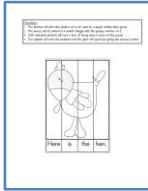

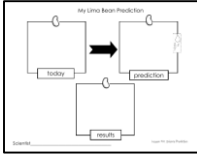


| | | |
|--|---|---|
| <p>Unit: 7 Lesson #1</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RL.K.10 Students will actively engage in group reading activities with purpose and understanding. FS.K.1a. Follow words from left to right, top to bottom, and page by page.1b. Recognize that spoken words are represented in written language by specific sequences of letters. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Recognize and produce rhyming words. .b. Count, pronounce, blend, and segment syllables in spoken words. FS.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). W.K. 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. SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Social Studies K.1 Students understand that being a good citizen involves acting in certain ways. A. Follow rules, such as sharing and taking turns, and know the consequences of breaking them..</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 T. E., Little Red Hen Sight Word Cards, Red: farm puzzles (cut each puzzle into strips and place in baggie), http://video.nhptv.org/video/2238435385/, Big Book titled “The Little Red Hen” Blue: student white boards <i>or</i> clipboards and paper, lima beans (one per student), bowl of water</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will review the sound/spellings of e,f,w,x,z, and s as /z/. They will restore initial consonants to words. Students will blend sounds into words. Red: Students will listen to the read aloud <u>The Little Red Hen</u> with step asides for some vocabulary. Blue: Students will learn about the parts of a hen, through drawing and vocabulary.</p> | <p>Language: Green: Students will be able to tell the sound and letter that is left off the beginning of a word. Students will be able to make word pairs by changing the first consonant in a word. Students will be able to read the decodable, Book 13: <u>Fix It</u>. Red: Students will be able to listen to <u>The Little Red Hen</u> and build understanding using illustrations. Blue: Students will be able to follow oral directions to draw a picture of a hen, adding details to further describe the hen.</p> |
| <p>Depth of Knowledge Level</p> | <p><input 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 type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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> | |

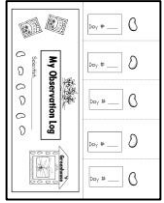
| | | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
|---|--|---|---|
| | TEACHER PROVIDES SIMPLE EXPLANATION | housework, mended, sleep, nap, snooze | cozy, soft, couch, porch, mowed, ripe |
| | STUDENTS FIGURE OUT THE MEANING | raked, hoed, hoeing, plant | |
| Pre-teaching Considerations | Students must have worked in Elbow Groups and partner talk. Review rules and role responsibilities for working together. Roles will be: Materials, Reporter, Captain, and Editor. | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | |
| Foundational Skills and Morning Message (K-5 only) | <p>Morning Message – Practice the use of pronouns. To support the assessment at the end of the week, have students interact with the Morning Message by underlining the capitals in green, circle end marks in red, and highlight the sight words in yellow. Also, write one of the sentences below on a sentence strip, cut apart, and have students put the sentence in correct order.</p> <p style="text-align: center;"> Today my friends and I will help each other. I will see a hen. You will see a barn. We will see a pig. He will see a farmer. She will see a dog. They will see a horse. </p> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily:</i> (Sight Word Warm-Up with “Little Red Hen”) <i>Little hen, little hen, you love to bake.</i> <i>Little hen, little hen, where’s your cake?</i></p> <p>Directions for Game: Place the sight word cards in a pocket chart. Hide the “cupcake” card behind a challenging sight word. Chant the two-line refrain and call on a student to select a card from the chart. Student states “My word is ____.” (If the student cannot say the word, he/she can ask a friend for help.) After the student says the word, he/she pulls the card from the pocket chart and hands it to the teacher. If the “cupcake” card is behind the student’s card, the game is over.</p> <p>OCR TE pp T187 – T191: Segmentation, Sound Review (/f/ and /w/), Decodable: Fix It</p> | | |
| Prepare the Learner | Have students talk to their partner about their favorite sports team and what the players do. They need to listen carefully to state what their partner said. The purpose of this activity is to provide students an opportunity to speak to a peer about a topic they are very familiar with. Linguistic patterns that can be used: <i>My favorite team is ____.</i> <i>The players ____.</i> <i>My partner told me ____.</i> | | |
| Interact with the Text Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | <p>Pre-Assessment – Students in Power Elbow Groups will assemble a puzzle of a farm image which will build a sentence.</p> <p>Directions:</p> <ol style="list-style-type: none"> Put students into Power Elbow Groups. Materials Manager gets a bag for their group. The Captain distributes the pieces to the group, one puzzle piece to each member of the group. Each person takes a turn putting down his/her puzzle piece. When the Editor approves the puzzle formation, the group can glue the puzzle to the template. The Editor reads the sentence |  | <p>Differentiated Instruction:</p> <p>Transitional Kindergarten: Words can be removed from puzzle to reduce complexity.</p> <p>English Learners: Picture in puzzle will scaffold the sequence of</p> |

| | | |
|---|--|---|
| <p>Interact with the Text Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>and the group repeats.</p> <p>6. The Reporter will orally present their puzzle and sentence to the class, following the rubric.</p> <p>Presentation Each member will introduce him/herself. (My name is _____.) One person names the animal. One person tracks the words. The Reporter will read the sentence.</p> <p>Read-Aloud (<u>Little Red Hen</u>) from PBS video with Step-Asides for vocabulary: http://video.nhptv.org/video/2238435385/ Pause the video, when appropriate, to explain terms students might not understand.</p> <p>In Spanish language classes, the teacher will read the Spanish version of <u>Little Red Hen</u> aloud to the students.</p> <p>Little Red Hen Big Book– Practice whole group (chant chorally).</p> <p>Science Connection – Give each student a dry lima bean. Have students observe and describe the dry bean. Create a whole class Describing Bubble Map of student observations. Students make predictions about what will happen to the bean if they soak it overnight. Record (draw) their observations and predictions on My Lima Bean Prediction sheet. Have students place their dry bean in a bowl of water. (Soak additional beans, so each student will have at least two to complete the activity the following day.) Soak all the lima beans overnight.</p>   | <p>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>Extend the Understanding</p> | <p>Writing – Guided Drawing of a Hen using wipe-off boards or clipboards with white paper. You can use the hen puzzle graphic as a frame of reference or you can do your own!</p> <p>Home/School Connection - What chores do you and your family do at home?</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

| | | | |
|--|--|---|--|
| <p>Unit: 7 Lesson #2</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One or Two ELA Instructional Blocks Date:</p> | |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RL.K. 1. With prompting and support, ask and answer questions about key details in a text. RL.K. 3. With prompting and support, identify characters, settings, and major events in a story.. RL.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. 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. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b. Count, pronounce, blend, and segment syllables in spoken words. FS.K.3 c. Read common high-frequency words by sight(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). W.K. 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. SL.K. 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. SL.K. 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. Life Science 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings.</p> | | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 TE Red: Lesson 16, <u>The Little Red Hen</u> read aloud from PowerPoint, “My Bean Garden” emergent poem Blue: Bridge Map, pictures, scissors, glue, Greenhouse, soaked lima beans, baggies, paper towels, water, & Lima Bean Observation Log.</p> | | |
| <p>Objectives</p> | <p>Content: Green: Students will review sight words and alphabet letters. Students will learn the sound for /k/. Red: Students will listen to a read aloud for information. Blue: Students will record and label observations of bean growth/progress.</p> | <p>Language: Green: Students will be able to read sight words fluently. Students will be able to say the letters and their sounds fluently out of order. Students will be able to restore initial consonant sounds. Red: Students will be able to answer questions about the text citing evidence in the text. Blue: Students will be able to orally share with a partner their drawing and results. (My lima bean plant has ___.)</p> | |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | | |
| <p>College and Career Ready Skills</p> | <p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 |
|--|--|---|---|
| | STUDENTS FIGURE OUT THE MEANING | housework, mended, nap, snooze | cozy, soft, couch, porch, mowed, ripe, sleep |
| | | raked, hoed, hoeing, plant | |
| Pre-teaching Considerations | <p>Students must know story elements (character, setting, events, problem, conclusion/ resolution).</p> <p>Students must know color words and how we place them in a sentence to describe. Share out chores from homework.</p> | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | <p>Check method(s) used in the lesson:</p> <p><input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p> | | |
| Foundational Skills and Morning Message | <p>Morning Message: Use of Past Tense and Color Words</p> <p>Encourage students to recall the video from the prior day. Identify the characters and practice reading their names in context of the Morning Message. To support the assessment at the end of the week, have students interact with the Morning Message by underlining the capitals in green, circle end marks in red, and highlight the sight words in yellow. Also, write one of the sentences below on a sentence strip, cut apart, and have students put the sentence in correct order.</p> <p style="text-align: center;">I liked the red hen. I liked the brown dog. I liked the yellow cat. I liked the gray mouse. I liked the yummy bread.</p> <p>Foundational Skills (Green Section)</p> <p><i>Routine to be practiced daily:</i> Sight Word Warm-Up with “Little Red Hen”</p> <p><i>Little hen, little hen, you love to bake.</i></p> <p><i>Little hen, little hen, where’s your cake?</i></p> <p>OCR TE pp T201-T203: Segmentation, Alphabetic Principle – Introduce /k/</p> | | |
| Prepare the Learner | <p>Defining/Circle Map characters from “Little Red Hen” and label them.</p> <p>Sentence frame for map is “I liked the _____.”</p> | | |
| <p>Interact with the Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Read-Aloud Little Red Hen (PowerPoint Slides 1-8) with Text Dependent Questions – After each question, ask “How do you know that?” or “What is the evidence in the text?”</p> <p><i>Slide 3</i> - Who are the characters?</p> <p><i>Slide 3</i> - What is the setting?</p> <p><i>Slide 3</i> - How many characters are in the story?</p> <p><i>Slides 4, 5, 6</i> - What do the animals do all day?</p> <p><i>Slide 6</i> – Whose room is this? How do you know it’s the mouse’s room?</p> <p><i>Slides 4, 5, 6</i> - For each animal ask, “What do the words on the page tell you the character is doing? What else is the character doing that the</p> | | <p>Differentiated Instruction:</p> <p>English Learners:</p> <p>The Characters are _____, _____, & _____.</p> <p>The setting is _____.</p> <p>There are _____ characters in the story.</p> <p>The animals _____ all day.</p> <p>Students Who Need Additional Support:</p> |

| | | |
|--|---|---|
| <p>Interact with the Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>words do not tell you? (Lead students to understand that the animal is dreaming about food.)</p> <p><i>Slides 4, 5, 6</i> - Why does the illustrator show them sleeping?</p> <p><i>Slides 7 & 8</i> – Is the hen a girl or a boy? How do you know? How do the animals act like people?</p> <p><i>Slides 7 & 8</i> – Teacher “Listen carefully to this page, as I read it.” What is housework? How do you know what that means? What are the jobs the hen doing? How is this different from the other characters?</p> <p>Talk Move: <i>Tell Me More</i></p> <p>The Little Red Hen Big Book– Practice any time during the day as whole group (chant chorally).</p> <p>Content Connection: Lima Bean Activity – Give each student a soaked lima bean to observe using their five senses. Reflect on predictions made in prior lesson. With their collaborative group, students share what their observations are and how they can draw it in the Log. Reporter shares out. Give students time to draw their observations on day 1.</p> <p>Planting the Beans (One per class or one per student): Place soaked beans onto a damp paper towel. Place bean and paper towel into a Ziploc baggie. Attach the ‘Greenhouse’ template to the baggie (using clear tape) and hang in window or under any light source. Students will observe their (or class) beans/plants daily and record observations in their Observation Log. As whole class, the beans can be placed under the document camera for observation and the model for a guided drawing.</p> <p>Option: If the students have already observed and planted lima beans, replacement materials using un-popped popcorn have been provided behind this lesson.</p> <p>“My Bean Garden” Emergent Poem: This poem was written as a cut and paste emergent reader. It is suggested to be introduced here. But any subsequent day will be fine. It could also be used during ELD. Suggestion: Use this as an assessment for the end of the year report card.</p> | <p>Use pictures in story to find evidence. Ask to point, if they have difficulty using words.</p> <p>Accelerated Learners: I know that because _____.</p> <p>My favorite character is __, because _____.</p> |
| <p>Extending Understanding</p> | <p>Writing – Drawing Analogies/Bridge Map: Food Analogies (dog/bone, mouse/cheese, cat/sardines, hen/cake, I/? (Student’s favorite food). Using pictures from the story (provided behind this lesson), guide students to identify the food each character likes. The relating factor could be “likes”. <i>The dog likes the bone as the mouse likes the cheese, etc.</i></p> <p>Home/School Connection: Students will draw a hen by themselves. Write one sentence about something she can do.</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? | |



| | |
|---|--|
| | <ul style="list-style-type: none">• How do many people contribute to get a job done?• How do people work together to put food on our table? |
| Lesson Reflection | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | |

| | | | |
|--|--|--|--|
| <p>Unit: 7 Lesson #3</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> | |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RL.K. 1. With prompting and support, ask and answer questions about key details in a text. RL.K. 2. With prompting and support, retell familiar stories, including key details. RL.K. 3. With prompting and support, identify characters, settings, and major events in a story RL.K. 5. Recognize common types of texts (e.g. storybooks, poems).. RL.K. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. Demonstrate understanding of the organization and basic features of print. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b. Count, pronounce, blend, and segment syllables in spoken words FS.K.3 c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). FS.K. 4. Read emergent-reader texts with purpose and understanding SL.K. 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. SL.K. 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. Life Science 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings. Social Studies K.1 Students understand that being a good citizen involves acting in certain ways. a. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> | | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 T. E., Little Red Hen sight word cards Red: <u>The Little Red Hen</u> PowerPoint, <u>The Little Red Hen</u> Big Book & <u>Little Red Hen</u> emergent reader, <u>My Bean Garden</u> emergent poem Blue: <u>The Little Red Hen</u> retell picture cards, “The Little Red Hen Song”, The Planting Song, Lima Bean Observation Log</p> | | |
| <p>Objectives</p> | <p>Content: Green: Students will review making rhyming words by changing the first sound in a word. Student will continue with restoring initial consonant sounds. Students will review the sound of /k/ Red: Students will listen to a read aloud to gain information about the traits of the characters from evidence in the text. Blue: Students will sequence a story.</p> | <p>Language: Green: Students will be able to identify the missing first sound of a word. Student will be able to change the first letter of a word to make a rhyming word. Students will be able to identify /k/ as a final sound in selected words. Red: Students will be able to answer questions about the traits of the characters by citing evidence from the text. Blue: Students will be able to identify events in a story, put them in chronological order, and retell the story orally.</p> | |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | | |

| | | | |
|--|-------------------------------------|--|---|
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 delicious | WORDS WORTH KNOWING flour, batter, crumb, eager |
| | STUDENTS FIGURE OUT THE MEANING | mill, ground, gathered, stove, mixed, shining, strolled, scampered, tended | |
| Pre-teaching Considerations | | None | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Foundational Skills and Morning Message | | <p>Morning Message - Focus on quotation marks, sight words, the word 'said', blending and conventions of print. To support the assessment at the end of the week, have students interact with the Morning Message by underlining the capitals in green, circle end marks in red, and highlight the sight words in yellow. Write the following on chart paper:</p> <p style="padding-left: 40px;">The cat did not help. "Not I," said the cat. The dog did not help. "Not I," said the dog. The mouse did not help. "Not I," said the mouse. "Then I will," said the hen.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Suggestions: <i>Highlight the quotation marks.</i> <i>Underline the word "said".</i> <i>Speak out only the words the characters say.</i> <i>Circle the periods at the end of the sentence.</i></p> </div> <p>Foundational Skills (Green Section)</p> <p>Routine to be practiced daily: Sight Word Warm-Up with "Little Red Hen" sight word cards. <i>Little hen, little hen, you love to bake.</i> <i>Little hen, little hen, where's your cake?</i></p> <p>OCR TE pages T210 – T213: Warm Up (Choose One), Segmentation. Alphabetic Principle (Review /k/)</p> | |
| Prepare the Learner | | Review first half of story (slides 1-8). Review the characters and events thus far. Review information gained from the text dependent questions from day 2. Teach "The Little Red Hen" song for motivation and a "brain break". |  |

Interact with the Text/Concept

Activities/
Questioning/ Tasks/
Strategies/
Technology/
Engagement

Read Aloud with Text Dependent Questions – After each question, ask “How do you know that?” or “What is the evidence in the text?”

Slides 8, 11, 12, 13, & 15 What are some of the chores the hen asks the others to do?

Slides 11, 13, & 16 - Do they agree to do the chores? How do you know?

Slide 15 – What is in the bag?

Slide 17 – We know the word "gathered" from our story about Wampanoags. What is Little Red Hen gathering? Why did the Little Red Hen gather sticks? What ingredients did the hen use to make the cake?

Slides 18, 19, 20, & 21 – What wakes up the three characters?

Slide 25 – Why did the hen eat the cake by herself?

Slide 26 – What is a crumb? How did the other animals feel that they didn’t get to eat the cake?

How do you know that this is a fable?
Is this story an example of “teamwork”? Why?
What lesson did the animals learn in this story?

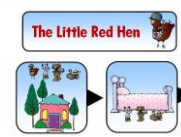
Talk Move: *Partner Talk*, then *Repeat*

“Little Red Hen” Big Book– Practice any time during the day as whole group (chant chorally).



The Little Red Hen Emergent Reader – Practice whole group and chant chorally two times. The first time is whole group. The second time, divide the class into two groups. Group A chants the text and group B chants the chorus (text in the box at bottom of page).

Comprehension: Sequence “Little Red Hen” - Whole Group with the retell cards in the pocket chart. Identify cards in chart, then say “What happens first, in the story? What happens next?” etc. using transitional words. Invite members of the class to help sequence the cards, using the questions provided.



Emergent My Bean Garden Poem: Practice any time during the day as a whole group (chant chorally).

Planting Song – Teach the song with actions any time during the day. (Spanish language classes can sing this song during ELD.)



Differentiated Instruction:

English Learners:

The hen asks the animals to _____.
The animals said _____.
_____ is in the bag.
The hen ate the cake by herself because _____.

Students Who Need Additional Support:

Point to illustrations and words in text.

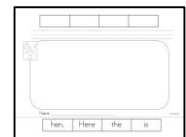
Accelerated Learners:

If your mom was going to bake a cake, what ingredients would she need from the grocery store?

Extend the Understanding

Content Connection: Greenhouse Project-Students record observations in their Observation Logs.

Home/School Connection – “Here is the hen” cut and paste. This can be copied from the master in the unit of study book.





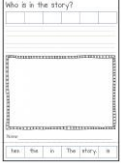
| | |
|--|--|
| <p style="text-align: center;">Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? |
| Lesson Reflection | |
| <p style="text-align: center;">Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | |

SAUSD Common Core Lesson Planner

Teacher:

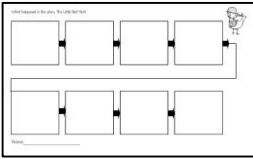
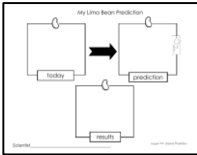

| | | |
|--|---|--|
| <p>Unit: 7 Lesson #4</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RL.K. 2. With prompting and support, retell familiar stories, including key details. RL.K. 3. With prompting and support, identify characters, settings, and major events in a story RL.K. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. 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. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes) a. Recognize and produce rhyming words b. Count, pronounce, blend, and segment syllables in spoken words FS.K.3 b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. FS.K.3 c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). FS.K. 4. Read emergent-reader texts with purpose and understanding W.K. 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. SL.K. 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. SL.K. 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. Life Science 1. Different types of plants and animals inhabit the earth. 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings. Social Studies K.1 Students understand that being a good citizen involves acting in certain ways. a. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 T.E., flow map Red: <u>The Little Red Hen</u> Big Book, Emergent Reader, Retell Bracelet, Assessment Blue: Hen Describing/Bubble map, writing frame, Lima Bean Observation Log, lima bean (or corn) baggies</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will hear clues to identify words that start with /k/. Students will listen for initial sounds, review letters, and learn /kw/ sound. Red: Students will read <u>The Little Red Hen</u> emergent reader with the teacher for understanding. Blue: Students will identify the character traits of a character in the story.</p> | <p>Language: Green: Students will be able to identify words that begin with /k/ by clues. Students will be able to tell the initial sound of a word. Students will be able to identify words that start with /kw/. Red: Students will be able to read the emergent reader chorally and be able to retell the story chronologically using a retelling bracelet. Blue: Students will be able to create a Describing/Bubble map about The Little Red Hen and write a sentence using the map.</p> |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |

| | | | |
|--|-------------------------------------|---|--|
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 | No new vocabulary |
| Pre-teaching Considerations | | Students will need to recognize pictures from the story sequence. Students will also need experience reading and creating a Describing/Bubble map. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Foundational Skills and Morning Message | | Morning Message – Use a Sequencing/Flow Map to sequence the story, discussing character, setting, & events. Foundational Skills (Green Section) Routine to be practiced daily: Sight Word Warm-Up with “Little Red Hen” <i>Little hen, little hen, you love to bake.</i> <i>Little hen, little hen, where’s your cake?</i> OCR TE pages T218 – T221 Warm Up (Choose One), Segmentation, Alphabetic Principle (Introducing /kw/) | |
| Prepare the Learner | | Sing “The Little Red Hen Song”. | |
| Interact with the Text Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement | | Emergent Reader – In small groups, focus on print awareness. Comprehension – Focus on character traits with evidence from the text. Create a Describing/Bubble Map to describe the hen. Use the sentence frame: The hen is _____ because _____. (Oral language practice activity in Power Elbow Groups.) Retelling Bracelet –Cut one bracelet per student. Wrap one strip around each student’s wrist and attach it with clear tape. In small groups, ask students to point to each picture and state each event. Use the Emergent Reader and retell cards as the references for the retelling bracelet.  | Differentiated Instruction: English Learners: Pictures support the text. Repetitive text and sight words are contextualized. Students Who Need Additional Support: Dots under words in Emergent Reader assist students with tracking and print awareness. |

| | | |
|--|---|---|
| | <p>Talk Move: Repeat and Add On <i>In pairs students state an event. The partner repeats the event, then adds the next event, using “next” or “then”.</i></p>  <p>Content Connection:</p> <ul style="list-style-type: none"> • Discuss changes in beans (corn). Write/draw in Observation Log. • Sing “The Planting Song” and/or read “My Bean Garden”. | <p>Accelerated Learners: Distribute pages of big book. Students arrange themselves in the sequence of the story.</p> |
| <p>Extend the Understanding</p> | <p>Formative Assessment: “Who is in the story?” Students will read the question and answer it by cutting and pasting the words at the bottom of the page in sequence. Students will have the option to write additional sentences about other characters in the story. Remind the students to draw a picture that reflects the sentence(s) they wrote.</p> <p>Home-School Connection: Retell the story using the retelling bracelet. <i>(Dear Mom and Dad, I want to tell you the story of <u>The Little Red Hen</u>. Please ask me.)</i></p> |  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>TK Suggestion: Use “Here is the hen” cut-and-paste.</p> </div> |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |



| | | |
|--|---|--|
| <p>Unit: 7 Lesson #5</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RL.K. 2. With prompting and support, retell familiar stories, including key details. RL.K. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. 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. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes) a. Recognize and produce rhyming words b. Count, pronounce, blend, and segment syllables in spoken words FS.K.3 c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). W.K. 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. Life Science 1. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings. Social Studies K.1 Students understand that being a good citizen involves acting in certain ways. a. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 T. E., Little Red Hen sight word cards Red: Little Red Hen picture retell cards, student flow map, glue, emergent reader, sequence sentence, headbands for opera Blue: Lima Bean Observation Log, lima bean baggies, bubble map from day 4, sentence frame Optional: Survey, <u>Nan the Red Hen</u> https://techcoachcorner2.org/Scott%20Foresman%20Reading/Kindergarten/Unit%204/If%20You%20Could%20Go%20to%20Antarctica/Nan%20the%20Red%20Hen%204_5.pdf</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will review long vowel sounds with a song. Students will continue practice with restoring initial consonant sounds. Students will review letter order and the sound of q and practice with a decodable book. Red: Students will understand the sequence of events in <u>Little Red Hen</u> and understand fantasy and reality. Blue: Students will write one sentence describing the Little Red Hen.</p> | <p>Language: Green: Students will be able to use their decoding skills to read <u>Quint and Kit</u>. Students will be able to sing “Apples and Bananas” with the correct long vowel sounds. Red: Students will be able to sequence the events in <u>Little Red Hen</u> using picture cards and then orally retell the story using appropriate transition words. Blue: Students will be able to use the bubble map to write a sentence about the little red hen using ‘because.’</p> |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |

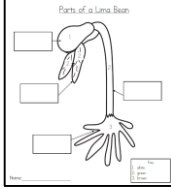
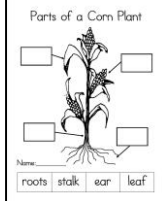
| | | | |
|--|-------------------------------------|--|---------------------|
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 | No new vocabulary |
| Pre-teaching Considerations | | Students will need to recognize pictures from the story sequence and be familiar with a flow map. Students will also need experience reading and creating a bubble map. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Foundational Skills and Morning Message | | <p>Morning Message - To support the assessment at the end of the week, have students interact with the Morning Message by underlining the capitals in green, circle end marks in red, and highlight the sight words in yellow.</p> <p style="text-align: center;">Good Morning, Scientists. Did you look at your seeds, today? Yes No What did you see? Is it big or small? Big Small Did it change? Yes No</p> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily: Sight Word Warm-Up with “Little Red Hen”</i> <i>Little hen, little hen, you love to bake.</i> <i>Little hen, little hen, where’s your cake?</i></p> <p>OCR TE pages T226 – T231: Warm Up (Choose One), Segmentation, Alphabetic Principle (Review /k/), Decodable: Quint and Kit</p> | |
| Prepare the Learner | | <ul style="list-style-type: none"> Review the sequence of the story using <u>The Little Red Hen</u> big book and sequencing cards. Engage the students in the retell activity to motivate them and prepare them for the lesson. Sing “The Little Red Hen Song”. | |

| | | |
|---|---|---|
| <p>Interacting with the Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Reading/Assessment (Can be used for report card grade.) Sequence <u>The Little Red Hen</u> – Have students cut and paste the story sequence independently. Ask students if this story is fantasy or reality. (This knowledge can be used for a report card grade.)</p> <p>For sequencing, use:</p> <p>First, _____. Next, _____. Then, _____. Last, _____.</p>  <p>Generative Sentence Frame for identifying whether or not the story is fantasy or fiction:</p> <p>“It is _____ because _____.”</p> <p>Prediction (Optional): Students complete Prediction paper. Students should orally tell you their prediction.</p>  <p>Extended Response: Do you think Little Red Hen should have shared her food? Students write yes or no on a paper. Then, move into groups. Discuss opinion in group.</p> <p>Yes, because _____. No, because _____.</p> <p>Little Red Hen Opera – Assign roles. Students color and cut out role circles. Attach to a sentence strip or construction paper band to create headbands. Rehearse parts. Perform. (Please invite your CLAS teacher to your class to videotape this performance.)</p>  <p>Suggested Supplemental Activities</p> <ul style="list-style-type: none"> • Math: Take a survey - hardest working animal, favorite kind of cake • Nan the Red Hen! By Pearson https://techcoachcorner2.org/Scott%20Foresman%20Reading/Kindergarten/Unit%204/If%20You%20Could%20Go%20to%20Antarctica/Nan%20the%20Red%20Hen%204_5.pdf | <p>Differentiated Instruction:</p> <p>English Learners: Pictures support the text. Repetitive text and sight words are contextualized.</p> <p>Students Who Need Additional Support: Dots under words in Emergent Reader assist students in tracking and print awareness. Numbers in Flow Map for sequencing.</p> <p>In Special Education classes, teacher writes the sentence on the lines at the top of the assessment. Students cut the words and paste in order.</p> <p>Accelerated Learners: Distribute pages of big book. Students arrange themselves in the sequence of the story.</p> |
| <p>Extending Understanding</p> | <p>Science Content Connection: Discuss changes in beans (corn). Write/draw in Observation Log. Sing “The Planting Song”.</p> <p>Writing – Review Describing/Bubble Map from Lesson 4. Using the information on the Bubble Map, students will write a sentence using “is” and/or “has”. The hen has _____. The hen is _____. The hen is ____ and has _____.</p> <p>Students will write in Observation Log daily.</p> | |

| | |
|--|--|
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? |
| <p>Lesson Reflection</p> | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | |

| | | |
|--|---|---|
| Unit: 7 Lesson #6 | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Big Idea and Essential Questions | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| Common Core and Content Standards | <p>Content Standards:</p> <p>RI.K. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>FS.K. 1. Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words</p> <p>W.K. 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>LS.K. 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>LS.K. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Life Science</p> <p>1. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</p> <p>c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, & legs).</p> <p>2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings.</p> | |
| Materials/ Resources/ Lesson Preparation | <p>Green: OCR Unit 7 TE, Lima Bean pictorial, pictorial labels, wheat sight word cards</p> <p>Red: <u>Making Bread</u> video</p> <p>Blue: Individual student plant pictorial, Lima Bean (or Corn) Observation Log, lima bean baggies, <u>Making Bread Note-Taking Guide</u></p> <p>Optional Motivational Activity: Several types of bread, cut into pieces. Circle Map for bread.</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will identify rhyming words. Students will restore final consonant sounds. Students will learn the sound of initial y.</p> <p>Red: Students will learn how to take notes from a video.</p> <p>Blue: Students will share what they know about the lima bean plant on a class circle map.</p> | <p>Language:</p> <p>Green: Students will be able to create rhyming words by changing the initial letter. Students will be able to identify the missing final consonant sound. Students will be able to identify words with the initial /y/ sound.</p> <p>Red: Students will be able to take notes from a video using a note taking guide to show the changes wheat goes through when making bread.</p> <p>Blue: Students will be able to use the circle map to create a Classifying/Tree Map with is and has. Students will be able to talk off the map to tell what they know.</p> |
| Depth of Knowledge Level | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |
| College and Career Ready Skills | <p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence</p> <p><input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing</p> <p><input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p> | |

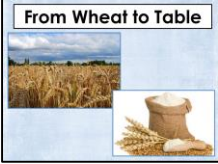
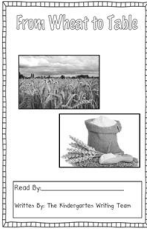
| | | | |
|--|-------------------------------------|---|--|
| Common Core Instructional Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING loaf, loaves, bakery, grains, milled, miller, yeast, food mixer, oven, slice | WORDS WORTH KNOWING ingredients, tins |
| | STUDENTS FIGURE OUT THE MEANING | wheat, baker, flour, tanker, silo, dough, crust | |
| Pre-teaching Considerations | | Review Power Elbow Group Rules Students will need prior experience creating circle maps. Also, they will need previous experience with rhyming. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Foundational Skills and Morning Message | | <p>Morning Message – Pictorial of a lima bean plant. Teacher draws parts of the pictorial, labeling the parts of the plant. Use student cut and paste lima bean paper to guide your drawing.</p> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily:</i> Sight Word Warm-Up with “Wheat Cards” <i>Farmer, farmer, where’s the wheat?</i> <i>It’s in the bread, a healthy treat.</i></p> <div style="text-align: right;">  </div> <p>Directions for Game: Place the sight word cards in a pocket chart. Hide the “bread” card behind a challenging sight word. Chant the two-line refrain and call on a student to select a card from the chart. Student states “My word is ____.” (If the student cannot say the word, he/she can ask a friend for help.) Then the student pulls the card from the pocket chart and hands it to the teacher. If the “bread” card is behind the student’s card, the game is over.</p> <p>OCR TE pages T244 – T247 Segmentation (Restoring Final Consonants), Alphabetic Principle (Review Sound /y/)</p> | |
| Prepare the Learner | | Sing “The Planting Song” to review steps of growing a plant (which connects to “My Bean Garden”). <div style="text-align: right;">  </div> | |

| | | |
|---|---|---|
| <p>Interacting with Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Read-Aloud Unencumbered First Read - Watch bread-making video. During second read, pause after “flour”, “dough”, and “loaf” to guide the students to write the word and draw a picture in the Note-Taking Guide. http://www.grainchain.com/Videos/5-7 where does bread come from industrial bread process video</p> <p>Note-Taking Guide: Students will draw pictures under the flaps and trace words related to the video. (You might want to have a parent cut the flaps before the lesson.)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>TK Suggestion For each section, use guided drawing.</p> </div> <p>Teach “Five Loaves of Bread” Song. (Sing this song enough times during the week, so that each child’s name is used.)</p> <p>Independent or Home/School Connection: Students will cut and paste the labels of the parts of a plant.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> | <p>Differentiated Instruction:</p> <p>English Learners: Frontload vocabulary: <i>flour, dough, yeast, crust</i> Review pictures of bread for sort.</p> <p>Students Who Need Additional Support: Strategically placed in groups that help them be successful.</p> <p>Accelerated Learners: Flow Map the process of making bread. Retell the process.</p> |
| <p>Extending Understanding</p> | <p>Using a Defining/Circle Map (quickly drawn on chart paper) identify all the information students know about their lima bean (Greenhouse Project).</p> <p>Using information from the Defining/Circle Map, create a Classifying/Tree Map with “is” and “has”. Practice talking off the map.</p> <p>Content Connection – Discuss changes in beans. Write/draw in Observation Log.</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

SAUSD Common Core Lesson Planner

Teacher:

| | | |
|--|--|--|
| <p>Unit: 7 Lesson #7</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: 1 One ELA Instructional Block period Date:</p> |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: English Language Arts RI.K. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. Demonstrate understanding of the organization and basic features of print. 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. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes) b. Count, pronounce, blend, and segment syllables in spoken words W.K. 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. LS.K. 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. LS.K. 6. Speak audibly and express thoughts, feelings, and ideas clearly. Life Science 1. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, & legs). 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 TE, Pass the Bucket CVC Words, rhyming cards, Four Corners numbers (1-4) Red: From <u>Wheat to Table</u> PowerPoint, “Wheat to Bread” song, <u>From Wheat to Table</u> Emergent Reader Blue: Lima Bean Observation Log, lima bean baggies</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will use their knowledge of sound/spelling to make words beginning with /y/. Students will restore final consonant sounds. Students will focus on /y/. Red: Students will identify the jobs related to the process of getting wheat from the farm to the table. Blue: Students will build sentences from a Classifying/Tree Map.</p> | <p>Language: Green: Students will be able to make a human braid with /y/ words. Students will be able to tell the missing final sound of a word. Students will be able to choose the /y/ word from word pairs. Red: Students will be able to respond to text dependent questions related to the text “From Wheat to Table” as they appear in the power point in question and answer form. Blue: Students will be able to build sentences in the correct order in a pocket chart using the information on the Tree Map.</p> |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |
| <p>College and Career Ready Skills</p> | <p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p> | |

| | | |
|---|--|---|
| <p>Interact with Text/Concept Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Read-Aloud Teacher reads the PowerPoint aloud to students. Before each slide progresses to next, ask the question at the top of the slide, and elicit responses from students. Stop before the bridge map starts.</p>  <p>Talk Move: <i>Time to Think</i></p> <p>Note: PowerPoint can be printed out and made into a book for student interaction.</p> <p>Emergent Reader – Echo read the reader. Discuss the format of question followed by answer in text. Make note of each person’s job as you read through the story.</p> <p>Sing: “Five Loaves of Bread” Song (using the names of 5 different students in your room).</p> <p>Content Connection – Discuss changes in beans. Write/draw in Observation Log. Sing “The Planting Song” at any time during the day.</p>  | <p>Differentiated Instruction:</p> <p>English Learners: Picture-walk the slides of the PowerPoint.</p> <p>Students Who Need Additional Support: Strategically placed in groups that help them be successful.</p> <p>Accelerated Learners: Captain of Power Elbow Group will read map with appropriate language.</p> |
| <p>Extend the Understanding</p> | <p>From yesterday’s Tree Map, build sentences in a pocket chart.</p> <p>My lima bean is _____.</p> <p>My lima bean has _____.</p> <p>My lima bean is _____ and has _____.</p> <p>Students write daily in Observation Log.</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

SAUSD Common Core Lesson Planner

Teacher:

| | | |
|--|--|---|
| <p>Unit: 7 Lesson #8</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: English Language Arts RI.K. 1. With prompting and support, ask and answer questions about key details in a text. RI.K. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K. 10. Actively engage in group reading activities with purpose and understanding. FS.K. 1. Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters. FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes) b. Count, pronounce, blend, and segment syllables in spoken words 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. W.K. 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. LS.K. 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. LS.K. 6. Speak audibly and express thoughts, feelings, and ideas clearly. Life Science 1. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: OCR Unit 7 TE, Letter/Sound matching cards Red: <u>From Wheat to Table</u> PowerPoint Blue: Lima Bean Observation Log, lima bean baggies</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will segment sounds to make a word. Student will listen for final sounds in words. Students will review the order of the alphabet. Students will learn and listen for the sound of /v/. Red: Students will identify features of informational text, <u>From Wheat to Table</u> and listen to the story. Blue: Students can observe lima bean plant growth.</p> | <p>Language: Green: Students will be able to assign letters to segmented sounds to make a word. Students will be able to complete a word by providing its final sound. Students will be able to identify words that begin with /v/. Red: Students will be able to orally respond to text dependent questions related to the text <u>From Wheat to Table</u>. Blue: Students will be able to write observations of lima bean in Observation Log.</p> |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |
| <p>College and Career Ready Skills</p> | <p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p> | |

| | | | |
|--|---|--|--|
| Common Core Instructional Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING No new vocabulary | WORDS WORTH KNOWING No new vocabulary |
| | STUDENTS FIGURE OUT THE MEANING | No new vocabulary | No new vocabulary |
| Pre-teaching Considerations | Know what a sentence is. Letter/sound correspondence. Students will need to be familiar with “echo reading”. | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | |
| Foundational Skills and Morning Message | <p>Morning Message – Focus on decoding, capitals, and punctuation. This can be extended using words from “Pass the Bucket”.</p> <p style="text-align: center;"> I have a <u>nut</u>. You can sit in the <u>tub</u>. She hit her <u>lip</u>. We are <u>sad</u> today. He has <u>six</u> eggs. I see my <u>dad</u>. Who has <u>ten</u> cats? </p> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily: (Sight Word Warm-Up with “Wheat Cards”) Farmer, farmer, where’s the wheat? It’s in the bread, a healthy treat.</i></p> <p>OPTIONAL:</p> <p>Blending- With students working with a partner, distribute CVC Picture Cards to each set of partners. Working together, students will blend the sounds to make the word. Teacher will call on students to share out. Use the sentence frame: “Our word is _____.” This activity can be used as a Daily Routine.</p> <p>Letter/Sound Matching Game: Distribute letter cards to students. Place the picture cards in a pocket chart. Teacher selects a picture card and asks “Who has _____?” (For example, the teacher might say “This is Pam the Lamb. Who has the sound spelling for /a/?”)</p> <p>Substitute initial consonants to make new words: bake/lake, seed/bead, sell/bell, wheat/neat, mill/pill</p> <p>OCR TE pages T292 – T295: Warm Up, Segmentation (Restoring Final consonant sounds), Alphabetic Principle (Introduce /v/)</p> | | |

| | | |
|---|--|--|
| <p>Prepare the Learner</p> | <p>Sing “Wheat to Table Song”</p> | |
| <p>Interacting with the Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Read Aloud – Since this is an information text, it is appropriate to address its unique text features. Before you start asking the Text Dependent questions, look at the first few slides to identify the text features on each slide, such as: Table of Contents, the graphics are photographs (not hand drawn), bolded captions (questions), the text answers the questions, important words are in a different color.</p> <p>Talk Moves ‘Time to Think’ and ‘Say More’- After each question, ask “How do you know that?” or “What is the evidence in the text?”</p> <p>Text Dependent Questions</p> <p><i>Slide 3</i> – When does the farmer cut the wheat? What does it mean when the author says “The plants are ready.”?</p> <p><i>Slide 4</i> – A combine has two jobs. What are the two jobs?</p> <p><i>Slide 5</i> – Where does the truck driver take the kernels?</p> <p><i>Slide 6</i> – How does a miller make flour?</p> <p><i>Slide 7</i> – Why do you need yeast in bread?</p> <p><i>Slide 8</i> – Why does the author say “Now it is bread.”?</p> <p><i>Slide 9</i> – How does the bread get to the market? Can you name three things that happen to the bread after it is wrapped?</p> <p>Talk Moves: <i>Time to Think</i> and <i>Say More</i></p> <p>Stop the PowerPoint before the Bridge Map begins. Save that for the next day.</p> <p>Emergent Reader – Echo read the reader. Discuss the format of question followed by answer in text.</p> <p>Sing: “Five Loaves of Bread” Song (using the names of 5 different students in your room).</p> <p>Content Connection – Discuss changes in beans. Write/draw in Observation Log. Sing “The Planting Song”.</p> | <p>Differentiated Instruction:</p> <p>Transitional Kindergarten: Read the questions aloud before asking the text dependent question.</p> <p>English Learners: Pictures in PowerPoint will scaffold understanding.</p> <p>Students Who Need Additional Support: Strategically placed in groups that help them be successful.</p> <p>Accelerated Learners: Will use words from the questions in their response.</p> |
| <p>Extend the Understanding</p> | <p>Students write in Observation Logs, daily.</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? • | |

See TK suggestion in Differentiation Instruction.

Lesson Reflection

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

| | | |
|---|---|--|
| Unit: 7 Lesson #9 | Grade Level/Course: Kindergarten | Duration: One ELA Instructional Block Date: |
| Big Idea and Essential Questions | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| Common Core and Content Standards | <p>Content Standards:</p> <p>RI.K. 1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K. 10. Actively engage in group reading activities with purpose and understanding.</p> <p>RFK.2a Recognize and produce rhyming words.</p> <p>FS.K. 1. Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words</p> <p>FS.K.3 c. Read common high-frequency words by sight(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>FS.K. 4. Read emergent-reader texts with purpose and understanding</p> <p>W.K. 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>LS.K. 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>LS.K. 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Life Science</p> <p>2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings.</p> | |
| Materials/ Resources/ Lesson Preparation | <p>Green: Morning Message, wheat sight word cards, OCR Sound/Spelling cards, bucket (container)</p> <p>Red: "From Wheat to Table" emergent reader</p> <p>Blue: Worker and Machine Pictures, Lima Bean Observation Log, lima bean baggies</p> | |
| Objectives | <p>Content:</p> <p>Green: Students will focus attention on rhyming words. Students will make sentences with words that start with /v/. Students will restore final consonants. Students will learn about /v/in the final position. Students will learn about final e. Students will read a decodable.</p> <p>Red: Students will read the emergent reader (<u>From Wheat to Table</u>) with the teacher.</p> <p>Blue: Students can recognize complete sentences.</p> | <p>Language:</p> <p>Green: Students will be able to orally make rhyming words. Students will be able to extend silly sentences with /v/ words. Students will be able to complete a word by providing its final sound. Students will be able to identify words with a final /v/. Students will be able to identify words with the long /e/ sound. Students will be able to apply letter/sound knowledge to read the decodable <u>Vic in the Van</u>.</p> <p>Red: Students will read the text with the teacher's help and answer questions on the PowerPoint pages, citing evidence from the text.</p> <p>Blue: Students will be able to match up 2 parts of a sentence with a power elbow group and then illustrate the sentence.</p> |
| Depth of Knowledge Level | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |

| College and Career Ready Skills | | <input 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"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 | <table border="1"> <thead> <tr> <th>KEY WORDS ESSENTIAL TO UNDERSTANDING</th> <th>WORDS WORTH KNOWING</th> </tr> </thead> <tbody> <tr> <td>No new vocabulary</td> <td>No new vocabulary</td> </tr> </tbody> </table> | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING | No new vocabulary | No new vocabulary |
| | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING | | | | |
| No new vocabulary | No new vocabulary | | | | | |
| STUDENTS FIGURE OUT THE MEANING | <table border="1"> <tbody> <tr> <td>No new vocabulary</td> <td>No new vocabulary</td> </tr> </tbody> </table> | No new vocabulary | No new vocabulary | | | |
| No new vocabulary | No new vocabulary | | | | | |
| Pre-teaching Considerations | | Students will need to know how to track text in a book. | | | | |
| Lesson Delivery Comprehension | | | | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | | | |
| Foundational Skills and Morning Message | | <p>Morning Message – from “My Bean Garden Emergent Poem”</p> <p>This is my garden, I’ll plant it with care Here are the seeds, I’ll plant them there. The sun will shine, The rain will fall, The seeds will sprout And grow up tall.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p style="text-align: center;">TK Suggestion</p> <p>Put the language of the emergent poem on sentence strips. Have students match the picture to the line of text.</p> </div> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily: (Sight Word Warm-Up with “Wheat Cards”)</i> <i>Farmer, farmer, where’s the wheat?</i> <i>It’s in the bread, a healthy treat.</i></p> <p>OCR TE pages T310 – T315: Warm Up (Choose One), Segmentation (Restoring Final Consonant Sounds),Alphabetic Principle (Review /v/),Word Pairs -Which word did I say? Bug/bag, hot/hut, set/sit, rig/rag, cot/cat, met/mitt Decodable: Vic in the Van</p> <p>OPTIONAL: Letter and sound review: Pass the Bucket game</p> | | | | |
| Prepare the Learner | | Sing “Wheat to Table Song” | | | | |

| | | |
|---|--|--|
| <p>Interacting with the Text/Concept</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Read-Aloud Emergent Reader – Students follow along with teacher. Interact with the text, emphasizing who is doing what in bread making process. Students can count words on the page, review end marks, circle the first word in each sentence, etc.</p> <p>Bridge Map: On Slide 12, click once to reveal the farmer. Ask the class, “Who is in the picture?” State the relating factor, then click to reveal the job. Practice the sentence “The ____ helps with the bread by ____.” Practice several times before going to the next worker. (Example: The <u>farmer</u> helps with the bread by <u>planting seeds</u>.)</p> <p>Talk Move: Echo Talk Have the whole class repeat the sentence with the Relating Factor.</p> <p>Sing: “Five Loaves of Bread” Song (using the names of 5 different students in your room).</p> <p>Content Connection – Discuss changes in beans. Write/draw in Observation Log. Sing “The Planting Song”.</p> | <p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Students Who Need Additional Support: Number each piece of sentence strip. Strategically placed in groups that help them be successful.</p> <p>Accelerated Learners: Cut words from sentences into individual parts for the students to assemble.</p> |
| <p>Extend the Understanding</p> | <p>Writing – Each group gets a baggie with four “subject” (person) pictures and four “predicate” pictures. The Captain distributes a “subject” picture to each of the members of the team. Each member selects a “predicate” picture to match the “subject” picture. Students should attempt to phonetically write a sentence about their pictures. (Use one of the writing papers provided.) After each child has completed a sentence, they orally share out in the group.</p> | |
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Lesson Reflection</p> | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

| | | |
|--|---|--|
| <p>Unit: 7 Lesson #10</p> | <p>Grade Level/Course: Kindergarten</p> | <p>Duration: One ELA Instructional Block Date:</p> |
| <p>Big Idea and Essential Questions</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life. Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • What will happen if you do your share of the work? • How do many people contribute to get a job done? • How do people work together to put food on our table? | |
| <p>Common Core and Content Standards</p> | <p>Content Standards: RI.K. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RFK.2a Recognize and produce rhyming words. LK.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). FS.K. 2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes) b. Count, pronounce, blend, and segment syllables in spoken words FS.K.3 c. Read common high-frequency words by sight(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). FS.K. 4. Read emergent-reader texts with purpose and understanding. LS.K. 6. Speak audibly and express thoughts, feelings, and ideas clearly. Life Science 1. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: 2. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. e. Communicate observations orally and through drawings. Social Studies K.1 Students understand that being a good citizen involves acting in certain ways. a. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Green: Morning Message, OCR letter cards, cut and paste images from “My Bean Garden” reader Red: reader’s theater script, reader’s theater hats Blue: Four Corners picture cards (farmer, miller, baker, driver), sentence frame, writing paper, Lima Bean Observation Log, lima bean baggies</p> | |
| <p>Objectives</p> | <p>Content: Green: Students will listen for rhyming words. Students will restore final consonants to make a word. Students will review the sound/spellings for Kk,Qq,Vv, Yy. Students will learn that changing a letter changes a word. Students will use their sound/spelling knowledge to read a decodable book. Red: Students will read the emergent reader and interact with the text. Blue: Students will write about one of the jobs identified in <u>From Wheat to Table</u>.</p> | <p>Language: Green: Students will be able use picture cards to match rhyming words .Students will be able to use sentence clues to figure out the last word in a sentence and restore its final consonant sound. Students will be able to tell if a word starts with /k/,/kw/,/v/,/y/. Students will be able to change vowel sounds by adding a final e to a word. Students will be able to use decoding skills to read <u>The Quiz</u> fluently. Red: Students will be able to underline the person in the picture and name the action. Students will be able to sing the emergent reader song. Blue: Students will be able to choose a job, practice their sentence orally, write their sentences and draw a picture.</p> |
| <p>Depth of Knowledge Level</p> | <p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |

| | | | |
|--|-------------------------------------|--|---|
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as critiquing <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 No new vocabulary | WORDS WORTH KNOWING No new vocabulary |
| | STUDENTS FIGURE OUT THE MEANING | No new vocabulary | No new vocabulary |
| Pre-teaching Considerations | | Students will need to be familiar with the Four Corners strategy for collaborative conversations. Students will need to be familiar with end marks. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Foundational Skills and Morning Message | | <p>Morning Message Chorally read aloud “My Bean Garden” emergent poem. Suggestion: Teacher writes sentence from first page on chart paper. Read together. Ask “What tool do you need to plant a garden?” invite students to glue the trowel on the chart. Continue in this manner to complete the poem. Asking students to glue items on the chart.</p> <p>Foundational Skills (Green Section) <i>Routine to be practiced daily:</i> (Sight Word Warm-Up with “Wheat Cards”) <i>Farmer, farmer, where’s the wheat?</i> <i>It’s in the bread, a healthy treat.</i></p> <p>OCR TE pages T322 – T325: Warming Up (Match the Rhyme) Segmentation, Reviewing Sounds and Letters Making Word Pairs, Decodable: The Quiz</p> | |
| Prepare the Learner | | Sing “From Wheat to Table” | |
| Interacting with the Text/Concept Activities/ Questioning/ Tasks/ Strategies/ | | Read-Aloud - “Wheat to Table” Opera – Divide the class into two parts. One part wears a “question mark” headband. The other part wears the “period” headband. The students wearing the “question mark” will ask the questions in the “Wheat to Table” song. The students wearing the “period” headbands will answer the questions. (Please invite your CLAS teacher to your class to videotape this performance.) | Differentiated Instruction: English Learners: Will have support of students around them to support their opinion. |

| | | |
|---------------------------|--|--|
| Technology/ Engagement | <p>Sing: “Five Loaves of Bread” Song.</p> <p>Unit Wrap-Up Celebration: Address the Big Idea and Essential Questions</p> <ul style="list-style-type: none"> • Ask and answer questions which address the Big Idea and Essential Questions. • Sing all the songs the students learned. <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of cooperating to get a job done? • How can a plant provide food for people? • What will happen if you do your share of the work? • How do many people contribute to get a job done? | <p>Students Who Need Additional Support: Strategically placed in groups that help them be successful.</p> <p>Accelerated Learners: These students will perform the role of hens or narrator.</p> |
| Extend the Learning | <p>Content Connection – Discuss changes in beans (corn). Write/draw in Observation Log. Sing “The Planting Song”.</p> <p>Assessment (Talk Moves: <i>Time to Think</i> and <i>Repeat</i>)</p> <p>Extended Response - Four Corners – Label four areas in your room with one of the four jobs. Students select one of the jobs (farmer, miller, baker, driver). They go to the area that matches their choice. Students will state their choice using the sentence frame “I want to be the _____, because _____.” Each group gets into a circle to practice their sentence. Then, they go to their table to write the sentence they practiced and draw a picture on the last page of the emergent reader. (Paper provided at end of unit.)</p> <div data-bbox="1013 1255 1442 1398" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">TK Suggestion Simplify the linguistic pattern to “I want to be the _____.”</p> </div> <p>Enrichment</p> <ol style="list-style-type: none"> 1. Read <u>The Little Red Hen Makes a Pizza</u> by Philomen Sturges. 2. Use a double bubble map to compare and contrast the two stories. 3. Have the class discuss/record the sequence of events for both stories. Note the similarities and differences. 4. Using these as a guide have each collaborative group create a short play to act out the sequence of events for either one of the stories. 5. Create a class story called The Little Red Hen Makes a _____. (students generate the topic) Use the co-op strip paragraph process to create the story. Adjust the process so that each group tells a step in the order. 6. Emergent Reader: Print and read Little Red Hen emergent reader (www.makinglearningfun.com/activities/pizza/lrh-emerreader) 7. Address the Big Idea by singing: “Let’s Make A Team” https://www.youtube.com/watch?v=x1VNVY1hfu8 | |

| | |
|--|---|
| <p>Lesson Reflection with Students</p> | <p>Big Idea: Teamwork helps to accomplish important goals both in school and throughout life.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• What are the benefits of cooperating to get a job done?• What will happen if you do your share of the work?• How do many people contribute to get a job done?• How do people work together to put food on our table? |
| <p>Lesson Reflection</p> | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | |