

SAUSD Common Core Lesson Planner

Teacher:

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>) plus the picture of the Pilgrims and the Wampanoag to place on pictorial. 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	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	Mayflower, Pilgrim, America, England, traveled, Wampanoag, Atlantic Ocean, shelter, gathered, hunted, planted together, dangers	
Pre-teaching Considerations		<p>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 “Then and Now” is a SS standard. You can also say “Long ago and Now”.</p> <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

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 Amer... ica

Pil.....grims gath.....ered win.....ter In...dian vill.....age Squan..... to tur.....key

How the Alphabet Works

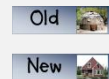
[I Can Spell Anything](#) (keep)

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: 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 (ex: *I see you put the corn husk doll with the Barbie doll. Why did you put them together? or I see this picture has many buildings. Do you see another picture with many buildings?*) 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.

Differentiated Instruction English Learners:

Sort: Use sort with matching words.
 ___ is long ago.
 ___ is long ago because ___.
 ___ is now.
 ___ is now because ___.
 ___ is long ago and ___ is now.
Pictorial: Echo the words and chorally say the words. Come up and point to the picture when asked what something is (rather than speak)

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:

- 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: *The people of England were English and spoke English.*
- Draw some of the houses inside the land, explaining that these people lived in houses made of stone and wood. Say: *A special group of people in England were called Pilgrims. (Place the Pilgrims on this land). They wanted to leave England and travel to America to start a new life in a new land.*
- Now draw the ocean (Atlantic), explaining that it was very wide and deep. Add some wave lines to symbolize water. Now ask: *How do you suppose the Pilgrims traveled on the water to get to a new place to live?* (elicit “ship or boat”)
- Draw the Mayflower and label it. **(Place the little Pilgrim picture on the boat).** 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.
- Explain that another group of people already lived on this land. **(Place the picture of a Wampanoag (Wam-pah-NO-ag).** Draw the shelters of the people - Wampanoag’s bark-covered small shelter (*wetu*) and a long house or *nush wetu*, a large house where many people lived.
- Say: *Tomorrow we will read a story that tells more about the map we just made and how the two different people, the Pilgrims and the Wampanoag, worked together to make a better place to live.*

Students Who Need Additional Support:
 See above plus:
Sort: Use sort with matching words
Pictorial: Say the word and they point to the picture.

Accelerated Learners:
Sort: Allow students to attempt to sort independently without cues.
Pictorial: Group leaders for the inquiry section. Matching word cards to the picture.

Lesson Continuum

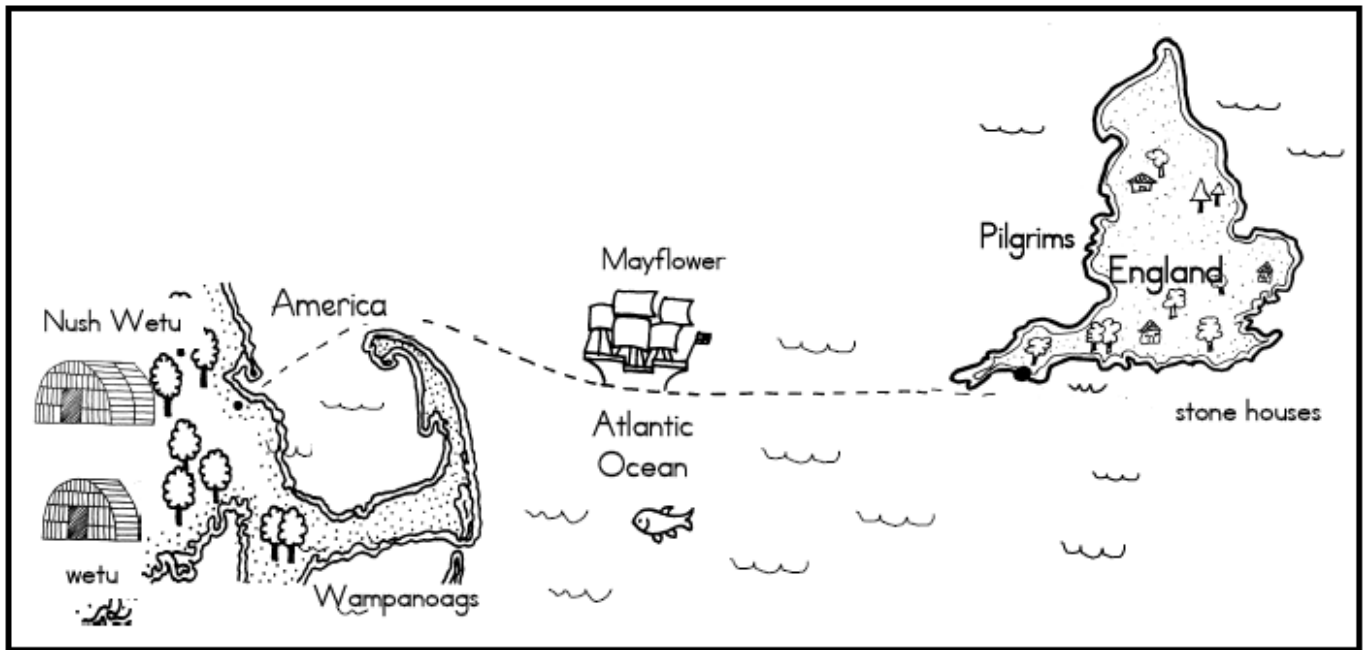
Follow-Up Writing About What You Read

<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. 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.</p>
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Lesson Reflection

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



Place the Wampanoag on “England



Place little Pilgrims on “boat



Place the Pilgrims