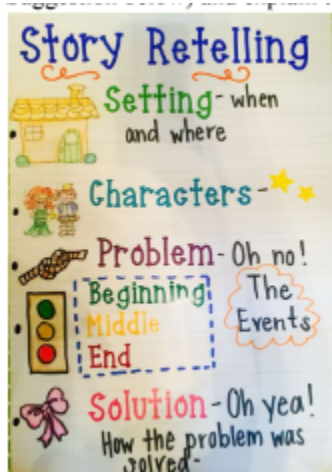


- Discuss the vocabulary in the text: buff, creaked, gasped, sagged, and foundation
 - Suggestion: When discussing the vocabulary you can use the following routine:
 - reading the word- students repeat the word
 - defining the vocabulary word- giving a simple kid-friendly definition
 - using the word in a sentence- an example of the word in use
 - asking questions- an opportunity to use the vocabulary word in a sentence
 - modeling for students how you think to figure out a word that you are unsure of its meaning
 - After reading the story, students can share their favorite part of the story, if the story made them think of a personal experience, etc. Display the Story Retelling Anchor Chart.
- (Suggestion below) and explain to students that they will be learning about story elements.



- **Daily Instructional Task:** Using the Sentence Types [activity](#), the students will respond to the following: Describe how the school felt on the first day of school.
- Delivery Suggestion:** The teacher will review the sentence types, statements and questions. During a turn and talk the students will describe how to identify each sentence type.

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

- Checks for understanding
- Turn and Talk
- Think-Pair-Share
- Whole Group Discussions

- Shared Writing
- Daily Instructional Task

Differentiation:

Students can work with a partner as they [Spin a Story](#) to retell the story. Another option can be the use of My Story Hand to assist students in retelling the story in sequential order. There are different story hands to select from.

Two versions of [Story Maps](#) to select from for your students.



Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Daily Lesson Plans

Lesson 9			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Express Yourself! Wemberly Worried	Instructional Days: 1
Learning Intentions		Success Criteria	

- I am learning how to make predictions about a text.
- I am learning how to make connections to the text.

- What do you predict will happen? Was your prediction correct? If not, what happened?
- Does this book remind you of a personal experience? another text/story? something happening in the world?
- Have you ever had a small worry like Wemberly?
- What does the word cope mean?
- What are some ways we can cope?

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

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What do you predict will happen? Was your prediction correct? If not, what happened?
- Does this book remind you of a personal experience? another

Daily Instructional Tasks:

Students will explain why Wemberly feels worried throughout the story.
Students will write a reason that Wemberly feels worried. (explanatory)

text/story? something happening in the world?

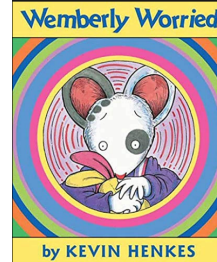
- Have you ever had a small worry like Wemberly?
- What does the word cope mean?
- What are some ways we can cope?

Vocabulary:

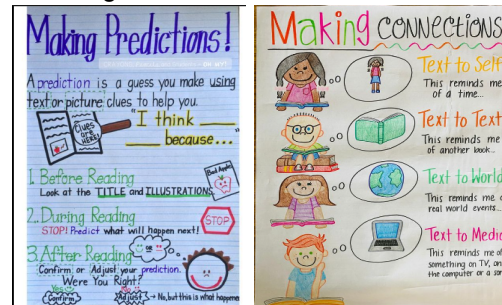
Key vocabulary terms and definitions can be provided to students

- **worry-** to think and feel uneasy about something
- **radiator-** a metal structure that provides heat
- **peeked-** looked quickly
- **bolts-** screws used to hold something together
- **especially-** to a great extent, very much
- **parade-** celebration of an event that includes people moving down a street by marching or riding in cars.
- **arrived-** reached your destination

Learning Resources/Materials:



- [Wemberly Worried](#) by Kevin Henkes
- Lined paper
- Pencils
- Crayons
- [Worried Wemberly Worksheet](#)
- Making Predictions Anchor Chart
- Making Connections Anchor Chart



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

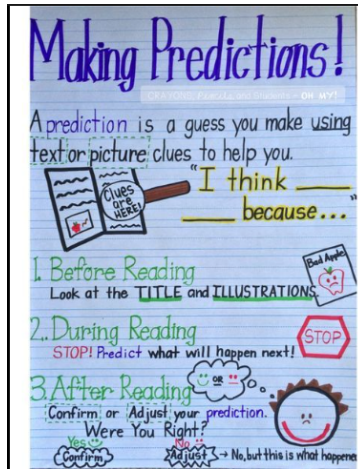
Day 1

→ **Read Aloud:** [Wemberly Worried](#) by Kevin Henkes

Introduction- Making Predictions:

- Today we are going to learn about making predictions. Readers make predictions as they read. A prediction is a guess you make using text or picture clues to help you.

(You can use the suggested anchor chart to introduce making predictions before, during and after reading).



- In today's story, Wemberly Worried, Wemberly meets Jewel at school. What do you think is going to happen? We are going to predict what we think may happen. (Show students

the front cover, title, and a picture walk) Invite students to share their predictions with the class. "I think _____ because _____." (Suggestion: Students' predictions can be

written on chart paper to revisit at the end of the story to confirm or adjust.)

- Introduce the read aloud with a brief summary: Wemberly worried about everything. She worried about little things and big things and everything in between. Her biggest

worry of all, was the first day of school. Can Wemberly overcome her biggest worry? Let's read to find out.

- After reading, have students revisit their predictions to confirm or adjust them. If they did not predict correctly, guide them to tell you what did happen instead.

- Making Connections: When students connect to a text it creates personal links which makes for a meaningful reading experience. Students learn early on how to connect to

books based on what they hear and read to their own lives, other books they have read, and the word as a whole.

- Readers make connections.



● **Daily Instructional Task:** Using the Basic Conjunctions [activity](#), the students will respond to the following: Explain why Wemberly worried on the first day of school.

Delivery Suggestion: Introduce the read aloud with a brief summary: Wemberly worried about everything. She worried about little things and big things and everything in between. Her biggest worry of all, was the first day of school. Can Wemberly overcome her biggest worry? Let's read to find out. This can be done as a whole group and the teacher can create a t-chart of why Wemberly worried and why she did not.

This information should then be used to complete the basic conjunctions activity orally (with teacher writing on board). The teacher will review the basic conjunctions strategy to students and explain the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students.

● **SEL Connection:** Lead students in a discussion about how Wemberly coped with these worries and found ways to make herself feel better. You can revisit the pages in the story. Discuss the word cope and what it means, then invite students to share how they “coped” with their worry that they wrote about.

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

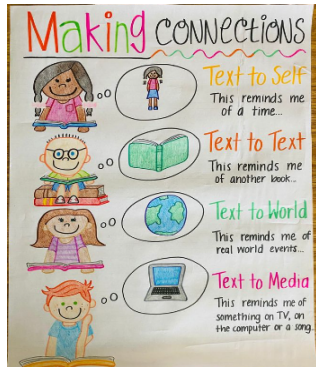
- Checks for understanding
- Turn and Talk
- Whole Group Discussions
- Shared Writing
- Daily Instructional Task

Differentiation:

- Making Predictions Anchor Chart
- Making Connections Anchor Chart
- Visuals

Possible Misconceptions:

- Consider using TWR sentence level strategies.



Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Daily Lesson Plans

Lesson 10 & 11			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Our Classroom Library Library Lion	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning about the parts of a book. • I am learning how to take care of books. • I am learning how to navigate our classroom library. • I am learning about the different types of genres. 		<ul style="list-style-type: none"> • I can continue to practice classroom procedures. • I can learn ways to take care of our classroom library. • I can name/label the parts of a book. • I can gain an understanding of the different types of genres. 	
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. (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.AS.1.6. Produce complete sentences when appropriate to task and situation.

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Why is it important to handle books a certain way?
- Why is it important to know about different genres of text?
- Which types of books interest you?

Daily Instructional Tasks:

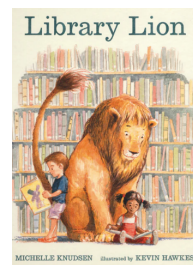
- Day 1:** Students will explain why the lion was allowed to return to the library.
Day 2: Students will explain why the book is a fairy tale.

Vocabulary:

Key vocabulary terms and definitions can be provided to students

- **striding**- walking quickly with very long steps.
- **demanded**- to forcefully state that something must be done.
- **circulation**- the action of passing something from one person to another.
- **stern**- very serious in an unfriendly way.
- **twitched**- to make a slight or sudden movement.
- **overdue**- late or not paid when expected to be.

Learning Resources/Materials:



- [Library Lion](#) by Michelle Knudsen
- Chart paper
- Pencils
- Crayons
- [Parts of a book](#) video
- [Genre Posters](#)
- [Classroom Library Labels](#)
- [Label A Book](#) worksheet
- [Book Scavenger Hunt](#)

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

Day 1

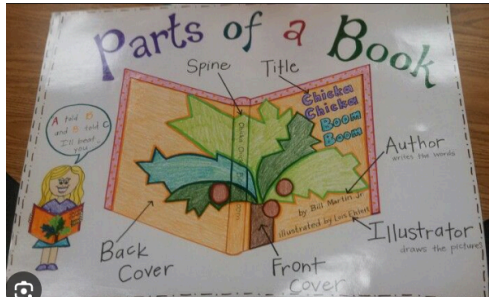
→ **Read Aloud Day 1:** [Library Lion](#) by Michelle Knudsen

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

Introduction: [Parts of a Book](#) | Jack Hartmann

- Today we are going to talk about books; the parts of a book, how to handle books, and how to pick books based on our interests. Students will view the video, Part of a Book by Jack Hartmann before introducing today's read aloud.

Sample Anchor Chart



- Display today's read aloud, *Library Lion* by Michelle Knudsen and have the labels: spine, title, author, illustrator, front cover, and back cover written on index cards or post-its. Invite students to come up and label parts of the book.
- Provide a brief summary of the story: Today we are going to read about a lion that wanders into a library. The lion settles down for story hour, but when story hour is over he makes a fuss and roars very loudly. The head librarian, Miss Merriweather, is very particular about rules and the lion just broke one. Let's read to find out what the rules of the

library are and does the lion learn a lesson.

• Below is a list of suggestive questions you can use throughout the story to offer opportunities for students to practice using the strategies; Turn & Talk and **Think-Pair-Share: share:**

- How did Miss Merriweather react when Mr. McBee told her about the lion?
- What did the lion do on his first visit to the library?
- How did the lion react when the story was over? How do you know this?
- After story hour, what did Miss Merriweather tell the lion?
- Name some ways the lion helped Miss Merriweather in the library?
- How did Miss Merriweather react when Mr. McBee told her the lion broke the rules? Why do you think that?
- How were things different in the library without the lion? How do you know?
- Would you prefer a librarian like Miss Merriweather or Mr. McBee? Why?
- Give an example of when it's okay for a person to break the rules.
- Do you enjoy the library and why?

Classroom Library:

- Invite students to gather together on the rug and/or near the classroom library.
- Today we are going to discuss ways we can take care of our classroom library like Miss Merriweather takes care of her library. We are going to create a list of responsibilities together to help us remember ways we can work together to take care of our library.



(Sample Charts)

Daily Instructional Task: Using the Basic Conjunctions [activity](#), students will respond to the following: Explain why the lion was allowed to return to the library.

Delivery Suggestion: The teacher will review the basic conjunctions strategy for students and review the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students. The teacher will choose responses to complete the sentence stem.

Day 2:

Discussing Genres, Picking out books, and Exploring the Classroom Library

- You may want to reread Library Lion or pick a text of your choice to go along with the topic.

Using the Sentence Expansion [activity](#), students will respond to the following: Explain why the book "Lion Library" is a fairy tale.

Delivery Suggestion: While reading the story, discuss how the lion was helpful in the library. After the read aloud, the teacher will [review](#) the sentence expansion strategy to students and review its [purpose](#). The teacher will read the kernel sentence and discuss why the reader should be given more information by using questions words to expand the kernel sentence. The question word "why" will be reviewed. This activity should be completed as a class, with the teacher eliciting use of capitalization and punctuation when writing the expanded sentence on the solid line.

- Introduce students to the various genres, their descriptions, and where they are located within the classroom library.



[Genre Posters](#) (You can find it here.)

- Daily Instructional Task: Students will work with a partner to complete a scavenger hunt to practice locating books of different genres within the classroom library.

Book Genre Library Scavenger Hunt			
Find a book for each genre and write the Title and Author in the box.			
Fairy Tale		Science Fiction	
Non-Fiction		Informational	
Biography		Historical Fiction	
Poetry		Realistic Fiction	
Mystery		Fantasy	

[Book Scavenger Hunt](#)(You can find this form here)

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

- Checks for understanding

- Book Scavenger Hunt
- Whole Group Discussions
- Turn and Talk
- Shared Writing
- Daily Instructional Tasks

Differentiation:

- Students can work with a partner.
- Visuals

Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Daily Lesson Plans

Lesson 12			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Let's Go Shopping for Books Miss Brooks Loves Books! (and I don't)	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning the parts of a book. ● I am learning to locate/find books that interest me. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can learn ways to take care of our classroom library. ● I can name/label the parts of a book. ● I can pick books from the classroom library that interest me. 	

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

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Which types of books interest you?
- How do you pick your books?

Daily Instructional Tasks:

After reading *Miss Brooks Loves Books! (and I don't)*, the students will explain why the students are sharing the book they have read.

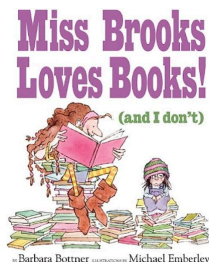
Students will select a book of their own from the classroom library using the **P.I.C.K** strategy and explain why they chose it.

Vocabulary:

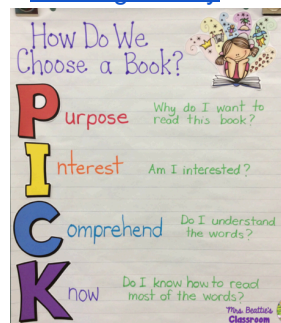
- Key vocabulary terms and definitions can be provided to students
- **librarian**- a person who works in a library and knows all about books.
- **excited**- having or showing strong interest.

Learning Resources/Materials:

- **vexing-** to irritate or annoy someone.
- **genre-** a style or type of music, literature, movie or media.
- **terrifying-** something that makes you scared.
- **costume-** clothing you wear when you dress up like something or someone else.
- **stubborn-** refusing to do something.



- [Miss Brooks Loves Book! \(and I don't\)](#) by Barbara Bottner
- Lined paper/Chart Paper
- Pencils
- Crayons
- [My book Pick](#) worksheet
- [I Chose The Book](#) worksheet
- [Reading Survey](#)



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

→ **Read Aloud:** [Miss Brooks Loves Book! \(and I don't\)](#) by Barbara Bottner

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

Introduction:

- Today we are going to read Miss Brooks Loves Books! (and I don't), with the help of Miss Brooks, Missy's classmates all find books they love in the library—books about fairies, dogs, trains, and cowboys. But Missy dismisses them all—"Too flowery, too furry, too clickety, too yippity." Still, Miss Brooks does not give up. Book Week is here and Missy will find a book to love if they have to empty the entire library. What story will finally win over Missy?
- Have students turn and talk to their partner about what type of book they think Missy will pick out.
- Display today's read aloud and review previous lessons about the parts of a book: spine, title, author, illustrator, front cover, and back cover. Invite students to come up and label parts of the book by pointing.

Below is a list of suggestive questions you can use throughout the story to offer opportunities for students to practice using the strategies; Turn & Talk and

Think-Pair-Share:

- How does Miss Brooks show her enthusiasm for the books she shares with her students?
- What assignment are Missy and her classmates given by Miss Brooks?
- Explain how Missy comes up with the idea for her Book Week assignment.
- Using the Basic Conjunctions [activity](#), students will respond to the following: Explain why the students are sharing the book they have read.

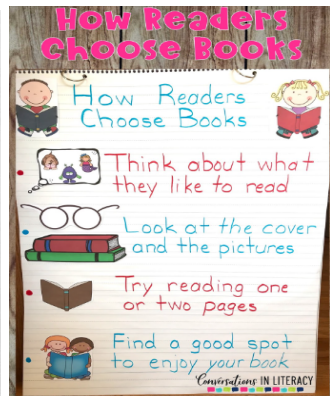
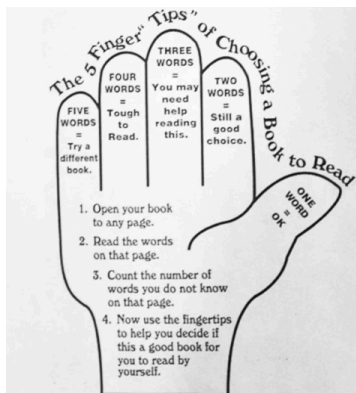
Delivery Suggestion: Teachers will read the story with their students and will discuss why Miss Brooks wants to encourage Missy to read. The teacher will review the basic conjunctions strategy for students and review the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students. The teacher will choose responses to complete the sentence stem.



[Reading Survey](#)(You can get it here)

Classroom Library:

- Introduce **P.I.C.K** to the students. It stands for Purpose, Interest, Comprehension, and Know the Words.
- Help Kids to **PICK** the Right Books | Scholastic | Parents
- **P = Purpose:** We need to have kids consider their purpose for reading. Why are they looking for a book in the first place? Is it totally a free choice, or is there some other reason for reading it?
- **I = Interest:** When choosing a book, it should be something of interest. With the many millions of books on shelves today, there's bound to be something out there for everyone. And emphasizing the interest connections is super-important as well. If the child is interested in cars, then don't stop at fictional stories about cars; consider books about racetracks, car construction, history of racing, race car drivers, or car design. If it's magic that intrigues your daughter, then emphasize books about magic shows, magic tricks, and magicians; look for books that involve fantasy, science, and invention.
- **C = Comprehend:** Is the book something that the child can comprehend? Can he or she understand what's read? Is it a book that is appropriate for his or her level or abilities?
- **K = Know the Words:** Readers should be able to decode -- or read -- and understand the majority of the words on the page. The key is to remember the "Five Finger Rule."
 - The "**Five Finger Rule**" outlines a general idea of how many words a reader should be able to read on each page.
 - **0-1 unknown words = book is too easy**
 - **2-3 unknown words = book is just right**
 - **4-5 unknown words = book is too difficult**



(Sample Chart)

Daily Instructional Task: Students will select a book of their own from the classroom library using the **P.I.C.K** strategy and orally explain why they chose it.

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

- Checks for understanding
- Turn and Talk
- Daily Instructional Task
- Whole group discussion

Differentiation:

- Students can work with a partner.
- Visuals

Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Daily Lesson Plans

Lesson 13			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Let's Read! Independent Reading Goldie Socks and the Three Libearians	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to ask/think of questions while reading. ● I am learning about good habits to have while reading to self. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can practice good reading habits while reading to self. ● I can pick books from the classroom library that interest me. ● I can think of questions while I read. 	
NJSL Standards			
<p>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.)</p> <ul style="list-style-type: none"> ○ 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. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>			

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Which types of books interest you?
- How do you pick your books?
- Why is it important to ask questions as you read?

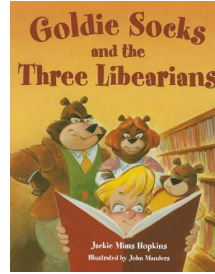
Daily Instructional Tasks:

Students will discuss how Goldie Socks found the perfect book.

Vocabulary:

- Key vocabulary terms and definitions can be provided to students

Learning Resources/Materials:



- [Goldie Socks and the Three Libearians](#) by Jackie Mims Hopkins
- Chart paper
- Pencils
- Individual Book Bags

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

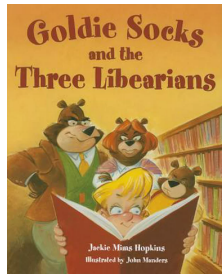
→ **Read Aloud:** [Goldie Socks and the Three Libearians](#) by Jackie Mims Hopkins

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

Introduction:

Independent Reading & Asking Questions:

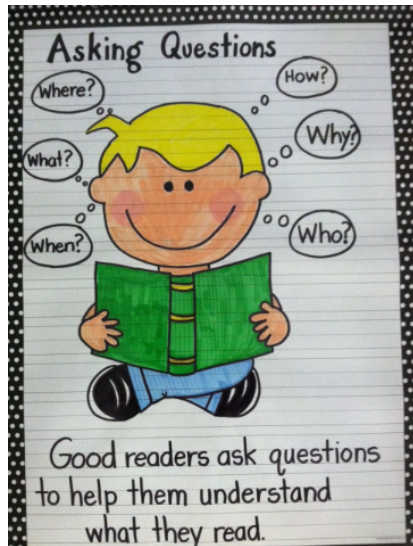
- Today we are going to practice good reading habits, as well as asking questions while reading independently. We also are going to review the P.I.C.K strategy when selecting our books from the classroom library.



● Display today's read aloud, Goldie Socks and the Three Libearians and provide a brief overview: Deep in an enchanted forest, a little girl named Goldie Socks finds a storybook cottage. When she peeks inside, she finds shelves and shelves filled with books. As she searches for one that is just right, and a comfy place to read it, Mama, Papa, and Baby Libearian discover someone has been in their house! Hmm... I have a few questions that I am hoping will be answered as I read. Good readers ask questions before, during and after reading to help them better understand what they read. Can I share the questions I have on my mind before we begin reading?

- **My first question is... What is a cottage?**
- **My next question is... Will Goldie Socks find her just right book?**
- **My last question is... Who do the libearians discover in their house?**

As we read, we will pause and discuss any questions that may come up. Remember, by asking questions helps us as readers to better understand what we are reading. Let's begin!



Sample Chart for Asking Questions

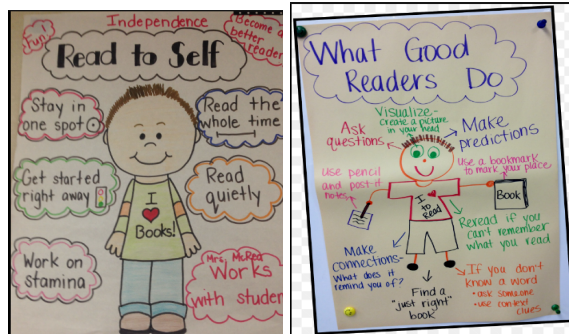
- After reading Goldie Socks and the Three Libearians, use the Basic Conjunctions [activity](#) for students to discuss how Goldie Socks found the perfect book.

Delivery Suggestion: Teachers will read the story with their students and will recall how Goldie Socks found the perfect book to read. The teacher will review the basic conjunctions strategy for students and review the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students. The teacher will choose responses to complete the sentence stem.

Good Reading Habits:

- Today we will practice reading independently. What does that mean “independently”? Exactly, to read to self. Let’s brainstorm some ideas of how we can use this time to become even better readers!

Suggestion: You can create an anchor with students with expectations/responsibilities and/or have one made up to share and discuss.



- Review **P.I.C.K** strategy with students before they make their book selections. This may be a great opportunity to introduce student “book bags/bins” to store their books for independent reading time. A suggestion is that students select anywhere from 1-3 books to keep in their bags/bins and get changed out weekly. Teachers may want to designate one day a week for students to swap out their books and/or have certain groups go on an assigned day.
- Once students have selected their book(s) you may want to set a timer for 5-10 minutes to start. This will help to provide students with a visual, as well as a way for them to use their time efficiently.
- At your discretion, you may invite students to find a quiet spot in the classroom or sit at their desks while they read. Share with students how you pick a spot for reading. Make suggestions for good reading spots throughout the class that are appropriate.
- You may want to provide students with post-its to tag pages and/or jot down any questions they may think of while reading.
- Suggestion: Once the 5-10 minutes are up, have students gather and discuss their thoughts on their first experience with independent reading. Did they find anything challenging? easy? Did they enjoy it? etc.
- Daily Instructional Task: Students will practice good reading habits while reading independently.

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

- Checks for understanding
- Whole Group Discussions
- Turn and Talk
- Shared Writing
- Daily Instructional Task

Differentiation: <ul style="list-style-type: none"> • Visuals 	Possible Misconceptions: <ul style="list-style-type: none"> • Consider using TWR sentence level strategies.
Teacher Notes: <ul style="list-style-type: none"> • It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud. • Homework will be determined by the teacher based on the lesson outcome. • Introduce additional vocabulary based on the needs of the students. 	

Daily Lesson Plans

Lesson 14			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Let's Read! Partner Reading	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning how to have a book discussion with a partner. • I am learning the expectations of partner reading. 		<ul style="list-style-type: none"> • I can continue to practice classroom procedures. • I can read books from the classroom library with a partner. • I can talk to my partner about the book(s) we read together.. 	
NJSL Standards			
<p>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.)</p> <ul style="list-style-type: none"> ○ 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. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>			

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do we partner read?
- What is a “book talk”?

Daily Instructional Tasks:

Day 1

Students will read with a partner using books from the classroom library. Students will participate in a “book talk” with their partner.

Vocabulary:

- Key vocabulary terms and definitions can be provided to students

Learning Resources/Materials:

- Chart paper

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

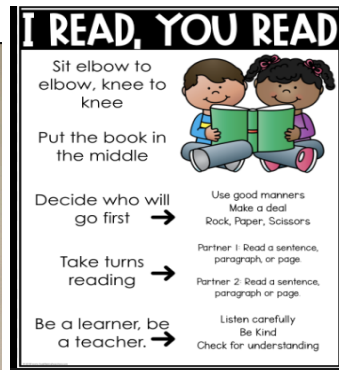
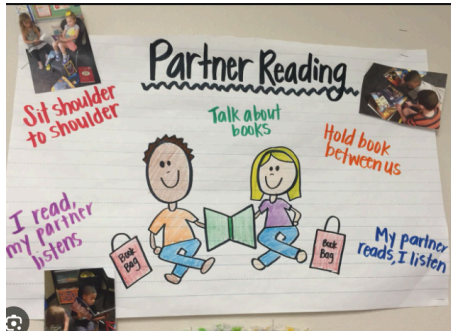
Day 1

Introduction:**Partner Reading**

- Today we are going to learn another fun way to read...with a partner! At times we are going to read with a partner and partner reading is always done in the same way. We are going to take a look at what it looks like, sounds like and what it isn’t.
 - Model for students what shoulder to shoulder looks like.
 - Model what the reader is doing.

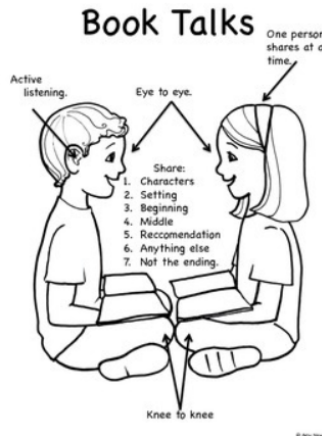
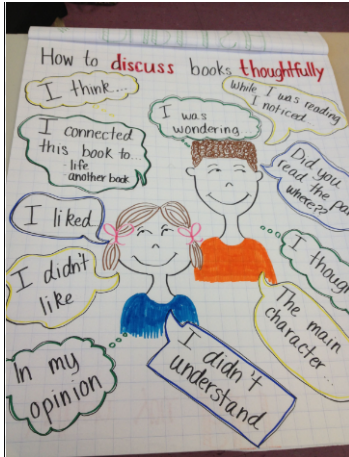
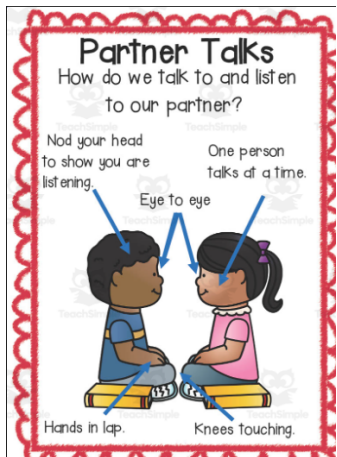
- Model what the listener is doing.
- Invite two students to model what partner reading would look like. While the students are modeling for the class, point out what they are doing correctly.

Sample Charts



Book Talk:

- Explain to students that good readers tell others what they think about a story and why. You can pick a previously read text and encourage students to discuss their thoughts and/or opinions. Sample charts are below as examples to promote “book talks” in whole group discussions, as well as during partner reading.



- **Daily Instructional Task:** Students will read with a partner using books from the classroom library. Students will participate in a “book talk” with their partner.

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

- Checks for understanding

- Whole Group Discussions
- Turn and Talk
- Shared Writing
- Daily Instructional Task

Differentiation:

- Students will work with a partner.
- Visuals

Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Daily Lesson Plans

Lesson 15			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Let's Be Bucket Fillers! Have You Filled a Bucket Today?	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning about good reading habits and how to implement them during independent reading. ● I am learning the difference between bucket filling and bucket dipping. ● I am learning the importance of showing kindness, respect and being a positive thinker. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can explain the difference between a bucket filler and a bucket dipper. ● I can learn ways to be a bucket filler and show respect to my classmates. ● I can list ways bucket filling should look like, sound like, and feel like. 	
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.(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.AS.1.6. Produce complete sentences when appropriate to task and situation.

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Why do you think it is important to fill the buckets of others?
- How can you be a bucket filler?
- Does this scenario describe a bucket filler or a bucket dipper?

Daily Instructional Tasks:

Day 1

Students will discuss different ways buckets can be filled.

Vocabulary:

- Key vocabulary terms and definitions can be provided to students
- **happiness**- being happy.
- **bully**- someone who hurts someone with their words or actions.
- **neighbors**- a person living near or next door.
- **purpose**- a reason for doing something.
- **ignore**- refuse to take notice.
- **kind**- being caring.
- **caring**- feeling and showing concern for someone.
- **invite**- asking someone to go somewhere or do something.
- **neighborhood**- a community where people live together.
- **feelings**- a feeling that you feel from within (happy, sad, angry, nervous, etc)
- **empty**- containing nothing.

Learning Resources/Materials:



- [Have You Filled a Bucket Today?](#) and [Fill a Bucket](#) by Carol McCloud
- Chart Paper
- Lined Paper
- Pencils
- Crayons

- [Bucket filler worksheet](#)
- [Bucket filler post-its](#)

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

Day 1

→ **Read Aloud Day 1:** [Have You Filled a Bucket Today?](#) and [Fill a Bucket](#) by Carol McCloud

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

Introduction:

- Today we are going to read a story that shares with us that we all have an invisible bucket that follows us everywhere. These buckets want to get filled and we are going to read to find out ways we can be “bucket fillers.”



- After reading the text, help students gain a deeper understanding of what a bucket filler is and a bucket dipper. You can read the following scenarios to the students, where they can turn and talk to a partner and/or give thumbs up if the scenario describes a bucket filler or thumbs down if it describes a bucket dipper.

Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?
If someone falls down, you help them up.	Pushing someone down.	You don't let someone play with you at recess.	Asking someone to be your friend.	Hitting someone.	Helping someone with their work when they need it.	Being respectful and kind to others.	Bullying and laughing at other students.
Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?	Filler or DIPPER?
Being rude to others and talking back.	Fighting with others and being mean.	Pushing in someone's chair for them.	Saying something nice to your family and friends.	Saying bad words to other people.	Being sorry if you do something wrong.	Tying a friend's shoe if they don't know how.	Not cleaning up your table and area.

[Bucket filler](#) (You can get it here.)

- Daily Instructional Task(s): Using the Sentence Expansion [activity](#), students will respond to the following: Discuss different ways buckets can be filled.

Delivery Suggestion: The teacher will review the basic conjunctions strategy for students and review the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students. The teacher will choose responses to complete the sentence stem.

<p>Learning Assessments: (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> • Checks for understanding • Whole Group Discussions • Turn and Talk • Shared Writing • Daily Instructional Task 	
<p>Differentiation:</p> <ul style="list-style-type: none"> • Students can work with a partner. • Visuals 	<p>Possible Misconceptions:</p> <ul style="list-style-type: none"> • Consider using TWR sentence level strategies.
<p>Teacher Notes:</p> <ul style="list-style-type: none"> • It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud. • Homework will be determined by the teacher based on the lesson outcome. • Introduce additional vocabulary based on the needs of the students. 	

Daily Lesson Plans

Lesson 16			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Don't Touch My Hair!	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning to compare and contrast. • I am learning what it means to have boundaries. • I am learning ways to ask for permission. • I am learning the elements of a story and how they help support good story retelling. 		<ul style="list-style-type: none"> • I can continue to practice classroom procedures. • I can retell a story by using the elements: character(s), setting, beginning, middle, and end. • I can share what makes me the same and different. • I can gain an understanding of what the words boundaries and permission means and what they look like. 	
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.(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.AS.1.6. Produce complete sentences when appropriate to task and situation.

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

RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

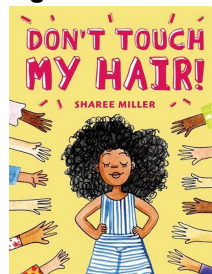
- What do you think the word boundaries means?
- How can you show respect for people's boundaries?
- Why is it important to ask for permission?

Daily Instructional Tasks:

Students will discuss why Aria feels angry in the story.

Vocabulary:

- Key vocabulary terms and definitions can be provided to students
- **attention**- notice taken of someone or something.
- **avoiding**- keep away from or stop oneself from doing.
- **compliments**- a polite expression of praise.
- **curious**-eager to know or learn something.
- **fierce**- ferocious or forceful in action.
- **hiding**- to put or hold out of sight.
- **permission**- approval to do something.
- **scenery**- a word of how a place looks.

Learning Resources/Materials:

- [Don't Touch My Hair!](#) by Sharee Miller
- Lined paper/Chart Paper
- Pencils
- Crayons
- [Venn Diagram](#)
- [Don't Touch My Hair](#) writing template
- [Elements of a story](#) worksheet

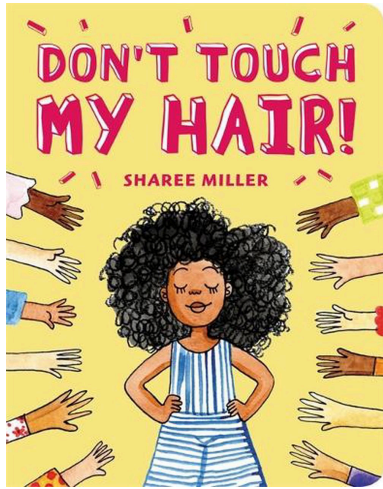
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ **Read Aloud:** [Don't Touch My Hair!](#) by Sharee Miller

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

Introduction:

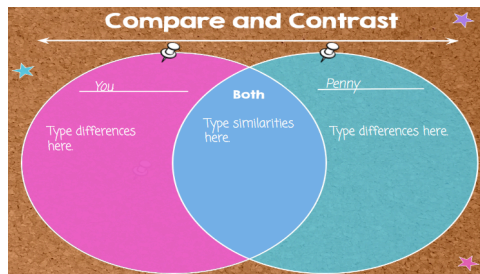
- Today we are going to read a story about a girl named Aria, and it seems that wherever she goes, someone wants to touch her hair. In the street, strangers reach for her fluffy curls; and even under the sea, in the jungle, and in space, she's chased by a mermaid, monkeys, and poked by aliens...until, finally, Aria has had enough! I wonder why she has had enough? How do you think she may be feeling?
- **Suggestion:** This would be an opportunity to Turn & Talk or Think-Pair-Share to make predictions about why Aria has had enough and how she might feel.



● **Suggestive questions you may want to ask as reading:**

- What was Aria's challenge?
- How did Aria respond to her challenge?
- Have you ever had a challenge before? How did you respond to it?
- What does it mean to have boundaries? What are examples of boundaries?
- Why is it important to ask for permission?
- Have you ever asked someone for permission? To borrow a pencil? a crayon? eraser? toy?

● At teacher's discretion, students can complete the Venn Diagram independently and/or with a partner. Students will compare and contrast themselves with the character Aria. What are some similarities they have with Aria? What makes them different?



[Venn Diagram](#) (You can get it here)

- Daily Instructional Task: Using the Basic Conjunctions [activity](#), students will discuss how Aria feels angry in the story.

Delivery Suggestion: The teacher will review the basic conjunctions strategy for students and review the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in a whole class discussion. The teacher will elicit responses from students and choose responses to complete the sentence stem.

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

- Checks for understanding
- Whole Group Discussions
- Turn and Talk or Think-Pair-Share
- Venn Diagram
- Daily Instructional Task

Differentiation:

- Visuals
- Work with a partner

Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of the students.

Grade 1: Unit 2 - Neighborhoods, Citizenship, and Community

Unit Summary: (Overall learning of the unit)		
Unit Title: Neighborhoods, Citizenship, and Community	Content Area: ELA	Grade Level: 1
<p>Unit Description: In this 3-week unit, students learn that citizens respect their community. They also study fiction and nonfiction texts that help them to learn that responsible citizens respect and help others, behave honestly, obey rules and laws, are informed and share resources. Students grasp the larger concept that citizens are members of the larger world community (global citizens) and they protect and respect the larger world community. The following types of writing are included in this unit: Informative/Explanatory and Opinion.</p> <p>Learning about “cultural universals” such as art forms, group rules, social organization, basic needs, language, and celebrations help students to recognize that people are bound together by similarities regardless of group membership.</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"> • What is a community? • What are the roles of individuals in their family, school, and community? • Why do we have rules? • What are your rights and responsibilities? 	<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 people in the school and neighborhood have roles to perform and students have responsibilities in the school and to the community. • Students will understand that people create rules to keep each other safe, to keep things organized, and to make sure everyone is treated fairly. • Students will understand that a community can bring about security and belonging. • Students will understand how they can improve their community for all community members to enjoy. 	
Unit Vocabulary		
<ul style="list-style-type: none"> • neighborhood • citizen • community • places • purpose • metropolitan • downtown • town houses • subway • mural • community garden • public building • retirement home 	<ul style="list-style-type: none"> • branch • government • stadium • museum • aquarium • laws • responsibilities • voting • recycle • mural 	<ul style="list-style-type: none"> • gazed • dipped • spread • respect • promise • humble • courageous • leader • patrol • community worker • donate
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.

(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.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 doubled letters (off, will, mess).

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

L.WF.1.3. Demonstrate command and use of the

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.,

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.

B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a

characters, experiences, illustrations, descriptions, or procedures).		tiger is a large cat with stripes). D. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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.
Assessments		
<ul style="list-style-type: none"> • Daily Instructional Tasks • Culminating Task 	<ul style="list-style-type: none"> • Extended Learning Tasks • Lesson 12 - Informative/Explanatory Writing (Portfolio Artifact) 	<ul style="list-style-type: none"> • Explanatory Writing • Opinion Writing • Text-Based Drawing
Integration of 21st Century Skills	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>Places in My Neighborhood</i> by Shelly Lyons • <i>Neighborhood Walk - City</i> by Peggy Pancela • <i>Citizenship</i> by Ann-Marie Kishel • <i>Maybe Something Beautiful</i> by F. Icabell Campoy and Theresa Howell • <i>Look Where We Live! A First Book of Community Building</i> by Scot Richie • <i>I Promise</i> by Lebron James
Summary of Key Learning		
<p><u>Lesson 1:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • We are learning what a neighborhood is. • We are learning key terms: neighborhood, community, places, purpose. • We are learning to partner-read. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw and explain in writing what a neighborhood is. • I can write at least two full sentences. • I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Identify, Explain, and Discuss Key Terms (SL.PE.1.1. L.VL.1.2.), Read Aloud, Ask Questions, and Discuss Key Terms (RI.CR.1.1., RI.CI.1.2, RI.MF.1.6., W.IW.1.2., SL.PE.1.1., L.VL.1.2.), Partner Reading (L.RF.1.3., L.RF.1.4), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1., L.VL.1.2., W.IW.1.2.) 	<p><u>Lesson 2:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • We are learning key terms about cities: neighborhood, metropolitan, downtown, town houses, subway, patrol. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw and explain in writing what a neighborhood in Newark is like. • I can write at least two full sentences. • I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Preview, Notice, Wonder & Prediction Chart (RI.TS.1.4.,SL.PE.1.1.), Identify, Explain, and Discuss Key Terms (L.VL.1.2., SL.PE.1.1.,). Read Aloud pp. 1-19, Ask Questions, and Discuss Key Terms (RI.CR.1.1., L.VL.1.2. RI.MF.1.6., W.IW.1.2., SL.PE.1.1.) Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1., W.IW.1.2. L.VL.1.2) 	<p><u>Lesson 3:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • We are learning key terms about cities: branch, government, stadium, museum, aquarium. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw and explain in writing how I have fun in the city of Newark. • I can write at least two full sentences. • I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Identify, Explain, and Discuss Key Terms (L.VL.1.2. SL.PE.1.1.) Read Aloud pp. 20-34, Ask Questions, and Discuss Key Terms (RI.CR.1.1., L.VL.1.2. RI.MF.1.6, W.IW.1.2, SL.PE.1.1), Daily Instructional Task: Explanatory Writing (RI.CR.1.1., SL.PE.1.1, W.IW.1.2., L.WF.1.3.)
<u>Lesson 4:</u>	<u>Lesson 5:</u>	<u>Lesson 6:</u>

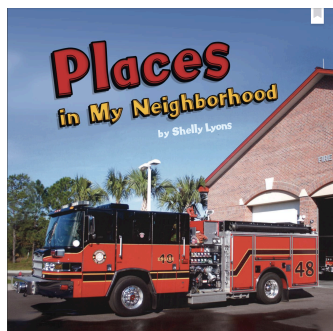
<p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning key terms: citizen, community. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what a citizen is. I can write at least three full sentences with subjects and verbs I can punctuate each sentence correctly. I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Preview & Prediction Chart (RI.TS.1.4., SL.PE.1.1), Key Terms (L.VL.1.2., SL.PE.1.1), Reading Aloud and Asking Text Dependent Questions (RI.CR.1.1., RI.CI.1.2, L.VL.1.2., RI.MF.1.6 , RI.AA.1.7. SL.II.1.2.) Daily Instructional Task: Explanatory Writing (RL.CR.1.1., RL.CI.1.2. , L.VL.1.2., W.IW.1.2., L.WF.1.3.) 	<p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning key terms: laws, responsibilities, and voting. We are learning responsibilities that citizens have. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what a citizen's responsibilities are. I can write at least three full sentences with subjects and verbs. I can punctuate each sentence correctly. I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.VL.1.2., SL.PE.1.1), Key Terms (L.VL.1.2., SL.PE.1.1), Reading Aloud and Listing Responsibilities of a Citizen (RI.CR.1.1, RI.CI.1.2, L.VL.1.2, RI.MF.1.6., RI.AA.1.7., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., RL.CI.1.2. , L.VL.1.2., W.IW.1.2., L.WF.1.3.), 	<p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning how citizens contribute to their community and work collaboratively to solve problems (6.1.2.CivicsCM.2). We are learning that citizens play important roles in a community. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.VL.1.2., SL.PE.1.1), Preview (RL.TS.1.4., SL.PE.1.1), Read Aloud (L.RF.1.4.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.)
<p>Lesson 7:</p> <p>Learning Intention:</p> <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. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Reread and Identify Key Vocabulary (L.RF.1.4.), Text Talk (L.RF.1.4., SL.PE.1.1, SL.AS.1.6.), Daily Instructional Task: Opinion Writing (RL.CI.1.2., RL.IT.1.3., L.VI.1.3., W.AW.1.1.) 	<p>Lesson 8:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning to state an opinion and provide reasons. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Read Aloud (L.RF.1.4.), Vocabulary (L.VL.1.2.), Daily Instructional Task: Opinion Writing (RL.CR.1.1, RL.CI.1.2., W.AW.1.1. , SL.PE.1.1, L.WF.1.3., L.VL.1.2.) 	<p>Lesson 9:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning these keywords: respect, community, and donate. We are learning how to preview an informational text. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what a community is. I can write complete sentences that contain a subject and verb. I can punctuate sentences correctly. I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Preview (RL.TS.1.4., SL.PE.1.1), Key Terms (L.VL.1.2.), Read Aloud pages 6-9 and Discussion Questions (RI.CR.1.1., RI.CI.1.2, L.VL.1.2., RI.MF.1.6., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.),
<p>Lesson 10:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning this keyword, recycle. <p>Success Criteria:</p> <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. 	<p>Lesson 11:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning these keywords: mural, retirement home, public building, community garden. <p>Success Criteria:</p> <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. 	<p>Lesson 12:</p> <p>Learning Intention:</p> <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. <p>Success Criteria:</p> <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.

<p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Identify, Explain, and Discuss Key Terms (L.VL.1.2., SL.PE.1.1), Read Aloud (pp.10-15) and Discussion Questions (RI.CR.1.1., RI.CI.1.2, L.VL.1.2., RI.MF.1.6., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.), 	<p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Identify, Explain, and Discuss Key Terms (L.VL.1.2., SL.PE.1.1), Read Aloud (pp.10-15) and Discussion Questions (RI.CR.1.1., RI.CI.1.2, L.VL.1.2., RI.MF.1.6., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.), 	<p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Identify, Explain, and Discuss Key Terms (L.VL.1.2., SL.PE.1.1), and Discussion Questions (RI.CR.1.1., RI.CI.1.2, L.VL.1.2., RI.MF.1.6., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.),
<p>Lesson 13:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning what a promise is. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Read Aloud & Set Purpose for Reading (L.RF.1.4.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.) 	<p>Lesson 14:</p> <p>Learning Intention:</p> <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. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1), Reread and Identify Key Vocabulary (L.RF.1.4.), Reread and Identify Key Vocabulary (L.RF.1.4.), Text Talk (SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing and Drawing (RL.CR.1.1., SL.PE.1.1, L.WF.1.3., L.VL.1.2., W.IW.1.2.) 	<p>Lesson 15:</p> <p>Learning Intention:</p> <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. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Extended Task Writing about Multiple Books - Rereading and Discussing (L.RF.1.4., SL.II.1.2.), Writing & Drawing (W.IW.1.2., L.WF.1.3.)

Daily Lesson Plans

Lesson 1			
Grade: 1	Unit: Neighborhoods, Citizenship, and Community	Lesson Title: Places in My Neighborhood	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> We are learning what a neighborhood is. We are learning key terms: neighborhood, community, places, purpose We are learning to partner-read. 		<ul style="list-style-type: none"> I can draw and explain in writing what a neighborhood is. I can write at least two full sentences. I can spell high frequency words correctly. 	
NJSL Standards			
<ul style="list-style-type: none"> RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). 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.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). 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"> Why is the photograph on this page a photograph of a neighborhood? Study the details. (p. 136-37) What is an apartment? How is it different from a house? (p. 137) What were some neighborhood places we learned about in this book? 		Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - Places in My Neighborhood 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> community: a community is made up of people who live near each other and the places around them place: certain parts of a city or town purpose: a reason for doing or having something neighborhood: a place or location within a community that has a purpose 		<ul style="list-style-type: none"> Text: <i>Places in My Neighborhood</i> Places in My Neighborhood Key Terms Anchor Chart Partner-Reading Model/ Anchor Chart Daily Instructional Task: Explanatory Writing - Places in My Neighborhood <i>Optional:</i> Text assigned through Google Classroom (for partner-reading) 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Day 1			
→ Part 1: Introduce Students to Key Terms (community, place, purpose, neighborhood)			
<ul style="list-style-type: none"> 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 2: Read Aloud:** Read aloud the text. [Places in My Neighborhood](#)



- ◆ Review Key Terms: community, place, purpose, neighborhood
- ◆ Ask the following questions during read aloud:

'Why is the photograph on this page a photograph of a neighborhood? Study the details. (p. 136-37) It shows a community with different places. Each place has a special purpose.'

What place does the photograph on this page show? What is its purpose? (p. 140) It shows a police station. Police stations help when there is an emergency?

What were some neighborhood places we learned about in this book? We learned about apartments/ apartment buildings, houses, fire stations, police stations, clinics, libraries, and grocery stores.

Day 2

→ **Partner Reading:** [Places in My Neighborhood](#)

- ◆ Engage students in partner reading, by pairing students to do alternate-page reading or echo reading. **Model the procedure to ensure that students understand how to use the strategy.*
- ◆ Have students partner-read the text 2 times.

→ **Daily Instructional Task:** [Explanatory Writing - Places in My Neighborhood](#)

- ◆ **Draw** a picture of a neighborhood.
- ◆ **Write** at least two sentences under the picture telling about the neighborhood.
- ◆ **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.

Possible Misconceptions:

- Students may not understand that a neighborhood is the same as a community.
- Students may not understand that smaller communities make up a larger community.
- Students may think where they live is "the world."

- 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.

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 2			
Grade: 1	Unit: Neighborhoods, Citizenship, and Community	Lesson Title: City (Neighborhood Walk)	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> We are learning key terms about cities: neighborhood, metropolitan, downtown, townhouse, subway, patrol. 		<ul style="list-style-type: none"> I can draw and explain in writing what a neighborhood in Newark is like. I can write at least two full sentences. I can spell high frequency words correctly. 	
NJSL Standards			
<ul style="list-style-type: none"> 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 information in a text while drawing on a wide reading of a range of text types. 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. 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"> What is a neighborhood? What is a metropolitan? (p. 5) What does downtown mean? Have you been to downtown Newark? What did you do there? (p. 6) Study the photograph. What is a townhouse? (p. 7) What are subways? (p. 8) Are there stores in your neighborhood? What is sold in them? (p. 17) 		Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - City: Neighborhood Walk 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> metropolitan: a place made up of a city and its surrounding communities <i>*We live in the New York metropolitan area.</i> downtown: the central business section in a city <i>*Newark has a downtown.</i> townhouse: a house that is joined to the house next to it, and is usually in a row subway: a train that runs underground patrol: to travel through an area to keep it safe neighborhood: a place or location within a community that has a purpose 		<ul style="list-style-type: none"> Text: <i>City: Neighborhood Walk</i> City: Neighborhood Walk Preview & Prediction Chart Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Explanatory Writing - City: Neighborhood Walk <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

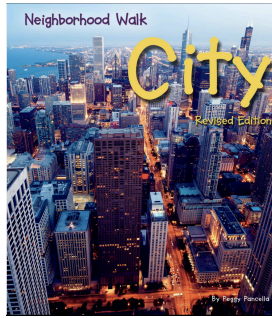
→ Part 1: Pre-Read: Preview & Predict

- ◆ 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?*
- ◆ Read the back of the book. Ask students: *What do you think you will learn from this book? Turn and tell your partner. *Model the procedure to ensure that students understand how to use the strategy.*
- ◆ Review the Table of Contents. Ask students: *What do you think you might learn from this book? Turn and tell your partner.*
- ◆ Record students' insights as you take them through the process of previewing a text. The chart in the **Teacher's Note** is one way to capture students' insights, and to highlight different sections of the text.

→ Part 2: Introduce Students to Key Terms (metropolitan, downtown, townhouse, subway, patrol, neighborhood)

- ◆ 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 (p. 4-19). [City: Neighborhood Walk](#)



- ◆ Review Key Terms: metropolitan, downtown, townhouse, subway, patrol, and neighborhood - as they appear in the text.
- ◆ Ask questions posted on the text pages (yellow boxes).

→ Daily Instructional Task: [Explanatory Writing - City: Neighborhood Walk](#)

- ◆ **Draw** a picture that shows what a neighborhood is like in Newark.
- ◆ **Write** at least two sentences under the picture to explain what a neighborhood is like in Newark.
- ◆ **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 not understand that a neighborhood is the same as a community.
- Students may not understand that smaller communities make up a larger community.
- Students may not understand the concept of downtown Newark - as a central business section of Newark.

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 3

Grade: 1	Unit: Neighborhoods, Citizenship, and Community	Lesson Title: City (Neighborhood Walk)	Instructional Days: 1-2
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Learning Intentions	Success Criteria
<ul style="list-style-type: none"> ● We are learning key terms about cities: branch, government, stadium, museum, aquarium. 	<ul style="list-style-type: none"> ● I can draw and explain in writing how I have fun in the city of Newark. ● I can write at least two full sentences. ● I can spell high frequency words correctly.

NJSLS Standards

- **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.
- **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).
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe [its] key ideas.
- **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.

Key Instructional Practices

<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● What is a branch? Have you ever visited the main library or one of its main branches in Newark? (p. 21) <i>*A branch is a smaller part of a library.</i> ● What is a stadium, a museum, an aquarium? Have you ever visited any of these places? (p. 27) ● How do you have fun in Newark? (p. 29) ● What is an index? What is its purpose in a book? <i>*An alphabetical list at the end of a book that shows the page where each thing in the list can be found (p. 32)</i> 	<p>Daily Instructional Tasks: Day 1-2</p> <ul style="list-style-type: none"> ● Daily Instructional Task: Explanatory Writing - City: Neighborhood Walk
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● branch: a smaller part of something bigger; like a library system ● government: the group of people who control and make decisions for a country, state, or community ● stadium: a large building for sports or other events ● museum: place where special or important items are shown ● aquarium: place where water animals and plants are kept 	<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Text: <i>City: Neighborhood Walk</i> City: Neighborhood Walk ● Turn and Talk Anchor Chart ● Key Terms Anchor Chart ● Daily Instructional Task: Explanatory Writing - City: Neighborhood Walk ● <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

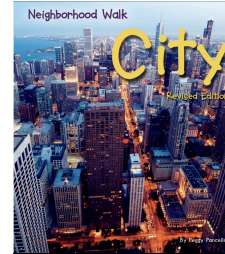
→ Part 1: Before Reading Aloud

- ◆ Ask students to recall what they remember about what they have already read: *What have you already learned? Turn and tell your partner. What are you hoping to learn?*
- ◆ Record students' insights as you take them through the process of recalling information.

→ Part 2: Introduce Students to Key Terms (branch, government, stadium, museum, aquarium)

- ◆ 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 (p. 20-34). [City: Neighborhood Walk](#)



- ◆ Review Key Terms: branch, government, stadium, museum, and aquarium - as they appear in the text.
- ◆ Ask questions posted on the text pages (yellow boxes).

→ Daily Instructional Task: [Explanatory Writing - City: Neighborhood Walk](#)

- ◆ **Draw** a picture that shows what you like about living in the city of Newark.
- ◆ **Write** at least two sentences under the picture to explain what a neighborhood is like in Newark.
- ◆ **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.

Possible Misconceptions:

- Students may have experienced locations, such as an aquarium, etc. in a location outside of Newark, but with community members.
- Students may have visited similar sites but not in the City of Newark.

- **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:** Allow students to create a brochure of Newark - using their writing.

Teacher Notes:

- Show students videos and/ or pictures of various places throughout Newark.
- 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 4			
Grade: 1	Unit: Neighborhoods, Citizenship, and Community	Lesson Title: Citizenship	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> We are learning key terms: citizen, community. 		<ul style="list-style-type: none"> I can explain the term, citizen. I can write at least three full sentences with subjects and verbs. 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. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 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 information in a text while drawing on a wide reading of a range of text types. 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.CI.1.2. Determine the central message and retell a sequence of events in literary 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. 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. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What does the photograph and the title, Citizenship, tell you about the book? (Cover) *<i>The book will be about becoming a citizen (a US citizen).</i> Listen as I read the heading on this page, Citizenship Facts. What are facts? (p. 21) *<i>Facts are pieces of information that are true.</i> What is an index? (p. 23) *<i>An index is an alphabetical list at the end of a book that shows the page where each thing in the list can be found.</i> Listen as I read the words and page numbers from the index. What will we be learning about? (p. 23) *<i>We will be learning about immigrants coming to the U.S. (or anything listed in the index)</i> 		Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - Citizenship 	
Vocabulary: <ul style="list-style-type: none"> citizen: an official member of a country community: the area where a group of people live 		Learning Resources/Materials: <ul style="list-style-type: none"> Text: <i>Citizenship</i> Citizenship Preview & Prediction Chart Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Explanatory Writing - Citizenship 	

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

Day 1

→ Part 1A: 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 1B: 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?
- ◆ Read the page titled, "Citizenship Facts" and show students the Index. Ask students: What do you think you will learn from this book? Turn and tell your partner. *Model the procedure to ensure that students understand how to use the strategy.
- ◆ Review the Table of Contents. Ask students: What do you think you might learn from this book? Turn and tell your partner.
- ◆ Record students' insights as you take them through the process of previewing a text. The chart in the Teacher's Note is one way to capture students' insights, and to highlight different sections of the text.

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

- ◆ 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: citizen and community - as they appear in the text.
- ◆ Ask questions posted on the text pages (yellow boxes).

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

- ◆ **Question:** What is a citizen?
- ◆ **Draw** a picture that shows what a citizen is.
- ◆ **Write** at least three sentences that explain what a citizen is.
- ◆ **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 think that being a good citizen only means being well-behaved.

Teacher Notes:

- **Preview & Prediction Chart**

What This Book Will Likely Be About

Daily Lesson Plans

Lesson 5			
Grade: 1	Unit: Neighborhoods, Citizenship, and Community	Lesson Title: Citizenship	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> We are learning key terms: laws, responsibilities, and voting. We are learning responsibilities that citizens have. 		<ul style="list-style-type: none"> I can explain what a citizen's responsibilities are. I can write at least three full sentences with subjects and verbs. 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. 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. 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"> What makes a good citizen? (p. 17) <i>*Citizens: vote for their leaders, obey laws, show respect for others, work to make the community a better place, care for the environment, and take care of one another.</i> What do people who want U.S. citizens need to do? (p. 19) <i>*People who want to be U.S. citizens need to: live in the U.S. for at least 5 years, know English, be a good citizen, send in an application, learn about the U.S. government, learn about U.S. history, take a test, and take the oath of citizenship and agree to be a good citizen .</i> 		Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Explanatory Writing - Citizenship 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> laws: rules that tell people how to act responsibilities: things that people should do voting: to make a choice 		<ul style="list-style-type: none"> Text: <i>Citizenship</i> Citizenship Chart Paper Turn and Talk Anchor Chart Key Terms Anchor Chart Daily Instructional Task: Explanatory Writing - Citizenship <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)?)			