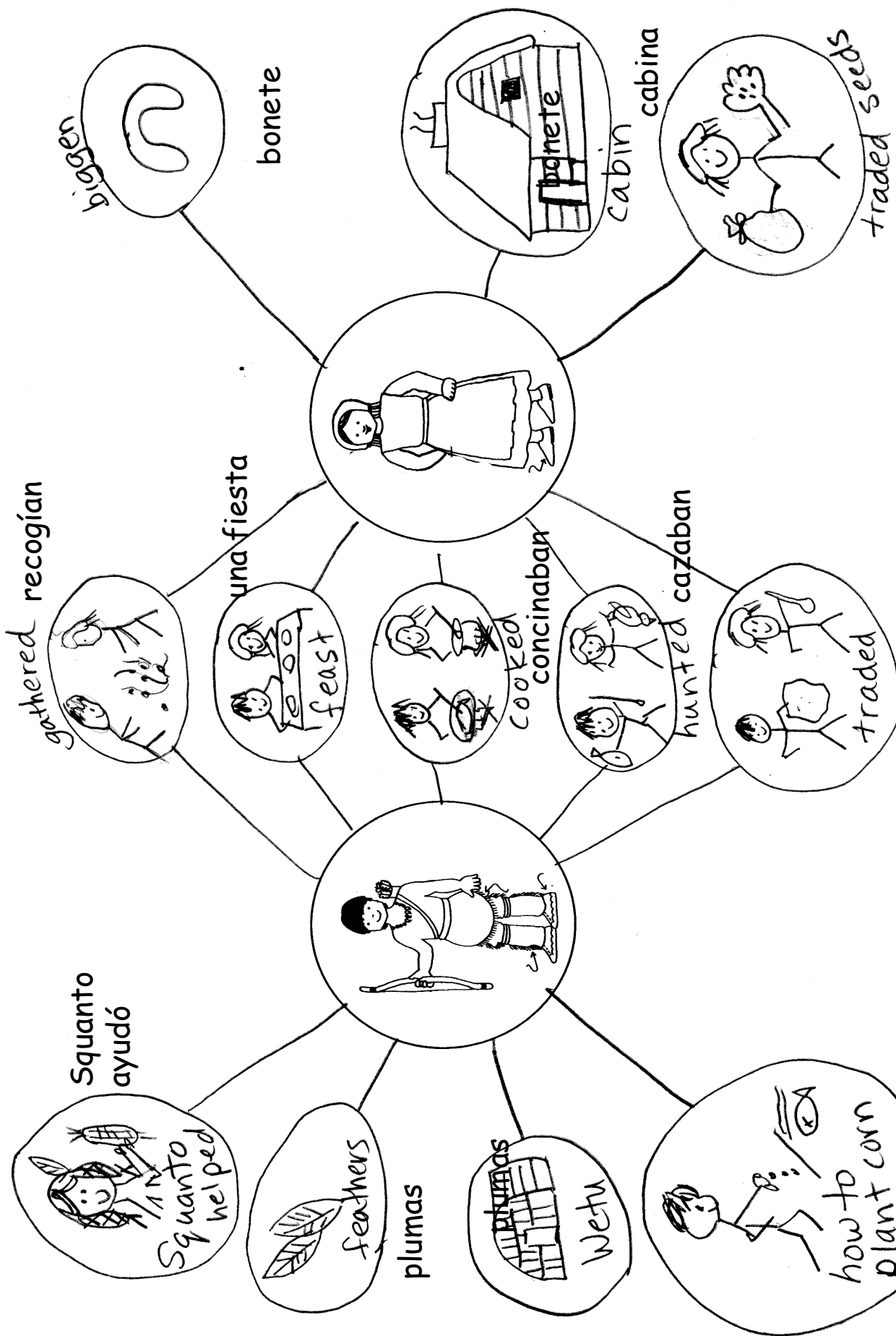
Teacher: _____

Independent Activity Ideas: Collaboration: Students will work together in the **Dramatic Play station** to re-enact some ways Squanto helped the Pilgrims. Optional: You can place corn seeds, play fish, pretend bow and arrow in the center, wood, etc. to be used. Encourage students to use sentences like: Squanto ayud6 a ____ (cazar, pescar, sembrar, construir).

Place a copy of the Big Book in the **Big Book Play Station** to be read or print out the slides of the PowerPoint and make a smaller book that will be 8½ by 11.

Lesson Reflection

Teacher Reflection
Evidenced by
Student Learning/
Outcomes



enseñaron a la gente a sembrar maíz cambiaron las semillas

cambiaron

| | | |
|--|--|---|
| <p>Unit: 3 Working Together Lesson #8</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Writing K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR U.3 TE: Lesson 8 Green Section Red: PowerPoint: <u>Wampanoag and Pilgrims: Working Together is Better</u>. Pg. 1-19. Blue: Chart paper and student drawing/writing paper – Guided drawing of Squanto. Workshop: Optional: Create props for re-enactment at the Dramatic Play Station,</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will listen carefully to directions, blend syllables, and recognize and name letters. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will draw a picture of Squanto and one event.</p> | <p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</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 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</p> | |
| <p>Common Core Instructional Shifts</p> | <p><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</p> | |

| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
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| | | <p>Revisión: agricultores, pescadores, cazadores, peligro, peligroso, hervir, negociados, celebrar, prepara revisión: Mayflower, peregrino, Estados Unidos, Inglaterra, Wampanoag, Océano Atlántico, refugio, se reunieron, banquete, Squanto</p> | |
| HOW DOES IT FIGURE OUT THE MEANING? | <p>peligroso, esconde, mejor</p> | <p>semillas</p> | |
| Pre-teaching Considerations | Understanding the difference between a true story and a make believe story. Understanding that story, whether it is true or make believe, has a beginning, middle, and end. Understanding of seasons. | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | <p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice</p> | | |
| Foundational Skills and Morning Message (K-5 only) | <p>Morning Message –</p> <p>Unit 3 Lesson 8 pg. T 134-135</p> <p>Warming Up: Your choice</p> <p>Phonological and Phonemic Awareness:</p> <p><u>Oral Blending</u></p> <p><u>Syllable Pictures (Keep) – Quizás desee sustituir "batido" (uso "Pavo") – el resto de las palabras puede ser parte de un pueblo peregrino</u></p> <p>How the Alphabet Works</p> <p><u>Letter Order</u></p> <p>Make a Word (keep)</p> | | |
| Lesson Opening | <p>Prior Knowledge, Context, and Motivation: Remind students about previous learning (then and now sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patterns can be used: Los peregrinos vivían/fueron _____. Los peregrinos querían _____. Wampanoag vivió _____. Los animales del bosque eran _____. Los animales en el mar eran _____.</p> | | |
| Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | <p>You will be rereading the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u>. Pages. 1-19</p> <p>Continue to reinforce previously read vocabulary through questioning.</p> <p>Type of Reading: Text Dependent Questioning During Reread:</p> <p>As you reread the text, use these questions to assist students in finding the answers within the text and pictures to develop higher level critical thinking skills. Sometimes you will need to lead them</p> | | <p>Differentiated Instruction:</p> <p>When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.</p> <p>Accelerated Learners: Encourage students to ask and answer</p> |

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| | <p>to the answer through think-alouds and additional scaffolds. Allow students to have some wait time to think. When appropriate you can add connections that the students may make to their own lives (ex: qué se siente al conocer a alguien diferente o nuevo)</p> <p>Pg. 4 Vamos a ver en el mapa. ¿Ver estas casas en el mapa? ¿Quién crees que vive en estas casas? (el texto dice que "Vivió Wampanoag" lo que las casas deben ser ellos).</p> <p>Pg. 5/6 ¿Por qué crees que los Wampanoag tenía mucha comida? (inferencial: eran buenos granjeros: maíz, frijol, calabaza, pescador: peces y cazadores: carne.)</p> <p>Pg. 8 ¿Por qué crees que los peregrinos fueron valientes? En el texto: fue a una tierra que nunca habían sido antes e inferencial (olas altas: recordado libro ABC.) Conocimiento previo (texto libro ABC: peligroso).</p> <p>Pg. 9 ¿Ves otra palabra o algo así en el cuadro que nos dice que los peregrinos fueron valientes? (peligroso – personas estaban en un barco y no sabía a dónde iban.)</p> <p>Pg. 11/12 ¿Por qué fueron los Wampanoag y peregrinos preocupan por alcanzar unos a otros? (parecía diferentes, diferentes idiomas, ropa)</p> <p>Pg. 13 and 14 Echemos un vistazo a las palabras otra vez en estas páginas. Inferencial: ¿Por qué pueden los peregrinos triste (o estar preocupados) durante el invierno? (Que no tenían suficiente comida, ropa o casas).</p> <p>Review of the Story: Indique a los alumnos que mañana que se verán de cerca en el resto de la información en la historia de los dos grupos de personas. Indique a los alumnos que mañana que se verán de cerca en el resto de la información en la historia de los dos grupos de personas.</p> | <p>questions through the text. Add more inferential questioning as part of the questioning routine.</p> <p>English Learners: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.</p> |
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Follow-Up Writing About What You Read

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| <p>Mirar hacia atrás en la doble burbuja. Se centran en el lado de Wampanoag. Pregunta: ¿Quién vivió con el Wampanoag y ayudó a los peregrinos? (Squanto)</p> <p>Hoy haremos una cara detallada de Squanto. Esto se llama un "retrato". (Los estudiantes pueden dibujar junto con usted). Hablar de un evento donde ayudó a los peregrinos.</p> <p>Generar algunas frases sobre Squanto.</p> <p>Por ejemplo: Squanto / ayudó a los peregrinos _____. Recordar a los estudiantes que tendrán la oportunidad de escribir el día siguiente.</p> <p>Independiente o pequeño grupo actividad docente: leer el lector emergente, "Peregrinos y Wampanoag: juntos ellos fueron mejores" que refleja el contenido de una manera más fácil con grupos pequeños.</p> | <p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p> |
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Lesson Reflection

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



Squanto helped.

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| <p>Unit: 3 Lesson: #9</p> | <p>Kindergarten</p> | <p>Duration: 75 min. Date:</p> |
| <p>Common Core and Content Standards</p> | <p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). CCSS Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR U.3 TE (Green Section) (optional: Use the puppets in Appendix A to demonstrate together and apart. Red: Use PowerPoint of big book of Los peregrinos y los Wampanoag: Juntos eran mejores Workshop: Optional: Create props for re-enactment at the Dramatic Play Station and use small books of the emergent reader, “Los peregrinos y los Wampanoag: Juntos eran mejores” Blue: Chart paper and student drawing/writing paper – Writing about Squanto</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will recognize listen carefully to follow directions, blend word parts, and recognize and name letters. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will draw a picture about one that the Pilgrims and Wampanoag shared</p> | <p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</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 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</p> | |
| <p>Common Core Instructional Shifts</p> | <p><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</p> | |

| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
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| | STUDENTS FIGURE OUT THE MEANING | Review: , daño, peligroso, celebrar, preparar | Review: miedo, piel de venado, cómodo, preparado |
| Pre-teaching Considerations | Reviewing 1 st part of the informational book: Voc., content | | |
| Lesson Delivery Green Section | | | |
| CCSS Foundational Standards (K-5 only) | Unit 3 Lesson 9 pg. T 148-151 Warming Up: <u>Focusing on Words in Print</u> The <i>Mayflower</i> is loaded with ____ Game (keep) <u>Alphabet Cheer</u> (keep) Phonological and Phonemic Awareness: <u>Oral Blending</u> <u>Syllable Pictures</u> (or just clap these) Two syllables: pavo daño bayas Three syllables: Mayflower semillas cazaron Four syllables: América Wam-pa-no-ag animales <u>How the Alphabet Works</u> <u>Letter Order:</u> Make a Word (keep) | | |
| Lesson Delivery Comprehension | | | |
| 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"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice | | |
| Lesson Opening | Prior Knowledge, Context, and Motivation: Remind students about previous learning (long ago and now sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patters can be used: Los Peregrinos vivieron/fueron ____. Los Peregrinos querian ____. Los Wampanoag vivieron _____. Los animals en el bosque eran _____. Los animals en el oceano eran _____. | | |
| Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | You will be rereading the big book or PowerPoint of the <u>Los peregrinos y los Wampanoag: Juntos eran mejores.</u> Pg. 15-27) Continue to reinforce previously read vocabulary through questioning. Text Dependent Questioning during reread: As you reread the text, use these questions to assist students in finding the answers within the text and to develop higher level critical thinking. Pg. 21 ¿Por qué hay un incendio debajo de la piel del venado? (In text: <i>para cocinar la comida</i>). Miren el pollo en la imagen. ¿Por qué crees que los peregrinos trajeron este pájaro con ellos en el Mayflower? (<i>huevos</i>). Pg. 22 ¿Por qué compartieron los Peregrinos sus semillas con Wampanoag? (<i>trabajando juntos – ayudarse el uno con el otro pg. 20</i>) | | Differentiated Instruction Students Who Need Additional Support: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions. Accelerated Learners: Encourage students to ask and answer questions through the text. Add more inferential questioning as part of the questioning routine. |

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| <p>Body of the Lesson continued</p> | <p>Pg. 23 ¿Usando la imagen, qué piensa que significa cambiando? ¿Qué cambiaron el uno con el otro?</p> <p>Pg. 25 ¿Cómo se puede saber lo que es esta temporada? (picture and text)</p> <p>Pg. 26 ¿Cómo se puede saber que querían ser amigos?</p> <p>After Reading: Add connections that the students may make with their own lives (<i>ex: ¿Cómo se siente conocer a alguien diferente o nuevo?</i>).</p> | <p>English Learners: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.</p> |
| <p>Lesson Delivery Writing</p> | | |
| <p>K.W.2 Look back at the drawing you made yesterday of Squanto</p> <p>If you generated some sentences, remind them of some of them and determine one that you will model writing on your picture: Write a sentence or words below the picture, emphasizing concepts of print, capitals, etc. Have students repeat the words/sentences with partners. Possible writing: <i>Squanto</i> or <i>Squanto ayudó / Squanto ayudó a los peregrinos</i> _____. <i>Squanto sembró</i> _____.</p> | <p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p> | |
| <p>Workshop Options</p> | | |
| <p>Small Group: Read the emergent reader, “Los peregrinos y los Wampanoag: Juntos eran mejores” that mirrors the content in an easier manner with small groups. Emphasize the repetitive text.</p> <p>Workshop and Collaboration:</p> <p>a. Students can continue to work together in the dramatic play station to re-enact some ways the Pilgrims and the Wampanoag worked together. Add one or 2 new objects to change up their play and add more creativity.</p> <p>b. Place a copy of the Big Book in the Big Book Play Station to be read.</p> | | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

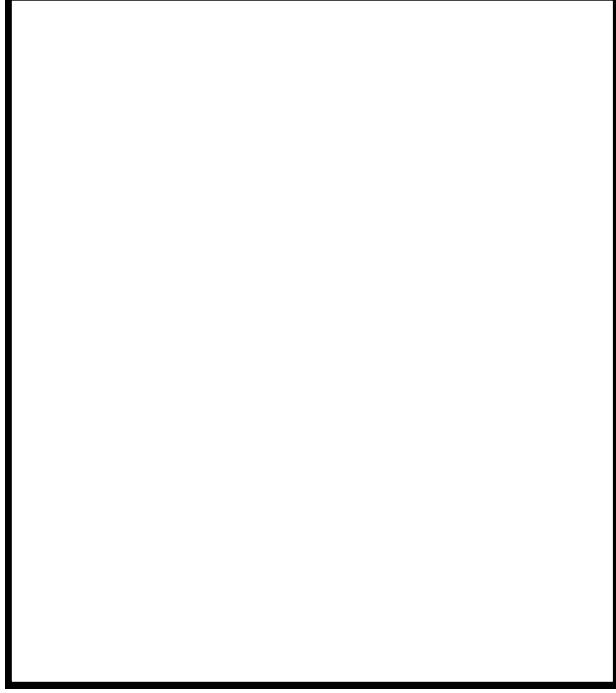
Nombre _____

Conexión con el hogar: Trabajando

Trabajando

**Trabajo solo para terminar,
pero trabajando con amigos es a todo dar!!**

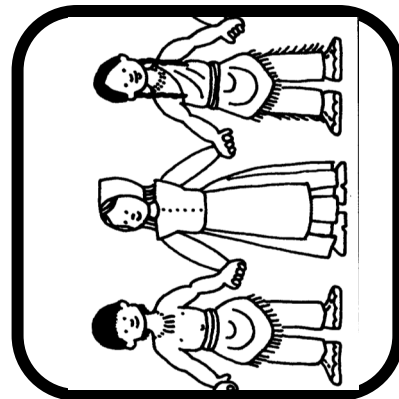
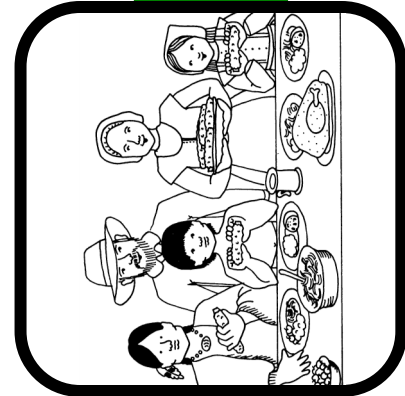
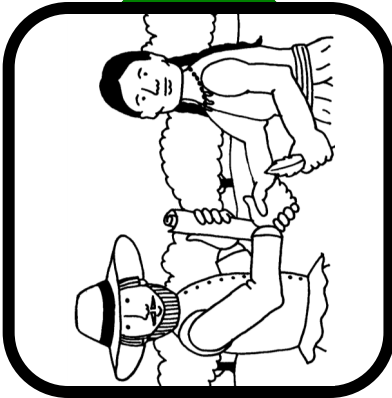
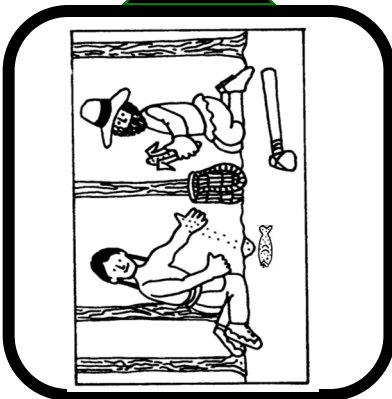
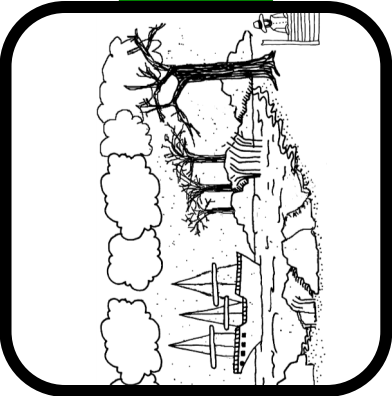
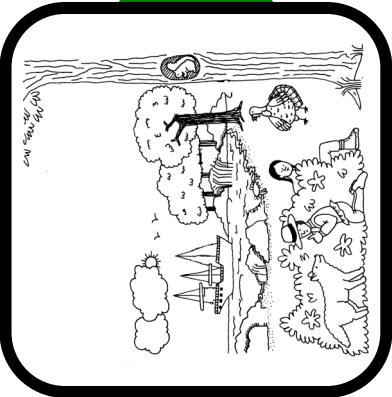
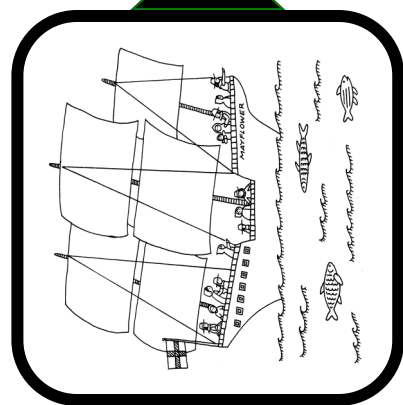
Dibújate trabajando solo o con amigos



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| <p>Unit: 3 Working Together Lesson #10</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). CCSS Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.1 d K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR U.3 TE Lesson 10 Green Section Red: Use PowerPoint or big book of “Working Together” and Premade flow map for “Working Together”. Blue: Formative Assessment: Student Flow Map a. Copy the student version of the flow map to cut and paste. b. Another idea is to place another set of the flow map cards in the pocket chart station, encouraging students to use their own oral language for retelling. Workshop: use small books of emergent reader, “Peregrinos y Wampanoag: Juntos eran Mejor”</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will recognize long and short words in print. They will also segment multiple syllable words in the message. Red: Students will use text and illustrations to sequence the events of the story. Blue: Students will write about one thing that the Pilgrims to help the Wampanoag.</p> | <p>Language: Green: Students will clap independently and with partners to segment words. Red: Students will use sequential words within sentences in partners and whole group discussions. Blue: Students will tell partners about their sentence that matches the picture they drew.</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 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</p> | |
| <p>Common Core Instructional Shifts</p> | <p><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</p> | |
| <p>PRO VFD ES SIM PLE</p> | <p>KEY WORDS ESSENTIAL TO</p> | <p>WORDS WORTH KNOWING</p> |

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|---|---|--|--|
| | | UNDERSTANDING | |
| | | invierno, primavera, verano, otoño | |
| | | secuenciada (también revisar cualquier vocabulario en el contexto de la retell de lección 8 & 9 según sea necesario) | |
| | STUDENT FIGURE OUT THE MEANING | Volver a contar en orden | |
| Pre-teaching Considerations | Understand a flow map and its purpose. Understand the order of the seasons in a year. | | |
| Lesson Delivery Comprehension | | | |
| 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"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice | | |
| Foundational Skills and Morning Message (K-5 only) | Morning Message – Example: Create a morning message with long and short words. (Point to the vowels in the words was well as short and long words.) Unit 3 Lesson 10 pg. T 156-159 Warming Up: <u>Focusing on Words in Print</u> Morning Message: Phonological and Phonemic Awareness: <u>Oral Blending and Segmentation</u> (See directions in TE but use these words.) <u>Syllable Box</u> (or use the same cards) One syllable: <i>sol mar</i> Two syllables: <i>indio juntos frijol pavo</i> Three syllables: <i>calabaza together canasta elote codomiz</i> Four syllables: <i>Wampanoag vegetales</i> <u>Pre-Decodable</u> (keep) | | |
| Lesson Opening | Lesson Opening: Prior Knowledge, Context, and Motivation: a. Review the pictures in the big book, <u>Working Together is Better</u> , by seasons . Look closely at the pictures to determine the time of year. (colored leaves, no leaves, some leaves, many leaves, the weather and sky). b. If illustrations are not enough, read the text to see if there are clues about the season in which the event is happening. Use the following linguistic patterns to help with sequenced sentences: In the fall, _____. In the winter, _____. In the spring, _____. In the summer, _____. c. You can also use “First, then, then, after that, finally”, etc. You do not need to go over every page, but key pages where seasons are mentioned (see the flow map pictures in the Appendix to guide your delivery of instruction). You are preparing your students to try to sequence the story themselves in the next activity. | | |

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| <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Reading Comprehension:</p> <p>1. Flow Map: Now, display the flow map pictures out of order in a pocket chart. Ask what type of map it is and why we are using this map. <i>Say: What do you think we will be doing with these pictures?</i></p> <p>2. Ask students to look at the flow map pictures and think about which one would come first. <i>Say: Which picture would “start” the story? or... Which picture is the beginning of the story?</i></p> <p>3. If students have a hard time, refer back to what you did in the first part of this lesson and tell them to look for clues to help them determine the correct picture.</p> <p>4. Also, you could use the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> to assist students in sequencing properly by looking for the matching picture.</p> <p>5. Remind students that we must go back to the story (or text/illustrations) to help us find the right sequence of the story.</p> | <p>Differentiated Instruction</p> <p>Students Who Need Additional Support: Use the book if necessary to assist in the sequence of the book, matching the pictures in the correct order by finding the picture that matches the follow map.</p> <p>English Learners: Use the book if necessary to assist in the sequence of the book, matching the pictures in the correct order by finding the picture that matches the follow map. Continue to use linguistic patterns and echo talk to assist with sentences.</p> <p>Accelerated Learners: Students should have an opportunity to look at the flow map, determining the sequence through the picture clues. Words/sentences can be used and matched to each flow map piece.</p> |
| <p>Writing</p> | <p>Formative Assessment: Students will create their own smaller flow map.. Students will cut up the pictures and put them in order – pasting the map on a construction paper strip. (For students with “cutting” issues, put cut –up flow maps in small zip lock bags.)</p> <p>Independent Activity or Small Group Opportunity: Small Group: Read the emergent reader, “Pilgrims and Wampanoag: Together They Were Better” that mirrors the content in an easier manner with small groups. Emphasize the “ing” and repetitive text.</p> | <p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p> |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |



Nombre: _____

Preparación para la fiesta

(Un poema del Día de Acción de Gracias)

Un peregrino cazó en el bosque,
un peregrino cazó en el bosque,
un peregrino cazó en el bosque,
en el Día de Acción de Gracias.

Dos wampanoag pescaron en el mar,
dos wampanoag pescaron en el mar,
dos wampanoag pescaron en el mar,
en el Día de Acción de Gracias.

Tres peregrinos recogieron calabazas,
tres peregrinos recogieron calabazas,
tres peregrinos recogieron calabazas,
en el Día de Acción de Gracias.

Cuatro wampanoag pusieron la mesa,
cuatro wampanoag pusieron la mesa,
cuatro wampanoag pusieron la mesa,
en el Día de Acción de Gracias.

Cinco peregrinos guisaron el pavo,
cinco peregrinos guisaron el pavo,
cinco peregrinos guisaron el pavo,
en el Día de Acción de Gracias.


Peregrinos y wampanoag comieron juntos,
peregrinos y wampanoag comieron juntos,
peregrinos y wampanoag comieron juntos,
en el Día de Acción de Gracias.



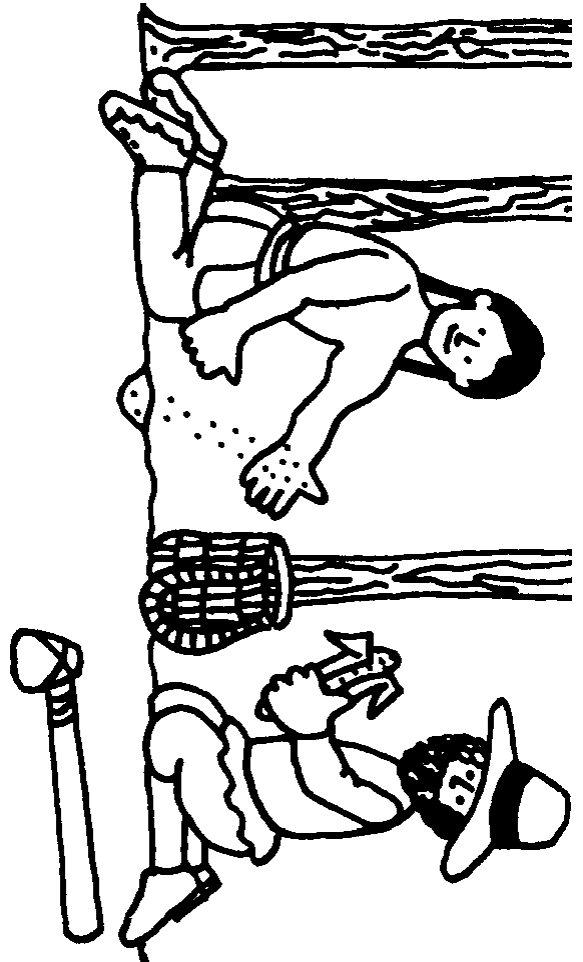
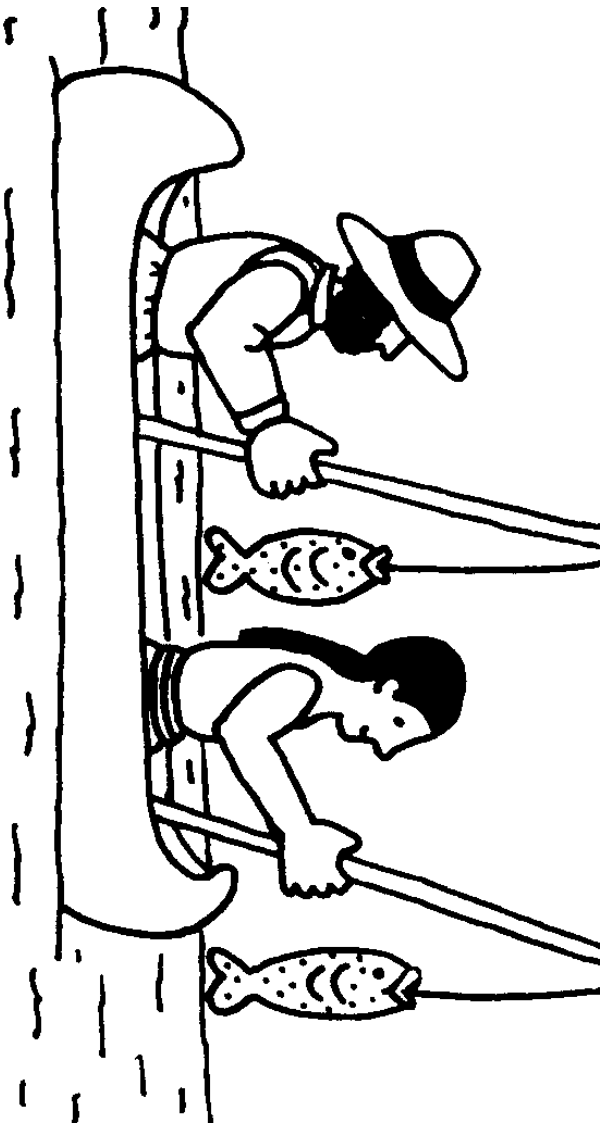
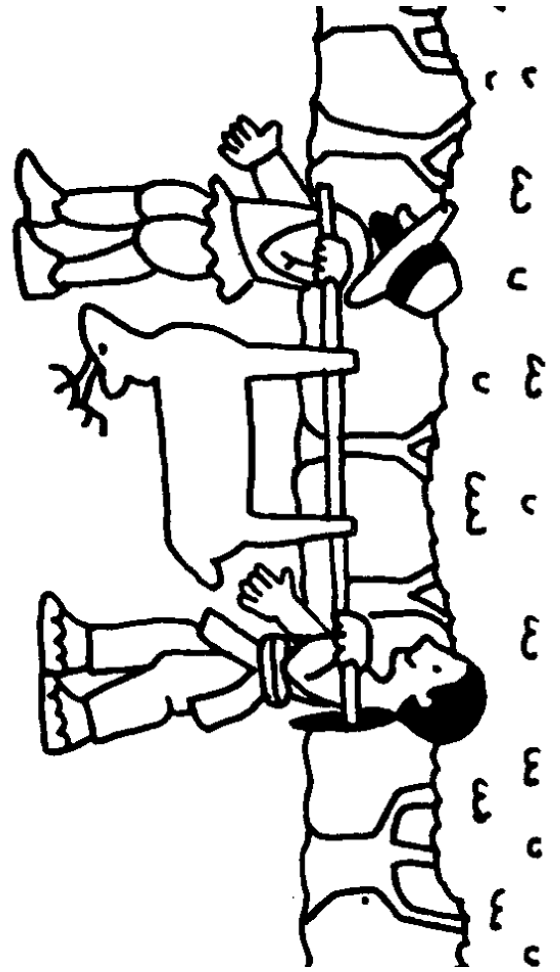
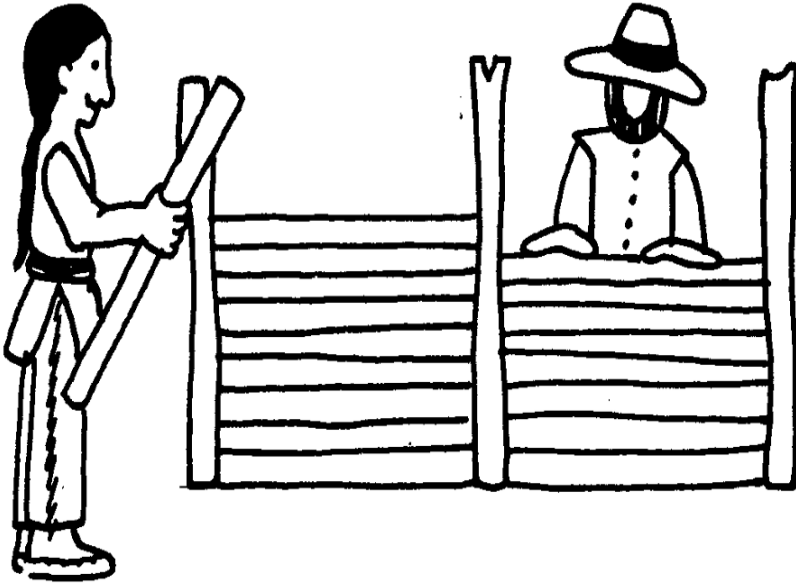
Kindergarten Common Core Unit Overview: Week 3

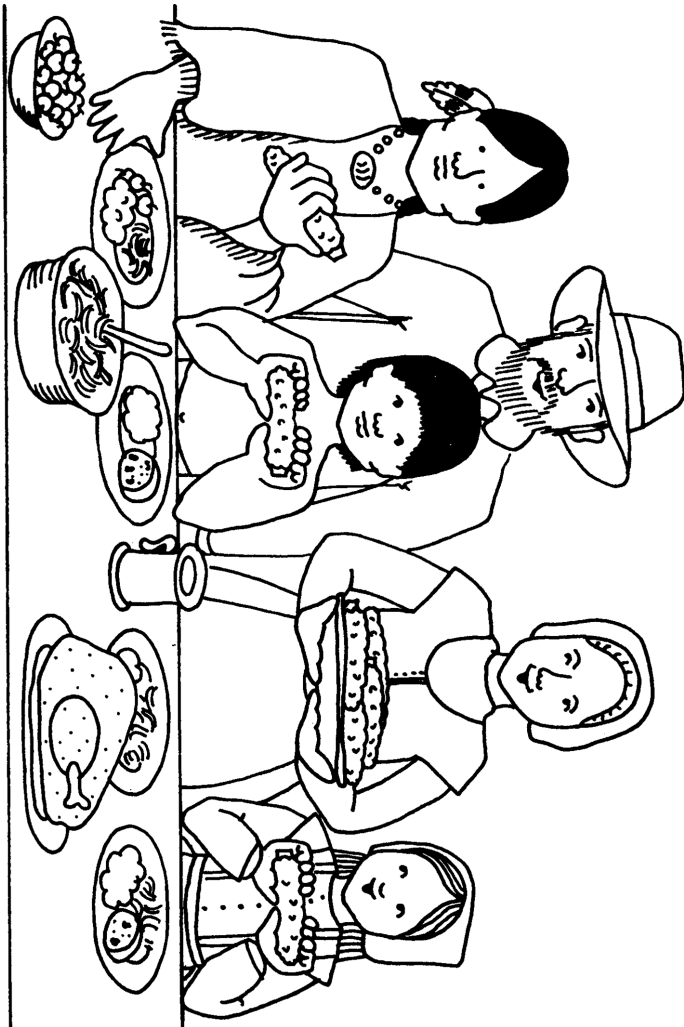
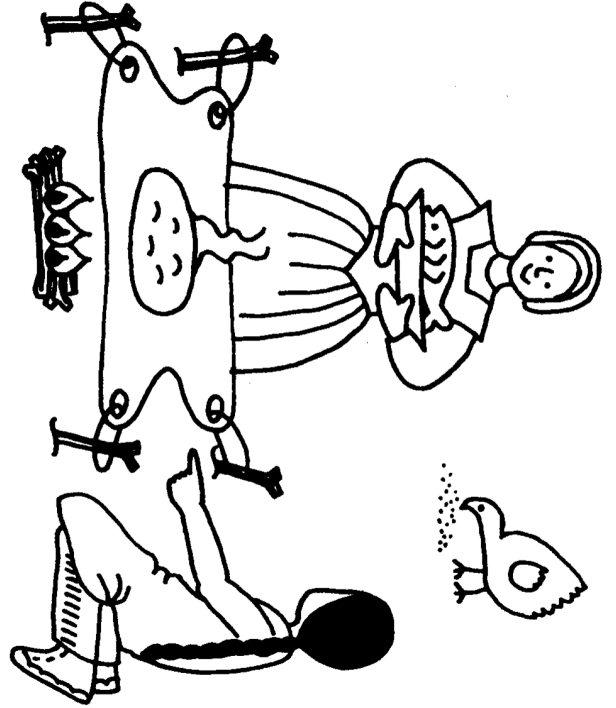
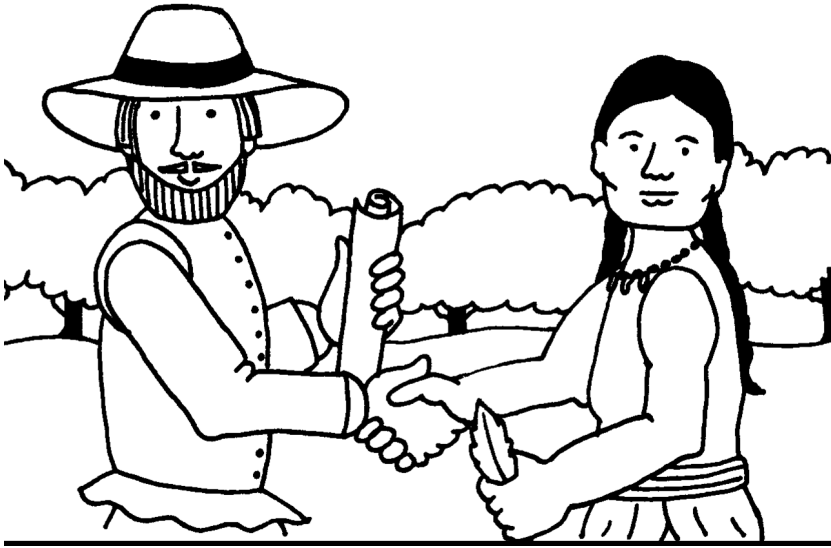
| | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 |
|--|--|---|---|--|
| Read/ Comprehension and/or Activity | <ul style="list-style-type: none"> * Circle map of some of the things that Wampanoag and Pilgrims did together * Read PowerPoint Book- <u>Alone or Together</u> * Sing "Alone or Together" song * Using verbs to speak sentences | <ul style="list-style-type: none"> * <u>Alone or Together</u> PowerPoint close read with text dependent questions * Sing "Alone or Together" song | <ul style="list-style-type: none"> * Use pictures from lesson 12. Students will put pictures on a large circle map and use a linguistic pattern to tell about the picture. * Read the little book <u>Together We're Better</u> * Sing "Alone or Together" song * Compare words on circle map with words in the book | <ul style="list-style-type: none"> * Summative Assessment * Pictures on a circle map and write a sentence about things you can do with a friend. |
| Follow-up Writing | <ul style="list-style-type: none"> * Identify verbs in the text and use them in sentences. | <ul style="list-style-type: none"> * Draw a picture of something you do at school and write about it. | <ul style="list-style-type: none"> * Cut and paste circle map activity | N/A |
| Materials to Prepare or Compile | <ul style="list-style-type: none"> * Chart paper * Pictures of Pilgrims and Wampanoags (provided) * PowerPoint Book <u>Alone or Together</u> | <ul style="list-style-type: none"> * Rhyming pictures * <u>Alone or Together</u> PowerPoint | <ul style="list-style-type: none"> * Alone and Together picture sort * Emergent reader * Student circle map * Teacher circle map * Working together pictures | <ul style="list-style-type: none"> * Pocket Chart * New Word cards for the song <u>The More We Get Together</u> * Sentence strips from the same song, but the Pilgrim version |

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|---|-------------------------------------|--|---|
| Unit: 3 Working Together Lesson #11 | | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Common Core and Content Standards | | <p>Content Standards: K.1 Students understand that being a good citizen involves acting in certain ways. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. CCSS K.RL 1 With prompting and support, ask and answer questions about key details in a text. K.RL4 Ask and answer questions about unknown words in a text. K.RL 5 Recognize common types of texts (e.g., storybooks, poems). K.RL 10 Actively engage in group reading activities with purpose and understanding. KF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | |
| Materials/ Resources/ Lesson Preparation | | <p>Green: OCR U.3 TE Lesson 11 Green Section Red: Chart paper and pictures for circle map. Pocket chart and pictures (provided in Appendix A) "Alone or Together..." PowerPoint text; Song: "Alone or Together" Blue: "Alone or Together" PowerPoint Independent: Wampanoag/Pilgrim emergent reader used last week.</p> | |
| Objectives | | <p>Content: Green: Students will recognize and match rhyming words using pictures with partners They will also work on segmenting names Red: Students will listen to expository text "Alone or Together..." Blue: Students will identify verbs using pictures in the text.</p> | <p>Language: Green: Students say the rhyming pairs in order to match with partners. Students will repeat names and segment them chorally. Red: Students will speak in complete sentences. Red: Students will speak in complete sentences and identify the repeating pattern of the text -I do it alone, We do it together. Blue: Students will orally state what they like to do alone or what they like to do together at school.</p> |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 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 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 | alone, together, share | |
| | | work, read, draw, write, build, plans, count, clean, play, sing, | joyful |

| | | |
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| Pre-teaching Considerations | Students will have read “Wampanoag and Pilgrims: Working Together was Better” to make connections to present day situations. | |
| Lesson Delivery Comprehension | | |
| 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 | |
| Foundational Skills and Morning Message (K-5 only) | Morning Message – Foundational Skills (Green Section) Unit 3 Lesson 11 pg. T 172-175 RF2a. Warming Up: <u>Make a Rhyme</u> (keep OCR lesson) Phonological and Phonemic Awareness: <u>Oral Blending</u> (keep) <u>Clapping out Names</u> (keep) | |
| Lesson Opening | Prior Knowledge, Context, and Motivation: <i>Say: We have been learning about how 2 different people worked together long ago. Can you remember some of the things the Wampanoag and Pilgrims did together? Their answers can be placed on a circle map. (you can draw a fish, corn, plant, cooking hide, house, bow and arrow, or use the pictures provided for this lesson)</i> Say: <i>Today we will begin learning about how we work together at school</i> |  |
| Lesson Continuum | Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | Differentiated Instruction: English Learners: Act out activities in text Students Who Need Additional Support: Act out activities in text Accelerated Learners: Verbally express additional activities that can be performed alone or together. Act out these activities (i.e. charades) that other students guess. |
| Writing | Finding Verbs Starting on page 3 of the PowerPoint “Solo o Juntos”, ask students “Que sucede en el cuadro? “.They should be able to identify the actions (verbs) by looking at the pictures. Pages 3-4 leer Pages 5-6 dibujar Pages 7-8 construir Pages 9-10 contar Pages 11-12 limpiar Pages 13-14 jugar Pages 15-16 cantar Extension: Using initial sound “clues” ask students to find the word in the text and have one student come to the board and point to it. (Example: “Construir /c/ /c/ /c/ construir. Quien puede encontrar la palabra, construir ?”). | |

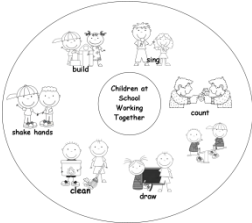
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| <p>Writing</p> | <p>After reading the text, have students turn to their partner and take turns telling what they like to do alone or together, using the pattern: "Me gusta ___ solo." "Me gusta ___ juntos." O me gusta ___ solos o juntos porque"</p> <p>They should use verbs from the text (leer, dibujar, escribir, construir, contar, limpiar, jugar, cantar).</p> | |
| <p>Home/School Connection</p> | | |
| | <p>Los estudiantes dibujarán una imagen de sí mismos trabajando solos o trabajando juntos.</p> | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |



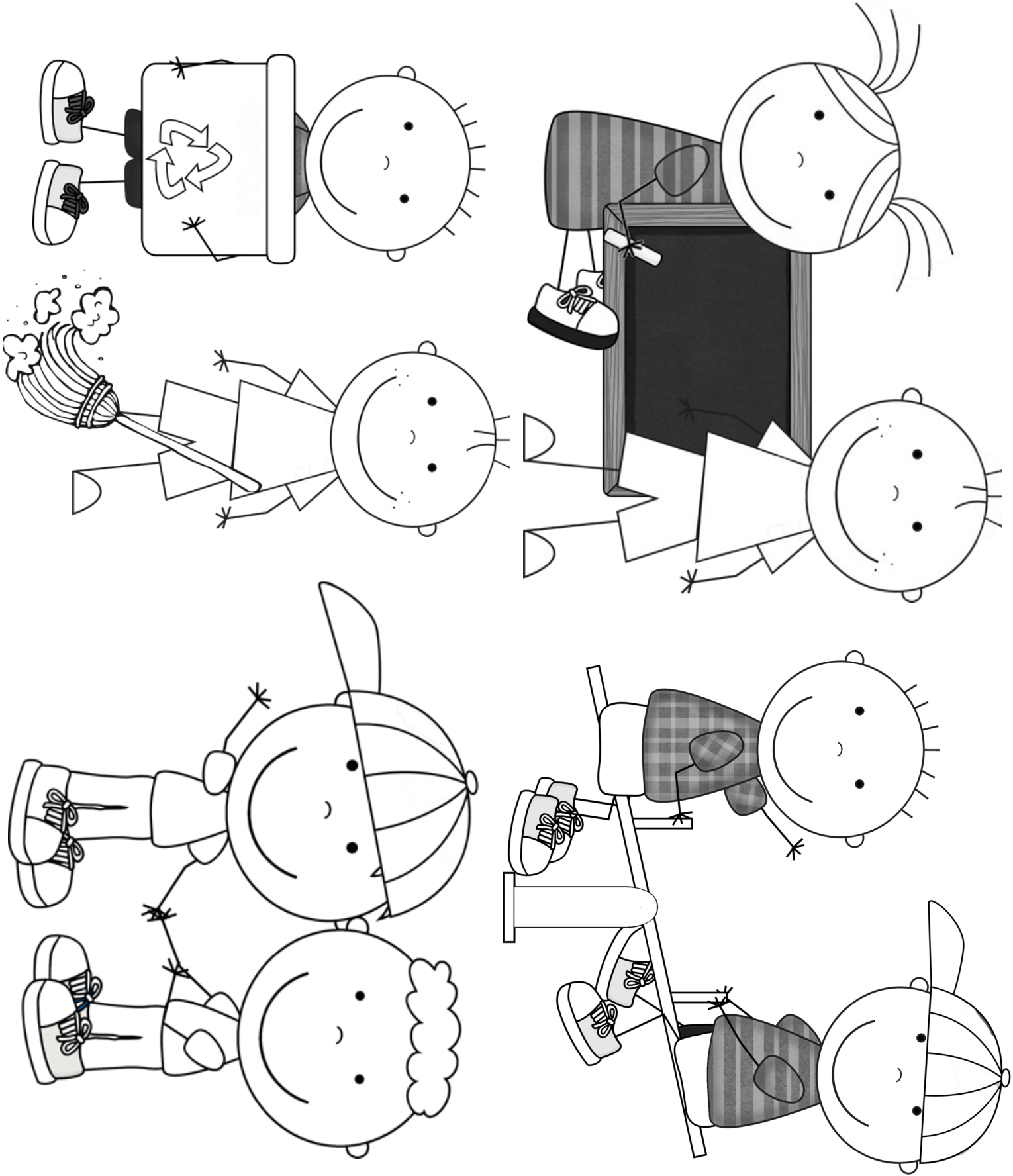


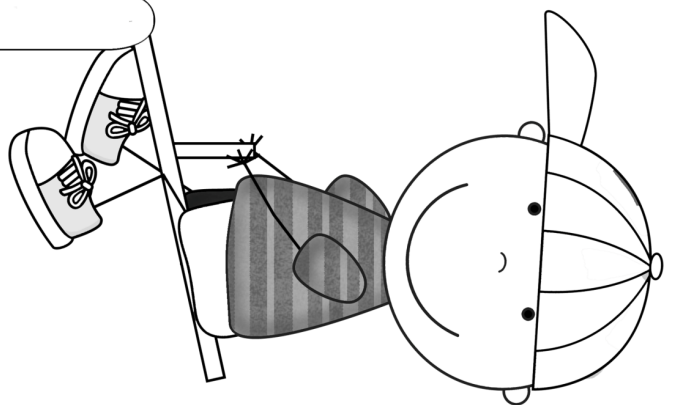
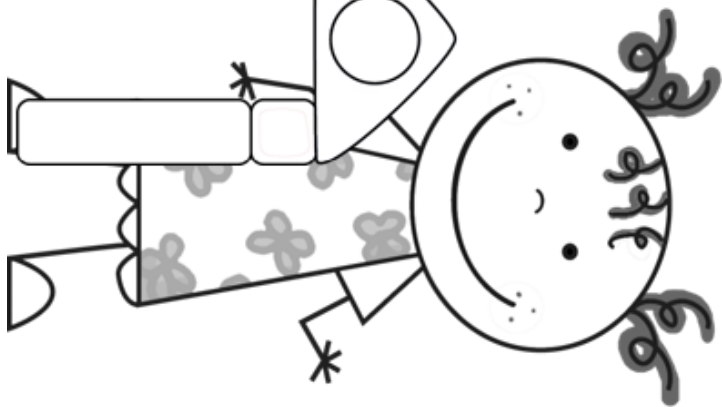
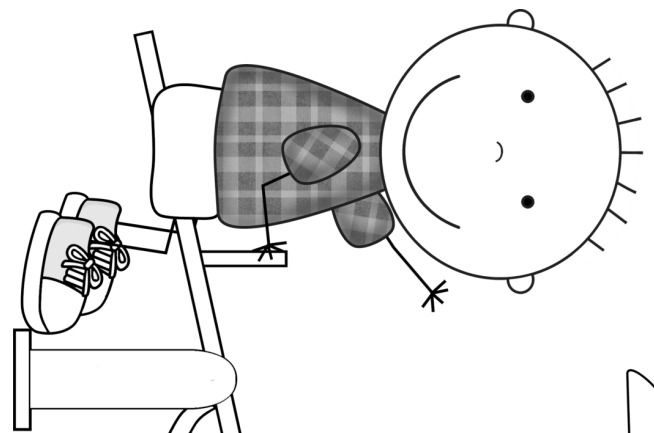
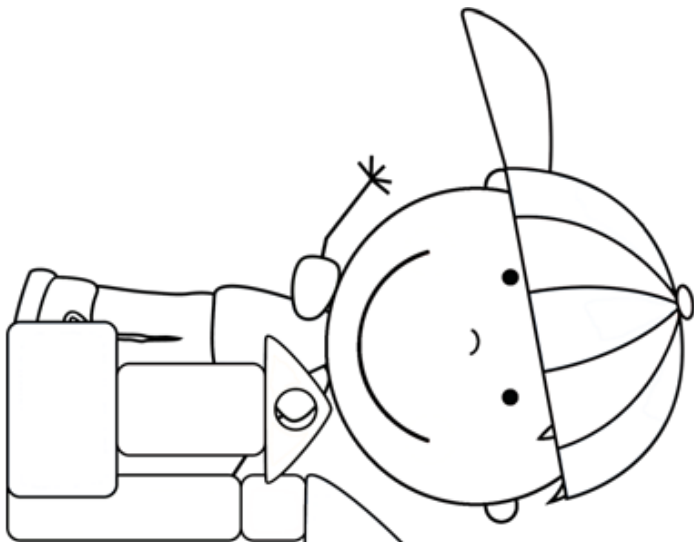
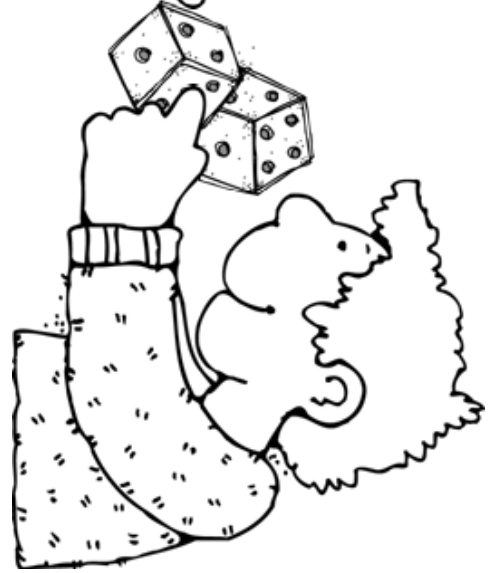
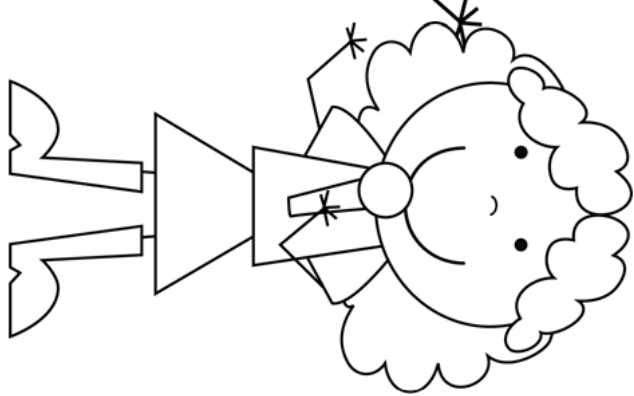
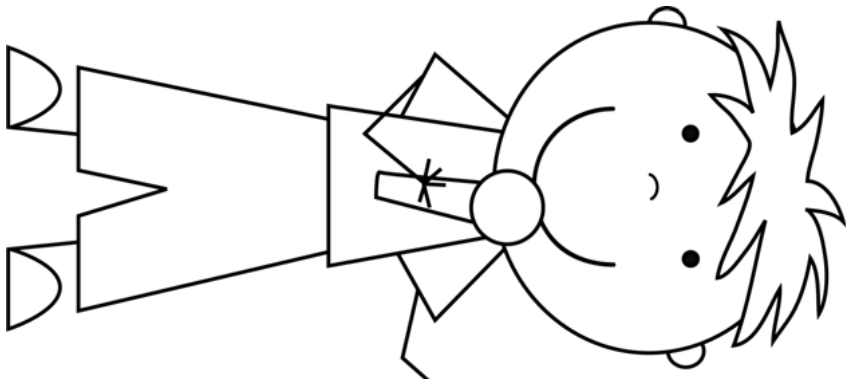
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| Unit: 3 Working Together Lesson: 12 | | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Common Core and Content Standards | | Content Standards: K.1 Students understand that being a good citizen involves acting in certain ways. CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. K.RL.5 Recognize common types of texts (e.g., storybooks, poems). K.RL.10 Actively engage in group reading activities with purpose and understanding. KF1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | |
| Materials/Resources/Lesson Preparation | | Green: OCR U.3 TE (Green Section and new words provided) rhyming pictures (located in the Appendix) Red: PowerPoint "Together or Alone". Use text dependent questions, and be prepared to use post-its, highlighters, pointers, to show where evidence in the text is provided. Blue: Picture frame must be copied for each student. | |
| Objectives | | Content: Green: Students will recognize and match rhyming words using pictures with partners. They will also work on segmenting names Red: Students will answer text dependent questions in groups and/or with partners during a close read. Blue: Students will draw a picture and write about something they do together in school. | Language: Green: Students say the rhyming pairs in order to match with partners. Students will repeat names and segment them chorally. Red: Students will use complete sentences in partners and independently. Blue: Students will discuss examples and non-examples of things they do together at school. |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 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 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 | solo, juntos, compartir trabajo, leer, dibujar, escribir, construir, planes, contar, limpiar, jugar, cantar, | alegria |
| Pre-teaching Considerations | | Students must have worked in Elbow Groups and talking to a partner. Review rules and role responsibilities for working together. Roles will be: Materials, Reporter, Captain, and Editor.* | |

Lesson Delivery Comprehension

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| <p>Instructional Methods</p> | <p>Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p> | |
| <p>Foundational Skills and Morning Message (K-5 only)</p> | <p>Morning Message: Remind students about the circle map they made during lesson 11. Say: <i>Today we will be making a circle map of things we do together at school. ¿Cuáles son algunas cosas que puedes hacer con un amigo en la escuela? Draw or use circle map pictures provided and label. Try to elicit building, reading, etc. from the PowerPoint book <u>Solo o juntos</u>.</i></p>  <p>Note: Do not permanently adhere pictures to map. In the next lesson, students will be placing pictures on the map, again.</p> <p>RF2a. Warming Up “Find the Rhyme” Matching Game(pictures in Appendix) Phonological and Phonemic Awareness: RF2b. Oral Blending and Segmentation(keep) RF2b. Clapping out Names (keep) How the Alphabet Works <u>Sounds in Words</u> (keep)</p> | |
| <p>Lesson Opening</p> | <p>Prior Knowledge, Context, and Motivation: Say: Ayer leímos un libro sobre lo que hacen los niños solos y juntos. ¿Cuáles son algunas maneras de que hacer solo? ¿Juntos? Proporcionar tiempo para la discusión.</p> | |
| <p>Lesson Continuum</p> <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Close Read of “Solo o Juntos”: As you read the PowerPoint again, ask these text dependent questions. Model with students how to find answers within the text and by looking at the pictures (through shared reading and listening).</p> <p>Text Dependent Questions for <u>Alone or Together...Which is Better?</u></p> <ol style="list-style-type: none"> 1. Nombra dos modos que los estudiantes pueden trabajar. (Alone or together) 2. En las páginas 5 y 6 ¿Cuál es la diferencia entre las imágenes en ambas páginas. (La diferencia es que los niños en p.6 trabajan juntos). 3. Nombre algunas maneras que los niños trabajen juntos. (Debe estar en el texto) 4. Cual es mejor, solo o juntos, porque? <p>Sing the song “Solo o Juntos”</p> | <p>Differentiated Instruction:</p> <p>English Learners: You will have to show them exactly where in the text the answer is, explaining its meaning.</p> <p>Students Who Need Additional Support: Same as above. Students should repeat answers together.</p> <p>Accelerated Learners: Although challenging, provide more in depth questions and using “why” to develop critical thinking.</p> |

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| <p>Writing</p> | <p>Students will draw a picture of something they do in school. They are encouraged to write something they do together at school.</p> <p>Independently, students can complete their picture by writing about their picture. Students can use the circle map to access words they need to complete their Somos ____ juntos” sentence.</p> <p>This can be used as a Formative Assessment.</p> | <p>Advanced Learners: Write the sentences independently</p> <p>English Learners: Use the fill in the blank paper</p> <p>Special Needs: Use the fill in the blank paper</p> |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |





Solo o juntos, ¿qué es mejor?

(Usen la melodía de, "If You're Happy and You Know It")

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo un libro miro,

pero juntos leemos un libro.

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo una palabra escribo,

pero juntos un párrafo escribimos.

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo una casa construyo,

pero juntos la hacemos tuya y mía.

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo me gusta contar,
pero juntos nos gusta sumar.

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

Solo canto una canción,
pero juntos cantamos sin interrupción.

Solo o juntos, ¿qué es mejor?

Solo o juntos, ¿qué es mejor?

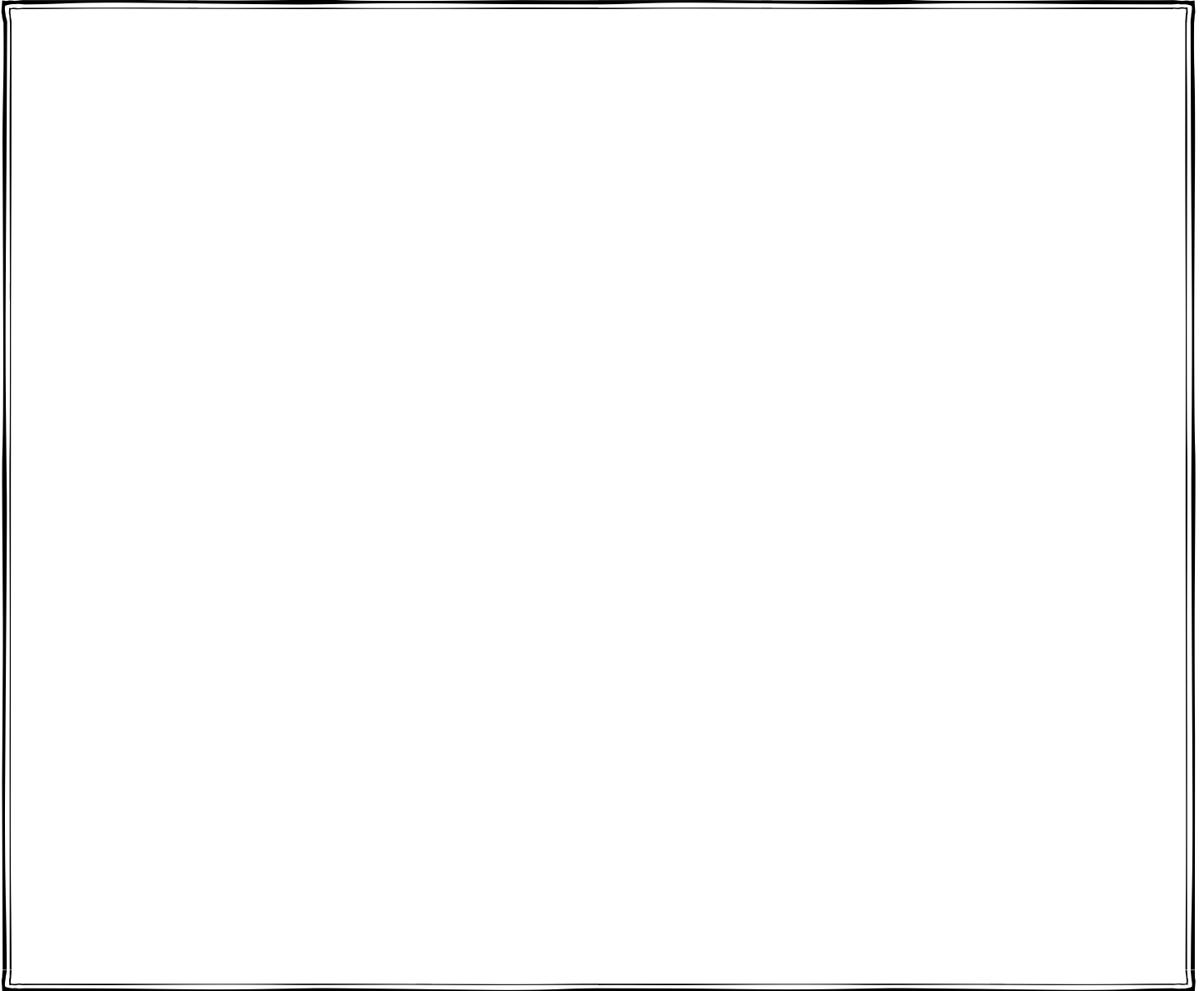
Solo o juntos, ¿qué es mejor?

Solo me gusta jugar,
pero juntos es a todo dar.

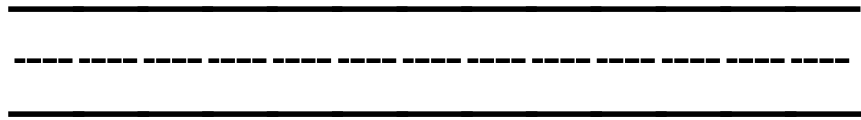
Solo o juntos, ¿qué es mejor?



Nombre



Somos



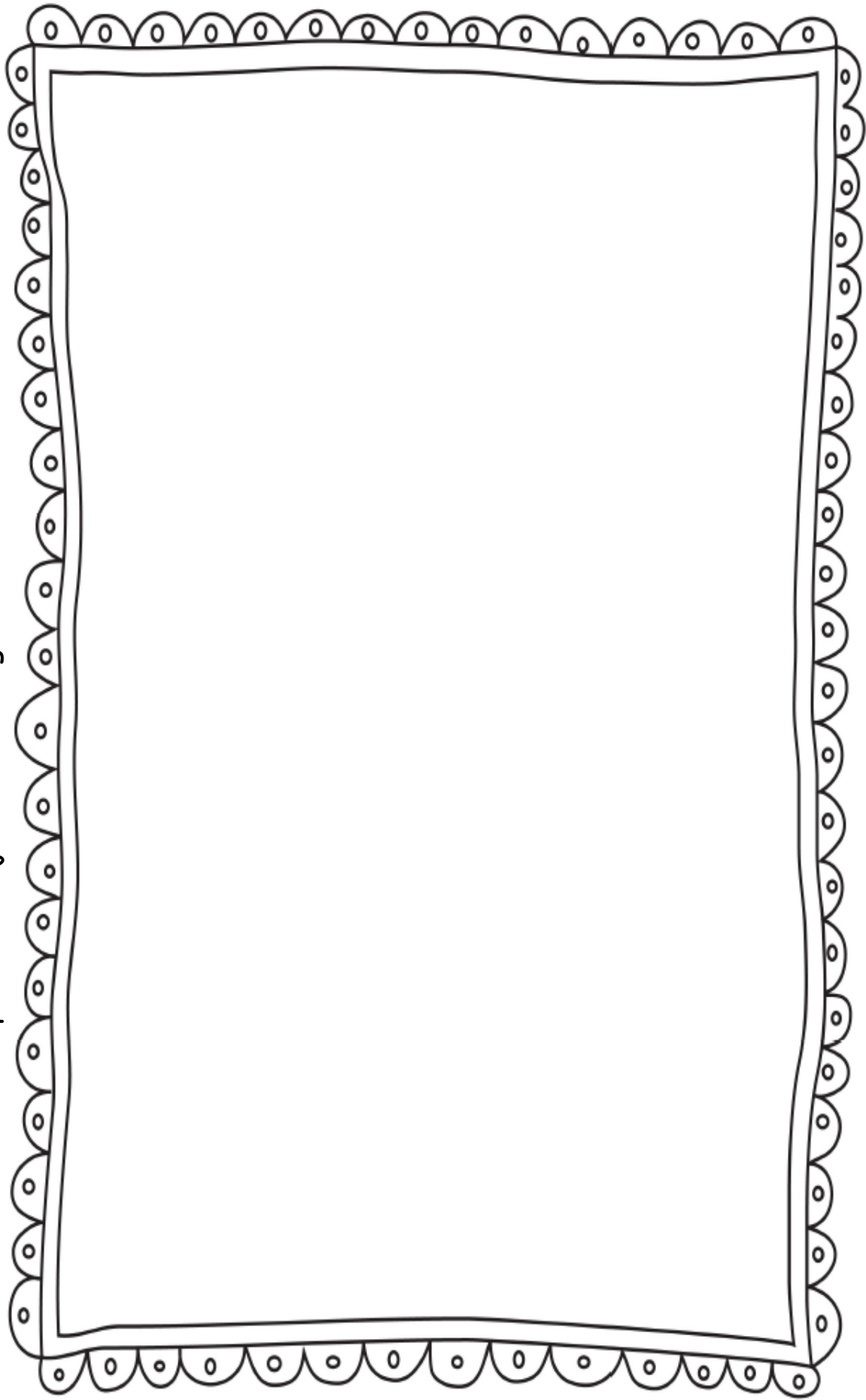
juntos.

Nombre _____

TAREA

Trabajando

Si trabajo solo lo terminaré,
pero trabajando con amigos me divertiré.



Dibújate trabajando tu solo o trabajando con amigos.

| | | | |
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| Unit: 3 Working Together Lesson: 13 | | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Common Core and Content Standards | | <p>History/SS: K.1 Students understand that being a good citizen involves acting in certain ways. K.3 Students match simple descriptions of work that people did ...from historical accounts. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. K6.3. Understand how people lived in earlier times and how their lives would be different today</p> <p>CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. KF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.</p> | |
| Materials/Resources/Lesson Preparation | | <p>Green: Circle Map from Lesson 12; OCR U.3 TE: Lesson 13 Green Section + new sentences provided Red: Together We're Better emergent book for each student. Blue: Circle map and cut-outs.</p> | |
| Objectives | | <p>Content: Green: Students will produce words that rhyme and read color words. Red: Students will read an emergent reader about working together NOW. Review that the Pilgrims and Wampanoags working together was THEN-long ago. Blue: Students will complete a circle map to practice sentences using the –"ing" ending.</p> | <p>Language: Green: Students will respond chorally to prompts. Red: Students will read aloud chorally with the teacher's guidance. Blue: Students will orally state how they can work together in the classroom.</p> |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 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 | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | lectura/lectura, Conde/contando, construcción/construcción, cante/el cantar, sorteo/dibujo, jugar o jugando, limpieza y limpieza. | |
| Pre-teaching Considerations | | One to one correspondence with words in a sentence (through shared and guided reading). Know their colors. | |

Lesson Delivery Green Section

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| CCSS Foundational Standards (K-5 only) | <p>Morning Message</p> <p>Warming Up <u>Make a Rhyme</u> (keep)</p> <p><u>Color Words</u>: I have a brown block. She has a yellow broom. He has a blue book. You have a green crayon. We have black numbers. (Use graphics for the nouns.)</p> <p>Phonological and Phonemic Awareness: Oral blending and segmentation (keep)</p> <p><u>Clapping out Names</u> (keep)</p> <p>How the Alphabet Works</p> <p><u>Sounds in Words</u> (keep)</p> |
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Follow-Up Writing About What You Read

| | |
|------------------------------|---|
| Instructional Methods | <p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p> |
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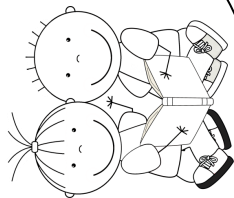
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| Lesson Opening | <p>Prior Knowledge, Context, and Motivation: Remind students about the circle map they made during lesson 12 about working together at school.</p> <p>Haga que los estudiantes discutir con una cosas de socio lo hacen en la escuela (solos o juntos). Luego, utilizando las imágenes de la lección 12, invitan a los niños a voluntario (o use un "llamado" método) para colocar una foto en el mapa del círculo. Al colocar la imagen, debe indicar "Nosotros ___ juntos en la escuela".</p> | |
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Lesson Continuum

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| Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | <p>Reading the Little Book <u>Juntos Somos Mejor</u>:</p> <p>Entrar en un círculo grande (si tiene grupos de AM/PM, esto puede hacerse con la mitad de la clase, durante el tiempo en grupo pequeño.) Los profesores que tienen los socios pueden optar por dividir los grupos lee hasta la mitad con un profesor y viceversa.</p> <p>Decir: Ahora tengo una sorpresa para ti. Vas a conseguir tu propio libro sobre jardín de niños que les gusta trabajar juntos en la escuela. Vamos a ver si alguna de estas actividades coinciden con nuestro mapa de círculo.Procedure:</p> <ol style="list-style-type: none"> 1. Hand out the books to each child. 2. You can display your small book on the doc camera. Picture-walk the story (print awareness, author, etc.) and have the students identify the different activities and try to find the words that match the picture. Focus on the action words (activities), see if they can find the word. 3. Now read the story together, using one to one correspondence, touching each word with their reading finger. 4. Return to the circle map and find which words were in the story and also on the circle map. <p>Sing "Solo o Juntos" song</p> | <p>Differentiated Instruction:</p> <p>English Learners: Act out the activities as you read each page.</p> <p>Students Who Need Additional Support: Act out the activities as you read each page.</p> <p>Accelerated Learners: compare and contrast words in the book with the circle map.</p> |
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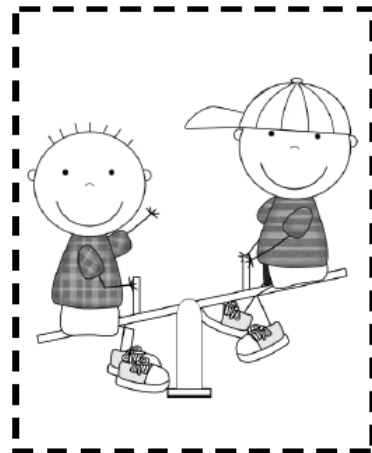
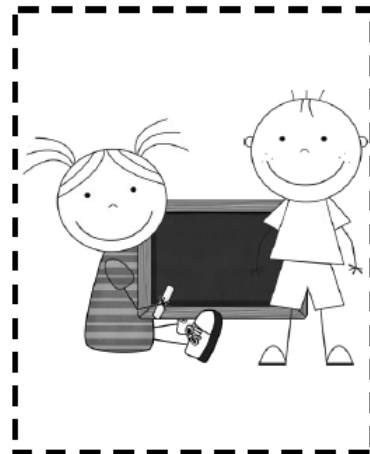
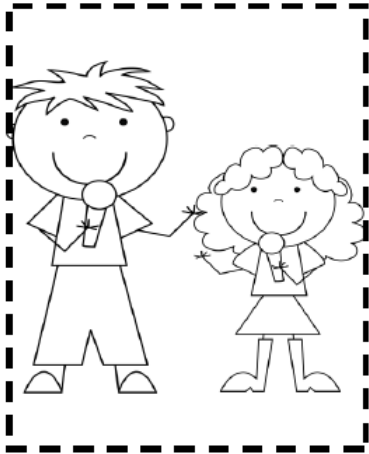
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| <p>Writing</p> | <p>Students will cut out the images and glue them on the circle map (provided in the Appendix). They will select only four activities to glue on their map.</p> <p>Students should orally state:</p> <p>“I like _____ing with a friend at school.”</p> <p>(This will prepare the students for the Summative Assessment in Lesson 14.)</p> | |
| <p>Workshop Activity</p> | | |
| <p>Teacher Small Group Instruction: Reread the story <u>Together We’re Better</u>, and highlight HF words, and focus on the “-ing” in the 2nd word.</p> | | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

Juntos en
en la escuela



Nombre: _____

Students select the activities they like to do together.
Have them cut and paste them into the circle map.



Name: _____

| | | | |
|---|-------------------------------------|---|--|
| Unit: Working Together Lesson: #14 | | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Common Core and Content Standards | | <p>History/SS: Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. KF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | |
| Materials/ Resources/ Lesson Preparation | | <p>Green: OCR U.3 TE; “The More We Get Together” song Red: Prepare the new word cards that go with the song:. and use the same sentence strips from last week. Emergent Reader Blue: Summative Assessment materials (Appendix)</p> | |
| Objectives | | <p>Content: Green: Students will recognize long and short words in a morning message. They will also blend and segment words. Red: Students will read and sing a song through shared reading that mimics their emergent reader. Blue: Students will complete a circle map.</p> | <p>Language: Green: Students will speak chorally. Students will clap or beat like a drum with partners and independently to segment and blend words. Red: Students will speak and sing as a group. Blue: Students will write a sentence about one picture (student choice) in the circle map.</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 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 <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 | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | No new words | |
| Pre-teaching Considerations | | Students will have read “Wampanoag and Pilgrims: Working Together was Better” to make connections to present day situations. | |

Lesson Delivery Green Section

CCSS Foundational Standards (K-5 only)

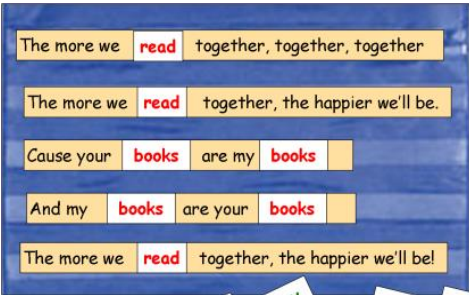
Morning Message: Sing “The More We Get Together” song with an emphasis on verbs (action words).

Reading and singing the song
Say: Chicos y chicas, recuerda la canción que cantamos sobre los Wampanoag y peregrinos.

Hoy, vamos a cambiar la canción usando las cosas que hacemos juntos en la escuela.
 Utilizaremos las cosas que hacemos juntos del libro.

Use the same pocket chart sentence strips from first song, but use the new words instead. Use shared reading strategies and the cueing systems to help them read the text.

Warming Up:
Which Word is Longer?
Phonological and Phonemic Awareness:
Oral Blending and Segmentation
 Clapping Out Words (keep)
How the Alphabet Works
 Sounds in Words (keep)



Differentiated Instruction:
English Learners:
 Words should have pictures next to them
Students Who Need Additional Support:
 See above plus:
Accelerated Learners:
 These students may not need pictures next to the cards, or place the picture up after they have attempted to read.

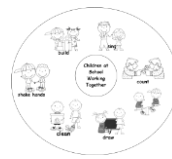
Lesson Delivery Comprehension

Instructional Methods

Check method(s) used in the lesson:
 Modeling Guided Practice Collaboration Independent Practice
 Guided Inquiry Reflection

Lesson Opening

Prior Knowledge, Context, and Motivation: Review the circle map of all the things children in kindergarten like to do together. Reread the emergent reader together.



Body of the Lesson:
 Activities/
 Questioning/ Tasks/
 Strategies/
 Technology/
 Engagement

Summative Assessment

Independently, students will place action pictures (which represent things done alone or together) in a circle map titled “Together We’re Better”.

Two non-examples should be placed outside the circle, but inside the frame of reference.

Using the circle map, students will write a sentence about what they can do together with a friend. “Podemos _____ juntos.”

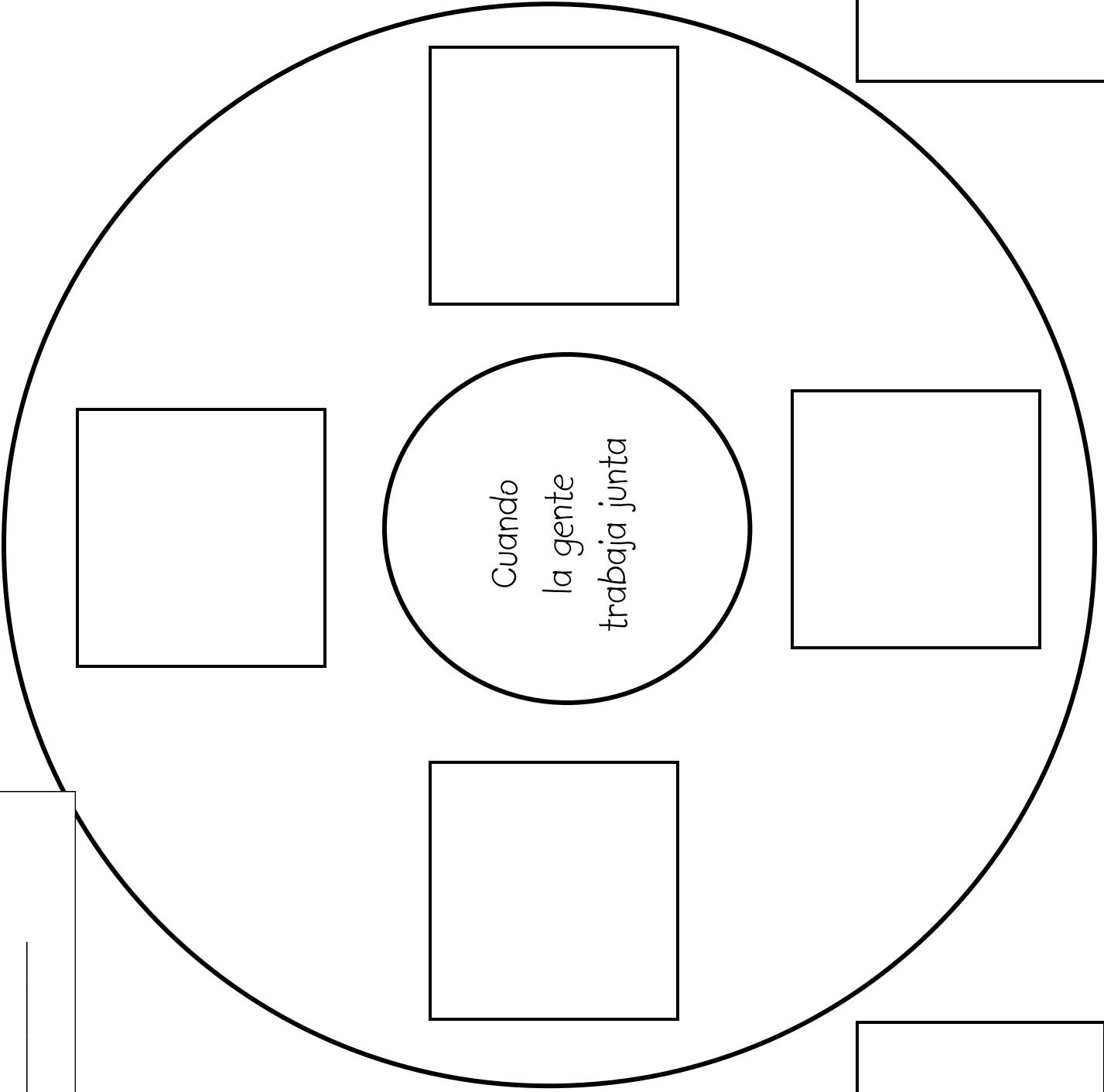
Use the prepared frame, or let the students write and sound out the words, independently, on a separate piece of paper.

Lesson Continuum

Lesson Reflection

**Teacher
Reflection
Evidenced by
Student
Learning/
outcomes**

Nombre _____

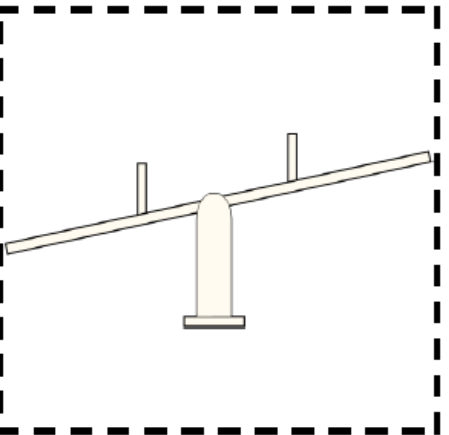
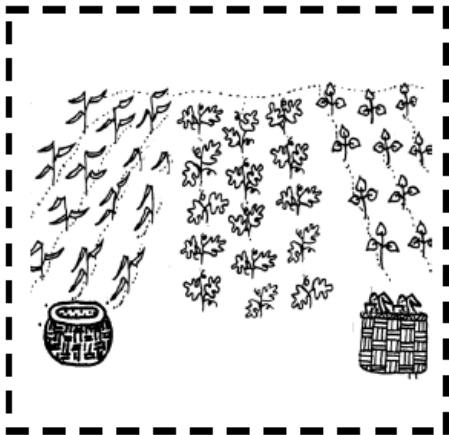
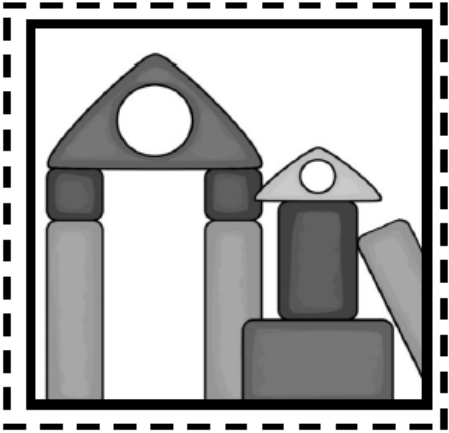
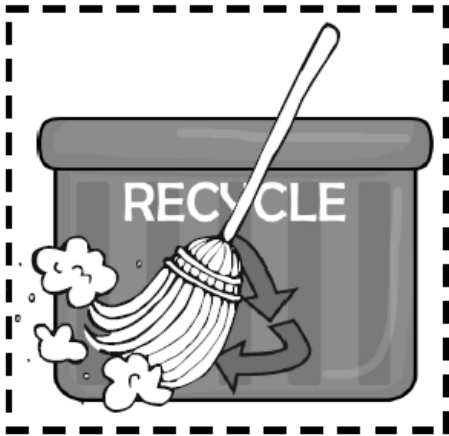
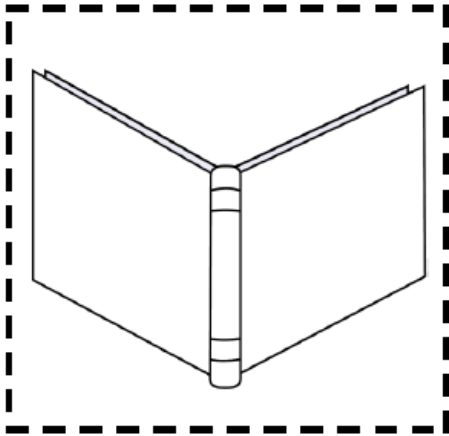


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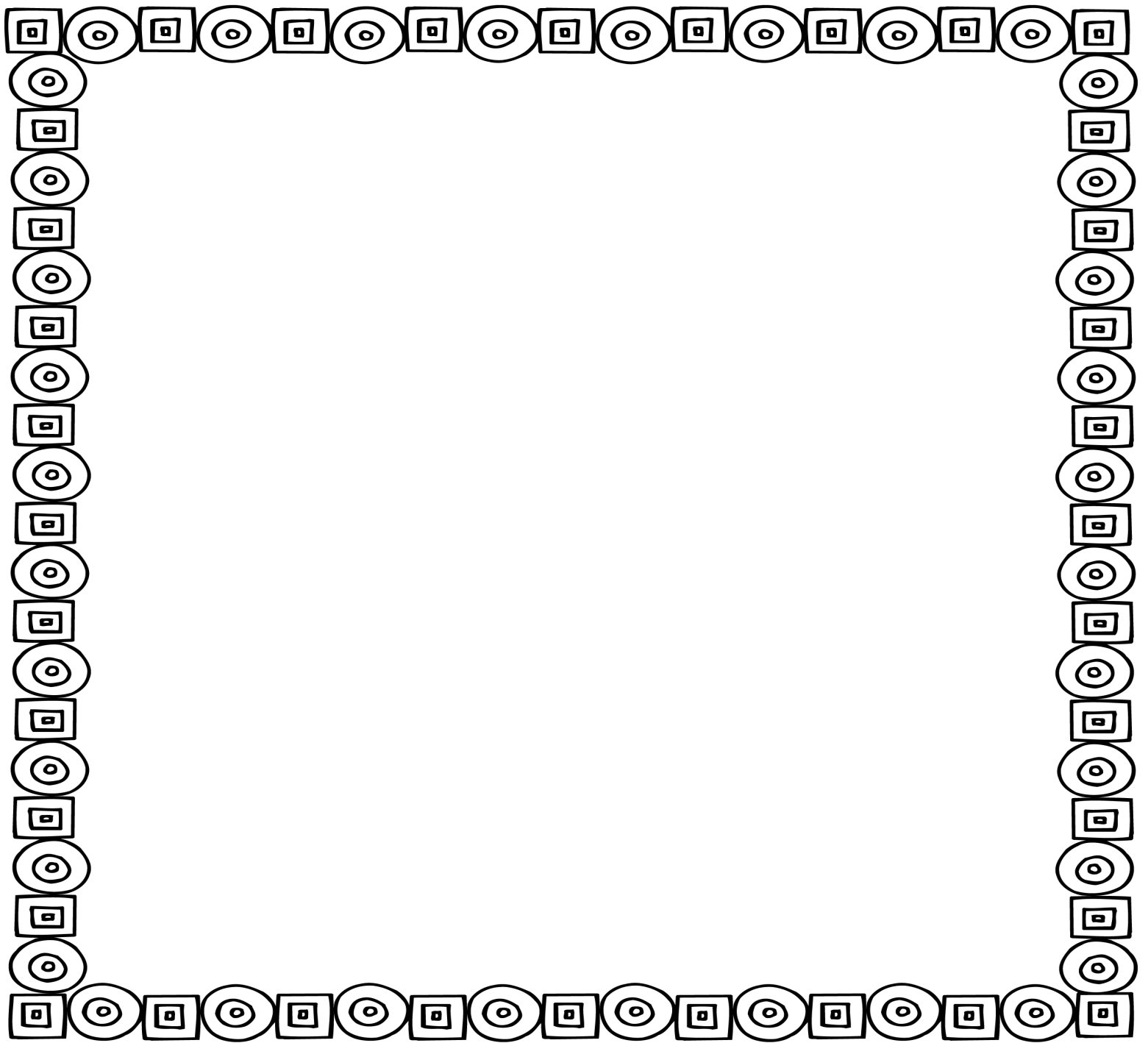
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Empty rectangular box for student input.

Quando la gente trabaja junta



Nombre: _____



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



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