

SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: 3 Working Together Lesson: Preparing the Learner #A</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: 45 – 60 Minutes Date:</p>	
<p>Common Core and Content Standards</p>	<p>SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.</p>		
<p>Materials/ Resources/ Lesson Preparation</p>	<p>1. The teacher must read all the material provided in the attached explanation/posters/and rules of collaboration. 2. Option: Yarn necklaces with a number on it (1-4) – or put 1-4 numbers on their name tags, 3. Classroom Rules displayed that mention: sharing, respecting others, listening, and taking turns speaking, and everyone participating. (It is in 2 parts, so it can be pasted together, or placed on construction paper.) 4. Note: if you have not previewed the film of Belinda Noriega from Muir Elem. working with collaborative groups in kindergarten, you can watch it on school tube: http://www.schooltube.com/video/9cd53272f3a64a048a30/Belinda%20Noriega%20-%20Collaboration%20in%20Kindergarten%20SAUSD Pre-Assessment materials (Alone or Together tree map, ½ page of pictures to sort (pre-cut prior to lesson)t</p>		
<p>Objectives</p>	<p>Content: Students will learn how to work together in power elbow groups and be able to perform their assigned jobs (Captain, Editor, Materials Manager 1, Materials Manager 2).</p>	<p>Language: Students will explain what their jobs are and repeat all the rules in complete sentences.</p>	
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>		
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>		
<p>Common Core Instructional Shifts</p>	<p><input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>		
<p>Academic Vocabulary</p>	<p>TEACHER PROVIDES SIMPLE EXPLANATION</p>	<p>KEY WORDS ESSENTIAL TO UNDERSTANDING share, work together, team captain materials (one brings to group/one returns the material) editor</p>	<p>WORDS WORTH KNOWING collaborate conversations</p>
<p>Pre-teaching Considerations</p>	<p>ELD and learning levels to mix the groups effectively. Before beginning this lesson read: “Prior to Introducing the Power Elbow Groups” and “Setting up the Power Elbow Groups” so students are sitting correctly to make the groups well represented and easy to get into their group.</p>		

Lesson Delivery

<p>Instructional Methods</p>	<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p>	
<p>Preparing the Learner</p>	<p>Prior Knowledge, Context, and Motivation:</p> <p><i>Say: Today we are going to learn how to work together. How have we worked together so far? How do we share ideas? (partners, elbow partners, knee to knee partners, center groups, etc.)</i></p>	
<p>Interacting with the Concept</p>	<p>Lesson on Beginning Collaboration in Kindergarten</p> <p>1. Teach and Sing “Collaboration Song”</p> <p>2. Say: <i>Now we are going to make a bigger group, using more friends. We are connecting our brains to become smarter! We call it “Power Elbow Groups.” Let me show you how to make a power elbow group.</i></p> <ul style="list-style-type: none"> • Choose 4 children to come up front to model Power Elbow Groups. Place a yarn necklace with 1-4 on each person in the group. The number indicates the job each student will be doing for their group. • Place students elbow to elbow, creating a square. Then have students drop their elbows, creating a space between children. Ask other students what they see in the group. Tell the students that each person has a number (1-4). • Or, if you can put the number on their name tag, or whatever way is easiest for your classroom to help students remember their Power Elbow Group number. It will be the students’ only number for the whole year. The job poster is where the jobs can rotate each number. <p>3. Using the “Power Elbow Group Rules” explain each rule, using the 4 students in front of the class as your models. Explain why they are important. Read the first rule, have the students read it with you and then tell their Elbow Partner. Go over each rule using the same procedure.</p> <p>4. Display the “Power Elbow Group Jobs” poster. Show how it shows who will have what job each time you use the power elbow groups.</p> <p>5. Then, model jobs one by one. Have class model along with you. For example:</p> <p>a. Team Captain - Students may echo-talk things that a team captain might say like, “Good job.” or “We all need to be working on this project.”</p> <p>b. Materials Managers - You can show what materials the team needs and how to distribute them in their group and return them when done.</p> <p>c. Editor - You can model how they would check that everybody from the team has their name written on the project paper.</p> <p>6. To end this lesson, you can have the students practice getting into their groups this day. They can each take a turn saying hello, shaking hands, and then returning to the rug.</p>	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Consider organizing students into pairs for practice before they work in small groups. Look at the configuration of groups on the attached page.</p> <p>Special Needs:</p> <p>Consider organizing students into pairs for practice before they work in small groups. These students can be material managers at first.</p> <p>Accelerated Learners:</p> <p>These students will be the captains and editors at the beginning of the using Power Elbow groups (see directions on attached page).</p>

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

SAUSD Common Core Lesson Planner

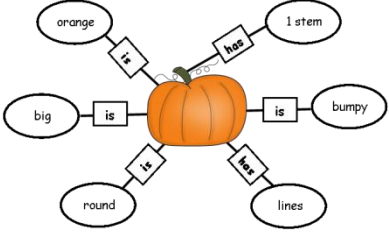
Teacher:


Unit: Working Together Lesson #: Preparing the Learner #B	Grade Level/Course: Kindergarten	Duration: 60 minutes Date:
Common Core and Content Standards	SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). d. Continue a conversation through multiple exchanges.	
Materials/Resources/Lesson Preparation	The teacher must read all the material provided in the attached explanation/posters/and rules of collaboration. 1. Option: Yarn necklaces with number on it (1-4) – or put 1-4 numbers on their name tags, 2. Classroom Rules displayed that mention: sharing, respecting others, listening, and taking turns speaking, and everyone participating. (It is in 2 parts, so it can be pasted together, or placed on construction paper.) 3. Collaborative Group Activities-Cut apart into groups of 4 pictures a sorting set and a grid.	
Objectives	Content: Students will learn how to work together in elbow power groups and be able to perform their assigned jobs (Team Captain, Editor, Materials Manager 1, Materials Manager 2).	Language: Students will explain what their jobs are and repeat all the rules in complete sentences.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary <small>TEACHER PROVIDES SIMPLE EXPLANATION</small>	KEY WORDS ESSENTIAL TO UNDERSTANDING share, work together, team captain materials (one brings to group/one returns the material) editor	WORDS WORTH KNOWING collaborate conversations
Pre-teaching Considerations	ELD and learning levels to mix the groups effectively. Before beginning this lesson read: “Prior to Introducing the Power Elbow Groups” and “Setting up the Power Elbow Groups” so students are sitting correctly to make the groups well represented and easy to get into their group.	
Lesson Delivery		
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	

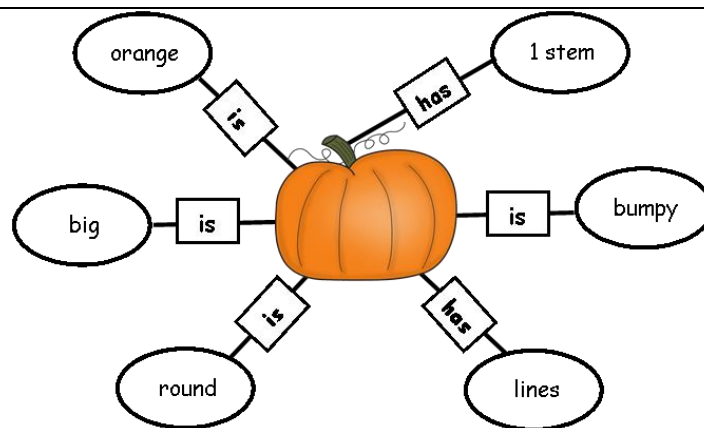
Preparing the Learner	<p>Prior Knowledge, Context, and Motivation: <i>Say: Today we are going to work in our “Power Elbow Groups”. Review the rules and jobs. We are going to match pictures in our groups.</i></p>	
Interacting with the Concept	<p>Lesson on Beginning Collaboration in Kindergarten</p> <ol style="list-style-type: none"> 1. Say: <i>Now we are going to do a sort in our Power Elbow Groups.</i> 2. Seat the students around the carpet or in a circle. Choose a Power Elbow Group from the ones formed in lesson A to sit in the middle (fishbowl) and place them elbow to elbow, creating a square. Then, have students drop their elbows, creating a space between children. Give out the number tags and explain who gets each job referring to the job poster. 3. Use one of the collaborative activities to show how the Materials Manager gets the set of activities. Team Captain gives a piece to each student. Then by number they take turns putting down their pieces. “I have _____.” or “I have _____ that matches the_____.” Editor checks on the finished product and makes sure they signed their names and then they take turns gluing down their pieces correctly. Team Captain shares out. Materials Manager 2 returns the finished product to the teacher when asked. 4. Each group gets a set of collaborative activities to do on their own. Your choice whether to give each group the same one or to give each group a different one. <p>There are additional collaborative group activities behind this lesson, if you want to practice more later.</p>	<p>Differentiated Instruction:</p> <p>English Learners: Consider organizing students into pairs for practice before they work in small groups. Look at the configuration of groups on the attached page.</p> <p>Special Needs: Consider organizing students into pairs for practice before they work in small groups. These students can be material managers at first.</p> <p>Accelerated Learners: These students will be the captains and editors at the beginning of the using Power Elbow groups (see directions on attached page).</p>
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Unit: 3 Lesson Prepare the Learner C	Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:	
Common Core and Content Standards	Content Standards: Speaking and Listening SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Continue a conversation through multiple exchanges.		
Materials/ Resources/ Lesson Preparation	1. All Preparing the Learner A materials, Yarn necklaces with number on it (4) for each group (or your procedure for numbering students for Power Elbow Groups) 2. Place the jobs chart (1-4) and Power Elbow Group Rules in front of the class. 3. A pumpkin, toy, or other object that can be described as a model for the students. 4. Leaves for students to describe. 5. "Fall Leaves" Song, Fall Leaves Poster, printed, hole-punched, and add yarn to go around students' necks. 6. "Leaves" Homework		
Objectives	Content: Students will work together in elbow power groups to perform their assigned job (Captain, Editor, Materials Manager1, Materials Manager2).	Language: Students will work together in collaborative groups to describe their stuffed animal or picture card.	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures		
Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary		
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING rough, smooth, pointy, fuzzy, oval, flat	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	Size words (small, big), color words (red, yellow, orange, green, brown)	
Pre-teaching Considerations	Know their colors, and simple "size" words, and sensory words to describe a leaf. ELD levels to mix the groups effectively.		


Lesson Delivery Comprehension

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

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



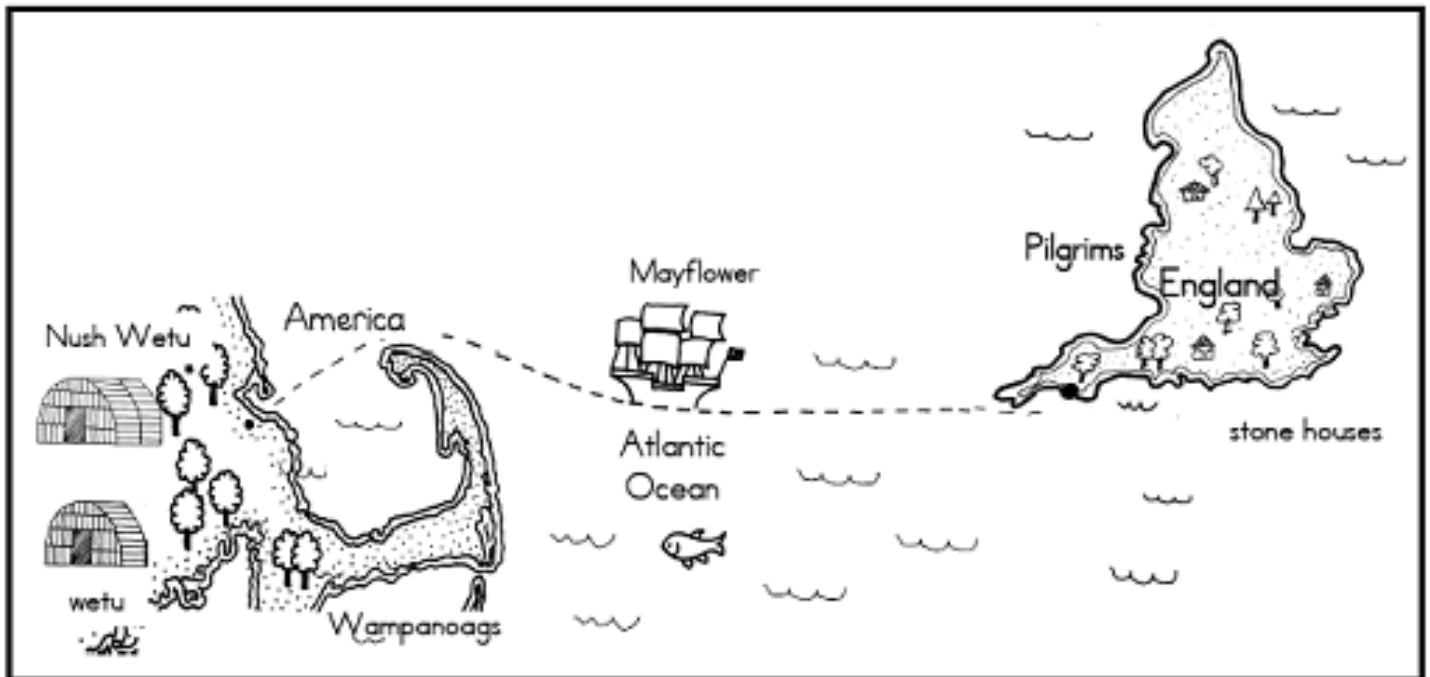
Unit: 3 Working Together Lesson #1		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		<p>Content Standards: Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.W.1 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. K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Materials/ Resources/ Lesson Preparation		<p>Green: OCR U.3 TE (Green Section) Optional: Make the puppets (Indian boy and Wampanoag girl) to demonstrate together and apart. Red: a) Prepare the “Then and Now” sorting materials. b) Create a LARGE lightly-lined pictorial prior to drawing the pictorial in front of students. An example is provided behind this lesson. <u>You will be adding pictures, etc to this map each day, so it must be big enough – especially the land of America</u>) plus the picture of the Pilgrims and the Wampanoag to place on pictorial. This might be a good time to prepare the pictures for subsequent lessons. Blue: Chart paper and student drawing/writing paper – Use shape pictures or Write From the Beginning body shapes to practice drawing a person.</p>	
Objectives		<p>Content: Green: Students will produce rhyming words, blend word parts, and understand that words have letters that can be spelled. Red: Students will understand the concept of “Then and Now” and relate this information to a map, content and vocabulary of 1620. Blue: Students will practice drawing shapes and lines in order to draw a complex character with clothing.</p>	<p>Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Mayflower, Pilgrim, America, England, traveled, Wampanoag, Atlantic Ocean, shelter, gathered, hunted, planted	
	STUDENTS FIGURE OUT THE MEANING	together, dangers	

Pre-teaching Considerations	<p>Explain that for the next two weeks the class will be learning about the people who lived in America many years ago. The concept of “Then and Now” is a Social Science standard. You can also say “Long ago and Now”.</p> <p>Students should be comfortable working in groups, but be sure to review the rules for working together. Students must also have a partner and know how to turn to their partner to talk.</p> <p>Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words.</p>	
Lesson Delivery 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 (K-5 only)	<p>Morning Message - See pages 7 & 8 of the TE for a detailed explanation.</p> <p>Foundational Skills (Green Section) Unit 3 Lesson 1 pages T 22-25 Warming Up: <u>Activity 2 Make A Rhyme</u> (keep) Phonological and Phonemic Awareness: <u>Oral Blending</u> <i>Word Parts</i> Practice and Model: May...flower Amer...ica Pil...grims gath...ered win...ter In...dian vill...age Squan...to tur...key How the Alphabet Works I Can Spell Anything (keep)</p>	
Preparing the Learner 	<p>Prior Knowledge, Context, and Motivation: Then and Now Pictures – Students can sit in a large circle (pictures would be in the middle of the circle) or sitting as a whole group facing the pocket chart with pictures, or in small collaborative groups (you will need multiple sets of pictures). You want students to have an opportunity to try to sort pictures on their own and explain why they categorized the pictures in the manner that they did. Use inquiry questions to facilitate students’ thinking (ex: <i>I see you put the corn husk doll with the Barbie doll. Why did you put them together? or I see this picture has many buildings. Do you see another picture with many buildings?</i>) After students have time to investigate the pictures, place the category cards in the pocket chart, sorting and matching the Long Ago and Now pictures side by side.</p>	
Interacting with the Concept	<p>Pictorial: Create the pictorial of America, the Atlantic Ocean, and England. As you draw, label and tell about each area and sequentially explaining the story of how the Pilgrims came to America. A suggested script is provided below.</p> <p>Say: <i>Now let’s talk about something long ago:</i></p> <ul style="list-style-type: none"> • Draw & label England, first explaining it was surrounded by water (ocean). You might use scrapbooking chalk or colored chalk to lightly color it blue as you explain this. <p>Say: <i>The people of England were English and spoke English.</i></p>	<p>Differentiated Instruction English Learners:</p> <p><u>Sort:</u> Use sort with matching words.</p> <p>___ is long ago. ___ is long ago because ____. ___ is now. ___ is now because ____. ___ is long ago and ___ is now.</p>

	<ul style="list-style-type: none"> • Draw some of the houses inside the land, explaining that these people lived in houses made of stone and wood. Say: <i>A special group of people in England were called Pilgrims. (Place the Pilgrims on this land). They wanted to leave England and travel to America to start a new life in a new land.</i> • Now draw the ocean (Atlantic), explaining that it was very wide and deep. Add some wave lines to symbolize water. Now ask: <i>How do you suppose the Pilgrims traveled on the water to get to a new place to live? (elicit “ship or boat”)</i> • Draw the Mayflower and label it. (Place the little Pilgrim picture on the boat). Explain that the wind moved it along because of the large sails. Draw the dash line to show the way they traveled and explain that they were on the ship for a long time and it was very hard to travel on the stormy ocean. • Then draw America (Cape Cod), drawing the coastline (blue), asking or telling students about the animals that were in the ocean (fish, crab, mussels, oysters) and on the land (brown) – add trees for forest. (describe the animals, deer, bear, rabbits) Explain that this is where the Pilgrims landed. • Explain that another group of people already lived on this land. (Place the picture of a Wampanoag (Wam-pah-NO-ag). Draw the shelters of the people - Wampanoag’s bark-covered small shelter (<i>wetu</i>) and a long house or <i>nush wetu</i>, a large house where many people lived. <p>Say: <i>Tomorrow we will read a story that tells more about the map we just made and how the two different people, the Pilgrims and the Wampanoag, worked together to make a better place to live.</i></p> <p>Option To familiarize students with the pictures, give each student a picture (glued to a paper plate and hung around their necks). Tell them “You are a _____.” Place the pictorial of countries and the ocean on the floor. With teacher guidance, students “act out” the pictorial. On the following day, complete the pictorial as described above.</p>	<p>Differentiated Instruction English Learners:</p> <p><u>Pictorial:</u> Echo the words and chorally say the words. Come up and point to the picture when asked what something is (rather than speak)</p> <p>Students Who Need Additional Support: See above plus: <u>Sort:</u> Use sort with matching words <u>Pictorial:</u> Say the word and students point to the picture.</p> <p>Accelerated Learners: <u>Sort:</u> Allow students to attempt to sort independently without cues. <u>Pictorial:</u> Group leaders for the inquiry section. Matching word cards to the picture.</p>
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Extending the Understanding	Training for Drawing People Draw the body parts using shapes. In order to prepare for drawing people, the teacher may model by drawing shapes. Use WFTB body shapes to practice drawing a person. (See Lessons 2 and ___ for the two types of drawings that will occur in this week's lessons.)	Advanced Learners: Write a longer sentence independently. English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. Special Needs: Assist in writing beginning sounds of words in small group.
Home/School Connection		
	Send home the Home/School Connection for Lesson 1. Parents are asked to share photos of themselves when they were young. They will also share photos of their children when they were infants. Students will draw a picture of themselves when they were young (then) and now.	
Lesson Reflection	Big Idea Working collaboratively helps us to build relationships and reach common goals. Essential Questions <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Example of Pictorial you will create for students:



<p>Unit 3: Working Together Lesson 2</p>	<p>Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.3 Students match simple descriptions of work that people did ...from historical accounts.</p> <p>Informational Reading Standards 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Language Standards 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). f. Produce and expand complete sentences in shared language activities.</p> <p>Writing Standards RW2 Informative/Explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Materials/Resources/Lesson Preparation: Green: OCR U.3 TE: Lesson 2 (Green Section) (optional: Use the puppets in the Appendix to demonstrate together and apart). Red: <u>The Best Thanksgiving ABC Adventures</u> book or PowerPoint. (optional website: http://www.scholastic.com/scholastic_thanksgiving/webcast.htm) Blue: Chart paper and student drawing/writing paper – Use Wampanoag Boy diagram to assist in your drawing of the boy.</p>	
<p>Objectives</p>	<p>Content: Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled. Red: Students will understand the story about how the Pilgrim/Wampanoag met and helped each other. Blue: Students will draw a Wampanoag boy in authentic clothing and write about him.</p>	<p>Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>
<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"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	Pilgrim, America, Mayflower, Indian, Squanto, Atlantic Ocean,	
	dangers, pumpkin, wild turkey, quail, acorns, mushrooms, wild berries,		
Pre-teaching Considerations	<p>Students should be comfortable working in groups, but be sure to review the rules for working together. Students must also have a partner and know how to turn to their partner to talk.</p> <p>Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words.</p>		
Lesson Delivery Comprehension			
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection</p>		
Foundational Skills and Morning Message (K-5 only)	<p>Morning Message – See pages 7 & 8 of the TE for a detailed explanation.</p> <p>Unit 3 Lesson 2 pages T 34-35 K.RFS.2a Warming Up: Activity 2 <i>Short Words, Long Words</i> Word pairs to use: America – food gathered - kind us - Squanto nice - hunted quail – hunted</p> <p>Phonological and Phonemic Awareness: <u>Oral Blending</u> <u>Word Parts</u> Model: ber...ries</p> <p>ver....y won....derful zig....zag Squan....to sum....mer vil.....lage cour....age land....ed for....est hunt....ing thanks....giving</p> <p>K.RFS.2d - How the Alphabet Works: I'm a Letter Expert (keep)</p>		
Preparing the Learner	<p>Prior Knowledge, Context, and Motivation:</p> <p>Remind students about previous learning (Long Ago and Now Sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patterns can be used: <i>The Pilgrims lived/went _____.</i> <i>Pilgrims wanted _____.</i> <i>The Wampanoag lived _____.</i> <i>Animals in the forest were _____.</i> <i>Animals in the ocean were _____.</i></p>		
Interacting with the Text/Concept	<p>Say: <i>Today we will read a story about everything you learned on the map.</i></p> <p>Type of Reading: Read Aloud</p> <p>1. Use the PowerPoint of the <u>Best Thanksgiving Book ABC Adventures</u> book.</p> <p>2. As you read the book, encourage students to read high frequency words in text.</p> <ul style="list-style-type: none"> Note one to one correspondence when reading as well as spacing, etc. Point out new content vocabulary and use step-aside explanations as well as context clues/illustrations. 	<p>Differentiated Instruction:</p> <p>Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.</p> <p>Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened</p> <p>English Learners: Continue to explain, point to illustrations and pantomime</p>	

	<p>3. Make sure you emphasize which foods are hunted, gathered (picked), or planted. Add a movement with each one.</p> <p>4. Use questioning techniques, partner talk, etc., to allow students to understand and/or question the text.</p> <p>Note: Although the text does not use words like “mushroom” (F page), point to the illustration and ask/tell students what the foods were (also pumpkin, nuts, blueberries, etc.)</p> <p>Understanding the Big Idea: Ask what the Pilgrims did together and how it helped them. (They worked together to make a new life).</p> <p>Website: If you have time, you may want to show students what the Pilgrims and Wampanoag really looked like by viewing some videos and/or pictures on the Plimoth Plantation and Wampanoag village website: http://www.scholastic.com/scholastic_thanksgiving/webcast.htm</p>	<p>vocabulary and photographs Point to words in the text one by one while rereading.</p>
<p>Extending the Understanding</p>	<p>Draw the picture of the Wampanoag boy, emphasizing how the clothes are from long ago, and were made by Wampanoag women. (<i>Clothes were skins sewn with sinew – deer gut.</i>) Students can draw along with you. Label the parts of the clothing as shown in on the diagram. Make sure the boy is grounded.</p> <p>Ask students to think about what they would like to say about the picture. (Write a sentence will happen the next day) Have students repeat the words/sentences with partners. Possible writing: <i>A boy or An Indian boy or A boy lived long ago/ The boy had a bow.</i> (whatever your students produce with your facilitation)</p>	<p>Advanced Learners: Write a longer sentence independently</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. They can just write “A boy.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can just write “A boy.”</p>
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

<p>Unit 3 Working Together Lesson # 3</p>	<p>Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions. K.3 Students match simple descriptions of work that people did ...from historical accounts. Informational Reading Standards 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. Language Standards 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). f. Produce and expand complete sentences in shared language activities. Writing Standards RW2 Informative/Explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE (Green Section) (optional: Use the puppets in to demonstrate together and apart). Red: PowerPoint of Best Thanksgiving ABC Book and pictures for pictorial map (color photos or illustration pictures that you printed for Lesson One). Blue: Writing Paper</p>	
<p>Objectives</p>	<p>Content: Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled. Red: Students will review the story about the Pilgrim/Wampanoag experience through the foods they ate using evidence from the text. Blue: Students will draw a Wampanoag boy in authentic clothing and write about him.</p>	<p>Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	Pilgrim, America, Wampanoag, Atlantic Ocean, gathered, fish (cod), wild turkey, pine nut seeds, acorns, clams, mussels, crab	season, hunted, planted, wild blueberries and red berries, pumpkin, mushrooms
Pre-teaching Considerations	Students should be comfortable working in groups, but be sure to review the collaborative rules for working together. (see preparing the learner A-B) Students will have worked on oral blending, but now they will experience oral segmentation – teacher modeling and use of the girl and boy puppets will assist student in understanding how to put together and take apart words.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input checked="" type="checkbox"/> Independent Practice		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Foundational Skills (Green Section) OCR Unit 3 Lesson 3 pages T 52-53 Warming Up: Focusing on Words in Print <u>Short Words, Long Words</u> using a Phonological and Phonemic Awareness: Oral Blending: <i>Word Parts (Option: Teacher can use the tongue depressor puppets to show the parts of the word then putting them together when the students form the correct word.)</i> Practice: Amer...ica Eng...land coz...y voy...age Novem....ber chil....dren plan....ting fire....place a....pron farm....ers gather...ing, bigg....en How the Alphabet Works: I'm a Letter Expert (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Review the pictorial map drawn previously. Ask students through think/pair/share what they remember about the pictorial and the text that was read. These generative linguistic patters can be used: <i>The _____ went _____. _____ wanted _____. The _____ lived _____. The _____ helped _____.</i> (Pilgrims or Wampanoag can be used)		
Interacting with the Text	Type of Reading: Close Read of some pages looking at illustrations in the story to find evidence 1. You will use the PowerPoint of the <u>Best Thanksgiving Book ABC Adventure</u> to find evidence of the type of foods the Wampanoag ate from the text and illustrations.		

<p style="text-align: center;">Interacting with the Text</p>	<p>Say: <i>Today we will learn more about the animals and other wild foods the Pilgrims and Wampanoag ate in order to live on the wild land. We will look back at our story from yesterday to find our evidence of the foods that were used. Then we will place these foods on to our map (point to pictorial). We have to decide if the food was something the Pilgrims and Wampanoag found on land or from water.</i></p> <p>2. Distribute the pictures to partners or power elbow groups. Let the students study the pictures first and tell what they see. Do not hand out the mussel, clams, and crab cards. They are not in the book, but will be used for more critical thinking after using the book.</p> <p>3. Rereading the story and Finding Evidence:</p> <p>Encourage students to read high frequency words in text. Note one to one correspondence when reading as well as spacing, etc. Review content vocabulary.</p> <p>4. On each page, ask: <i>Does this page talk about any food the Pilgrims or Wampanoag used?</i></p> <p>5. On the “E” page, the text mentions the word “eat”. Ask students if any food is mentioned. Explain that this is a clue that the author will be speaking about food on the next pages, so the students need to be ready with their pictures.</p> <p>6. When you get to the story pages beginning with “F” –</p> <p>Say: <i>Where do they look for food? (forest) – is this land or ocean? Look closely at the illustration. If needed, say: I see grass, so it must be land. Now let’s look at what foods they found in the forest. What do you see? (mushrooms, acorns (nuts), squirrel, turkey, rabbit, wild apples)</i></p> <p>Say: <i>Who has a picture that matches these illustrations?</i></p> <p>Guide students to place the pictures near the forest trees on the pictorial. Help the students to say “_____ was on/in ____.” Example: Turkey was on land. If possible you can ask – how did they get this food? (hunted for animals and gathered for food found growing wild in the forest)</p> <p>7. Continue using the same questioning and discussion for the following sentences:</p> <p>“G” page: wild strawberries, red berries (currants) and seeds (pine nuts – piñon) in the forest</p> <p>“N” page: Corn kernels that grow into cornstalks – planted on cleared land near their houses.</p> <p>Say: <i>Who has a picture of what the corn kernels (seeds) turn into?</i></p>	<p>Differentiated Instruction:</p> <p>English Learners: Picture in puzzle will scaffold the sequence of the words.</p> <p>Students Who Need Additional Support: Teacher can provide a sentence strip to help complete the puzzle.</p> <p>Accelerated Learners: Extend the sentence by adding an adjective or the word “and.” Use special writing paper provided.</p>
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<p>Interacting with the Text</p>	<p>“Q and R” page: quail (picture and text) and turkey (text on page Q but in the picture on page R) (can use another turkey picture again)</p> <p>“S” page: pumpkins and corn – explain that pumpkins were also planted.</p> <p>“W” page: <i>Do you see any other foods we have not talked about?</i> Explain that in the bowl is popped corn.</p> <p>“X” page: fish (cod) – found in the ocean.</p> <p>8. Critical Thinking – Using Additional Pictures Say: <i>Here are some other animals and plants that the Pilgrims and Natives ate that are not mentioned in the text.</i> (beans, oyster, mussels, and crab). Ask the students where these animals (shoreline of Cape Cod) or plants (planted near the corn) might be found on the map. Prompt and ask why they think that this is the right place to place the animals and the bean plants. Allow students who did not have a picture in the previous exercise to place the shell fish and beans onto the map. Explain that some of these animals were gathered on the shoreline, but the fish were hunted (fished) and speared. Explain that the beans were planted with the corn, too. Tell students that tomorrow they will work more with the foods.</p>	
<p>Extending the Understanding</p>	<p>Review the drawing of the Wampanoag boy.</p> <p>Ask: <i>Do you remember some of your ideas about what to write about the picture?</i> Review some possibilities.</p> <p>Write a sentence or words below the picture, emphasizing concepts of print, capitals, etc.</p> <p>Have students repeat the words/sentences with partners.</p> <p>Possible writing: <i>A Wampanoag boy/ An Indian boy or A Wampanoag boy lived long ago/ This boy lived long ago.</i> Students will produce what they can, be it a word, phrase or attempted sentence.</p>	<p>Advanced Learners: Write a longer sentence independently</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw. They can just write “A boy”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can just write “A boy”</p>
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

<p>Unit: 3 Working Together Lesson 4</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>	
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, leadership, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions. K.3 Students match simple descriptions of work that people did ...from historical accounts. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. K.6 Students understand that history relates to events, people, and places of other times. 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). K.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE Lesson 4 Green Section (Optional: Use the puppets located behind the lesson to demonstrate together and apart.) Red: Use Sorting pictures and Category labels for Planting, Hunting, and Gathering;, as well as the ABC book for backup evidence. “Soon We’ll Have a Feast” Song Blue: Chart paper and student drawing/writing paper. Use the picture of a Pilgrim girl to draw. Home/School Connection: Counting at the Grocery Store</p>		
<p>Objectives</p>	<p>Content: Green: Students will listen to directions and blend syllables. Red: Students will sort foods by how they are obtained by Pilgrims and Wampanoag. Blue: Students will draw a picture of a person from one culture, using authentic clothing from long ago.</p>	<p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will use complete sentences in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>	
<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"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>		
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>		

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		oysters, shore, mussels, crab, wild blueberries, mushrooms, turkey	
STUDENTS FIGURE OUT THE MEANING		gathering, hunting, fishing, planting	
Pre-teaching Considerations	Students must know the rules of collaboration. (see preparing the learner A-B) Students must understand the categories (groups) contain details that fit into the category for a reason.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Unit 4 Lesson 4 pages T 68-71 Warming Up: Listening: <i>Simon Says</i> (keep) (You could use movements from the Stories ex: “Touch your moccasins”, “Touch your apron”, “Pat your breeches”, “Plant the corn”, “Gather some berries.”) Phonological and Phonemic Awareness: <i>Oral Blending</i> (open vowel) <i>Word Parts Model:</i> A...merica a...pron o...ver grow...ing o...cean wa...ter mu...ssels ma...ny May...flower nee...ded ga...thered be...came fi...nally How the Alphabet Works I’m a Letter Expert (keep) <i>OR</i> Alternate Idea: Using the Special Letters, pass out the same 3 letters (10 of each) to all the students. Have them sort them on a tree map on a pocket chart. <u>Sounds and Letters</u> (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Review yesterday’s lesson and the photographs that were placed on the pictorial. Ask students to share with a partner what they remember about the pictorial and the text that was read. Generative linguistic patters can be used: The Wampanoag and Pilgrims needed food to live. _____ gathered _____. _____ hunted _____. _____ planted _____. Squanto showed Pilgrims how to _____.		
Interacting with the Text	Collaboration Lesson: Students will work in Power Elbow Groups (after the teacher models the activity) and will be given their own pictures to sort by these categories “ Planted ”, “ Gathered ”, and “ Hunted ”. Remind students about the rules for collaboration/jobs, etc. (See all Preparing the Learner Lessons A, B, & C). Tell them that just like the Pilgrims and Wampanoag, they will be working together and sharing the work.		Differentiated Instruction: Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs. Point to words in the text one by one while

Interacting
with the Text**Model the Sort Categories:**

Place the categories on the pocket chart:



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

Gathered: Bend over slightly and pretend to pick berries or nuts off the ground and place in a basket.

Ask: *What are you gathering?* I am gathering _____.

Hunted: Use a bow and arrow movement, using a sharp eye as you “look” for animals.

Ask: *What are you hunting?* I am hunting _____. (Also remind students that something you hunt can run away and hide from you.)

Planted: Dig a hole and place an imaginary seed into the hole. Place the soil over the hole and pat it.

Ask: *What are you planting?* I am planting _____. (beans, corn, pumpkin, etc.)

Say: *Now we will use the pictures we had yesterday and put them with the correct category -picture.*

Model the Collaborative Activity:

a. Review: For each picture: *What is it?* **Note:** as you model, you may want to use another teacher or student and show how you work collaboratively to get the answers.

b. Display the oyster picture.

Say: *These oysters are stuck on the rocks by the ocean. How do you think the Pilgrims got these oysters? (Extra scaffold: Did they pick them up and gather them in baskets? Did they hunt for them? Did they plant them and watch them grow?).* Elicit answers and ask why they think the way they do. You can do the same exercise with a rabbit and beans.

Begin Collaboration Activity:

c. Student will now get into Power Elbow Groups. Have the materials manager “C” get the pictures and Materials manager “D” category labels (if you are using the tree map mats, these will also be used).

d. **Say:** *First we will practice.*

1. *Materials Manager #4: Place the Gathered, Hunted, and Planted in a row, like I have in the pocket chart.*
2. *Materials Manager D: hand the bag to the Captain.*
3. *Captain, take out a picture from the baggie and decide if it was a food that was gathered, hunted or planted. Place it below the one you think it is.*
4. *Editor, check to make sure it is correct. (Check for understanding by looking at all groups.)*

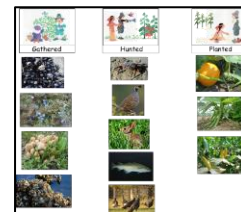
rereading.

Accelerated Learners:

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



English Learners:

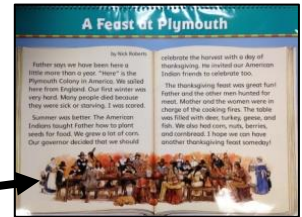
Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading



<p>Interacting with the Text</p>	<p>5. <i>Captain, hand the baggie of pictures to the person next to you. Take a picture out and place it where you think it goes on the mat. Make sure everyone has a turn until all your pictures are in the right piles.</i></p> <p>As you walk around and help use inquiry type questions like:</p> <ol style="list-style-type: none"> 1. <i>Look at the picture. What does it look like people would do to get this food?</i> 2. <i>What was your thinking when you put _____ in _____?</i> <p>e. When students are through, have them face you and the pocket chart. Go over the pictures and place them correctly in each category. Explain your thinking and elicit language/questions from the students. Direct students to fix their piles to make them correct, if necessary.</p> <p>f. Use procedures to clean up materials, get back into regular positions, and review what they learned today.</p> <p>g. Teach “Soon We’ll Have a Feast” to review vocabulary from lesson (gather, hunt, plant)</p> <p>h. Explain that tomorrow they will learn a song about what they did today.</p>	
<p>Extending the Understanding</p>	<p>Draw the picture of the Pilgrim girl, emphasizing how the clothes are from long ago, and were made by Pilgrim women. (<i>All the clothes were woven.</i>) Students can draw along with you. Label the parts of the clothing as shown in the diagram. Make sure the girl is grounded.</p> <p>Write a sentence or words below the picture, emphasizing concepts of print, capitals, etc. Have students repeat the words/sentences with partners.</p> <p>Elicit language about the picture. Possible sentences: <i>A girl, or A Pilgrim girl, A Pilgrim girl lived long ago. A girl wore a biggen/shoes, etc.</i></p>	<p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p>
Home/School Connection		
	<p>Send home with students “Home/School Connection: Counting at the Grocery Store”. This assignment can be completed over several days (or over the weekend). Parents are asked to take their child to the market. They should ask their child to count some items at the store. The students should record their “research”.</p>	
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Unit: 3 Working Together Lesson #5		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		<p>Content Standards: History/SS: Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. K.6.3 Understand how people lived in earlier times and how their lives would be different today K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Materials/ Resources/ Lesson Preparation		<p>Green: OCR U.3 TE Lesson 5 Green Section pages 76-79, pre-decodable, and the Social Studies Large Flip chart, page 30, to create sentences. Red: Prepare the song “The More We Work Together” on a chart, sentence strips with color-coding – see lesson example, or place the document on a doc camera. Blue: Brown and tan construction paper, cut in the size of a child’s hand. (Each partner will have one color to trace), White construction paper 9x12 (1 for each set of partners).</p>	
Objectives		<p>Content: Green: Students will identify long and short words, blend word parts, and understand that words have letters that can be spelled. Red: Students will understand the song about how the Pilgrim/Wampanoag met and helped each other. Blue: Students will work together to collaboratively create a symbol of working together.</p>	<p>Language: Green: Students will listen and speak correctly independently and with partners. Red: Students will listen, sing, and act out the song using dramatic movements. Blue: Students will speak to partners and draw in partners or independently.</p>
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE	No new vocabulary. <i>Review:</i> foods and mapping words	
		Working together, gathering, hunting, fishing, planting	

<p>Pre-teaching Considerations</p>	<p>Pre-teaching Considerations (Prerequisite skills): Students must understand how to work collaboratively to complete a project.</p>	
<p>Lesson Delivery Comprehension</p>		
<p>Instructional Methods</p>	<p>Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection</p>	
<p>Foundational Skills and Morning Message (K-5 only)</p>	<p>Morning Message – See pages 7 & 8 of the TE for a detailed explanation.</p> <p>Unit 3 Lesson 5 pages T 76-79</p> <p>Warming Up: <i>People Sentences</i></p> <p>Using the picture on the Social Studies Flip book, page 30, tell the students to look closely at the picture. Students should be able to create some complete sentences about what they see.</p> <p>For example: <i>The Pilgrims/Wampanoag are eating. The women have food. The dog is sleeping. People are together. People are sharing.</i></p> <p>Continue with the directions on OCR page 76 with the sentences that the students created.</p> <p>Phonological and Phonemic Awareness: Oral Blending</p> <p>Word Parts tea cher happ ier hunt er peo ple to day gath er ma ny cook ing ov en to gether</p> <p><i>Pre decodable</i> – “We Go” (keep)</p> <p>Another Resource: “We See Fall” little book available SAUSD Language Arts Website.</p>	
<p>Preparing the Learner</p>	<p>Prior Knowledge, Context, and Motivation: Review yesterday’s lesson using the sort categories “gathering”, “hunting”, and “planting” and photos. Have students create some sentences with the sort pictures:</p> <p>___ is ___ (Corn is planted), ___ are ___ (Berries are gathered) ___ hunted/gathered/planted ___ (Wampanoag hunted turkey.)/ (Pilgrims gathered acorns.)</p> <p>You can place the small words (is, are) in the pocket chart and then use the pictures to create sentences: Blueberries are gathered</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="text-align: center;"> <p>Example:</p>  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>are</p> </div> <div style="text-align: center;">  <p>Gathered</p> </div> </div>	
<p>Interacting with the Text</p>	<p>Shared Reading: Display the song “Working Together” or use the pocket chart sentence strips, creating the same words from each verse. You can interchange the different bold words into each verse displayed on the document. You can color-code those words (plant, cook, friends, etc.) The only different words in the song are in the refrain at the end – sung slowly.</p>	<p>Differentiated Instruction:</p> <p>Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by</p>



Interacting
with the
Text

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

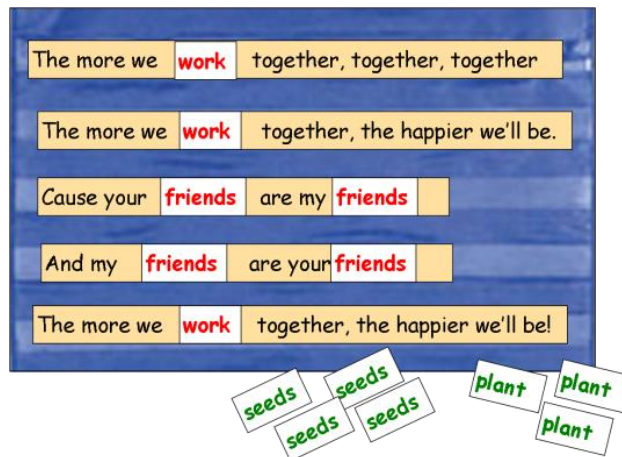
Say: *Today we will read and sing a song that is so much fun! Let's see how many words you will recognize from what we have learned this week! We will read it together first, then sing and dance this new song.*

As you read each verse:

- Encourage students to read high frequency words in text.
- Note one to one correspondence when reading as well as spacing, etc. Have students notice which words are different in each verse.
- Point out content vocabulary and how the illustrations match the words. Use step-aside explanations for unfamiliar words, if any.

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

You can teach/sing this song from the PowerPoint or you can put the song on sentence strips if you prefer to make it more interactive for your students.



one while rereading.

Accelerated Learners:

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

English Learners:

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

Follow-Up Art Lesson About What You Read – Optional

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

Example:



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

Advanced Learners: Write a longer sentence independently.

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

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


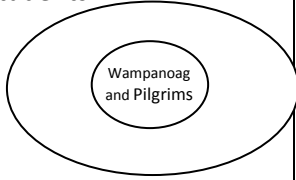
Lesson Continuum

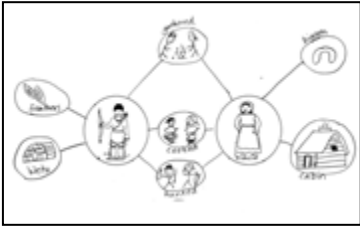
Lesson Reflection	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals?
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Lesson Reflection

<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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<p>Unit: 3 Working Together Lesson #6</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving) K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). CCSS Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE (Green Section) Lesson 6 page T 92-95 Red: Use the PowerPoint: <u>Wampanoag and Pilgrims: Together They Were Better</u>, pages 1-18 (Optional- You can also print out the PowerPoint slides to create a large colored book for the big book center or library.) Blue: Chart paper and pictures to create the double bubble map of pages 1-18 only. Song: “Getting Ready for the Feast”</p>	
<p>Objectives</p>	<p>Content: Green: Students will blend compound words. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will compare and contrast the 2 peoples of the Thanksgiving story.</p>	<p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and the whole group using words, phrases and sentences.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		STUDENTS FIGURE OUT THE MEANING	farmers, fisherman, hunters (hunting), harm, traded, celebrate, landed <i>Review:</i> Mayflower, Pilgrim, America, England, Wampanoag, Atlantic Ocean, shelter, gathered, feast, Squanto
Pre-teaching Considerations	The Best Thanksgiving ABC Book and pictorial/map activity.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Unit 3 Lesson 6 page T 92-95 Warming Up: Detecting Word Changes (keep) Phonological and Phonemic Awareness: <i>Oral Blending</i> Compound Words Pop/corn corn/bread sail/boat blue/berry May/flower How the Alphabet Works <i>Letter Order</i> Make a Word (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Draw a circle map and in the center, write: “The Wampanoag and Pilgrims.” Ask students to think about what they remember about these two groups of people. They can work with an elbow partner and think together prior to sharing. Remind the students to look at the print around the room (sort, giant map, etc.) to help them remember something. Write and draw quickly the ideas generated by the students.  Getting to the Big Idea: Ask again how they worked together and what happened because of the 2 groups working together (goals achieved). 		
Interacting with the Text	Preparing to Read a New Piece of Literature: Use the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> Say: <i>Today we will read more information about the Wampanoag people and the Pilgrims. Some information will be the very much like the book we read last week. But some information will be new. Let’s look at the illustrations and see what you remember from last week.</i>		Differentiated Instruction: Additional Support: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.

<p>Interacting with the Text</p>	<ul style="list-style-type: none"> Explain that this is an informational book, so the story is true. There are no photographs because there were no cameras long ago. The illustrations are made from looking at the drawings of Pilgrims. <p>Shared Reading</p> <ul style="list-style-type: none"> Pages 1-18: Look at each picture closely adding conversation, then read the page. So, as you read the book aloud, use the illustrations from each page to give students clues as to the text on the page. Use “step aside” explanations, pantomime, and illustrations to explain vocabulary such as “dangerous”, “ill”, “languages”, “worried”, “meeting”. Review the lesson vocabulary. <p>Review of Story: Returning to the Pictorial</p> <ul style="list-style-type: none"> When the section of the story is completed, point back to the pictorial from last week and ask students what they learned or remember about each part of the map. (You can repeat some of last week’s questions again: Who lived in England? Where did they travel? Who did they meet in America?) <p>PLUS: <i>Why do you think the Pilgrims and Wampanoags hid from each other? Why do you think Squanto helped the Pilgrims?</i></p> <p><u>Remember to model how to use evidence from the text to assist in answering the questions.</u></p> <p>Teach and Sing “Getting Ready for the Feast”</p> <p>Tell students that tomorrow they will return to the story to complete it and learn more about how the two groups of people began to help each other.</p>	<p>Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened</p> <p>English Learners: Continue to explain, point to illustrations and pantomime vocabulary and photographs Point to words in the text one by one while rereading.</p>
<p>Extending the Understanding</p>	<p>Create a double bubble of the Wampanoag and the Pilgrims. Looking back at the text just read, what are some things that are the same and different about these people. You can use the pictures provided and place them in main circle. See example below as to some of the information that can go on the map so far. Use text and quick drawings to scaffold the learning. You will be adding more as you continue to reading the story tomorrow.</p> <p>Example: Here’s a possible double bubble that you might build with your class through appropriate questioning like: <i>How are they dressed differently?</i></p> 	<p>Advanced Learners: Try to find words in text and assist in the writing in the bubbles if the word lends this to this activity.</p> <p>English Learners: Use quick drawing next to each bubble.</p> <p>Special Needs: Use quick drawing next to each bubble.</p>

<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals?
<p>Lesson Reflection</p>	
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	

<p>Unit: 3 Working Together Lesson #7</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). CCSS Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE (Green Section) Use the puppets to demonstrate together and apart. Red: <u>Wampanoag and Pilgrims: Working Together is Better</u>, pages 19-27 Blue: Chart paper and pictures (to guide your drawing) from story 19-27 for double bubble. Workshop: Optional: Create props for re-enactment at the Dramatic Play Station</p>	
<p>Objectives</p>	<p>Content: Green: Students will blend compound words. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will draw and write about a Wampanoag Boy using textual evidence.</p>	<p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and the whole group in using words, phrases and sentences.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		STUDENTS FIGURE OUT THE MEANING	farmers, fisherman, hunters, harm, traded, celebrate, prepared Review: Mayflower, Pilgrim, America, feast, England, Wampanoag, Atlantic Ocean, Cape Cod, shelter, gathered, Squanto, celebrate
		dangerous, hide, better	seeds
Pre-teaching Considerations	Understanding the difference between a true story and a make believe story. Understanding that story, whether it is true or make believe, has a beginning, middle, and end. Understanding of seasons.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Unit 3 Lesson 7 pages T 118-121 Warming Up: Activity 2 <i>Listening for First, Middle and Last</i> (keep) Or use theme words from previous lessons Phonological and Phonemic Awareness: Oral Blending: Compound Words (Use photos from Lesson 3) <i>mushroom pinecone cornstalk seashore blackberry cornfield</i> How the Alphabet Works Letter Order: Make a Word (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Review yesterday’s lesson and information they learned from the informational story. Ask student partners to share what they remember about the pictorial and the 1 st part of the story they read yesterday. Review the story that was read and label any new information on the pictorial (Squanto helping/ Pilgrims ill, etc.). Linguistic patterns can be used: Squanto helped _____. The Pilgrims were _____. The weather was _____.		
Interacting with the Text	Use the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> . Read the 2 nd half of the book – pages 19-27. Shared Reading and discussion: 1. Ask students if they can remember what type of text they read yesterday. If needed explain that it was about something real that happened, so the story was true. Ask why there are no photographs (<i>because there were no cameras long ago</i>). The pictures are drawn from an illustrator who saw what Pilgrims had drawn about themselves long ago.	Differentiated Instruction: English Learners: Use step aside explanations, point to illustrations and pantomime to explain vocabulary such as “harm”, “signed a paper”, “fear”, “better lives”, “hide of a deer”, “traded”, “seeds – what might they be?”, “celebrate”, “feast”, “prepared”.	

Interacting with the Text	<p>2. Continue to use the model where you look at the picture first for each page. Having a conversation with your students as to what you see. Then read the text.</p> <p>3. Review the vocabulary on this lesson. Continue to use step aside explanations, pantomime, and illustrations to explain vocabulary such as “harm”, “signed a paper (treaty)”, “fear”, “better lives”, “hide of a deer”, “traded”, “seeds” – what might they be? (different grains for making bread – Not corn, since the Pilgrims were from England and they didn’t know about corn, yet.), “celebrate”, “feast”, “prepared.”</p> <p>Review of the Story:</p> <p>4. When the story is completed, point back to the pictorial and ask students what they learned or remembered about each part of the map. (You can repeat some of Lesson 1 questions again: ‘What did the Pilgrims do to help the Wampanoags?’ ‘How did working together help each other?’ Remember to model how to use evidence from the text to assist in answering the questions.</p> <p>5. Tell students that tomorrow they learn more about Wampanoag and Pilgrims when they finish the story.</p>	<p>Special Needs: Use step aside explanations, point to illustrations and pantomime to explain vocabulary such as “harm”, “signed a paper (treaty)”, “fear”, “better lives” “boil”, “hide of a deer”, “traded”, “seeds – what might they be?”, “celebrate”, “feast”, “prepared”.</p> <p>Accelerated Learners: Encourage students to ask and answer questions through stems and asking “why” they suppose something happened. Use more “wondering” questions, like “<i>I wonder what seeds the Pilgrims brought with them...</i>”</p>
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Extending the Understanding	Follow-Up Writing About What You Read
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Add more information to the double bubble of the Wampanoag and the Pilgrims. Looking back at the text just read, ask students what new information they can add to the double bubble to understand what is the same and different about the Wampanoag and Pilgrims. See the example as to some of the information that can go on the map so far. Use text and quick drawings to scaffold the learning.

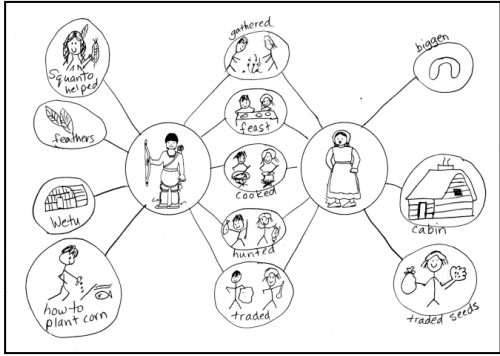
Practice using the following linguistic patterns:

The Wampanoag had _____.

The Pilgrims had _____.

The Wampanoag had _____, but the Pilgrims had _____.

Both the Pilgrims and the Wampanoag _____.



Advanced Learners: Try to find words in text and assist writing in the bubbles if the word lends to this activity.

English Learners: Use quick drawing next to each bubble. Assist with linguistic patterns.

Special Needs: Use quick drawing next to each bubble. Help students to chunk and say sentence in parts.

Lesson Reflection	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals?
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Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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<p>Unit: 3 Working Together Lesson #8</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Writing K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE: Lesson 8 Green Section Red: PowerPoint: <u>Wampanoag and Pilgrims: Working Together is Better</u>. Pages 1-14. Blue: Chart paper and student drawing/writing paper – Guided drawing of Squanto. Optional: Create props for re-enactment at the Dramatic Play Station.</p>	
<p>Objectives</p>	<p>Content: Green: Students will listen carefully to directions, blend syllables, and recognize and name letters. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will draw a picture of Squanto and one event.</p>	<p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	

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
		<u>Review:</u> farmers, fisherman, hunters, harm, dangerous, boil, traded, celebrate, prepared, Mayflower, Pilgrim, America, England, Wampanoag, Atlantic Ocean, shelter, gathered, feast, and Squanto	
	STUDENTS FIGURE OUT THE MEANING	dangerous, hide, better	seeds
Pre-teaching Considerations	Understanding the difference between a true story and a make believe story. Understanding that story, whether it is true or make believe, has a beginning, middle, and end. Understanding of seasons.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Unit 3 Lesson 8 pages T 134-135 Warming Up: Your choice Phonological and Phonemic Awareness: Oral Blending Syllable Pictures (Keep) – You may want to substitute “milkshake” (use “turkey”)– the rest of the words can be part of a Pilgrim village How the Alphabet Works Letter Order Make a Word (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: Remind students about previous learning (then and now sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patterns can be used: The Pilgrims lived/went _____. Pilgrims wanted _____. The Wampanoag lived _____. Animals in the forest were _____. Animals in the ocean were _____.		
Interacting with the Text	You will be rereading the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> , pages. 1-14. Continue to reinforce previously read vocabulary through questioning. Text Dependent Questioning During Reread As you reread the text, use these questions to assist students in finding the answers within the text and pictures to develop higher level critical thinking skills. Sometimes you will need to lead them to the answer through think-alouds and additional scaffolds.	Differentiated Instruction: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.	

<p>Interacting with the Text</p>	<p>Allow students to have some wait time to think. When appropriate you can add connections that the students may make to their own lives (ex: <i>how it feels to meet someone different or new</i>)</p> <p>Page 4 Let’s look at the map. See these houses on the map? Who do you think lived in these houses? (The text says “Wampanoag lived” so the houses must be theirs.)</p> <p>Pages 5/6 Why do you think the Wampanoag had plenty of food? (inferential: <i>they were good farmers: corn, beans, squash, fisherman: fish, and hunters: meat.</i>)</p> <p>Page 8 Why do you think the Pilgrims were brave? In the text: <i>went to a land they had never been to before</i> and inferential (<i>high waves: remembered from ABC book.</i>) Prior knowledge (ABC Book text: <i>dangerous</i>).</p> <p>Page 9 Do you see another word or something in the picture that tells us the Pilgrims were brave? (<i>dangerous – people were on a ship and did not know where they were going.</i>)</p> <p>Page 11/12 Why were the Wampanoag and Pilgrims worried about meeting each other? (<i>looked different, different languages, clothes</i>)</p> <p>Pages 13 and 14 Let’s look at the words again on these pages. Inferential: Why might the Pilgrims feel sad (or be worried) during the winter? (<i>They did not have enough food, clothes or houses</i>).</p> <p>Review of the Story: Tell students that tomorrow they will look closely at the rest of the information in the story about the two groups of people.</p>	<p>Accelerated Learners: Encourage students to ask and answer questions through the text. Add more inferential questioning as part of the questioning routine.</p> <p>English Learners: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.</p>
<p style="text-align: center;">Extending the Understanding Follow-Up Writing About What You Read</p>		
<p>Look back at the double bubble. Focus on the Wampanoag side. Ask: <i>Who lived with the Wampanoag and helped the Pilgrims?</i> (Squanto)</p> <p><i>Today we will draw a detailed face of Squanto. This is called a “portrait.”</i> (Students can draw along with you.) Discuss an event where he helped the Pilgrims.</p> <p>Generate some sentences about Squanto. For Example: Squanto/He helped the Pilgrims _____. Remind the students that they will have an opportunity to write the following day.</p> <p>Independent or small group activity Teacher: Read the emergent reader, <u>Pilgrims and Wampanoag: Working Together is Better</u> that mirrors the content in an easier manner with small groups. Emphasize the “ing” and repetitive text.</p>	<p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p>	

<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals?
<p>Lesson Reflection</p>	
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	

<p>Unit: 3 Working Together Lesson #9</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE (Green Section) (optional: Use the puppets to demonstrate together and apart. Red: Use PowerPoint of big book <u>Wampanoag and Pilgrims: Together They Were Better</u> Blue: Chart paper and student drawing/writing paper – Writing about Squanto Workshop: Optional: Create props for re-enactment at the Dramatic Play Station and use small books of the shared reader, <u>Pilgrims and Wampanoag: Together They Were Better</u></p>	
<p>Objectives</p>	<p>Content: Green: Students will listen carefully to follow directions, blend word parts, and recognize and name letters. Red: Students will read informational text about two separate cultures that worked together to reach common goals. Blue: Students will draw a picture about what the Pilgrims and Wampanoag shared.</p>	<p>Language: Green: Students will listen, speak correctly and clap independently and with partners. Red: Students will listen, ask and answer questions in a whole group and with partners. Blue: Students will speak to partners and draw in groups or independently.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	Review: harm, dangerous, traded, celebrate, prepared	Review: fear, hide of a deer, cozy, prepared,
		Review: traded, feast	Review: seeds
Pre-teaching Considerations		Reviewing 1 st part of the informational book: Vocabulary and content	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice	
Foundational Skills and Morning Message (K-5 only)		Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Unit 3 Lesson 9 pages T 148-151 Warming Up: <u>Focusing on Words in Print</u> <i>The Mayflower is loaded with _____</i> Game (keep) <u>Alphabet Cheer</u> (keep) Phonological and Phonemic Awareness: Oral Blending <u>Syllable Pictures</u> (or just clap these) Two syllables: turkey squirrel Pilgrim chicken Three syllables: Mayflower animals fisherman moccasins Four syllables: America Wam-pa-no-ag Massachusetts How the Alphabet Works <u>Letter Order:</u> Make a Word (keep)	
Preparing the Learner		Prior Knowledge, Context, and Motivation: Remind students about previous learning (long ago and now sort) and review the pictorial map drawn previously. Students may use a partner or think/pair/share routine to recall the information. Linguistic patters can be used: The Pilgrims lived/went _____. Pilgrims wanted _____. The Wampanoag lived _____. Animals in the forest were _____. Animals in the ocean were _____.	
Interacting with the Text		You will be rereading the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better,</u> pages 15-27. Continue to reinforce previously read vocabulary through questioning. Text Dependent Questioning during reread: As you reread the text, use these questions to assist students in finding the answers within the text and to develop higher level critical thinking. Page 21 Why is there a fire under the deer? (In text: <i>to cook the food</i>). Look at the chicken in the picture. Why do you think Pilgrims brought this bird with them on the Mayflower? (<i>eggs</i>)	Differentiated Instruction: Students Who Need Additional Support: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions. Accelerated Learners: Encourage students to ask and answer questions through the text. Add more inferential questioning as



	<p>Page 22 Why did the Pilgrims share their seeds with the Wampanoag? (<i>working together – helping each other page 20</i>)</p> <p>Page 23 From the picture, what do you think trading means? What did they trade with each other?</p> <p>Page 25 How do you know what season this is? (picture and text)</p> <p>Page 26 How do you know they wanted to be friends?</p> <p>After Reading: Add connections that the students may make with their own lives (ex: <i>how it feels to meet someone different or new</i>).</p>	<p>part of the questioning routine.</p> <p>English Learners: When questioning students, assist students in finding answers through the illustrations. Use stems to assist them in answering questions.</p>
<p>Extending the Understanding</p>	<p>Look back at the drawing you made yesterday of Squanto.</p> <p>If you generated some sentences, remind the students of some of them and determine one that you will model writing on your portrait. Write a sentence or words below the portrait, emphasizing concepts of print, capitals, etc. Have students repeat the words/sentences with partners. Possible writing: <i>Squanto</i> or <i>Squanto helped/ Squanto helped the Pilgrims. Squanto planted.</i></p> <p>Small Group: Read the emergent reader, <u>Wampanoag and Pilgrims: Working Together is Better</u> that mirrors the content in an easier manner with small groups. Emphasize the “-ing” and repetitive text.</p>	<p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p>
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

<p>Unit: 3 Working Together Lesson #10</p>	<p>Grade Level/Course: Kindergarten</p>	<p>Duration: One ELA Instructional Block Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards: History/SS: Students in kindergarten are introduced to special and temporal (time) relationships, emphasizing the historical connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). CCSS Informational Reading K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. Language K.L.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K.L.1.f Produce and expand complete sentences in shared language activities. Speaking and Listening K.SL.1 d K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Green: OCR U.3 TE Lesson 10 Green Section Red: Use PowerPoint or big book of “Working Together” and premade flow map for “Working Together”. Blue: Formative Assessment: Student Flow Map a. Copy the student version of the flow map to cut and paste. b. Another idea is to place another set of the flow map cards in the pocket chart station, encouraging students to use their own oral language for retelling. Workshop: Use small books of emergent reader, <u>Pilgrims and Wampanoag: Working Together is Better</u></p>	
<p>Objectives</p>	<p>Content: Green: Students will recognize long and short words in print. They will also segment multiple syllable words in the message. Red: Students will use text and illustrations to sequence the events of the story. Blue: Students will write about one thing that the Pilgrims to help the Wampanoag.</p>	<p>Language: Green: Students will clap independently and with partners to segment words. Red: Students will use sequential words within sentences in partners and whole group discussions. Blue: Students will tell partners about their sentence that matches the picture they drew.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	

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
		winter, spring, summer, fall, sequencing (also review any vocabulary in the context of the retell from lesson 8 & 9 as necessary)	
	STUDENTS FIGURE OUT THE MEANING	Retelling in order	
Pre-teaching Considerations	Understand a flow map and its purpose. Understand the order of the seasons in a year.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection <input type="checkbox"/> Independent Practice		
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Example: Focus on words in print by creating a morning message with long and short words. (Compare long and short words from the Morning Message.) Unit 3 Lesson 10 pages TE 156-159 Warming Up: <u>Focusing on Words in Print</u> Phonological and Phonemic Awareness: <u>Oral Blending and Segmentation</u> (See directions in TE but use these words.) <u>Syllable Box</u> (or use the same cards) One syllable: <i>stream corn quail</i> Two syllables: <i>river pumpkin basket</i> Three syllables: <i>vegetables together cranberries Indian</i> Four syllables: <i>Wampanoag watermelon</i> <u>Pre-Decodable</u> (keep)		
Preparing the Learner	Prior Knowledge, Context, and Motivation: a. Review the pictures in the big book, <u>Working Together is Better</u> , by seasons . Look closely at the pictures to determine the time of year. (colored leaves, no leaves, some leaves, many leaves, the weather and sky). b. If illustrations are not enough, read the text to see if there are clues about the season in which the event is happening. Use the following linguistic patterns to help with sequenced sentences: In the fall, _____. In the winter, _____. In the spring, _____. In the summer, _____. c. You can also use “First, then, after that, finally”, etc. You do not need to go over every page, but key pages where seasons are mentioned (see the flow map pictures located behind the lesson to guide your delivery of instruction).		

	<i>You are preparing your students to sequence the story themselves in the next activity.</i>	
Interacting with the Text	<p>Reading Comprehension:</p> <p>1. Flow Map: Display the flow map pictures out of order in a pocket chart. Ask what type of map it is and why we are using this map. Say: <i>What do you think we will be doing with these pictures?</i></p> <p>2. Ask students to look at the flow map pictures and think about which one would come first. Say: <i>Which picture would “start” the story? or... Which picture is the beginning of the story?</i></p> <p>3. If students have a difficult time, refer back to what you did in the first part of this lesson and tell them to look for clues to help them determine the correct picture.</p> <p>4. Also, you could use the big book or PowerPoint of the <u>Wampanoag and Pilgrims: Working Together is Better</u> to assist students in sequencing properly by looking for the matching picture.</p> <p>5. Remind students that we must go back to the story (or text/illustrations) to help us find the right sequence of the story.</p>	<p>Differentiated Instruction</p> <p>Students Who Need Additional Support: Use the book if necessary to assist in the sequence of the book, matching the pictures in the correct order by finding the picture that matches the flow map.</p> <p>English Learners: Continue to use linguistic patterns and echo talk to assist with sentences.</p> <p>Accelerated Learners: Students should have an opportunity to look at the flow map, determining the sequence through the picture clues. Words/sentences can be used and matched to each flow map piece.</p>
Extending the Understanding	<p>Formative Assessment: Students will create their own smaller flow map. Students will cut up the pictures and put them in order – pasting the map on a construction paper strip. (For students with “cutting” issues, put cut –up flow maps in small zip lock bags.)</p> <p>Independent Activity or Small Group Opportunity: Read the emergent reader, <u>Wampanoag and Pilgrims: Working Together is Better</u> that mirrors the content in an easier manner with small groups. Emphasize the “-ing” and repetitive text.</p>	<p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p>
Lesson Reflection	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

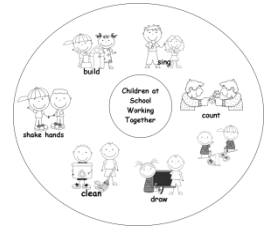
Unit: 3 Working Together Lesson #11		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		<p>Content Standards: K.1 Students understand that being a good citizen involves acting in certain ways. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. CCSS K.RL 1 With prompting and support, ask and answer questions about key details in a text. K.RL4 Ask and answer questions about unknown words in a text. K.RL 5 Recognize common types of texts (e.g., storybooks, poems). K.RL 10 Actively engage in group reading activities with purpose and understanding. KF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Materials/ Resources/ Lesson Preparation		<p>Green: OCR U.3 TE Lesson 11 Green Section Red: Chart paper and pictures for circle map. Pocket chart and pictures (provided in Appendix A) <u>Alone or Together</u> PowerPoint text; Song: "Alone or Together" Blue: <u>Alone or Together</u> PowerPoint Independent: Pilgrim/Wampanoag emergent reader used last week</p>	
Objectives		<p>Content: Green: Students will recognize and match rhyming words using pictures with partners. They will also work on segmenting names. Red: Students will listen to expository text <u>Alone or Together...</u> Blue: Students will identify verbs using pictures in the text.</p>	<p>Language: Green: Students say the rhyming pairs in order to match with partners. Students will repeat names and segment them chorally. Red: Students will speak in complete sentences and identify the repeating pattern of the text -I do it alone, We do it together. Blue: Students will orally state what they like to do alone or what they like to do together at school.</p>
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	alone, together, share	
		work, read, draw, write, build, plans, count, clean, play, sing,	joyful

Pre-teaching Considerations	Students will have read <u>Wampanoag and Pilgrims: Working Together was Better</u> to make connections to present day situations.	
Lesson Delivery Comprehension		
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Foundational Skills and Morning Message (K-5 only)	Morning Message – See pages 7 & 8 of the TE for a detailed explanation. Foundational Skills (Green Section) Unit 3 Lesson 11 pages T 172-175 RF2a. Warming Up: <u>Make a Rhyme</u> (keep OCR lesson) Phonological and Phonemic Awareness: <u>Oral Blending</u> (keep) <u>Clapping out Names</u> (keep)	
Preparing the Learner	Prior Knowledge, Context, and Motivation: Say: <i>We have been learning about how two different groups of people worked together long ago. Can you remember some of the things the Wampanoag and Pilgrims did together? Their answers can be placed on a circle map. (You can draw a fish, corn, plant, cooking hide, house, bow and arrow, or use the pictures provided for this lesson.)</i> Say: <i>Today we will begin learning about how we work together at school</i>	
Interacting with the Text	Read the PowerPoint book <u>Alone or Together...</u> aloud to students. (Unencumbered first read) Teach and sing “Alone or Together” song. Suggestion: As students are singing the song, they can act out some of the things that they do together at school.	 <p>Differentiated Instruction:</p> <p>English Learners: Act out activities in text</p> <p>Students Who Need Additional Support: Act out activities in text</p> <p>Accelerated Learners: Verbally express additional activities that can be performed alone or together. Act out these activities (i.e. charades) that other students guess.</p>
Extending the Understanding	Finding Verbs Starting on page 3 of the PowerPoint <u>Alone or Together...</u> and ask students “ <i>What is happening in the picture?</i> ”. They should be able to identify the actions (verbs) by looking at the pictures. Pages 3-4 read Pages 5-6 draw Pages 7-8 build Pages 9-10 count Pages 11-12 clean Pages 13-14 play Pages 15-16 sing Extension: Using initial sound “clues”, ask students to find the word in the text and have one student come to the board and point to it. (Example: “Build /b/ /b/ /b/ build. Who can find “build?””).	<p>Advanced Learners: Write a longer sentence independently.</p> <p>English Learners: Repeat sentences until correct. Assist students in repeating the key vocabulary as they draw.</p> <p>Special Needs: Assist in writing beginning sounds of words in small group.</p>

<p>Extending the Understanding</p>	<p>After reading the text, have students turn to their partner and take turns telling what they like to do alone or together, using the pattern: “I like to _____ alone.” “I like to _____ together.” Or “I like to _____ alone or together because_____.”</p> <p>They should use verbs from the text (read, draw, write, build, count, clean, play, sing).</p>	
<p>Home/School Connection</p>		
	<p>Students will draw a picture of themselves working alone or working together.</p>	
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

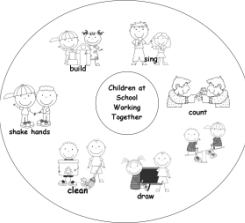
Unit: 3 Working Together Lesson: 12		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		Content Standards: K.1 Students understand that being a good citizen involves acting in certain ways. CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. K.RL.5 Recognize common types of texts (e.g., storybooks, poems). K.RL.10 Actively engage in group reading activities with purpose and understanding. KF1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
Materials/ Resources/ Lesson Preparation		Green: OCR U.3 TE (Green Section and new words provided) rhyming pictures (located behind the lesson) Red: PowerPoint <u>Alone or Together...</u> Use text dependent questions, and be prepared to use post-its, highlighters, and pointers, to show where evidence in the text is provided. Blue: Picture frame must be copied for each student.	
Objectives		Content: Green: Students will recognize and match rhyming words using pictures with partners. They will also work on segmenting names. Red: Students will answer text dependent questions in groups and/or with partners during a close read. Blue: Students will draw a picture and write about something they do together in school.	Language: Green: Students say the rhyming pairs in order to match with partners. Students will repeat names and segment them chorally. Red: Students will use complete sentences in partners and independently. Blue: Students will discuss examples and non-examples of things they do together at school.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	alone, together, share	
		work, read, draw, write, build, plans, count, clean, play, sing,	joyful

Pre-teaching Considerations	Students must have worked in Elbow Groups and talking to a partner. Review rules and role responsibilities for working together. Roles will be: Materials, Reporter, Captain, and Editor.	
Lesson Delivery Comprehension		
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: Remind students about the circle map they made during lesson 11. Say: <i>Today we will be making a circle map of things we do together at school. What are some things you could do with a friend at school?</i></p> <p>Draw or use circle map pictures provided and label. Try to elicit building, reading, etc. from the PowerPoint book <u>Alone or Together</u>.</p> <p>Note: Do not permanently adhere pictures to map. In the next lesson, students will be placing pictures on the map, again.</p> <p>RF2a. Warming Up “Find the Rhyme” Matching Game(pictures in Behind the lesson) Phonological and Phonemic Awareness: RF2b. Oral Blending and Segmentation(keep) RF2b. Clapping out Names (keep) How the Alphabet Works <u>Sounds in Words</u> (keep)</p>	
Preparing the Learner	Prior Knowledge, Context, and Motivation: Say: <i>Yesterday we read a book about what children do alone and together. What are some things you do alone? Together?</i> Provide some time for discussion.	
Interacting with the Text	<p>Close Read of <u>Alone or Together...</u> As you read the PowerPoint again, ask these text dependent questions. Model how to find answers within the text and by looking at the pictures (through shared reading and listening).</p> <p>Text Dependent Questions for <u>Alone or Together...Which is Better?</u></p> <ol style="list-style-type: none"> 1. Name the two ways children can work together (alone or together). 2. On pages 5 and 6, what is the big difference between the pictures on both pages. (The difference is that the children on page 6 are working together.) 3. Page 12 - What happened because the children cleaned together? (Because the children cleaned together, they shared the work and it was done faster.) 4. Name some ways that children work together (must be from the text) 5. Which is better, alone or together, why? <p>Sing the song “Alone or Together”</p>	<p>Differentiated Instruction:</p> <p>English Learners: You will have to show them exactly where in the text the answer is, explaining its meaning.</p> <p>Students Who Need Additional Support: Same as above. Students should repeat answers together.</p> <p>Accelerated Learners: Although challenging, provide more in depth questions and using “why” to develop critical thinking.</p>



<p>Extending the Understanding</p>	<p>Students will draw a picture of something they do in school. They are encouraged to write something they do together at school.</p> <p>Independently, students can write about their picture can use the circle map to access words they need to complete their “We are ___ together” sentence.</p> <p>This can be used as a Formative Assessment.</p>	<p>Advanced Learners: Write the sentences independently</p> <p>English Learners: Use the fill in the blank paper</p> <p>Special Needs: Use the fill in the blank paper</p>
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Unit: 3 Working Together Lesson: 13		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		<p>History/SS: K.1 Students understand that being a good citizen involves acting in certain ways. K.3 Students match simple descriptions of work that people did ...from historical accounts. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. K6.3. Understand how people lived in earlier times and how their lives would be different today</p> <p>CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. KF.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.</p>	
Materials/ Resources/ Lesson Preparation		<p>Green: Circle Map from Lesson 12; OCR U.3 TE: Lesson 13 Green Section + new sentences provided Red: <u>Together We're Better</u> emergent book for each student. Blue: Circle map and cut-outs.</p>	
Objectives		<p>Content: Green: Students will produce words that rhyme and read color words. Red: Students will read an emergent reader about working together NOW. Review that the Pilgrims and Wampanoags working together was THEN-long ago. Blue: Students will complete a circle map to practice sentences using the -"ing" ending.</p>	<p>Language: Green: Students will respond chorally to prompts. Red: Students will read aloud chorally with the teacher's guidance. Blue: Students will orally state how they can work together in the classroom.</p>
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	read/reading, count/counting, build/building, sing/singing, draw/drawing, play/playing, clean/cleaning.	
Pre-teaching Considerations		One to one correspondence with words in a sentence (through shared and guided reading). Know their colors.	

Lesson Delivery Green Section	
CCSS Foundational Standards (K-5 only)	<p>Morning Message See pages 7 & 8 of the TE for a detailed explanation.</p> <p>Warming Up <u>Make a Rhyme</u> (keep)</p> <p><u>Color Words:</u> I have a brown block. She has a yellow broom. He has a blue book. You have a green crayon. We have black numbers. (Use graphics for the nouns.)</p> <p>Phonological and Phonemic Awareness: Oral blending and segmentation (keep)</p> <p><u>Clapping out Names</u> (keep)</p> <p>How the Alphabet Works</p> <p><u>Sounds in Words</u> (keep)</p>
Follow-Up Writing About What You Read	
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p>
Preparing the Learner	<p>Prior Knowledge, Context, and Motivation: Remind students about the circle map they made during lesson 12 about working together at school.</p> <p>Have students discuss with a partner things they do at school (alone or together). Then, using the pictures from Lesson 12, invite children to volunteer (or use a “calling-on” method) to place a picture on the circle map. When placing the picture, they should state “We _____ together at school.”</p> <div style="text-align: right;">  </div>

<p>Interacting with the Text</p>	<p>Reading the Little Book <u>Together We're Better</u> Get in a large circle (If you have AM/PM groups, this can be done with half the class, during your smaller group time.) Teachers who have partners may choose to split the groups so one half reads with one teacher and vice versa.</p> <p>Say: <i>Now I have a surprise for you. You are going to get your own book about kindergarten children who like to work together at school. Let's see if any of these activities match our circle map.</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Hand out the books to each child. 2. You can display your small book on the doc camera. Picture-walk the story (print awareness, author, etc.) and have the students identify the different activities and try to find the words that match the picture. Focus on the action words (activities). See if they can find the word twice and how it has changed with “-ing”. 3. Read the story together, using one to one correspondence, touching each word with their reading finger. 4. Reread the emergent reader <u>Together We're Better</u>, and circle the verbs, focusing on the “-ing” in the 2nd word. 5. Return to the circle map and find which words were in the story and also on the circle map. <p>Sing “Alone or Together” song</p>	<p>Differentiated Instruction:</p> <p>English Learners: Act out the activities as you read each page.</p> <p>Students Who Need Additional Support: Act out the activities as you read each page.</p> <p>Accelerated Learners: Compare and contrast words in the book with the circle map.</p>
<p>Extending the Understanding</p>	<p>Students will cut out the images and glue them on the circle map (provided in the Behind the lesson). They will select only four activities to glue on their map.</p> <p>Students should orally state: <i>“I like _____ing with a friend at school.”</i></p> <p>(This will prepare the students for the Summative Assessment in Lesson 14.)</p>	
<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals? 	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Unit: Working Together Lesson: #14		Grade Level/Course: Kindergarten	Duration: One ELA Instructional Block Date:
Common Core and Content Standards		History/SS: Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. K.1 Students understand that being a good citizen involves acting in certain ways. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. CCSS K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.4 Ask and answer questions about unknown words in a text. KF1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
Materials/Resources/ Lesson Preparation		Green: OCR U.3 TE, "The More We Get Together" song Red: Prepare the new word cards that go with the song. Use the same sentence strips from last week. Emergent Reader Blue: Summative Assessment materials (Located behind the lesson)	
Objectives		Content: Green: Students will recognize long and short words in a morning message. They will also blend and segment words. Red: Students will read and sing a song through shared reading that mimics their emergent reader. Blue: Students will complete a circle map.	Language: Green: Students will speak chorally. Students will clap or beat like a drum with partners and independently to segment and blend words. Red: Students will speak and sing as a group. Blue: Students will write a sentence about one picture (student choice) in the circle map.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	No new words	
Pre-teaching Considerations		Students will have read <u>Wampanoag and Pilgrims: Working Together was Better</u> to make connections to present day situations.	

Lesson Delivery Green Section

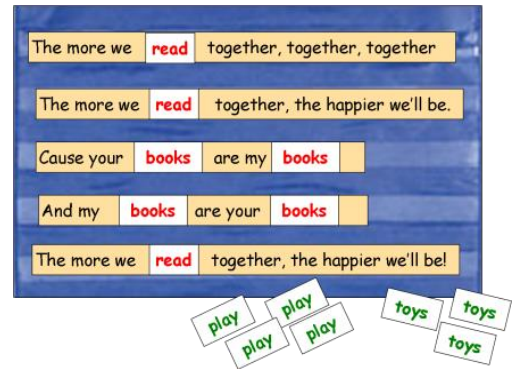
CCSS Foundational Standards (K-5 only)

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

Reading and singing the song

Say: *Boys and girls, remember the song we sang about the Wampanoag and Pilgrims?*

Today, we are going to change the song using things we do together at school. We will use the things we do together from the book.



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

Warming Up:

Which Word is Longer?

Phonological and Phonemic Awareness:

Oral Blending and Segmentation

Clapping Out Words_ (keep)

How the Alphabet Works

Sounds in Words (keep)

Differentiated Instruction: English Learners:

Words should have pictures next to them.

Students Who Need Additional Support:

See above plus:

.Accelerated Learners: These students may not need pictures next to the cards, or place the picture up after they have attempted to read.

Lesson Delivery Comprehension

Instructional Methods

Check method(s) used in the lesson:

- Modeling
 Guided Practice
 Collaboration
 Independent Practice
 Guided Inquiry
 Reflection

Preparing the Learner

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



Interacting with the Text

Summative Assessment

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

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

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

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

Lesson Continuum

<p>Lesson Reflection</p>	<p>Big Idea Working collaboratively helps us to build relationships and reach common goals.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some common goals people of different cultures share? Why do people help others to survive? • What are some common goals that the students in the classroom share? • How can working together help us to achieve our goals?
<p>Lesson Reflection</p>	
<p>Teacher Reflection Evidenced by Student Learning/ outcomes</p>	