

Day 1

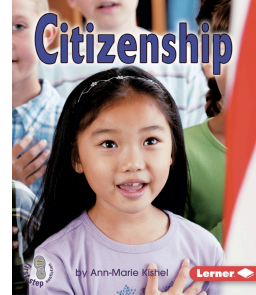
→ Part 1: Pre-Read: Partner Reading

- ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ Part 2: Introduce Students to Key Terms (laws, responsibilities, voting)

- ◆ Teacher states the vocabulary word. Students repeat the vocabulary word.
- ◆ Provide the meaning of each word. Record the word and meaning/ drawing for each word.

→ Part 3: Read Aloud: Read aloud the text. [Citizenship](#)



- ◆ Review Key Terms: laws, responsibilities, and voting - as they appear in the text.
- ◆ Ask questions posted on the text pages (yellow boxes).
- ◆ **On chart paper, record the responsibilities of a citizen.**

→ Daily Instructional Task [Explanatory Writing - Citizenship](#)

- ◆ **Question:** What are two responsibilities that citizens have?
- ◆ **Draw** a picture that shows two responsibilities citizens have
- ◆ **Write** at least three sentences that explain two of the six responsibilities citizens have.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.

Possible Misconceptions:

- Students may think that being a good citizen only means being well-behaved.
- Students may think that all individuals that live in the U.S. are considered citizens.

- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Allow students to do a reenactment of their writing.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| Lesson 6 | | | |
|--|--|---|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Maybe Something Beautiful | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> We are learning how citizens contribute to their community and work collaboratively to solve problems. We are learning that citizens play important roles in a community. | | <ul style="list-style-type: none"> I can draw and explain how the character in the story was an important member of her community. I can write at least three complete sentences. I can punctuate each sentence correctly. I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How did Mira and the community work together to solve the problem of a gray and gloomy neighborhood? (p. 21) <i>*Mira and the community decorated the community by painting bright colors - bringing joy to the community.</i> | | Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - Maybe Something Beautiful | |
| Vocabulary: | | Learning Resources/Materials: | |
| | | <ul style="list-style-type: none"> Text: <i>Maybe Something Beautiful</i> Maybe Something Beautiful Preview & Prediction Chart Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Explanatory Writing - Maybe Something Beautiful <i>Optional:</i> Text assigned through Google Classroom | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 | | | |
| → Part 1: Pre-Read: Partner Reading | | | |

- ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

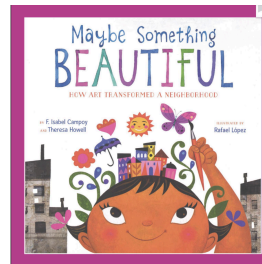
→ **Part 2: Preview & Predict**

- ◆ Show students the book's cover. Read the book title, author's name, and illustrator's name. Ask students: What do you see? What do you think is going on? What do you wonder?
Questions to prompt responses:
 - What do you think the little girl is showing on her head?
 - How does this cover illustration make you feel?
 - How do you think art can transform or change a neighborhood?
- ◆ Take a brief picture walk of the first few pages. Ask: *What do you think this book will be about?* **Record Observations.**
- ◆ Read the first paragraph from the author's note located at the back of the book:

"Maybe Something Beautiful" is based on the true story. At one time, the colorful East Village, near downtown San Diego, California, did not have murals on the walls, nor quotes from Gandhi, Martin Luther King, and Cesar Chavez, written on the sidewalks. Benches were not the works of art you can see now, and people living in the area were not part of the vibrant community that they are today. Instead, the streets were grey and drab. But one day, a husband and wife team, he an artist, she a graphic designer and community leader, moved in and transformed their neighborhood into a place of beauty.

- Ask: What do you think Campoy and Howell's book will be about based on the author's note and the cover illustration?

→ **Part 3: Read Aloud:** Read aloud the text. [Maybe Something Beautiful](#)



- ◆ **Story Overview & Setting a Purpose for Reading:** This is a story about a girl named Mira and her neighbors and how they use art to transform their community. Let's read to see how Mira and her neighbors make this change.
- ◆ **Note for Teacher:** During the first reading, it is recommended that you read this book aloud, stopping briefly to address children's questions and to also address story elements such as setting, character, problem.
- ◆ Ask questions posted on the text pages (yellow boxes).

→ **Daily Instructional Task** [Explanatory Writing - Maybe Something Beautiful](#)

- ◆ **Question:** What did Mira’s neighborhood look like at the beginning of the story? What did Mira’s neighborhood look like at the end of the story?
- ◆ **Draw** a picture showing Mira’s neighborhood at the beginning of the story AND a picture showing Mira’s neighborhood at the end of the story.
- ◆ **Write** at least three sentences that explain how Mira’s neighborhood changed and what caused the change.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU’s (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Extension: Allow students to create a diorama as a homework project of Mira’s neighborhood at the end of the story.

Possible Misconceptions:

- Students may not understand the function of literary devices, such as similes and metaphors (and how they enhance the text).

Teacher Notes:

- **Preview & Prediction Chart**

What This Book Will Likely Be About

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

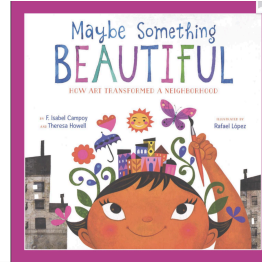
| Lesson 7 | | | |
|---|--|---|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Maybe Something Beautiful | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> We are learning important vocabulary: gazed, dipped, and spread. We are learning to state an opinion and provide reasons. | | <ul style="list-style-type: none"> I can draw and explain how a character in the story was the heart of the community. I can write at least three complete sentences. I can punctuate each sentence correctly. I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> Was the spread of color a good thing for Mira's community or not? | | Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Opinion Writing - Maybe Something Beautiful | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> gazed: to look at something for a long time dipped: to lower and quickly raise again spread: to stretch out and extend | | <ul style="list-style-type: none"> Text: <i>Maybe Something Beautiful</i> Maybe Something Beautiful Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Opinion Writing - Maybe Something Beautiful <i>Optional:</i> Text assigned through Google Classroom | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 | | | |
| → Part 1: Pre-Read: Partner Reading | | | |
| <ul style="list-style-type: none"> ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece). | | | |

Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ **Part 2: Reread & Identify Key Vocabulary**

- ◆ Say: *We will be studying three important words from the story, Maybe...Something Beautiful. Repeat each word after me: gazed, dipped, spread.*
- ◆ Say: *Listen for each word as I reread the story. When you hear one of these words, put your thumb up.*

→ **Part 3:Text Talk:** Read aloud the text. [Maybe Something Beautiful](#)



◆ **Target Word - “gazed”**

- Say: *The first word is gazed. I will write the word gazed on the board. Say gazed. Say gazed again.*
- Say: *When Mira first met the artist, he had gazed at the wall where she placed her picture of a sun. He stared at the wall for a long time.*
- Say: *Gazed means to look at something for a long time. Say gazed.*
- Say: *If you stared at something for a long time, you gazed at it.*
- Ask: *Who can show us what it would look like if you gazed out the window?*
- Ask: *Can you think of a reason why it would be good if you gazed at something?*
- Ask: *What word did we just learn? (“Gazed.”)*

◆ **Target Word - “dipped”**

- Say: *The second word is dipped. I will write the word dipped on the board. Say, dipped. Say, dipped again.*
- Say: *Towards the middle of the story, the artist dipped his brush into the paint.*
- Say: *Dipped means to lower and quickly raise again. It can also mean to put something into a liquid briefly. I dipped my hands in water. The artist quickly lowered the brush into the paint and then took the brush out and began to paint. He dipped the brush. Say, dipped.*
- Say: *If the temperature got lower in the early evening, we could say the temperature dipped. If you quickly put just your toes into water and then took them out, we could say you dipped your toes into the water. You may enjoy a sweet treat if your mom dipped the spoon into the ice cream and let you taste it.*
- Ask: *Who can show us what it would look like if you dipped your fingertips into a puddle?*
- Ask: *Can you think of a reason why it would be good if you dipped your foot into something before fully stepping?*
- Ask: *What word did we just learn? (“Dipped.”)*

◆ **Target Word - “spread”**

- Say: *The last word is spread. I will write the word spread on the board. Say, spread. Say, spread again.*
- Say: *In the story, color from the artwork spread throughout the streets. It covered the gloom and grayness.*
- Say: *Spread means to stretch out and extend. Say spread.*

- Say: *When something spreads, it takes over more space because it stretches out and extends. It may get bigger, wider, or taller. When you unfold a map and spread it on a table you do so in order to see all of it. You stretch it out. I like to spread peanut butter on bread.*
- Ask: *Who can show me what it looks like to spread your arms? When you spread your arms you extend them.*
- Ask: *What are some things you can spread?*
- Ask: *What word did we just learn? ("Spread.")*

→ **Daily Instructional Task** [Opinion Writing - Maybe Something Beautiful](#)

- ◆ **Question:** Think about the way color spread throughout Mira's community. Was the spread of color a good thing for Mira's community or not? State your opinion. Then give two reasons that support your opinion.
- ◆ **Draw** a picture that shows the spread of color in Mira's community.
- ◆ **Write** at least three sentences.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.

Possible Misconceptions:

- Students may struggle to find clues to word meaning.

Daily Lesson Plans

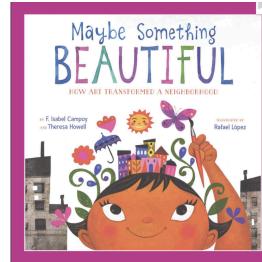
| Lesson 8 | | | |
|---|---|--|-------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Maybe Something Beautiful | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> We are learning to state an opinion and provide reasons. | | <ul style="list-style-type: none"> I can draw and explain how a character in the story was the heart of the community. I can write at least three complete sentences. I can punctuate each sentence correctly. I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Was Mira the heart of her community? Why or why not? | | Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Opinion Writing - Maybe Something Beautiful | |
| Vocabulary: <ul style="list-style-type: none"> heart: the most important part | | Learning Resources/Materials: <ul style="list-style-type: none"> Text: <i>Maybe Something Beautiful</i> Maybe Something Beautiful Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Opinion Writing - Maybe Something Beautiful <i>Optional:</i> Text assigned through Google Classroom | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 | | | |
| → Part 1: Pre-Read: Partner Reading <ul style="list-style-type: none"> Have students share the previous day's Daily Instruction Task (opinion writing piece). Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing. | | | |

Say: Then show your drawing and read your writing to your partner.

→ **Part 2: Reread & Identify Key Vocabulary**

- ◆ Say: *We will be studying an important word from the story, Maybe...Something Beautiful. Repeat the word after me: heart.*
- ◆ Say: *Listen for this word as I reread the story. When you hear this word, put your thumb up.*

→ **Part 3:Text Talk:** Read aloud the text. [Maybe Something Beautiful](#)



◆ **Target Word - “heart”**

- Say: *The word is heart. I will write the word heart on the board. Say heart. Say heart again.*
- Say: *At the beginning of the story, the narrator says that Mira was the heart of her community.*
- Say: *To be the heart of something means that you are its most important part. Say heart.*
- Say: *If you are the heart of something you are essential. Mira is essential in her community because she shared colorful art that helped transform her community. I might say that my mother was the heart of our family. She was the most important person.*
- Ask: *Who can show me what the heart of a community would look like or sound like?*
- Ask: *Can you think of someone or something that is the heart of something?*
- Ask: *What word did we just learn? (“Heart.”)*

→ **Daily Instructional Task** [Opinion Writing - Maybe Something Beautiful](#)

- ◆ **Question:** To be the heart of a community means you are its most important person. Was Mira the heart of her community? Why or why not? State your opinion and give two reasons that support your opinion.
- ◆ **Draw** a picture that shows who or what was the heart of Mira’s community.
- ◆ **Write** at least three sentences.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU’s (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
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- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.

Possible Misconceptions:

- Students may struggle to find clues to word meaning.

Daily Lesson Plans

| Lesson 9 | | | |
|--|--|--|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Look Where We Live! | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● We are learning these keywords: respect, community, and donate. ● We are learning how to preview an informational text. | | <ul style="list-style-type: none"> ● I can explain the term: community. ● I can write complete sentences that contain a subject and verb. ● I can punctuate sentences correctly. ● I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas. | | | |

- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How are you a member of a community, that is a group of people who are living together in one area? (p. 7) **I am a member of a community because I live in Newark and go to school in Newark, etc.*
- What is a yard sale, garage sale, or lawn sale? (p. 9) **A yard sale is when people sell their things they no longer want.*
- What does donate mean? (p. 9) **Donating means you give something to help a good cause.*

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)

Vocabulary:

- **respect:** a positive feeling or action shown towards someone or something considered important
- **community:** a group of people who share something in common, such as the neighborhood they live in, interests or hobbies.
- **donate:** to give time, money or things to a charity or good cause

Learning Resources/Materials:

- Text: *Look Where We Live!* [Look Where We Live!](#)
- Preview & Prediction Chart
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart
- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)
- *Optional:* Text assigned through Google Classroom

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

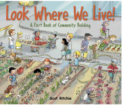



Day 1

→ Part 1: Pre-Read: Partner Reading

- ◆ Have students share the previous day's Daily Instructional Task (opinion writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

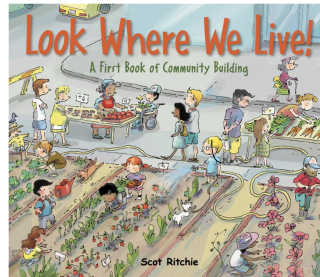
→ Part 2: Preview & Predict

- ◆ Show students the book's cover. Read the book title, author's name, and illustrator's name. Show the back cover, table of contents, and glossary. Ask students: What do you see? What do you think is going on? What do you wonder?

| Look Where We Live!: A First Book of Community Building | | |
|---|-------------------|---|
| Text Feature | Text Feature | What Did We Learn? |
|  | Cover/Title | People are working together in a Farmer Market in a city. The title, <i>Look Where We Live!: A First Book of Community Building</i> , tells me that the book may be about building a community where you live. |
|  | Back | The story is being told by five friends --- Nick, Yulee, Pedro, Sally and Martin --- who live in a community that is trying to raise money for the library. |
|  | Table of Contents | The Table of Contents shows me the topics that are included in the book. I can read the list and learn what the chapters may be about. Some of the titles like, "Make a Splash," also have me wondering what the topic of the chapter is. |
|  | Words to Know | There's a glossary in the back of the book. Just reading through the list helps me to better understand what the book is about. |

- Ask: *What do you think this book will be about?* **Record Observations.**

→ **Part 3: Read Aloud:** Read aloud the text. [Look Where We Live!](#)



- ◆ Review Key Terms: respect, community, and donate - as they appear in the text.
 - Say each word and have students repeat the word after you.
 - Provide an explanation for each word in kid friendly terms.
 - Record the word and explanation so students can see both.
- ◆ Ask questions posted on the text pages (yellow boxes).
 - Say: *Listen as I read aloud pages 6-9. I will be asking a few questions while reading.*

→ **Daily Instructional Task** [Explanatory Writing - Look Where We Live!](#)

- ◆ **Question:** What is a community?
- ◆ **Draw** a picture showing you in your community.
- ◆ **Write** at least three sentences that explain what a community is and what you do in your community.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.

Possible Misconceptions:

- Students may struggle to find clues to the meaning of community.

- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Extension: Allow students to create a map of their community.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| Lesson 10 | | | |
|--|--|---|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Look Where We Live! | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● We are learning this keyword, recycle. | | <ul style="list-style-type: none"> ● I can explain how Amir from the gas station and Martin are being good citizens in their community. ● I can write complete sentences that contain a subject and verb. ● I can punctuate sentences correctly. | |

- I can spell high frequency words correctly.

NJSLS Standards

- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How is Amir helping the library? What does Amir's help at the library show about him? (p. 12) **Amir is raising money to donate to the library. Amir's actions show that he cares about his community.*
- In the book, Citizenship, we learned that citizens take care of their environment. How is Martin being a good citizen? Begin by saying, "Martin is being a good citizen by..." (p. 14) **Martin is being a good citizen by cleaning up his community and recycling. Also, Martin helps his community by inspiring others to help clean up.*
- What is recycling? (p. 12) **Recycling is a process that allows something to be reused.*

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)

Vocabulary:

- **recycle:** a process that allows something to be reused.

Learning Resources/Materials:

- Text: *Look Where We Live* [Look Where We Live!](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart
- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)
- *Optional:* Text assigned through Google Classroom

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Pre-Read: Partner Reading

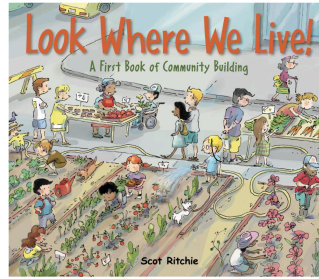
- ◆ Have students share the previous day's Daily Instructional Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ Part 2: Introduce Students to Key Terms (laws, responsibilities, voting)

- ◆ Teacher states the vocabulary word. Students repeat the vocabulary word.

- ◆ Provide the meaning of each word. Record the word and meaning/ drawing for each word.

→ **Part 3: Read Aloud:** Read aloud the text. [Look Where We Live!](#)



- ◆ Ask questions posted on the text pages (yellow boxes).
 - Say: *Listen as I read aloud pages 10 -15. I will be asking a few questions while reading.*

→ **Daily Instructional Task** [Explanatory Writing - Look Where We Live!](#)

- ◆ **Question:** How are Amir from the gas station and Martin being good citizens in their community?
- ◆ **Draw** a picture that shows how Amir or Martin is a good citizen..
- ◆ **Write** at least three sentences that explain how Amir from the gas station and Martin are being good citizens.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).

Possible Misconceptions:

- Students may struggle to include relevant text details in their answers...

- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Extension: Allow students to come up with a service project in order to help their community.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| Lesson 11 | | | |
|--|--|--|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Look Where We Live! | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● We are learning these keywords: mural, retirement home, public building, community garden. | | <ul style="list-style-type: none"> ● I can explain what I would grow in a community garden and why. ● I can write complete sentences that contain a subject and verb. ● I can punctuate sentences correctly. ● I can spell high frequency words correctly. | |
| NJSL Standards | | | |

- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How are Sally and her friends like Mira? (from *Maybe Something Beautiful*)? (p. 16) *Sally and her friends are like the character Mira from “Maybe Something Beautiful” because the characters in both stories showed the meaning of community by working together to paint murals around the community.
- What is a community garden? (p. 22) *A community garden is a place made by community members where plants and vegetables grow. Each family/person has a plot of ground to grow food. Everyone works together to take care of it.

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)

Vocabulary:

- **mural:** a large painting on a wall ceiling
- **retirement home:** a place where older people live
- **public building:** a building that is used by the community (a library is a public building)
- **community garden:** a place made by community members where plants and vegetables grow.

Learning Resources/Materials:

- Text: *Look Where We Live!* [Look Where We Live!](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart
- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)
- *Optional:* Text assigned through Google Classroom

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

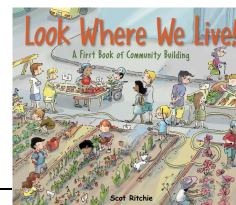
→ Part 1: Pre-Read: Partner Reading

- ◆ Have students share the previous day’s Daily Instruction Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ Part 2: Introduce Students to Key Terms (mural, retirement home, public building, community garden)

- ◆ Teacher states the vocabulary word. Students repeat the vocabulary word.
- ◆ Provide the meaning of each word. Record the word and meaning/ drawing for each word.

→ Part 3: Read Aloud: Read aloud the text. [Look Where We Live!](#)



- ◆ Ask questions posted on the text pages (yellow boxes).
 - Say: *Listen as I read aloud pages 16 -23. I will be asking a few questions while reading.*

→ **Daily Instructional Task** [Explanatory Writing - Look Where We Live!](#)

- ◆ **Question:** If you could grow food in the community garden, what would you grow and why?
- ◆ **Draw** that shows what you would grow in the garden.
- ◆ **Write** at least three sentences that explain what you would grow in the community garden and why.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Support: Allow students to find pictures of fruits/ vegetables they would like to grow: on the internet, in magazines, etc. Students can cut out the pictures and paste on worksheets, construction paper, etc.
- ***DIT:** Extension: Create a small indoor classroom garden box.

Possible Misconceptions:

- Students may struggle to include sense words in the description of their community garden.
- Students may struggle to answer the “why” of the writing task.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| Lesson 12 | | | |
|--|--|--|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Look Where We Live! | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● We are learning this key phrase, community worker. ● We are learning how to determine what being a good citizen means. | | <ul style="list-style-type: none"> ● I can explain what a community worker is and how being a community worker is an example of being a good citizen. ● I can write complete sentences that contain a subject and verb. ● I can punctuate sentences correctly. ● I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). ● RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> ● How is being on a team like being part of a community ? (p. 24) <i>*Being on a team is like being a part of a community because you work together and treat others fairly.</i> ● How can you be a good citizen and help people around you? (p. 30) <i>*Answers may vary, but may include: treating people fairly, donating to others in need, recycling, etc.</i> | | Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> ● Daily Instructional Task: Explanatory Writing - Look Where We Live! | |

Vocabulary:

- **community worker:** a person whose job helps the community run smoothly (e.g. crossing guards, sanitation workers, firefighters, paramedics, and police officers)

Learning Resources/ Materials:

- Text: *Look Where We Live!* [Look Where We Live!](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart
- **Daily Instructional Task:** [Explanatory Writing - Look Where We Live!](#)
- *Optional:* Text assigned through Google Classroom

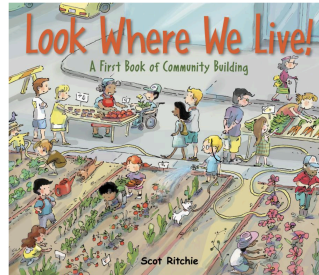
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1**→ Part 1: Pre-Read: Partner Reading**

- ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ Part 2: Introduce Students to Key Terms (community worker)

- ◆ Teacher states the vocabulary word. Students repeat the vocabulary word.
- ◆ Provide the meaning of each word. Record the word and meaning/ drawing for each word.

→ Part 3: Read Aloud: Read aloud the text. [Look Where We Live!](#)

- ◆ Ask questions posted on the text pages (yellow boxes).
 - Say: *Listen as I read aloud pages 24 -31. I will be asking a few questions while reading.*

→ Daily Instructional Task [Explanatory Writing - Look Where We Live!](#)

- ◆ **Question:** What is a community worker? How are community workers good citizens?
- ◆ **Draw** a picture of a community worker being a good citizen.
- ◆ **Write** at least three sentences that explain what a community worker is and an example of what a community worker does.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker

- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Support: Read additional texts on different types of community worker to support students' understanding..

Possible Misconceptions:

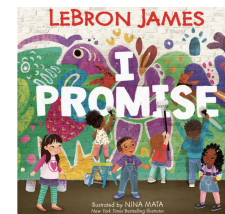
- Students may struggle to extend the lesson to the world outside the text.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| | | | |
|---|---|---|-------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: I Promise | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> We are learning what a promise is. | | <ul style="list-style-type: none"> I can explain what it means to promise and why keeping a promise is important. I can write complete sentences that contain a subject and verb. I can punctuate sentences correctly. I can spell high frequency words correctly. | |
| NJSLS Standards | | | |
| <ul style="list-style-type: none"> L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. L.WF.1.1. Demonstrate command of the conventions of writing. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What is a promise? <i>*A promise is a statement made by a person that he or she will do or not do something.</i> | | Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - I Promise | |
| Vocabulary: <ul style="list-style-type: none"> promise: a statement made by a person that he or she will do or not do something. | | Learning Resources/ Materials: <ul style="list-style-type: none"> Text: <i>I Promise</i> I Promise Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Explanatory Writing - I Promise <i>Optional:</i> Text assigned through Google Classroom | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) Day 1 <ul style="list-style-type: none"> → Part 1: Pre-Read: Partner Reading <ul style="list-style-type: none"> ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece). Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing. Say: Then show your drawing and read your writing to your partner. → Part 2: Read Aloud & Set Purpose for Reading: Read aloud the text. I Promise <ul style="list-style-type: none"> ◆ Explain to students that a promise is a statement by a person that he or she will do or not do something. ◆ Ask students to say a promise they have made. Ask why keeping a promise is important. | | | |



- ◆ Tell students that this book, *I Promise*, is a book about making and keeping important promises.

→ **Part 3: Post-Read: Partner Discussion**

- ◆ Have students share their ideas about promises.
Say: Think about the story.
Ask: What is a promise? Why is it important to keep a promise?
Say: Turn and talk to your partner to answer these two questions.

Daily Instructional Task [Explanatory Writing - I Promise](#)

- ◆ **Question:** What is a promise? Why is it important to keep a promise?
- ◆ **Write** at least three complete sentences with subjects and verbs.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- **DIT:** Extension: Create a classwide *I Promise* poster.

Possible Misconceptions:

- Students may struggle with conveying the meaning of a promise.
- Students may only understand a promise as keeping a secret.

Teacher Notes:

- Assign the text through Google Classroom.
- To develop fluency, invite students to partner read. Establish the partners ahead of time. Use one of these methods:
 - **Alternating pages** – This is the simplest activity and usually the first method taught. Students can take turns reading. The first child reads page one aloud, the second child reads page two aloud, and so on.
 - **Echo reading** – This method helps to build fluency. To have your students engage in echo reading, pair each struggling student with a more proficient reader. The first reader reads a page, and then their partner rereads the same page. They continue like this through the entire book.
 - For students for whom this task is too difficult, have them listen to the text in a small group.

Daily Lesson Plans

| Lesson 14 | | | |
|--|--|---|--------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: I Promise | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● We are learning important vocabulary: leader, humble, courageous. ● We are learning how to determine what being a good citizen means. | | <ul style="list-style-type: none"> ● I can use key vocabulary to describe someone who keeps a promise. ● I can write 3 complete sentences with subjects and verbs. ● I can correctly punctuate sentences. ● I can spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) ● SL.AS.1.6. Produce complete sentences when appropriate to task and situation. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) ● L.WF.1.1. Demonstrate command of the conventions of writing. ● L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> ● What is a leader? | | Day 1-2 <ul style="list-style-type: none"> ● Daily Instructional Task: Explanatory Writing - I Promise | |
| Vocabulary: | | Learning Resources/Materials: | |

- **leader:** someone who can inspire you or motivate you to meet a goal
- **humble:** to not brag about something you have done well
- **courageous:** to face danger or stand up against the odds

- Text: *I Promise* [I Promise](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart
- **Daily Instructional Task:** [Explanatory Writing - I Promise](#)
- *Optional:* Text assigned through Google Classroom

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

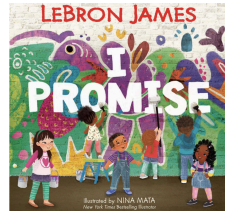
→ Part 1: Pre-Read: Partner Reading

- ◆ Have students share the previous day's Daily Instructional Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ Part 2: Reread & Identify Key Vocabulary

- ◆ Say: *We will be studying three important words from the story, I Promise. Repeat each word after me: leader, humble, courageous.*
- ◆ Say: *Listen for each word as I reread the story. When you hear one of these words, put your thumb up.*

→ Part 3: Text Talk: Read aloud the text. [I Promise](#)



◆ Target Word - “leader”

- Say: *The first word is leader. I will write the word leader on the board. Say leader. Say leader again.*
- Say: *At the beginning of the story, the narrator promises to work hard and be a leader in life.*
- Say: *A leader is someone who can inspire you or motivate you to meet a goal. Say leader.*
- Ask: *Who can show me what a leader, someone who inspires others, looks like?*
- Say: *If you encourage others to be great at what they are trying to learn you are acting like a leader. If you motivate others to try and learn new things, you are acting like a leader. A leader motivates others to do their best.*
- Ask: *Can you think of a reason why somebody would act like a leader? Begin your sentence with, ‘You might be a leader if...’*
- Ask: *What word did we just learn? (“Leader.”)*

◆ Target Word - “humble”

- Say: *The second word is humble. I will write the word humble on the board. Say, humble. Say, humble again.*
- Say: *In the story, the children promised to be strong, yet humble every time they win or lose a game.*
- Say: *Humble means not bragging about something you have done well. It means to not flaunt or brag about your achievement. Say, humble.*
- Say: *If you won a game on the playground you would be humble if you quietly accepted the win and did not brag about it. You would be humble if your team won the game and you shook hands with the opposing team members and said, “Good game.”*

- Ask: *Can you think of a reason why it is good to be humble? Begin your sentence with, 'It is good to be humble because'*
- Ask: *What word did we just learn? ("Humble.")*

◆ **Target Word - "courageous"**

- Say: *The last word is courageous. I will write the word courageous on the board. Say, courageous. Say, courageous, again.*
- Say: *In the story, the narrator promises to be courageous. In the drawing we see the children climbing a hill. The children are being courageous by climbing a hill that is difficult to climb. They may not make it to the top, but they are trying anyway.*
- Say: *Courageous means facing danger or standing up against the odds. Say, courageous.*
- Ask: *Who can show me what being courageous looks like?*
- Say: *When someone is courageous they face what they are afraid of. They stand up against the odds even though they know they might not succeed. Being courageous means trying even if you don't think you can do it.*
- Ask: *Can anyone think of a reason you would be courageous?*
- Ask: *What word did we just learn? ("Courageous.")*

→ **Daily Instructional Task** [Explanatory Writing - I Promise](#)

- ◆ **Question:** In this story we learn that a leader is someone who can inspire and motivate others to meet a goal. What is a situation where you were a leader? What is a situation where you motivated other people to achieve what they wanted? Think and then turn and tell your partner. Begin by saying, "I was a leader when ..."
- ◆ **Draw** a picture showing how you were a leader. Be sure to show yourself leading.
- ◆ **Write** at least three sentences explaining about a time that you acted like a leader. You might want to begin, "I was a leader when..."
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).

Possible Misconceptions:

- Students may struggle with identifying a time they were a leader.

- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- **DIT:** ***If students struggle with identifying a time they were a leader, allow students to think of someone else that shows qualities of a leader.**

Daily Lesson Plans

| Lesson 15 | | | |
|--|--|--|------------------------------|
| Grade: 1 | Unit: Neighborhoods, Citizenship, and Community | Lesson Title: Culminating Task: Writing about Multiple Books | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I will think about the texts I have read in Unit 2 in order to write an opinion piece. | | <ul style="list-style-type: none"> ● I can write about the ways community members show respect for where they live by making it more beautiful. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) ● L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> ● Think about the books we have read during this unit, how did community members make their community better? | | Extended Writing Task: Day 1 <ul style="list-style-type: none"> ● Extended Writing: Culminating Task | |
| Vocabulary: | | Learning Resources/Materials: <ul style="list-style-type: none"> ● Texts: <i>I Promise, Maybe Something Beautiful, Look Where We Live!</i> ● Turn and Talk Anchor Chart ● Key Terms Anchor Chart | |

- **Extended Writing:** [Culminating Task](#)
- *Optional:* Text assigned through Google Classroom

Assessment Procedures:

→ **Part 1: Re-reading and Discussing**

- ◆ Display the books read during the unit. Ask students to think about how community members made their community better.
- ◆ From *Look Where We Live*, reread “Celebrate the Community,” pp. 6-7, “Community Clean Up,” pp. 14-15 and “Grab a Paintbrush,” pp. 16-17.
- ◆ Ask students to partner and to discuss how members of the community in *Look Where We Live* made their community more beautiful.
- ◆ Ask: How are these experiences similar to how Mira and her community in *Maybe...Something Beautiful* made their community more beautiful?

→ **Part 2 Extended Writing Task: Culminating Writing and Drawing Task**

- ◆ Invite: Invite students to think about what they have learned about the ways community members show respect for where they live by making it more beautiful.
- ◆ Ask: Ask students to individually draw a picture that shows how community members can show respect for where they live.
- ◆ Invite: Beneath their drawings, invite students to explain in writing how community members can make their community beautiful. Students should write three or more sentences and label their picture.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU’s (Checks for Understanding)
- Skills Tracker
- Culminating Task

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **CT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **CT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **CT:** Provide students with a multiple choice question (with only two answer choices).
- **CT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **CT:** Use a highlighter to guide students while answering questions.
- **CT:** Provide students mini-breaks when necessary.
- **CT:** Provide students the opportunity to write more than three sentences.

Possible Misconceptions:

- Students may struggle to identify details that are similar but not exactly the same.

Grade 1: Unit 3 - Community Needs and Economics

| Unit Summary: (Overall learning of the unit) | | |
|--|---|-----------------------|
| Unit Title: Community Needs and Economics | Content Area: ELA | Grade Level: 1 |
| <p>Unit Description: In this 3-week unit, students study economics through picture books and informational texts. Students learn to distinguish between consumers and producers, and they examine their relationship to goods and services. They are able to explain how people earn money and other ways people receive money. Last, they understand that people make decisions about spending and saving money. The following types of writing included in this unit include: explanatory writing and opinion writing.</p> | | |
| <p>Essential Questions: (Critical driving questions of the unit that promote inquiry and discovery of the content)</p> <ul style="list-style-type: none"> • How can goods and services help meet people's needs? • Why do some people have to make choices in order to meet their needs? • What is the difference between a need and a want? • How can we get what we need from our environment? | <p>Enduring Understandings: (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p> <ul style="list-style-type: none"> • Students will understand that goods and services meet people's needs. • Students will understand that people need to make choices in order to meet their needs. • Students will understand that everything we need is in our environment. • Students will understand that a want is something you wish you had. • Students will understand that a need is something you have to have in order to survive. | |
| Unit Vocabulary | | |
| <ul style="list-style-type: none"> • producer • consumer • blossomed • feasted • imagined • shared • goods • services • wants • needs | <ul style="list-style-type: none"> • workers • harvest • opportunity costs • resources • natural resources • human resources • capital resources | |
| Focus Standards | | |

(RF) Foundational Skills:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words.

C. Know final -e and common vowel team conventions for representing long vowel sounds.

D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(RI) Reading Informational:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or

(SL) Speaking and Listening:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

(W) Writing:

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

A. Introduce an opinion.

B. Support the opinion with facts or other information and examples related to the topic.

C. Provide [some sense of closure] a conclusion.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)

A. Introduce a topic.

B. Develop the topic with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Foundational Skills: Writing Language:

L.WF.1.1. Demonstrate command of the conventions of writing.

A. Write the upper and lowercase alphabets from memory.

B. Write a common grapheme (letter or letter group) for each phoneme.

C. Orally segment the phonemes in any single syllable, spoken word.

D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:

A. Short vowels and single consonants.

B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and

information in a text while drawing on a wide reading of a range of text types.

RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)

RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

(RL) Reading Literature:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g.,

Climate Change/Science Learning Standards-

K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs

doubled letters (off, will, mess).

C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.

A. Write sentences with increasing complexity.

B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

C. Capitalize days of the week, month and names of people.

D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

E. Use commas in dates and to separate single words in a series.

F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

J. Use capitals for the first word in a sentence and proper names.

(L) Language:

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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| <p>characters, experiences, illustrations, descriptions, or procedures).</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | | <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> |
| Assessments | | |
| <ul style="list-style-type: none"> ● Explanatory Writing ● Opinion Writing | <ul style="list-style-type: none"> ● Text-Based Drawing ● Responsive Writing | <ul style="list-style-type: none"> ● Lesson 15 Explanatory Writing & Drawing (Portfolio Artifact) |
| Integration of Technology | | Resources |
| <ul style="list-style-type: none"> ● Google Classroom ● Google Forms/Docs/Slides ● Videos ● Audio | <ul style="list-style-type: none"> ● <i>An Orange in January</i> by Dianna Hutts Aston ● <i>Before we Eat: From Farm to Table</i> by Pat Brisson ● <i>What Do We Buy?: A Look at Goods and Services</i> by Robin Nelson ● <i>A Chair for My Mother</i> by Vera B. Williams ● <i>Blueberries for Sal</i> by Robert McCloskey ● Additional Unit Resources | |
| Summary of Key Learning | | |
| <p><u>Lesson 1:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning why previewing a book helps me understand what I read. ● I am learning to retell how an orange gets from the grove to the store. ● I am learning key terms: producer and consumer. ● I am learning I can contribute what I know to the writing we do as a class. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can learn information about the information in a book by viewing the illustrations. ● I can tell my partner what a producer is and what a consumer is. | <p><u>Lesson 2:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what these keywords mean: blossomed, imagined, and shared. ● I am learning how to have an academic conversation with my partner. ● I am learning how to draw my ideas and write an explanation. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can talk with my partner about the three key words. ● I can make a drawing based on a word and write an explanation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Echo Read (L.RF.1.4), Reread, Direct Vocabulary Instruction of Tier 2 Words (SL.II.1.2, 1.6, L.VL.1.2.), Daily Instructional Task: | <p><u>Lesson 3:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what a producer is and what a consumer is. ● I am learning how producers and consumers can be connected. ● I am learning how to draw my ideas and write an explanation. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can talk with my partner about what a producer is and what a consumer is. ● I can make a drawing that shows what a producer is and what a consumer is. I can write an explanation for each word. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner Reading (L.RF.1.4, Reread and Complete Producer and Consumer Charts (W.SE.1.6., SL.II.1.2.), Culminating Task: Partner/Guided Writing/Drawing (W.IW.1.2.) |

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| <ul style="list-style-type: none"> I can contribute ideas to class writing based on what I learned from the text and my life. <p>Instructional Routines: the</p> <ul style="list-style-type: none"> Pre-Reading Discussion (SL.II.1.2,1.6), Preview, Predict, Notice/ Wonder Chart, Read Aloud, Daily Instructional Task: Assisted Writing (W.IW.1.2.) | <p>Drawing/Explanatory Writing (W.IW.1.2., L.WF.1.3., SL.PE.1.1.)</p> | |
| <p>Lesson 4:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to explain the process of how food gets to our table. I am learning how to draw my ideas and write an explanation. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can talk with my partner and explain the process of how food gets to our table. I can make a drawing that shows what a producer is and what a consumer is. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Pre-Reading Discussion: Asking Questions (SL.PE.1.1.), Read Aloud & Ask and Answer Questions (RI.CR.1.1., L.VL.1.2., RI.AA.1.7.,L.VL.1.2., SL.PE.1.1), Shared Discussion, Daily Instructional Task: Drawing & Explanatory Writing (W.IW.1.2., SL.PE.1.1., L.WF.1.3.) | <p>Lesson 5:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning what these keywords mean: crates, workers, and harvest. I am learning how to have an academic conversation with my partner. I am learning how to draw my ideas and write an explanation. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can talk with my partner about the four keywords. I can make a drawing based on a word and write an explanation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Reread, Turn and Talk, Text Talk, Daily Instructional Task (SL.PE.1.1., L.WF.1.3.L.WF.1.3.) | <p>Lesson 6:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to list, group, and label words connected with producers and production. I am learning to connect what I read with my own life. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can contribute to a “List, Group, Label” chart. I can explain who I would be thankful for from the list of workers in the book, <i>Before We Eat</i>. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Reread,(SL.PE.1.1, L.VL.1.2.), List, Group,Label, (RI.CR.1.1.,RI.CI.1.2,SL.PE.1.1., SL.AS.1.6), Culminating Task: Explanatory Writing (W.IW.1.2., SL.II.1.2, L.WF.1.3), Editing Checklist, Peer Editing Checklist |
| <p>Lesson 7:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key term: goods. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can preview an informational text. I can write one or more sentences to explain what good I want and why. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Preview Informational Text, Turn and Talk, Think Pair, Share, Vocabulary Inferring Chart (L.VL.1.2, RI.TS.1.4., SL.II.1.2.), Prediction (Think, Pair,Share) (SL.II.1.2.), Think Aloud, Strategy Cards (RI. 1.10), Daily Instructional Task: Explanatory Writing and Drawing (W.IW.1.2., L.WF.1.3.) | <p>Lesson 8:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning key terms: services, needs, and wants. I am learning how services and goods are related. I am learning the difference between a need and a want. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what services and wants are. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Read Aloud/Think Aloud (L.VL.1.2., L.RF.1.4., SL.PE.1.1., SL.II.1.2., SL.AS.1.6), Students Partnering and Thinking Aloud (RI.CI.1.2, SL.AS.2.6.), Daily Instructional Task:Independent Drawing & Writing (W.IW.1.2, L.WF.1.3) | <p>Lesson 9:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to identify how I am thinking. I am learning the key terms: consumers and producers. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain key words by listening to the text. I can explain how the producer and consumer are connected. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4.) Students Partnering and Thinking Aloud (RI.CI.1.2, SL.II.1.2., SL.AS.2.6) Vocabulary Inferring Chart (L.VL.1.2), Daily Instructional Task: Independent Drawing & Writing (W.IW.1.2., L.WF.1.3.) |
| <p>Lesson 10:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to identify how I am thinking. I am learning key terms: resources, natural resources, human resources, and capital resources. | <p>Lesson 11:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning that people make decisions concerning money. I am learning to use quesFons cards to help me ask questions about a story. | <p>Lesson 12:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about wants, needs, and opportunity costs. I am learning to use question-cards to help me ask questions about a story. |

| | | |
|---|---|---|
| <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain key words by listening to the text. I can explain three types of resources: natural resources, human resources, and capital resources. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Read Aloud and Asking and Answering Questions (RI.CR.1.1, L.VL.1.2.), Culminating Task: Explanatory Writing (W.IW.1.2., L.WF.1.3) | <p>Success Criteria:</p> <ul style="list-style-type: none"> I can answer questions about a story in writing. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4) Pre-Reading Discussion (SL.PE.1.1., SL.II.1.2, SL.AS.1.6), Read Aloud (L.RF.1.4.), During Reading Questions (L.RF.1.4.), Daily Instructional Task: Writing (RL.CR.1.1, W.IW.1.2., L.WF.1.3) | <p>Success Criteria:</p> <ul style="list-style-type: none"> I can engage in discussions effectively by asking questions, listening to the ideas of others, and sharing opinions. I can explain the difference between needs and wants. I can explain what an opportunity cost is. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Defining Wants, Needs and Opportunity Costs (L.VL.1.2., SL.II.1.2), Reread (RL.1.10, W.1.8, RL.CR.1.1.), Daily Instructional Task: Explanatory Writing (W.IW.1.2., W.WR.1.5., SL.II.1.2) |
| <p>Lesson 13:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about wants, needs, and opportunity costs. I am learning to use question-cards to help me ask questions about a story. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can engage in discussions effectively by asking questions, listening to the ideas of others, and sharing opinions. I can explain the difference between needs and wants. I can explain what an opportunity cost is. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.4), Pre-Reading Task, Turn and Talk, Daily Instructional Task: Shared Reading/ Writing (RL.CR.1.1, RL.CI.1.2., RL.IT.1.3., RL.TS.1.4.) | <p>Lesson 14:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to make and monitor predictions. I am learning to pay attention to story details about character. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain why Sal's mother wanted to bring the blueberries back home after picking them. I can explain what Sal's mother was going to do with the blueberries. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Pre-Reading Discussion (SL.II.1.2., SL.AS.1.6.), Read Aloud & Making and Monitoring Predictions (RL.CR.1.1, RL.MF.1.6. SL.II.2.2., SL.AS.2.6.) Read Aloud & Making and Monitoring Predictions (RL.CR.1.1, RL.MF.1.6. SL.II.2.2., SL.AS.2.6.), Daily Instructional Task: Explanatory Writing (RL.CI.1.2., W.IW.1.2., SL.PE.1.1.) | <p>Lesson 15:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to apply what I know about needs, wants, and opportunity costs to a story. I am learning to pay attention to story details about character. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can answer economic-based questions about the story, Blueberries for Sal. I can explain what Sal's mother was going to do with the blueberries. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Retell (SL.II.2.2., SL.AS.2.6.), Interactive Speaking/Turn and Talk- Answering Economic Questions (RL.CR.2.1., RL.PP.2.5.) Culminating Task: Explanatory Drawing and Writing (W.IW.1.2., SL.PE.1.1.) |

Daily Lesson Plans

| Lesson 1 | | | |
|---|--|---|------------------------------|
| Grade: 1 | Unit: Community Needs and Economics | Lesson Title: An Orange in January | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning why previewing a book helps me understand what I read. I am learning to retell how an orange gets from the grove to the store. I am learning key terms: producer and consumer. I am learning I can contribute what I know to the writing we do as a class. | | <ul style="list-style-type: none"> I can learn information about the information in a book by viewing the illustrations. I can tell my partner what a producer is and what a consumer is. I can contribute ideas to class writing based on what I learned from the text and my life. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |

- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What do you think the author meant when she said, “But there was life in it yet...and it still had far to go”? (p. 15) **The author meant that the orange was still a living thing - even though it was no longer growing.*

Daily Instructional Tasks:

Day 1

- **Daily Instructional Task:** [Assisted Writing - An Orange in January](#)

Vocabulary:

- **producer:** a person who makes goods or provide services for others
- **consumer:** a person who uses goods and services to meet their needs.

Learning Resources/Materials:

- Text: *An Orange in January* [An Orange in January](#)
- Preview & Prediction Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- Turn and Talk Anchor Chart
- **Daily Instructional Task:** [Assisted Writing - An Orange in January](#)
- *Optional:* Text assigned through Google Classroom (for partner-reading)
- Lesson 1-DIT-Assisted Writing

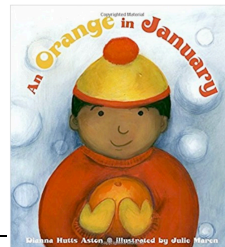
Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Pre-Reading & Discussion: Preview & Predict

- ◆ Show students the book cover. Read the book title and author’s name. Ask students to turn and talk with their partner, asking pairs: *What do you see? What do you think? What do you wonder?*
- ◆ Then ask them to turn and tell their conversation-partner what they think this book will most likely be about. Ask students: *What do you think you will learn from this book? What makes you think that? Turn and tell your partner. *Model the procedure to ensure that students understand how to use the strategy.*
- ◆ Take a brief picture walk of the first few pages and then stop. What sense are they now making of the book? What do they now notice? Wonder? (Record students’ observations.)
- ◆ Then ask them to turn and tell their conversation-partner what they think this book will most likely be about. What do they think might happen? What makes them think that?

→ Part 2: Read Aloud: Read aloud the text. [An Orange in January](#)



- ◆ Story Introduction: This is a story that explains how a child ends up with an orange in the cold, cold month of January. As we read this book, it will show us how important getting food to our homes is. There are a lot of steps that producers have to do in order to get food to the consumer. Ask or do the following during read aloud:
 - What do you think the author meant when she said, “But there was life in it yet...and it still had far to go”? (p. 15)
 - Point to the illustrations for deserts and plains so children can see what they are. (p. 21)
 - Where does the orange end up? If you have an inference, turn and tell your partner. (p. 23)

→ **Daily Instructional Task:** [Assisted Writing - An Orange in January](#)

- ◆ **Ask:** Producers make goods or provide services for others. In this story someone grew the orange. How did the boy end up with the orange?
- ◆ **Invite:** Turn and tell your partner one thing that happened that allowed the orange to become available to the boy.
 - Let’s retell the process of how an orange goes from the grove to the grocery store. (Invite students to retell the process and record through shared writing or interactive writing.) *See Teacher’s Note for my DIT suggestions.
 - A farmer grew the orange.
 - A farm hand picked the orange.
 - The oranges were transported many miles by trucks.
 - The truck driver delivered the oranges to the store.
 - The boy selected the orange.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU’s (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.

Possible Misconceptions:

- Students may retell the details out of order.

- **DIT:** *Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and/ or write, or they can cut and paste their answers into the answer box.

Teacher Notes:

- **Preview & Prediction Chart**

| WHAT WE NOTICE | WHAT WE WONDER |
|----------------|----------------|
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Daily Lesson Plans

| Lesson 2 | | | |
|--|-------------------------------------|---|-------------------------|
| Grade: 1 | Unit: Community Needs and Economics | Lesson Title: An Orange in January | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning what these keywords mean: blossomed, imagined, and shared. ● I am learning how to have an academic conversation with my partner. ● I am learning how to draw my ideas and write an explanation. | | <ul style="list-style-type: none"> ● I can talk with my partner about the three key words. ● I can make a drawing based on a word and write an explanation. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.AS.1.6. Produce complete sentences when appropriate to task and situation. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | | |

- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. **A.** Write sentences with increasing complexity.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What word did we just learn?

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Explanatory Writing - An Orange in January](#)

Vocabulary:

- **blossomed:** to produce flowers
- **imagine(d):** think of something not real; something that has been made up
- **share(d):** to give someone else something instead of keeping it all for yourself

Learning Resources/Materials:

- Text: *City: An Orange in January* [An Orange in January](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Daily Instructional Task:** [Explanatory Writing - An Orange in January](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 2-DIT-Explanatory Writing

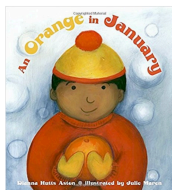
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Echo Reading

- ◆ Ask students to echo read the interactive writing from the previous day.

→ Part 2: Read Aloud: Reread the book. [An Orange in January](#)



- ◆ Ask students to listen for these words: blossomed, imagined, shared.
- ◆ Explain to students that when they hear each of the words they should put their thumb up.
 - **Target Word - "blossomed"**
 - Say: *The first word is blossomed. I will write the word blossomed on the board. Say blossomed. Say blossomed again.*
 - Say: *At the beginning of the story, we learn that "an orange blossomed." We can see in the illustration all the flowers that are on the orange trees. These blossoms are the beginning of the fruit.*
 - Say: *Blossomed means to produce flowers. Say blossomed.*
 - Say: *Flowers blossom. You may have seen a rose bush with the flower blossoming. We also use that word when we are talking about other things that grow, like you. We can say the children blossomed. They grew. Sometimes we use the word to say that things grew. Like apartments blossomed in the neighborhood. That means that more and more were built.*
 - Say: *I'm going to say a phrase that matches a picture (show pictures). If what I say shows something flowering or growing, say blossomed. If not, say nothing.*

- ◆ Tulips in the early spring garden
- ◆ A rock
- ◆ New apartments being built in a neighborhood
- ◆ Roses during the late spring
- ◆ A baby
- Ask: *What word did we just learn?* (“Blossomed.”)

● **Target Word - “imagined”**

- Say: *The next word is imagined. I will write the word imagined on the board. Say imagined. Say imagined again.*
- Say: *In the story, the narrator says that the boy “imagined himself a juggler, a pitcher, a fortune-teller...”*
- Say: *Imagined means to think of something not real; something that has been made up. In the story the boy imagined he was a juggler, a pitcher, and a fortune teller when he held the orange in his hands and thought about other things that are round. He was none of those things. He just saw these in his mind. When we imagine, we see it in our mind. It is not real. Say imagined.*
- Say: *Children & grown ups, imagine things all the time. When we get scared, we sometimes close our eyes and imagine our moms or dads nearby us. Or, when I am hungry and it is close to lunch time, I imagine eating a giant pizza with extra cheese on it.*
- Say: *Turn and tell your partner one thing you imagined. Begin by saying, “I imagined _____.”*
- Ask: *What word did we just learn?* (“Imagined.”)

● **Target Word - “shared”**

- Say: *The last word is shared. I will write the word shared on the board. Say shared. Say shared again.*
- Say: *At the end of the story, the boy “shared its segments, so that everyone could taste the sweetness of an orange in January.”*
- Say: *shared to give someone else something instead of keeping it all for yourself. When we share we freely give something to someone else. Turn and tell your partner what the boy shared.*
- Say: *When we share, we give to others. At home, you may share your toys with your sister or brother. At school we share supplies like paper, crayons, and books*
- Say: *Turn and tell your partner a time you shared something. Begin by saying, “I shared _____.”*
- Say: *Say the word with me. (“Shared.”)*
- Say: *I’m going to say some sentences. If what I say shows something that was freely given to someone else, say shared. If not, say nothing.*
 - ◆ *The man kept his dinner all to himself.*
 - ◆ *The girl gave a piece of her orange to her mother.*
 - ◆ *After his crayon broke, the child took his friend’s crayons without telling him.*
 - ◆ *The older sister offered part of her lunch to her younger brother.*
 - ◆ *The teacher gave her students some ideas about a math problem.*
- Ask: *What word did we just learn?* (“Shared.”)

→ **Part 3: Differentiate Meaning Between Words**

- ◆ Say: *I’m going to say some statements. I will give you two of our new words to choose from. You tell me which new word makes more sense with the statement.*
 - *If you wanted to give someone a drawing you made, would you say you imagined it or you shared it?*
 - *If you had wanted to explain that you saw yourself as a giant, would you say you imagined it or you shared it?*
 - *If you were watching a spring garden, would you see flowers that had blossomed or flowers you imagined?*
- ◆ *Maintain all three words by asking the children to give examples or explanations:*
 - *Show how you share your snack.*
 - *Explain one thing you imagined.*

- *Show us how flowers that blossom in a garden would look.*
- ◆ *Maintain by helping children add to their networks of related words:*
 - *If somebody is sharing their snack at snack time, what would it sound like (what would you hear someone saying)?*
 - *When you see trees blossoming, what do they look like?*
 - *How might a person show what they imagined while reading? This might not be clear to some students. Instead, I might say.... "When you are reading a really interesting story about _____, what pictures are inside your head while you are reading or listening?"*
 - *Possible responses from students-They might show you what they imagined by telling you about it, or drawing a picture, or writing a response.*

→ **Daily Instructional Task:** [Explanatory Writing - An Orange in January](#)

- ◆ **Collaborate.** Work with your conversational partner to think about our new words: blossom, imagined, shared.
 - Talk with your partner about the following:
 - Which of these would be an example of imagination – a picture you see in your mind or a photograph in a book?
 - Which of these would be a good example of something that was shared-- a child who refused to give his extra pencil to a friend or a child who offered the pencil?
 - What means almost the same as blossomed: imagine or flowered?
- ◆ **Draw.** Select one word and draw a picture that shows what the word means.
- ◆ **Write.** Write the word and a one-sentence explanation of the word.
- ◆ **Punctuate.** Punctuate each sentence.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).

Possible Misconceptions:

- Students may struggle to find clues to word meaning.

- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than two sentences.
- **DIT:** Allow students to present their writing.

Teacher Notes:

Daily Lesson Plans

| Lesson 3 | | | |
|--|--|---|--------------------------------|
| Grade: 1 | Unit: Community Needs and Economics | Lesson Title: An Orange in January | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning what a producer is and what a consumer is. ● I am learning how producers and consumers can be connected. ● I am learning how to draw my ideas and write an explanation. | | <ul style="list-style-type: none"> ● I can talk with my partner about what a producer is and what a consumer is. ● I can make a drawing that shows what a producer is and what a consumer is. I can write an explanation for each word. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. ● L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. ● K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> ● What job is the person doing and what is being produced? What do they have in common? <i>*The farm hand picks the crops and gets them ready for the market. The truck driver drives the produce to the market.</i> | | Day 1-2 <ul style="list-style-type: none"> ● Culminating Task: Explanatory Writing - An Orange in January | |

The grocer puts the produce on display so others can buy it. They are all producers.

- What is being consumed? *The boy and his mom are buying an orange from the grocer. They are consumers.

Vocabulary:

- **producer:** a person who makes goods or provide services for others
- **consumer:** a person who uses goods and services to meet their needs.

Learning Resources/Materials:

- Text: *City: An Orange in January* [An Orange in January](#)
- Turn and Talk Anchor Chart
- Producer and Consumer Chart
- **Culminating Task:** [Explanatory Writing - An Orange in January](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 3-Culminating Task-Explanatory Writing

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ Part 1: Partner Reading

- ◆ Ask students to sit with their partner and read their writing from the previous day and share their drawings.



→ Part 2: Re-read the Text. [An Orange in January](#)

- ◆ Reread the book and as you do highlight these pictures from the book (**see charts under Teacher's Note**).
- ◆ Stop at each illustration (noted) and ask, "What job is the person doing?" **Fill in the chart as you read.**
- ◆ At the end of the book, explain to the students that producers are people who make or grow goods and provide services. Sometimes they are called workers, and they help us do things.
- ◆ Provide some other examples: A plumber is a producer. A plumber helps fix our pipes if there is a leak. A farmer is also a producer. A farmer grows food for us to eat.
- ◆ Ask the children to turn and tell their partner one example of a producer. (Answers will vary but may include doctors, teachers, police officers, or firemen.) Ask students to share an example their partner told them. Record these on the chart.
- ◆ Tell the students that anytime they make something, such as a drawing, a picture, or making other artwork, they are a producer. They are also a producer whenever they provide a service, such as cleaning their room or helping watch their little brother or sister.
- ◆ Show the students the last few pages and ask them if the boy was a producer? Did he make the orange or transport it or sell it? ("No, he did not transport it or sell it."). Explain that the boy and his friends (show the last page) are consumers.
 - Say: *Consumers are people who buy or use goods and services to satisfy their wants.*
- ◆ Ask: "What did the boy purchase?" ("The boy purchased an orange.") Satisfying a want made him happy. For example, when you eat your dinner tonight, you will be a consumer. Eating the meal will make you feel full. You will be a consumer of food. You are also a consumer every day when you go to school. You are learning. You are a consumer of knowledge. (This is in addition to the basic definition of consumers being people who buy or use goods.) Ask the children to turn and tell their partner one example of a consumer. (Answers will vary but may include people buying toys, children riding skateboards, a child playing on the playground, or an adult watching a movie.) Ask students to share an example their partner told them. **Record these on the chart.**

→ Culminating Task: [:Explanatory Writing - An Orange in January](#)

- ◆ **Draw.** With a partner, draw a picture of a producer and explain what a producer is, and then draw a picture of a consumer and explain what a consumer is.
- ◆ **Write.** Beneath each picture, write a sentence that explains what a producer does and what a consumer does.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:


- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than two sentences.
- **DIT:** Allow students to present their writing.

Possible Misconceptions:

- Students may struggle to extend the lesson to the world outside the text.

Teacher Notes:

- The word “purchased” might have to be reinforced. It is not a unit word, but really important for students to understand as they are learning about the role of a consumer. Buy and purchase are the same, so I might point out that the word “purchased” is just a fancy word for buy. And to reiterate this, we can ask students, if they had \$5 and could buy something they wanted, what would they purchase?
- **Producer and Consumer Chart**

| PICTURE | What job is the person is doing and what is being produced? | WHAT DO THEY HAVE IN COMMON? |
|---|--|------------------------------|
|  | The farm hand picks the crop and prepares it for the market. He or she provides a service. | |

| PICTURE | WHAT IS BEING CONSUMED? | CONSUMERS |
|---------|-------------------------|--------------|
| | The boy and his mom | They are all |

Daily Lesson Plans

| Lesson 4 | | | |
|---|--|--|--------------------------------|
| Grade: 1 | Unit: Community Needs and Economics | Lesson Title: Before We Eat | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how to explain the process of how food gets to our table. I am learning how to draw my ideas and write an explanation. | | <ul style="list-style-type: none"> I can talk with my partner and explain the process of how food gets to our table. I can make a drawing that shows what a producer is and what a consumer is. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> Why do you think the author wants us to be thankful for the producers? (p.7) | | Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - Before We Eat | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> grime harvest grazed cattle | | <ul style="list-style-type: none"> Text: <i>Before We Eat</i> Before We Eat Turn and Talk Anchor Chart Preview & Prediction Chart Daily Instructional Task: Explanatory Writing - Before We Eat | |

- sows
- crates

- *Optional:* Text assigned through Google Classroom
- Lesson 4-DIT-Explanatory Writing

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

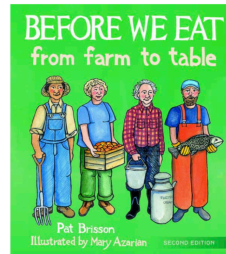
→ **Part 1: Pre-Read: Partner Reading**

- ◆ Have students share the previous day's Daily Instruction Task (explanatory writing piece).
Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
Say: Then show your drawing and read your writing to your partner.

→ **Part 2: Pre-Reading Discussion: Asking Questions**

- ◆ Where does your food come from? Turn and tell your partner. **Chart students' responses.**
- ◆ Read the title of the book and the author and illustrator's names, and show students the cover of the book.
- ◆ Ask students to think of questions they have about the book based on the title and cover illustration. Explain that they might want to begin their question using one of these words: who, what, or why. **Chart students' responses.**
- ◆ Invite them to turn and tell their partner one of their questions that begins with : who, what or why.
- ◆ Have the class face forward again and ask students to say some of the questions they heard.
- ◆ Ask: *What do we think this book will be about? If you have an inference, turn and tell your partner.* Show students the cover of, *An Orange in January*. Remind them that during the study of that book, you discussed the differences between producers and consumers. Who can share *what they remember about consumers and producers?*
- ◆ Say: *Let's listen to this book and see if we can identify the producers and the consumers.*
- ◆ Finish reading the book.

→ **Part 3: Read Aloud:** Read aloud the text. [Before We Eat](#)



- ◆ Explain the following vocabulary words while reading: **grime, harvest, grazed, cattle, sows, crates.**
- ◆ We are reading the first 6 pages, ask students: Why do you think the author wants us to be thankful for the producers?
- ◆ What do you think the word grime means? What clues helped you figure this word out? Think, pair, and share.
- ◆ What motivates farmers to continue working through the hot heat? Why do they do it? If you have an inference, turn and tell your partner.
- ◆ Continue reading, stopping at (“and milked the cows.”). Say to students: Turn and tell your partner one job that those who produce the food we eat.
- ◆ Continue reading and stop at “The ones that teach me gratitude.”. Ask students if they can figure what the word, gratitude means. (Let students know it means to be thankful). Have them turn and discuss.
- ◆ Finish reading the book.

→ **Daily Instructional Task** [Explanatory Writing - Before We Eat](#)

- ◆ **Collaborate.** Let's think about what we learned about how food gets to our table. Turn and talk to your partner and explain the process of how food gets to our table.
- ◆ **Draw** a picture that shows the process of how food gets to our table.
- ◆ **Write** a sentence for your picture that helps to explain how food gets to our table.
- ◆ **Punctuate** each sentence.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task
- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:

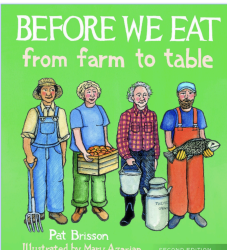
- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than two sentences.
- **DIT:** Allow students to present their writing.
- **DIT:** *If students struggle with retelling details ask: What happens: first? next? last?

Possible Misconceptions:

- Students may include too many details.
- Students may retell details out of order.

Teacher Notes:

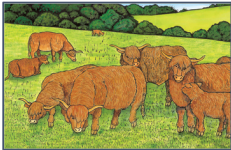
- **Asking Questions Chart**

| | |
|---|------|
|  | Who |
| | What |
| | Why |

• **Additional Vocabulary**

cattle

A large animal with horns and hooves used for milk and meat. Looks like a cow.



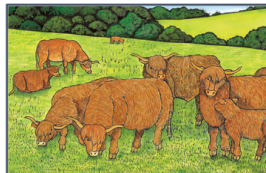
crates

A wooden case used for holding items and moving them from place to place.



grazed

This is when animals eat grass in the field.



grime

Dirt



Sows

Female adult pig



Daily Lesson Plans

| Lesson 5 | | | |
|--|--|--|--------------------------------|
| Grade: 1 | Unit: Community Needs and Economics | Lesson Title: Before We Eat | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning what these key words mean: crates, workers, and harvest. I am learning how to have an academic conversation with my partner. I am learning how to draw my ideas and write an explanation. | | <ul style="list-style-type: none"> I can talk with my partner about the four key words. I can make a drawing based on a word and write an explanation. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. | | | |