

	3	2	1
Accuracy of Writing	The writing accurately predicts what happened to the Moon.	The writing attempts to predict what happened to the Moon.	The writing attempts, however, does not accurately predict what happens to the moon.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

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

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

Lesson 19

Grade: 1st	Unit: Earth Science	Lesson Title: Papa, Please Get the Moon For Me	Instructional Days: 1-2
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Learning Intentions	Success Criteria
<ul style="list-style-type: none"> I am learning that the moon moves through phases that create a predictable pattern. 	<ul style="list-style-type: none"> I can write a letter to the main character of the book to explain the events that happen in Papa, Please Get the Moon for Me; I can use words and illustrations from the text to make inferences about which phase of the moon is appearing at different times.

NJSLS Standards

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

RL.CR.1.1. Ask and answer questions about key details in a literary ext 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. (In a science unit students my 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.)

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

W.NW.1.3. With prompts and support, Write narratives [in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure] of several complete sentences based on real or imagined experiences or events.




Key Instructional Practices

Key Teacher Questions Posed During the Lesson:	Writing Assessment:
<ul style="list-style-type: none"> Here are five small boxes with illustrations. What do the illustrations show us? What phase is the moon probably in? How do you know? Let's make a prediction. What phase is the moon probably in? How do you know? The moon says, "Every night I get a little smaller." What does that mean? What phases of the moon do you think are occurring now? Why? What phase of the moon is it now? How do you know? Did the moon really disappear? What is happening to the moon now? How do we know? What phases of the moon do you think are occurring now? Why? What phase of the moon is it now? How do you know? Do you think the phases of the moon are a pattern? Why or why not? Are the moon phases a pattern we can predict? Why? 	<p>Culminating Task:</p> <p>Write a letter to Monica explaining what is actually happening to the moon over the course of the story.</p> <p>Students writing should include the following:</p> <ul style="list-style-type: none"> ●Introduction ●name your topic; ●supply some facts that explain why the pattern of moon phases occurs; ●include vocabulary words; and ●provide a sense of closure.

Vocabulary:

- near
- disappeared
- sliver
- reappear

Learning Resources/Materials:


- Digital Copy of book:  Papa please get the moon for me
- Video : [7 Moon Phases](#)
- Video: [Phases of The Moon](#)
-  Earth Science Rubric: Lesson 19
-  The Moon Book by Gail Gibbons

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

→ **Part 1: Reinforce vocabulary for this lesson**

- near
- disappeared
- sliver
- reappear

→ **Part 2:**

Read Aloud: *Papa, Please Get the Moon For Me* by Eric Carle  *Papa please get the moon for me*

- **Teachers Note:** If students have difficulty answering questions about the moon phases, the teacher may want to do another repeated reading of *The Moon Book* or watch the resource videos to remind students. Additional visual examples of the phases of the moon may help students understand this pattern. Below are two short videos that explain the phases of the moon: of the phases and why they occur.

- [Phases of The Moon](#)
- [7 Moon Phases](#)

→ **Part 3: Culminating Task:**

Write a letter to Monica explaining what is actually happening to the moon over the course of the story.

Students writing should include the following:

- Introduction
- name your topic;
- supply some facts that explain why the pattern of moon phases occurs;
- include vocabulary words; and
- provide a sense of closure.

Possible Student Response:

Dear Monica,

The moon doesn't actually change shape. It goes through a pattern of phases. The moon reflects light from the sun. When we see more of the light that is reflected the moon looks bigger. This is called waxing. When we see less of that light that is reflected the moon looks smaller. This is called waning. The pattern of moon phases happens because the moon orbits the Earth. The moon is important, so it must stay in the sky.

Your friend,

Karen

● Lesson Rubric: [Earth Science Rubric: Lesson 19](#)

	3	2	1
Accuracy of Writing	The writing accurately explains what is actually happening to the moon over the course of the story.	The writing attempts and explains mostly what is actually happening to the moon over the course of the story.	The writing attempts, however, does not accurately explain what is actually happening to the moon over the course of the story.
Organization	The writing includes an introduction, facts (vocabulary), and conclusion.	The writing includes 2 out of 3: an introduction, facts (vocabulary), and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

[Earth Science Rubric-Grade 1, Lesson 19\(student friendly\)](#)

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

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

Lesson 20

Grade: 1st	Unit: Earth Science	Lesson Title: How The Moon Regained Her Shape	Instructional Days: 1-2
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Learning Intentions

- I am learning that Native Americans believed the phases of the moon are caused by the moon’s changing feelings

Success Criteria

- I can identify key details in the text that explain how the moon’s feelings and shape changes through the story;
- I can determine the meaning of unfamiliar words to better understand how the moon is feeling; and
- I can distinguish between details about the moon that are realistic and those that are fictional.

NJSLS Standards

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
 RL.CR.1.1. Ask and answer questions about key details in a literary text 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.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
 SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 W.NW.1.3. With prompts and support, Write narratives [in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure] of several complete sentences based on real or imagined experiences or events.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How does the author describe the moon here?
- Based on this description, what moon phase could she be in? Why?
- The author says the moon “walked along her skypath”. Think about other words we’ve learned that describe how the moon walks, or moves. What could a “skypath” be?
- The text says that “the sun’s words tormented here”. What could “tormented” mean? How do you know?
- How is the moon feeling? How do you know?
- What else is happening to the moon?
- Based on all this evidence from the text, what moon phase could she



Daily Instructional Tasks:

Daily Instructional Task:

Students will write their own narrative story that describes the moon’s phases based on both real and made-up details found in the books *Papa, Please Get the Moon for Me* and *How the Moon Regained Her Shape*.

Students writing should include the following:

- explain the event;
- include some details that describe how the moon appears to change shape;

<ul style="list-style-type: none"> be in now? Why? ● What phase of the moon is she in when she meets Round Arms? What does this mean? ● How do we know what phase the moon is in now? ● Did the moon disappear? Why or why not? ● How is the moon feeling now? How do we know? ● How are her feelings changing her shape? ● What do we call a moon that is getting bigger, or one that is reflecting more light? ● What does it mean that the moon's eyes were “sparkling with joy”? ● Why was the moon feeling joyful, or happy? ● What phase is she in now? What does that mean? How do you know she is in that phase? ● How did the Native American legend explain why the moon “changed shape?” ● Which details were real? Which weren't? 	<ul style="list-style-type: none"> ● use some time order words; and ● provide a sense of closure.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● twirled (embedded) ● blushed (embedded) ● stammered (embedded) ● tormented (implicit) ● skypath (embedded) ● shrink (embedded) ● comet (embedded) ● trudged (embedded) ● gleamed (embedded) ● dreamlike (embedded) ● admirers (implicit) ● dwindles (explicit) 	<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Text: How The Moon Regained Her Shape ●  Lesson 20 Chart ●  Earth Science Rubric: Lesson 20
<p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>→ Part 1: Introduce vocabulary for this lesson</p> <ul style="list-style-type: none"> ● twirled (embedded) ● blushed (embedded) ● stammered (embedded) ● tormented (implicit) ● skypath (embedded) ● shrink (embedded) ● comet (embedded) ● trudged (embedded) ● gleamed (embedded) ● dreamlike (embedded) 	

- admirers (implicit)
- dwindles (explicit)

→ **Part 2:**

Read Aloud: [How the Moon Regained her Shape](#) by Janet Ruth Heller

- [Teacher Guidance](#): During and/or after reading, add details to the chart about what is happening to the moon [Lesson 20 Chart](#) . Organize them by details that are true and those that are fictional.

Details about the moon that are true	Details about the moon that are fictional
<ul style="list-style-type: none"> • The moon appears to change shape. • The moon starts out full and then it wanes, or gets smaller. • After a new moon the moon waxes, or gets bigger. • The moon helps people and animals. It helps us see at night. 	<ul style="list-style-type: none"> • The moon is not a person. • The moon can't talk or dance. • The moon does not have feelings.

Culminating Task:

→ **Part 3: Daily Instructional Task:**


Students will write their own narrative story that describes the moon's phases based on both real and made-up details found in the books *Papa, Please Get the Moon for Me* and *How the Moon Regained Her Shape*.

Students writing should include the following:

- explain the event;
- include some details that describe how the moon appears to change shape;
- use some time order words; and
- provide a sense of closure.

Possible Student Response:

There was a really big dog that lived in space. One day it saw the moon. It was really hungry and took a small bite. Then, it took another bite. It kept eating the moon until it was all gone. The dog felt bad about eating the moon. It wanted to put the moon back. The dog found a space rock and put it where the moon had been. Next, it found another rock. As the dog put more and more moon rocks together the moon started to grow. Finally, the whole moon was back.

● Lesson Rubric:  Earth Science Rubric: Lesson 20

	3	2	1
Accuracy of Writing	The writing accurately describes the moon's phases based on both real and made-up details.	The writing attempts and mostly describes the moon's phases based on both real and made-up details.	The writing attempts, however, does not accurately describe the moon's phases based on both real and made-up details.
Organization	The writing includes an introduction, facts, conclusion and time order words.	The writing includes 2 out of 3: an introduction, facts, conclusion and some time order words.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

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

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:


Grade 1: Unit 5 - Learning About Africa and African Culture

Unit Summary: (Overall learning of the unit)		
Unit Title: Learning About Africa and African Culture	Content Area: ELA	Grade Level: 1
<p>Unit Description: In this 4-week unit, students learn about the continent of Africa in general and then specifically focus on cultural aspects, including stories, and countries. Three informational read aloud texts, 3 videos, 2 fictional text and 2 folk tales comprise the unit. Students draw and write daily through Daily instructional Tasks. Throughout the unit students have the opportunity to demonstrate literary and social studies content knowledge they are acquiring. This unit is also accompanied by Shared Reading/Poetry activities to practice fluency which will be included in the integrated unit block and/or during literacy centers. Studying these poems will allow students to practice not only fluency, but also important foundational skills such as identification of punctuation, sight words, rhyming words, and imagery. The following forms of writing are included: informative/explanatory</p>		
<p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p>	<p>Enduring Understanding (s): (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"> • How does learning about another country help one appreciate his or her own country? • What should a person consider when gathering information about a country and or culture that is different from his or her own? • What about the world today makes it necessary to learn about other countries and cultures? • Can we exist in the United States of America in Isolation? Why or Why Not? • How does learning about another country help us learn about ourselves? • How does learning about other places help us to understand the people and world around us? 	<ul style="list-style-type: none"> • Students will understand the rich and diverse geographical and cultural aspects of Africa. 	
Unit Vocabulary		
continent equator desert volcano tropical herd tropical rainforest	culture countries rule natural resources embrace indigo dye Kola nuts	turban village weaving xylophone landlocked infer folktales

island oases savanna predator population	mask sacred neighbor ornaments queen	theme furious scattered Kenya Wangari Maathai
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Focus Standards		
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<p>Reading</p> <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). ● RI.CI.1.2 [Ask and answer questions about] Determine main topic and retell a series of key details in [a] 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 information in a text while drawing on a wide reading of a range of text types. ● RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● 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 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.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) ● SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<p>Writing</p> <ul style="list-style-type: none"> ● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. ● 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. ● 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.)
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	<ul style="list-style-type: none"> ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. 	
Assessments		
<ul style="list-style-type: none"> ● Daily Instructional Tasks ● Student Reflections 	<ul style="list-style-type: none"> ● Portfolios ● Journals/Notebooks ● Shared Reading/Poetry Notebook 	<ul style="list-style-type: none"> ● Explanatory Writing ● Culminating TaskList-Group-Label ● Lesson 15 Drawing & Explanatory Task (Portfolio Artifact)
Integration of 21st Century Skills	Integration of Technology	Resources
	<ul style="list-style-type: none"> ● Google Forms/Docs/Slides ● Videos 	<ul style="list-style-type: none"> ● A is for Africa: Video ● Introducing Africa ● All Aboard for the Bobo Road ● Slide Deck for Rain School.pptx ● Beautiful Blackbird ● A Story, A Story ● Wangari's Peace Tree ● Learning About Africa and African Culture Videos ● Video: Destination Africa ● Hippos on Tengrele Lake, Burkina Faso ● Domes de Fabledougou ●  Learning About Africa Shared Reading/ ...
Summary of Key Learning		
<p>Lesson 1: Introducing Africa</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key terms: continent and equator. ● I am learning about famous places in Africa. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can echo read a poem. <p>Instructional Routines:</p>	<p>Lesson 2: Introducing Africa</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key terms: desert, volcano, tropical. ● I am learning about Africa's geography and weather. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can read a poem then identify punctuation. 	<p>Lesson 3: Introducing Africa</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key terms: herd, oases, rain forest, island, African Savanna, predator. ● I am learning about Africa's animals and plants. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it.



<ul style="list-style-type: none"> ● Notice//Wonder Chart, Partner Conversation, Read Aloud pp. 4-7, Ask and Answer Text Dependent Questions, Shared Reading/ Poetry (RI.CR.1.1. , SL.II.1.2, L.VL.1.2., L.VI.1.3, W.RW.1.7, W.IW.1.2,6.1.2.CivicsPD.1, L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner retelling, retelling map, Read Aloud pp. 8-,13 Ask and Answer Text Dependent Questions, Daily Instructional Task, Shared Reading/ Poetry. (RI.CR.1.1, RI.CI.1.2, RI.TS.1.4, RI.PP.1.5, SL.II.1.2, W.RW.1.7,W.IW.1.2, 6.1.2.CivicsPD.1, L.RF.1.1, L.RF.1.3, L.RF.1.4 	<ul style="list-style-type: none"> ● I can read a poem then find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner retelling, retelling map, Read Aloud pp. 14-17, Ask and Answer Text Dependent Questions, video, Daily Instructional Task, Shared Reading/ Poetry. (RI.CR.1.1, RI.TS.1.4, RI.PP.1.5, SL.II.1.2, SL.UM.1.5, W.RW.1.7,W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4
<p><u>Lesson 4: Introducing Africa</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key term: population, culture, country, rule ● I am learning about Africa’s people, culture, and countries. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can read a poem then identify rhyming words. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner retelling, retelling map, Read Aloud pp. 18-23, Ask and Answer Text Dependent Questions, video, Daily Instructional Task, Shared Reading/ Poetry. (RI.CR.1.1, RI.TS.1.4, RI.PP.1.5, SL.II.1.2, W.SE.1.6, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p><u>Lesson 5: Introducing Africa</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key term: natural resources ● I am learning about Africa’s cities, countryside, and natural resources. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner retelling, retelling map, Read Aloud pp.24-29, Ask and Answer Text Dependent Questions, video, Daily Instructional Task, Shared Reading/ Poetry. (RI.CR.1.1, RI.TS.1.4, RI.PP.1.5, L.VL.1.2, SL.II.1.2, W.SE.1.6, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p><u>Lesson 6: A is For Africa</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what culture means. ● I am learning about African culture. ● I am learning how to use question cards to help me pose questions about what I am learning. ● I am learning key term: embrace, indigo dye, Kola nuts, mask, sacred. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can draw a picture illustrating what I learned about African culture today. ● I can explain my drawing by writing at least a complete sentence. ● I can correctly spell word wall words. ● I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Author’s Note, Reviewing Definition of Culture & Read Aloud Letters A-M & Asking Questions, daily instructional Task, Shared Reading/ Poetry. (RI.CR.1.1, RI.PP.1.5, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, L.VL.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4
<p><u>Lesson 7: A is For Africa</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what culture means. ● I am learning about African culture. 	<p><u>Lesson 8: All Aboard the Bobo Road Slide</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what culture means. ● I am learning about African culture. 	<p><u>Lesson 9: All Aboard the Bobo Road Slide</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what culture means.

<ul style="list-style-type: none"> • I am learning key terms: neighbor, ornaments, queen, turban, village, weaving, xylophone • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw a picture illustrating what I learned about African culture today. • I can explain my drawing by writing at least a complete sentence. • I can correctly spell word wall words. • I can read a poem then identify punctuation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read Aloud Letters N-Z & Asking Questions, Daily Instructional Task, Shared Reading/ Poetry(RL.CR.1.1, RI.PP.1.5, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, L.VL.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<ul style="list-style-type: none"> • I am learning key terms: neighbor, ornaments, queen, turban, village, weaving, xylophone • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw a picture illustrating what I learned about African culture today. • I can explain my drawing by writing at least a complete sentence. • I can correctly spell word wall words. • I can read a poem then find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Book Introduction, Read Aloud, Daily Instructional Task , Shared Reading/ Poetry(RL.CR.1.1, RL.MF.1.6, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, L.VL.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<ul style="list-style-type: none"> • I am learning about African culture in Burkina Faso. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can draw a picture comparing my community with the community from the Bobo Road. • I can explain my drawing by writing at least one complete sentence. • I can spell word wall words correctly. • I can read a poem then identify rhyming words. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Retelling, Viewing Related Videos to All Aboard for the Bobo Road, reread, Daily Instructional Task , Shared Reading/ Poetry (RL.CR.1.1, RL.MF.1.6, SL.PE.1.1, SL.II.1.2, L.VL.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4
<p>Lesson 10: Rain School</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning where the country of Chad is located. • I am learning about schooling in Chad. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can find Chad on a map. • I can explain what schooling is like in Chad. • I can punctuate sentences correctly. • I can read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Geography and book introduction, read aloud, questions, Daily Instructional Task, Shared Reading/ Poetry (RL.CR.1.1, RL.MF.1.6, SL.PE.1.1, SL.II.1.2, L.VL.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Lesson 11: Rain School</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to make inferences. • I am learning about schooling in Chad. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can think about what I know and what I am learning from the text to make inferences. • I can contribute to shared writing about schooling in Chad and schooling at school. • I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Retelling, inferences, Read Aloud and Ask and Answer Text-Dependent Questions, Daily Instructional Task, Shared Writing, Shared Reading/ Poetry (RL.CR.1.1, SL.UM.1.5, L.VL.1.2, L.VI.1.3, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Lesson 12: Beautiful Blackbird</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning where the country of Zambia is located. • I am learning about folk tales. • I am learning to ask questions about a story. • I am learning how blackness is beautiful. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can find Zambia on a map. • I can use question cards to help me pose questions about what I am learning. • I can punctuate sentences correctly. • I can read a poem then identify punctuation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Geography and Book Introduction, Read Aloud, Daily Instructional Task Asking Questions, Shared Reading/ Poetry (RL.CR.1.1, L.VL.1.2, SL.PE.1.1, SL.II.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4

<p>Lesson 13: Beautiful Blackbird</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to use illustrations to sequence stories. • I am learning to use illustration to help me retell a story in order. • I am learning how blackness is beautiful. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can explain why all of the birds wanted to have Blackbird add black to their feathers. • I can punctuate sentences correctly. • I can read a poem then find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Sequence the Story and Retell It, Read Alouds Reread and Shared Writing: Story Map, Daily Instructional Task Drawing and Writing, Shared Reading/ Poetry (RL.CR.1.1, RL.CI.1.2, RL.IT.1.3, L.VL.1.2, SL.PE.1.1, SL.II.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Lesson 14: Beautiful Blackbird</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to interpret what a character says. • I am learning to identify and discuss themes. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can think about what I know and what I am learning from the text and infer. • I can interpret a quote from the text and draw a picture. • I can label my drawing. • I can read a poem then identify rhyming words. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Retelling, Reread focusing on theme, Daily Instructional Task: Culminating Task: Partner Conversation, Shared Writing and Drawing, Shared Reading/ Poetry (RL.CR.1.1, RL.CI.1.2, RL.IT.1.3, L.VL.1.2, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Lesson 15: A Story, A Story</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning where the country of Ghana and the country of Nigeria are located. • I am learning about folktales that explain. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can find Ghana on a map. • I can find Nigeria on a map. • I can explain how stories came into the world. • I can punctuate sentences correctly. • I can read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Geography and Book Introduction, Read Aloud, Daily Instructional Task- Drawing and Writing, Shared Reading/ Poetry (RL.CR.1.1, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4
<p>Lesson 16: A Story, A Story</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about Ananse, the Spider man. • I am learning about African culture. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can share my ideas and contribute to shared writing. • I can explain how Ananse helps me understand African culture. • I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Retelling, Read Aloud and Answer Text-Dependent Questions, Daily Instructional Task: Culminating Task: Partner Conversation, 	<p>Lesson 17: Wangari's Trees of Peace</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning where the country of Kenya is located. • I am learning facts about Wangari Maathai. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can find Kenya on a map. • I can retell facts about Wangari Maathai. • I can punctuate sentences correctly. • I can read a poem then identify punctuation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Geography and Book Introduction, Read Aloud, Daily Instructional Task- Drawing and Explanatory Writing, Shared Reading/ Poetry 	<p>Lesson 18: Wangari's Trees of Peace</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about Wangari Maathai. • I am learning about African culture. • I am learning to ask questions while reading. • I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can ask questions beginning with why, when, where, what, how. • I can explain how Wangari Maathai helped Kenya. • I can write in complete sentences and punctuate the sentences correctly. • I can read a poem then find word wall words within the poem.

<p>Shared Writing and Drawing, Shared Reading/ Poetry (RL.CR.1.1, RL.CI.1.2, RL.IT.1.3, L.VL.1.2, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4</p>	<p>(RL.CR.1.1, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4</p>	<p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Retelling, Teacher Model: Thinking Aloud by Asking Questions, Daily Instructional Task: Drawing & Explanatory Writing, Shared Reading/ Poetry (RL.CR.1.1, RL.IT.1.3, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4
<p>Lesson 19: Wangari's Trees of Peace</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about Wangari Maathai. I am learning about African culture. I am learning to ask questions while reading. I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can answer questions beginning with why, when, where, what, how. I can explain the challenges Wangari Maathai faced when she helped Kenya to plant trees. I can write in complete sentences and punctuate the sentences correctly. I can read a poem then identify rhyming words. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Retelling, Reread and Answer Students' Questions, Daily Instructional Task: Drawing & Explanatory Writing, Shared Reading/ Poetry (RL.CR.1.1, RL.IT.1.3, SL.PE.1.1, SL.II.1.2, W.RW.1.7), L.RF.1.1, L.RF.1.3, L.RF.1.4 	<p>Lesson 20:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about African culture. I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can write about what I learned about Africa. I can read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> 5 Minute Writing, Daily Instructional Culminating Task: Directions for using List-Group-Label, Shared Reading/ Poetry (RL.CR.1.1, RL.IT.1.3, SL.PE.1.1, SL.II.1.2, W.RW.1.7, W.IW.1.2), L.RF.1.1, L.RF.1.3, L.RF.1.4 	

Daily Lesson Plans

Lesson 1		
Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key terms: continent and equator. ● I am learning about famous places in Africa. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can echo read a poem.
NJSL Standards		
<p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p>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.)</p> <p>L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>		
Key Instructional Practices		
<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● What do you notice about the cover? ● What do you wonder after looking at the cover? ● What might these noticings and wonders mean? ● How does this connect with what you know about Africa already? ● What is one fact you learned about Africa today? ● What is the difference between a continent and a country? ● What is the equator? ● What water surrounds Africa? ● What information can we learn from the chart on page 5? ● What famous places did we read about on these pages? 		<p>Daily Instructional Tasks:- Explanatory Writing and Drawing</p> <p>Students will use drawings, labels, and sentences to explain one fact they learned about Africa today.</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● continent - A huge area of land on Earth. ● equator - An imaginary line running around the middle of Earth. 		<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Introducing Africa: Text ●  Notice/Wonder ●  Introducing Africa Rubric

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

Part One: Preview [Introducing Africa: Text](#) **Notice/Wonder**

- Show students the cover of the text. Ask them to say what they notice and wonder based on the cover image and Title.
- Chart responses.
- Project the contents page and read it to the class. Ask students to turn and discuss with their partner what they notice and wonder. Regroup and share as a class. Chart
- As students read the three questions on the back cover. What more do they now notice and wonder? Chart

Part Two: Partner Conversation (SL.PE.1.1, 1.6)

- Read aloud the chart of noticing and wondering. Invite students to partner and discuss:
- What might these noticings and wonderings mean?
- How does this connect with what you know about Africa already?

Part Three: Read Aloud pages 4-7

- Ask and Answer Text-Dependent Questions. (RI.CR.1.1, 1.4, 1.5, SL.II.1.2, L.VI.1.2, L.VI,1.2, 6.1.2. CivicsPD.1)
- Read Aloud pages 4-7.
- Ask and answer text-dependent questions.
 - What is the difference between a continent and a country?
 - What is the equator?
 - What water surrounds Africa?
 - What information can we learn from the chart on page 5?
 - What famous places did we read about on these pages?
- Add explanations to the vocabulary chart.
 - continent - A huge area of land on Earth.
 - equator - An imaginary line running around the middle of Earth.

Part Four: Daily Instructional Task: Explanatory Writing and Drawing, Rubric **Introducing Africa Rubric**

- What is one fact you learned about Africa today?
 - Begin Writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

****** We will begin our Shared Reading/Poetry supplemental unit today. These lessons will be completed as a whole class on lessons 1,6, and 11. All other days, the shared/echo read will be done at the end of the lesson. Then the teacher can opt to complete the remainder of the poetry lesson at the same time or as a literacy center.**

- Students get their new poem and glue it into their notebooks. I read the poem and students will follow along. Next, I read the poem and students "echo" read the poem. Students get so excited to get a new poem on Mondays and as soon as it is passed out they begin looking for words they know so they are ready for the week!
- Pass out "[Impala](#)" Students glue the poem in their notebook.
- Read Poem- Students Follow Along (using their finger)
- Reread Poem- Students Echo
- Discuss: Vocabulary words and Author, Douglas Florian

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 2

Grade: 1st

Unit: Learning About Africa and African Culture

Instructional Days: 1

Learning Intentions

- I am learning about the continent of Africa.
- I am learning key terms: desert, volcano, tropical.
- I am learning about Africa's geography and weather.
- I am learning about poetry.

Success Criteria

- I can write one fact I learned about Africa today.
- I can draw a picture illustrating what I learned about Africa today and label it.
- I can echo read and find punctuation in a poem.

NJSLS Standards

- **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** Ask and answer questions about] Determine main topic and retell a series of key details in [a] 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 information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Why does the top of this page say geography? What is geography? pg 8
- What are deserts? How long is the Sahara Desert?
- What deserts are being shown on the map on page 8?
- Compare the photograph on page 9 of a grassy plain and Mt. Kilimanjaro with the photograph of the Sahara Desert. How is the geography of Africa varied? If you have an inference, turn and talk to your partner.
- Why do people live along the riverbank of the Nile River in Egypt? If you have an inference, turn and tell your partner.
- What does the map on page 10 show?
- How do people use Lake Victoria to make a living? If you have an inference, turn and tell your partner. pg 11
- What was this section of the book mostly about? pg 11

Daily Instructional Tasks:






Explanatory Writing and Drawing, Rubric  [Introducing Africa Rubric](#)

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- equator - An imaginary line running around the middle of Earth.
- desert - An area of land that gets very little water.
- volcano - A mountain with a hole in the top that ash or hot melted rock come out of.
- tropical - A place near the equator where the weather is hot and rainy all year.


Learning Resources/Materials:

- [Introducing Africa: Text](#)
-  [Introducing Africa: Retelling Map](#)
-  [Introducing Africa: Lesson 2 vocabulary](#)
-  [Lesson 2 Introducing Africa: Questions](#)
-  [Introducing Africa Rubric](#)
-  [Learning About Africa Shared Reading/ Poetry Notebooks](#)

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

Part One: Partner Retelling

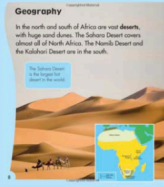
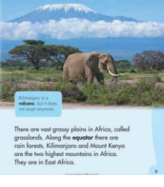
- Ask students to sit with their partner and read their facts about Africa they have written and share their drawings.

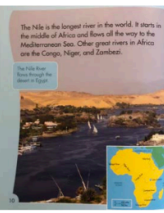
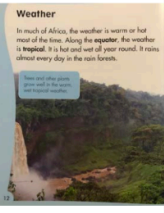

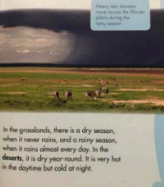
Part Two: Retelling Map  **Introducing Africa: Retelling Map**

- Introduce students to a Retelling Map. recreate the map on a class chart and use that to retell the text, Introducing Africa.
- Add information based on Day 1 reading.

Part Three: Read Aloud pp. 8-13, Ask and Answer Text Dependent Questions Introducing Africa: Text  **Lesson 2 Introducing Africa: Questions**


- Read Aloud pages 8-13.
- Ask and answer text-dependent questions.
- Add explanations to the vocabulary chart that was started on day 1.
- Complete Retelling Map while reading aloud.

PAGE	PAGE READ	QUESTION AND/OR TASK POSED
8	 <p>Geography In the east and south of Africa are vast deserts, with huge sand dunes. The Sahara Desert covers almost all of North Africa. The Namib Desert and the Kalahari Desert are in the south.</p> <p>The Sahara Desert The largest desert in the world.</p>	<p>Question 1: Why does the top of this page say, Geography? (RI.1.5) What is geography?</p> <p>Question 2: What are deserts? (RI.1.4 - see glossary) Add to chart. How long is the Sahara Desert? (Model using the scale.)</p> <p>Question 3: What deserts are being shown on the map on page 8? (Mountain ranges) (6.1.2.Geo.SV.1)</p>
9	 <p>Grasslands There are vast grassy plains in Africa, called grasslands. Along the equator there are wet forests. Kilimanjaro and Mount Kenya are the two highest mountains in Africa. They are in East Africa.</p>	<p>Question 4: Compare the photograph on page 9 of a grassy plain and Mt. Kilimanjaro with the photograph of the Sahara Desert. How is the geography of Africa varied? If you have an inference, turn and tell your partner. (RI.1.7, 1.9, SL.1.2)</p> <p>Question 5: What is a volcano? (RI.1.4 - see glossary) Add to chart.</p>

PAGE	PAGE READ	QUESTION AND/OR TASK POSED	PAGE	PAGE READ	QUESTION AND/OR TASK POSED
10	 <p>The Nile The Nile is the longest river in the world. It starts in the middle of Africa and flows all the way to the Mediterranean Sea. Other great rivers in Africa are the Congo, Niger, and Zambezi.</p> <p>The Nile River The longest river in the world.</p>	<p>Question 6: Why do people live along the riverbank of the Nile River in Egypt? If you have an inference turn and tell your partner. (RI.1.3, SL.1.2)</p> <p>Question 7: What does the map on page 10 show? (rivers and Lake Victoria) (RI.1.7, 6.1.2.Geo.SV.1)</p>	12	 <p>Weather In much of Africa, the weather is warm or hot most of the time. Along the equator, the weather is tropical. It is hot and wet all year round. It rains almost every day in the rain forests.</p> <p>Hot and wet Hot and wet all year round.</p>	<p>Question 9: The heading on this page says Weather. What does the heading tell you? (RI.1.5) Turn and tell your partner.</p> <p>Question 10: What is the weather along the equator like? Turn and tell your partner. (RI.1.4, weather is tropical by equator--hot and wet all year long.)</p> <p>Question 11: What does tropical mean? Let's check the glossary and add it to our vocabulary chart. (RI.1.4)</p>
11	 <p>Lake Victoria Lake Victoria is the largest lake in Africa. It is also the second largest lake in the world. It measures 279 miles (237 kilometers) from north to south and 148 miles (220 kilometers) from west to east. More than 200 different types of fish live in the lake.</p>	<p>Question 8: How do people use Lake Victoria to make a living? If you have an inference turn and tell your partner. (RI.1.3, SL.1.2)</p> <p>Question 9: What was this section of the book mostly about? (RI.1.2) (Geography of Africa)</p>	13	 <p>Grasslands In the grasslands, there is a dry season, when it never rains, and a rainy season, when it rains almost every day. In the dry season, it is dry year round. It is very hot in the daytime but cold at night.</p>	<p>Question 16: What is the weather like in the grasslands? Listen as I reread page 13. Which words help you to know? (RI.1.1, RI.1.6)</p> <p>Question 13: What was this section of the book mostly about? (RI.1.2) (Weather of Africa)</p>

Part Four: Daily Instructional Task: Explanatory Writing and Drawing , Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Part Five: Shared Reading/Poetry Lesson 2:  Learning About Africa Shared Reading/ Poetry Notebooks

- First, we will echo read the poem as a whole class.
- Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - **Read "Impala."** Students Echo Read.
 - Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon(this tells us to stop)
 - Commas with a yellow crayon (this tells us to take a breath).

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 3		
Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning about the continent of Africa. ● I am learning key terms: herd, oases, rain forest, island, African Savanna, predator. ● I am learning about Africa's animals and plants. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can write one fact I learned about Africa today. ● I can draw a picture illustrating what I learned about Africa today and label it. ● I can echo read a poem and find word wall words within the poem.
NJSL Standards		


- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (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 information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is a herd? (a large group of animals, especially hoofed mammals, that live, feed, or migrate together) Let's add that to our vocabulary chart.
- What are tropical rainforests? If you have an inference, turn and tell your partner.(SL.II.1.2). Let's add it to our vocabulary chart.
- The author says Madagascar is a large island. Turn and tell your partner what an island is. SL.PE.1.1). Let's add our explanation to our vocabulary chart
- According to the author, why do so many plants grow in Africa? (RI.AA.1.7) Climate
- What does oases mean? Let's look it up in the glossary and record it on our chart.

Daily Instructional Tasks:





Explanatory Writing and Drawing, Rubric  [Introducing Africa Rubric](#)

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- tropical rainforest - Tropical rainforests are forests with tall trees, warm climates, and lots of rain.
- island - An island is an area of land not connected to a continent and completely surrounded by water.
- oases - Places in the desert where plants can grow because there is water just under the ground.
- savanna - A grassy plain in tropical and subtropical regions, with few trees.
- predator - An animal that naturally preys on other animals, like lions.

Learning Resources/Materials:

- [Introducing Africa: Text](#)
-  [Introducing Africa: Retelling Map](#)
-  [Introducing Africa Rubric](#)
-  [Africa: Lesson 3- Text Dependent Questions](#)
- [Video: Destination Africa](#)
-  [Learning About Africa Shared Reading/ Poetry Notebooks](#)

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

Part One: Partner Retelling

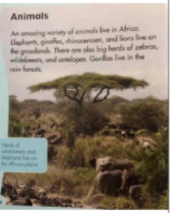



- Ask students to sit with their partner and read the facts about Africa that they have written and share their drawings.

Part Two: Retelling Map  **Introducing Africa: Retelling Map**

- Review the retelling map. Add any additional information that students retold their partner.
- Add to the retelling map based on yesterday's reading and add to it while reading aloud today. Do this as a whole group activity. Eventually students will be able to do this on their own.

Part Three: Read Aloud pp. 14-17, Ask and Answer Text Dependent Questions [Introducing Africa: Text](#)  **Africa: Lesson 3- Text Dependent Questions**

- Read Aloud pages 14-17.
- Ask and answer text-dependent questions.
- Add explanations to the vocabulary chart.
- Complete Retelling Map while reading aloud (see next page).

PAGE	PAGE READ	QUESTION AND/OR TASK POSED	PAGE	PAGE READ	QUESTION AND/OR TASK POSED
14	 <p>Animals An amazing variety of animals live in Africa. Elephants, giraffes, rhinoceroses, and lions live on the savannas. There are also big herds of zebras, wildebeests, and camels. Gorillas live in the rain forests.</p>	<p>Question 1: What is a herd? (RI.1.4) (a large group of animals, especially hoofed mammals, that live, feed, or migrate together) Let's add that to our vocabulary chart.</p> <p>Question 2: What are tropical rainforests? Of you have an inference, turn and tell your partner. (SL.1.2). Let's add it to our vocabulary chart. (RI.1.4)</p>	16	 <p>Plants Many unusual plants grow in Africa. Palm trees grow very tall in the hot, warm sun lands. There are huge trees, such as acacia trees and baobab trees. There are also amazing plants, such as orchids and African violets.</p>	<p>Question 4: According to the author, why do so many plants grow in Africa? (RI.1.8) <i>Climate</i>.</p>
15	 <p>Madagascar is a large island on the east coast of Africa. Most of the animals that live there did not live anywhere else on Earth. The most famous are the lemurs.</p>	<p>Question 3: The author says Madagascar is a large island. Turn and tell your partner what an island is. (RI.1.4, SI.1.1). Let's add our explanation to our vocabulary chart.</p>	17	 <p>Acacia trees with thick trunks and thorny acacia trees stand in the savannas. Palm trees grow in deserts. Papyrus grows along the banks of the Nile River. The ancient Egyptians used papyrus to write on like paper.</p>	<p>Question 5: What does oases mean? Let's look it up in the glossary and record it on our chart. (RI.1.4)</p>

Part Four: Video: Destination Africa [Video: Destination Africa](#)

- Question for Video:
 - What new information about Africa did we learn?
 - Ask students to fold a piece of paper into 4 squares or to divide a page of their African booklet into 4 squares. Pause video at 33 seconds, 58 seconds, 1:55, and 2:39 to make drawings of what they learned. Label each drawing.
 - Let's chart new terms on our vocabulary chart: African savanna and predator.

Part Five: Daily Instructional Task: Explanatory Writing and Drawing, Rubric

- What is one fact you learned about Africa today?

- You may begin by writing: One fact I learned about Africa today was...
- Draw and label a picture.
- Capitalize the first word of your sentence.
- Use end punctuation.
- Spell correctly.

Part Six: Shared Reading/Poetry Lesson 3: Learning About Africa Shared Reading/ Poetry Notebooks

- We always begin by echo reading the poem. By this time in the week, depending on the difficulty of the poem, sometimes students are able to lead the reading, other times I am still reading it first.
- Then, we go on a word wall hunt. This is an easy way to interact with the text. We look for all of the word wall words in our poem notebooks and circle them in blue. Some poems definitely have more than others but as I explain to my kids-word wall words are everywhere so it's important we know and recognize them! Again one student is always the leader on the SMART- Board and this time another student uses a pointer to point to the word wall words on our actual word wall as we find them.
 - Read "[Impala](#)." Students Echo Read.
 - (Second half of the year students can lead the echo reading)
 - Repeat this a Second Time
 - Students look and circle/highlight word wall words with blue crayon

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:



- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> I am learning about the continent of Africa. I am learning key term: population, culture, country, rule I am learning about Africa's people, culture, and countries. I am learning about poetry. 		<ul style="list-style-type: none"> I can write one fact I learned about Africa today. I can draw a picture illustrating what I learned about Africa today and label it. I can echo read and find rhyming words in a poem.
NJSLS 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). 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. RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. W.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. W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. 		
Key Instructional Practices		
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How many people live in Africa? p 18 How does the physical environment influence how Mbuti pygmies live? pg 18 According to the author, how many languages are spoken today in Africa? pg 19 What does the term culture mean? pg 19 What have we learned so far about African culture? pg20 What sport is most played in African countries? pg 21 What American cultures are similar to African cultures. pg 21 What is a country? pg 22 What is the purpose of the map on page 22? How does the map help us to understand the idea of a country? pg 22 What does it mean to rule? pg 23 	Daily Instructional Tasks: Explanatory Writing and Drawing, Rubric  Introducing Africa Rubric <ul style="list-style-type: none"> What is one fact you learned about Africa today? <ul style="list-style-type: none"> You may begin by writing: One fact I learned about Africa today was... Draw and label a picture. Capitalize the first word of your sentence. Use end punctuation. Spell correctly. 	
Vocabulary: <ul style="list-style-type: none"> population culture countries 	Learning Resources/Materials: <ul style="list-style-type: none"> Introducing Africa: Text  Introducing Africa: Retelling Map 	

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- [Introducing Africa Rubric](#)
- [Introducing Africa: Lesson 4 Vocabulary](#)
- [Introducing Africa: Lesson 4 Questions](#)
- [Learning About Africa Shared Reading/ Poetry Notebooks](#)

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

Part One: Partner Retelling

- Ask students to sit with their partner and read the facts about Africa that they have written and share their drawings.






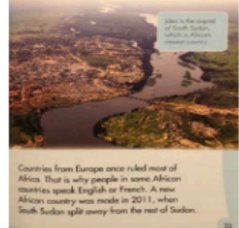
Part Two: Retelling Map [Introducing Africa: Retelling Map](#)

- Review the retelling map. Add any additional information that students retold their partner.
- Add to the retelling map based on yesterday's reading and add to it while reading aloud today. Do this as a whole group activity. Eventually students will be able to do this on their own.

Part Three: Read Aloud pp. 18-23, Ask and Answer Text Dependent Questions [Introducing Africa: Text](#) [Introducing Africa: Lesson 4 Questions](#)

[Introducing Africa: Lesson 4 Vocabulary](#)

- Read Aloud pages 18-23.
- Ask and answer text-dependent questions.
- Add explanations to the vocabulary chart.
- Complete Retelling Map while reading aloud.

PAGE	PAGE READ	QUESTION AND/OR TASK POSED	PAGE	PAGE READ	QUESTION AND/OR TASK POSED
18	 <p>People There are hundreds of different groups of people living in different parts of Africa. Big groups include Arabs and Berbers in North Africa. Some small groups of people, such as the Mbuti, live in the rain forests.</p> <p>Mbuti pygmies live in the rain forest. They hunt for food and gather plants.</p>	<p>Question 1: Who can remember how many people live in Africa? (1 billion) (Show page 5 again) (RI.1.1) Population is the whole number of people living in a country, city, or area. Let's add that to our vocabulary chart.</p> <p>Question 2: How does the physical environment (rain forest) influence how Mbuti pygmies live? (RI.1.3, 6.1.2.Geo.HE.4)</p>	21	 <p>Soccer is the most popular sport in Africa. Every two years the national soccer teams of African countries play in the Africa Cup of Nations. Cricket is played in South Africa, Zimbabwe, and Kenya.</p> <p>What kinds of changes in African culture are you seeing?</p>	<p>Question 6: What sport is most played in African countries? (RI.1.1) (Soccer)</p> <p>Question 7: What American cultures are similar to African cultures? (RI.1.9)</p> <p>Let's stop and add any new facts to our retelling chart.</p>
19	 <p>Many different languages are spoken in Africa. Arabic and Swahili are spoken in many African countries. People also speak English, Portuguese, French, or Amharic.</p> <p>More than 1,500 different languages are spoken in Africa. People have spoken these African languages for thousands of years. In many African countries, people also speak English, Portuguese, French, or Amharic.</p>	<p>Question 3: According to the author how many languages are spoken today in Africa? (RI.1.1) 1500</p> <p>Let's stop and add any new facts to our retelling chart.</p>	22	 <p>Countries There are 56 countries in Africa. Algeria, in North Africa, is the largest. The Seychelles in the Indian Ocean is the smallest. It is made up of many islands.</p> <p>This map shows the countries of Africa.</p>	<p>Question 8: What is a country? Let's add the explanation to our vocabulary chart. (RI.1.4)</p> <p>Question 9: What is the purpose of the map on page 22? Turn and tell your partner. (RI.1.7, SL.1.2, 6.1.2.Geo.SV.2)</p> <p>Question 10: How does the map help us to understand the idea of country? (RI.1.3)</p>
20	 <p>African Culture Many African people still do their traditional dances in special occasions. They wear in traditional costumes and some wear body paint. Many men in West Africa perform a special jumping dance.</p> <p>These children wear traditional African costumes.</p>	<p>Question 4: What does the term culture mean? If you have an idea, turn and tell your partner. (RI.1.4, SL.1.1) Let's add that to our vocabulary chart.</p> <p>Question 5: What have we learned so far about African culture? (RI.1.2)</p>	23	 <p>Later in the 19th century, many European countries ruled parts of Africa. That is why people in some African countries speak English or French. A new African country was made in 2011, when South Sudan split away from the rest of Sudan.</p>	<p>Question 11: What does it mean to rule? Let's add the explanation to our vocabulary chart. (RI.1.4)</p>

Part Four: Daily Instructional Task: Explanatory Writing and Drawing, Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Part Five: Shared Reading/Poetry Lesson 4: Learning About Africa Shared Reading/ Poetry Notebooks

- We begin by echo reading the poem.
- Next, we find rhyming words throughout our poems. We discuss if words are patterned or not. We also talk about words that look alike and sound alike and try to think of other words to go with these word patterns. I always find myself saying..."if you know how to read and write the word _____ then you know how to read and write SO many other words!" As my kids are circling their words (this time in orange) directly in their poem notebooks, a student leader is doing it on the SMARTBoard for other kids to see.
 - Student chooses from the "READ READ READ Box" (This is a box filled with silly ways to read things)

- We read “Impala.” in a silly way
- Listen for rhyming words and highlight them in orange.

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 5

Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
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Learning Intentions

- I am learning about the continent of Africa.
- I am learning key term: natural resources
- I am learning about Africa’s cities, countryside, and natural resources.
- I am learning about poetry.

Success Criteria

- I can write one fact I learned about Africa today.
- I can draw a picture illustrating what I learned about Africa today and label it.
- I can echo/choral read and illustrate a poem.

NJSLS Standards

- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (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 information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **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.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How is where you live similar to Cairo? How is it different? pg 24
- How do people make their living who live in the countryside? pg 25
- If we wanted to know what the phrase, natural resources, means, what could we do? What does it mean? pg26
- What additional natural resources are mentioned on this page? pg 27
- Listen as I reread these fun facts about Africa. Which one most interests you? pg 28-29
- What was this book mostly about? pg 28-29

Daily Instructional Tasks:






Explanatory Writing and Drawing, Rubric  Introducing Africa Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- natural resources

Learning Resources/Materials:

- [Introducing Africa: Text](#)
-  Introducing Africa: Retelling Map
-  Introducing Africa Rubric
-  Introducing Africa: Lesson 5 Questions
-  Introducing Africa: Lesson 4 Vocabulary
-  Learning About Africa Shared Reading/ Poetry Notebooks

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



Part One: Partner Retelling

- Ask students to sit with their partner and read the facts about Africa that they have written and share their drawings.

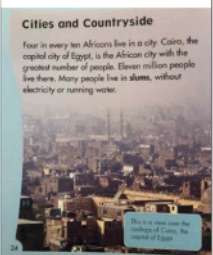
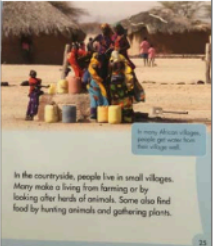
Part Two: Retelling Map  **Introducing Africa: Retelling Map**


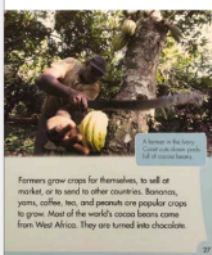
- Review the retelling map. Add any additional information that students retold their partner.
- Add to the retelling map based on yesterday's reading and add to it while reading aloud today. Do this as a whole group activity. Eventually students will be able to do this on their own.


Part Three: Read Aloud pp. 24-29, Ask and Answer Text Dependent Questions [Introducing Africa: Text](#)  **Introducing Africa: Lesson 5 Questions**

 **Introducing Africa: Lesson 4 Vocabulary**  **Introducing Africa: Retelling Map**

- Read Aloud pages 18-23.
- Ask and answer text-dependent questions.
- Add explanations to the vocabulary chart.
- Complete Retelling Map while reading aloud (see next page).

PAGE	PAGE READ	QUESTION AND/OR TASK POSED
24	 <p>Cities and Countryside Four in every ten Africans live in a city. Cairo, the capital city of Egypt, is the African city with the greatest number of people. Eleven million people live there. Many people live in slums, without electricity or running water.</p> <p>It is also one of the world's largest cities.</p>	<p>Question 1: How is where you live similar to Cairo? How is it different? Turn and tell your partner. (RI.1.9) (Both are cities; Newark has running water and electricity; parts of Cairo do not).</p>
25	 <p>In the countryside, people live in small villages. Many make a living from farming or by looking after herds of animals. Some also find food by hunting animals and gathering plants.</p>	<p>Question 2: How do people make their living who live in the countryside? (farming, herding animals, hunting & gathering) (RI.1.1)</p> <p>Question 3: Turn and tell your partner how life is different in Cairo and other cities than in villages. (7 continents) (RI.1.9)</p>

PAGE	PAGE READ	QUESTION AND/OR TASK POSED
26	 <p>Natural Resources and Products Africa has many natural resources. Oil is found under the ground in North Africa and West Africa. Nigeria produces the most oil of any country in Africa. Diamonds and gold are mined from the ground in South Africa.</p> <p>There are woods in the north of the Niger River in Nigeria.</p>	<p>Question 4: If we wanted to know what the phrase, natural resources, means, what could we do? (RI.1.5 - Bolded words are in the glossary) What does it mean? (RI.1.4 - natural materials that we use such as wood, coal, oil, rock). Let's add it to our vocabulary chart.</p> <p>Turn and tell your partner one other natural resource that the author mentions. (RI.1.1) oil, diamonds, gold,</p>
27	 <p>Farmers grow crops for themselves, to sell at market, or to send to other countries. Bananas, yams, coffee, tea, and peanuts are popular crops to grow. Most of the world's cocoa beans come from West Africa. They are turned into chocolate.</p> <p>A farmer in Nigeria. Cows with their milk for their babies.</p>	<p>Question 5: What additional natural resources are mentioned on this page? Summarize. (RI.1.2, SL.1.2) Turn and tell your partner one. <i>Bananas, yams, coffee, tea, peanuts, cocoa beans</i></p>

PAGE	PAGE READ	QUESTION AND/OR TASK POSED
28-29	 <p>Fun Facts</p> <ul style="list-style-type: none"> • The Great Rift Valley is a huge valley in East Africa. It is 4,000 miles (6,400 kilometers) long and up to 60 miles (100 kilometers) wide. • The Suez Canal carries huge ships 101 miles (163 kilometers) across the desert between the Red Sea and the Mediterranean Sea. • A large amount of the world's gold comes from mines in South Africa. • The cheetah lives on the grasslands of Africa. It can reach a speed of 70 miles (113 kilometers) per hour when it is chasing prey. 	<p>Question 6: Listen as I reread the these fun facts about Africa. Which one most interests you? (RI.1.9)</p> <p>Let's tale a quiz and see what you remember.</p> <p>(Read page 29.) (RI.1.1)</p> <p>Question 7: What was this book mostly about? (RI.1.2)</p>

Part Five: Daily Instructional Task: Explanatory Writing and Drawing, Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.

- Capitalize the first word of your sentence.
- Use end punctuation.
- Spell correctly.

Part Six: Shared Reading/Poetry Lesson 5: Learning About Africa Shared Reading/ Poetry Notebooks

- We illustrate and continue practicing our fluency.
- All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds.
- This is the time when students get to put their pictures in their mind down on paper.
 - Choral or [Partner Read "Impala."](#)
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading the poem or use programs (like Garage Band, or app) to record reading.

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 6		
Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning what culture means. ● I am learning about African culture. 		<ul style="list-style-type: none"> ● I can draw a picture illustrating what I learned about African culture today. ● I can explain my drawing by writing at least a complete sentence.

- I am learning how to use question cards to help me pose questions about what I am learning.
- I am learning key term: embrace, indigo dye, Kola nuts, mask, sacred.
- I am learning about poetry.

- I can correctly spell word wall words.
- I can echo read a poem.

NJSLS Standards


- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- **SL.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.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Based on the information I read, what questions come to your mind?
- Why did the author Ifeoma Onyefulu write the book A is for Africa?
- What is the author's purpose?

Daily Instructional Tasks:




Explanatory Writing and Drawing, Rubric  A is for Africa: Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- embrace
- indigo dye
- Kola nuts
- mask
- sacred

Learning Resources/Materials:

- [A is for Africa: Video](#)
-  A is for Africa: Chart
-  A is for Africa: Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

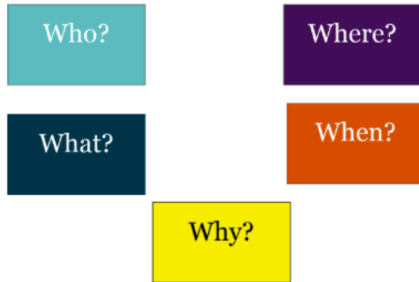
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part One: Author's Note:

- Read aloud the author's note.
- Ask students why the photographer Ifeoma Onyefulu wrote this book. Turn and tell your partner, share.
- What is the author's purpose? Turn and tell your partner, share.

Part Two: Reviewing Definition of Culture & Read Aloud Letters A-M & Asking Questions: [A is for Africa: Video](#) **A is for Africa: Chart**

- Remind students of the definition of culture. Reread it from the chart.
 - Culture is a pattern of behavior shared by a society, or group of people.
 - Many different things make up a society's culture.
 - These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- Explain that in reading this ABC book, children will learn about African culture.
- Introduce the African Culture Chart. After reading the information in the text by letter, pause and ask students what they learned about African culture. Record it under the appropriate heading. Use the chart in the resources document.
- Read aloud letters A -M. encourage students to ask questions.
- Based on the information I read, what questions come to your mind?
 - Turn and ask your partner questions that you still have. Use these question words to help:




AFRICAN CULTURE		
Food	Art/Decoration	Clothing
Tools/Transportation	Music/Movement	Housing/Housekeeping
Beliefs/Religion	Customs	Language/Government

AFRICAN CULTURE		
Food	Art/Decoration	Clothing
Kola nuts	beads	indigo dye
yams	mask	mask
	ornaments for the body (Body markings and beads)	turban
		weaving
Tools/Transportation	Music/Movement	Housing/Housekeeping
canoe	drums	mud houses
homemade lamps	jumping	earthenware pots
umbrella	earthenware pot	
	xylophone	
Beliefs/Religion	Customs	Language/Government
	embrace	
	feathers on chief's hat	
mask (sacred)	storytelling	drums
rivers are sacred	share Kola nuts	kings and queens
turban	neighbors	village
	shaking hands	
	live in a village	

Part Three: Daily Instructional Task: Explanatory Writing and Drawing, Rubric A is for Africa: Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Explanation	3	2	1
Drawing x1	The drawing shows one thing learned about Africa and includes a label(s).	The drawing shows something about Africa and a label is attempted.	The drawing shows something about Africa but it is not labeled.
Writing x2	The writing accurately states one thing learned about Africa.	The writing attempted to tell something about Africa but it is not a complete sentence.	No information about Africa was shared.
Syntax x1	Writing is punctuated correctly.	There is punctuation but it is not correct.	Writing contains no punctuation.
Spelling x1	All but 1-2 words are spelled correctly.	All but 3-4 words are spelled correctly.	More than 4 misspelled words.
Total			
S 13-15	DV 10-12	E 7-9	NE 0-6

Part Four: Shared Reading/Poetry Lesson 6:  Learning About Africa Shared Reading/ Poetry Notebooks

- Students get their new poem and glue it into their notebooks.
- I read the poem and students will follow along.
- Next, I read the poem and students "echo" read the poem. Students get so excited to get a new poem on Mondays and as soon as it is passed out they begin looking for words they know so they are ready for the week!
 - Pass out "[Marching](#)" Students glue the poem in their notebook.
 - Read Poem- Students Follow Along (using their finger)
 - Reread Poem- Students Echo
 - Discuss: Vocabulary words and Author, Douglas Florian

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 7		
Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning what culture means. ● I am learning about African culture. 		<ul style="list-style-type: none"> ● I can draw a picture illustrating what I learned about African culture today. ● I can explain my drawing by writing at least a complete sentence.

- I am learning key terms: neighbor, ornaments, queen, turban, village, weaving, xylophone
- I am learning about poetry.

- I can correctly spell word wall words.
- I can echo read and find punctuation in a poem.

NJSLS Standards


- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- **SL.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.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Based on the information I read, what questions come to your mind? Teacher will use the question cards to help generate questions. Who, What, Where, When and Why
- What prior knowledge can we add from yesterday to our chart?

Daily Instructional Tasks:




Explanatory Writing and Drawing, Rubric  A is for Africa: Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- neighbor
- ornaments
- queen
- turban
- village
- weaving
- xylophone

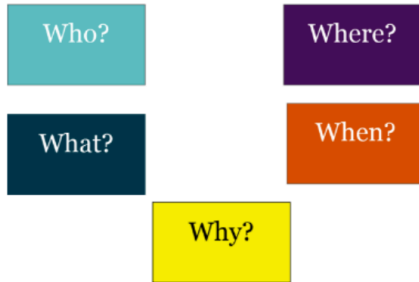
Learning Resources/Materials:

- [A is for Africa: Video](#)
-  A is for Africa: Chart
-  A is for Africa: Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Read Aloud Letters N-Z & Asking Questions: [A is for Africa: Video](#)  **A is for Africa: Chart**

- Remind students of the definition of culture. Reread it from the chart.
 - Culture is a pattern of behavior shared by a society, or group of people.
 - Many different things make up a society's culture.
 - These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- Explain that in continuing to read this ABC book, children will learn about African culture.
- Tell students we will continue to add to the African Culture Chart. After reading the information in the text by letter, pause and ask students what they learned about African culture. Record it under the appropriate heading. Use the chart in the resources document.
- Read aloud letters N-Z. encourage students to ask questions.
- Based on the information I read, what questions come to your mind?
 - Turn and ask your partner questions that you still have. Use these question words to help:



AFRICAN CULTURE		
Food	Art/Decoration	Clothing
Tools/Transportation	Music/Movement	Housing/Housekeeping
Beliefs/Religion	Customs	Language/Government

AFRICAN CULTURE		
Food	Art/Decoration	Clothing
Kola nuts	beads mask	indigo dye mask
yams	ornaments for the body (Body markings and beads)	turban weaving
Tools/Transportation	Music/Movement	Housing/Housekeeping
canoe homemade lamps umbrella	drums jumping earthenware pot xylophone	mud houses earthenware pots
Beliefs/Religion	Customs	Language/Government
mask (sacred) rivers are sacred turban	embrace feathers on chief's hat storytelling share Kola nuts neighbors shaking hands live in a village	drums kings and queens village

Part Two: Daily Instructional Task: Explanatory Writing and Drawing, Rubric A is for Africa: Rubric

- What is one fact you learned about Africa today?
 - You may begin by writing: One fact I learned about Africa today was...
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Explanation	3	2	1
Drawing x1	The drawing shows one thing learned about Africa and includes a label(s).	The drawing shows something about Africa and a label is attempted.	The drawing shows something about Africa but it is not labeled.
Writing x2	The writing accurately states one thing learned about Africa.	The writing attempted to tell something about Africa but it is not a complete sentence.	No information about Africa was shared.
Syntax x1	Writing is punctuated correctly.	There is punctuation but it is not correct.	Writing contains no punctuation.
Spelling x1	All but 1-2 words are spelled correctly.	All but 3-4 words are spelled correctly.	More than 4 misspelled words.
Total			
S 13-15	DV 10-12	E 7-9	NE 0-6

Part Three: Shared Reading/Poetry Lesson 2: Learning About Africa Shared Reading/ Poetry Notebooks

- First, we will echo read the poem as a whole class.
- Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - "Marching" Students Echo Read.
 - Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon(this tells us to stop)
 - Commas with a yellow crayon (this tells us to take a breath).

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 8

Grade: 1st

Unit: Learning About Africa and African Culture

Instructional Days: 1

Learning Intentions

- I am learning what culture means.
- I am learning about African culture.
- I am learning key terms: neighbor, ornaments, queen, turban, village, weaving, xylophone
- I am learning about poetry.

Success Criteria

- I can draw a picture illustrating what I learned about African culture today.
- I can explain my drawing by writing at least a complete sentence.
- I can correctly spell word wall words.
- I can read a poem and find sight wall words in the poem.

NJSL Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- **SL.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.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Study the cover and tell your partner two things you see? Cover
- What is this a map of? IF you have an inference, turn and tell your partner.
- Who is telling this story?2-3
- Where is Big Ali going? pg 2-3
- Study the illustration.What are the decorative buildings?pg 4-5
- Let's look at the opening map again. Can we find the painted mud huts on the map? What are they called? pg 4-5
- Where is Big Ali headed next? pg 4-5
- Study the illustration and then turn and tell your partner what is unusual about Lake Tengrela. pg 6-7
- Where is Big Ali headed next? pg 6-7
- How does the illustrator show that lots of people play in the falls?
- Where is Big Ali headed next? pg 8-9
- What are the Domes of Fabledougou? pg10-11
- Where is Big Ali headed next?pg 10-11
- Would you agree with Big Ali? Is the Road to Bobo beautiful?pg 11-12
- Where is Big Ali headed next? pg12
- What is the Grand Mosque? pg 13-14

Daily Instructional Task:

Explanatory Writing and Drawing, Rubric All Aboard: Rubric



- Remember that culture is a pattern of behavior shared by a group of people.
- Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- Draw a picture illustrating one thing you learned about African culture in Burkina Faso today.
 - Write at least a complete sentence explaining your drawing.
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:



- landlocked
- map

Learning Resources/Materials:

- All Aboard for the Bobo Road Slide Deck.pdf
- All Aboard for the Bobo Road: Questions
- All Aboard: Map



-  All Aboard: Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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




Part One: Book Introduction:  All Aboard for the Bobo Road Slide Deck.pdf  All Aboard: Map **Project the book, All Aboard...**






- Explain that we are going to read a book about a brother and sister who accompany their father as he drives his minibus on a long and winding road to Bobo in Burkina Faso.
- Burkina Faso is a landlocked country in West Africa. It is surrounded by six countries: Mali to the north and west; Niger to the east; Benin to the southeast; Togo to the southeast; Ghana to the south; and Ivory Coast to the southwest. The book, All Aboard for the Bobo Road takes place in Burkina Faso.
- Show students the map so they can see where Burkina Faso is located in Africa.
- Ask: What questions do you have? Turn and tell your partner, share as a class.










Part Two: Read Aloud:  All Aboard for the Bobo Road Slide Deck.pdf  All Aboard for the Bobo Road: Questions

- Read aloud the text, stopping to respond to questions students pose.
- Ask Questions as you read.

PAGE READ	QUESTION AND/OR TASK POSED	STUDENT RESPONSE
	Question 1: Study the cover and tell your partner two things you see.	
	Question 2: What is this a map of? If you have an inference, turn and tell your partner.	
		
	Question 3: Who is telling this story? (RL.1.6) Question 4: Where is Big Ali going? (RL.1.1)	
	Question 5: Study the illustration. What are the decorative buildings? Question 5: Let's look at the opening map again. Can we find the painted mud huts on the map? What are they called? (RL.1.1) Question 6: Where is Big Ali headed next? (RL.1.1)	These are mud huts that have been painted. Garunsi Houses. Lake Tengrela

PAGE READ	QUESTION AND/OR TASK POSED	STUDENT RESPONSE
	Question 16: What makes the children wheeze and sneeze? (RI.1.1, 1.4)	animals
	Question 17: What makes the children huff and puff? (RI.1.1, 1.4)	they are tired
	Question 18: Have the children helped Big Ali? (RI.1.3)	
	Question 19: What do you think the gift will be?	
	Question 20: How does the author and illustrator let you know how the children feel about their present? (RI.1.1, 1.7)	They say it is delicious and the illustrator paints them as being happy (smiles).

PAGE READ	QUESTION AND/OR TASK POSED	STUDENT RESPONSE
	Question 7: Study the illustration and then turn and tell your partner what is unusual about Lake Tengrela. (RL.1.1, 1.1, SL.1.2) Question 8: Where is Big Ali headed next? (RL.1.1)	The lake has hippos in it. Iguela Falls
	Question 9: How does the illustrator show you that lots of people play in the falls? (RL.1.7) Question 10: Where is Big Ali headed next? (RL.1.1)	Domes of Fabledougou
	Question 11: What are the Domes of Fabledougou? Listen as I reread. Which words tell you what the Domes of Fabledougou are? (RL.1.4, L.1.4) Question 12: Where is Big Ali headed next? (RL.1.1)	"old rock domes" Forest of Mou
	Question 13: Would you agree with Big Ali? Is the Road to Bobo beautiful? Question 14: Where is Big Ali headed next? (RL.1.1)	Bobo
	Question 15: What is the Grand Mosque? (RI.1.4)	a place for worship

PAGE READ	QUESTION AND/OR TASK POSED	STUDENT RESPONSE
	Question 21: Let's look at the map again. Who can identify a place on the map that they know about? (RI.1.7)	
		

Part Three: Daily Instructional Task: Explanatory Writing and Drawing All Aboard: Rubric

- Remember that culture is a pattern of behavior shared by a group of people.
- Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- Draw a picture illustrating one thing you learned about African culture in Burkina Faso today.
 - Write at least a complete sentence explaining your drawing.
 - Draw and label a picture.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Explanation	3	2	1
Drawing x1	The drawing shows one thing learned about Africa and includes a label(s).	The drawing shows something about Africa and a label is attempted.	The drawing shows something about Africa but it is not labeled.
Writing x2	The writing accurately states one thing learned about Africa.	The writing attempted to tell something about Africa but it is not a complete sentence.	No information about Africa was shared.
Syntax x1	Writing is punctuated correctly.	There is punctuation but it is not correct.	Writing contains no punctuation.
Spelling x1	All but 1-2 words are spelled correctly.	All but 3-4 words are spelled correctly.	More than 4 misspelled words.
Total			
S 13-15	DV 10-12	E 7-9	NE 0-6

Part Four: Shared Reading/ Poetry Lesson 8: Learning About Africa Shared Reading/ Poetry Notebooks

- We always begin by echo reading the poem. By this time in the week, depending on the difficulty of the poem, sometimes students are able to lead the reading, other times I am still reading it first.
- Then, we go on a word wall hunt. This is an easy way to interact with the text and my kids love it! We look for all of the word wall words in our poem notebooks and circle them in blue. Some poems definitely have more than others but as I explain to my kids-word wall words are everywhere so it's important we know and recognize them! Again one student is always the leader on the SMART- Board and this time another student uses a pointer to point to the word wall words on our actual word wall as we find them.
 - Read **“Marching.”** Students Echo Read.
 - (Second half of the year students can lead the echo reading)
 - Repeat this a Second Time
 - Students look and circle/highlight word wall words with blue crayon

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

- Checks for understanding

- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.
- If necessary use visual cues for added support.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 9

Grade: 1st

Unit: Learning About Africa and African Culture

Instructional Days: 1

Learning Intentions

- I am learning what culture means.
- I am learning about African culture in Burkina Faso.
- I am learning about poetry.

Success Criteria

- I can draw a picture comparing my community with the community from the Bobo Road.
- I can explain my drawing by writing at least one complete sentence.
- I can spell word wall words correctly.
- I can read and find rhyming words in a poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.

- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices


Key Teacher Questions Posed During the Lesson:

- Compare the photo of Hippo Lake to the rock dome videos
 - What is the same?
 - What is different?

Daily Instructional Task:

Explanatory Writing and Drawing Compare Communities: Lesson 9




All Aboard: Lesson 9 Rubric

- Remember that culture is a pattern of behavior shared by a group of people.
- Many different things make up a society's culture.
- These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- We will be comparing our community to the community we learned about today.
 - Turn and tell your partner how our community is the same as the one we learned about today. Share
 - Turn and tell your partner how the communities are different. Share.
 - Draw two pictures comparing your community with the community from Bobo Road.
 -  Compare Communities: Lesson 9
 - Write at least two complete sentences explaining each of your drawings.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Vocabulary:

- landlocked
- map

Learning Resources/Materials:

-  All Aboard for the Bobo Road Slide Deck.pdf
- [Hippos on Tengrela Lake, Burkina Faso](#)
- [Domes de Fabledougou](#)
-  All Aboard: Lesson 9 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Partner Retelling:

- Ask students to sit with their partner and read their sentence(s) about African culture and share their drawings from yesterday.

Part Two: Viewing Related Videos to All Aboard for the Bobo Road: ■ All Aboard for the Bobo Road Slide Deck.pdf

- Explain that though this book is fiction, it is based on an actual area in the African country of Burkina Faso.
- Today we are going to see videos of the actual places, Hippo Lake and the rock domes.
- Let's look at the illustration of the Hippo Lake from the book yesterday.
- Now we will see a video that shows the actual lake. While we watch, see what is similar and different between the illustration and the video.
- Show video. [Hippos on Tengrela Lake, Burkina Faso](#)
- What was similar? Different? Turn and discuss with your partner, share.
- Let's look at the illustration of the rock domes.
- Now we will see a video that shows the actual rock domes. While we watch, see what is similar and different between the illustration and the video.
- Show video. [Domes de Fabledougou](#)
- What was similar? Different? Turn and discuss with your partner, share


Part Three: Reread the Story: ■ All Aboard for the Bobo Road Slide Deck.pdf

- Let's hear the story again. Read aloud the story.

Part Five: Daily Instructional Task: Explanatory Writing and Drawing ■ Compare Communities: Lesson 9 ■ All Aboard: Lesson 9 Rubric

- Remember that culture is a pattern of behavior shared by a group of people.
- Many different things make up a society's culture.
- These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
- We will be comparing our community to the community we learned about today.
 - Turn and tell your partner how our community is the same as the one we learned about today. Share
 - Turn and tell your partner how the communities are different. Share.
 - Draw two pictures comparing your community with the community from Bobo Road. ■ Compare Communities: Lesson 9
 - Write at least two complete sentences explaining each of your drawings.
 - Capitalize the first word of your sentence.
 - Use end punctuation.
 - Spell correctly.

Explanation	3	2	1
Drawing x1	The drawing shows the student's community and an African community.	The drawing shows either the student's community or an African community.	The drawing does not show the student's community or an African community.
Writing x2	The writing accurately explains differences or similarities between communities.	The writing only explains information about one community.	The writing does not explain differences or similarities between communities.
Syntax x1	Writing is punctuated correctly.	There is punctuation but it is not correct.	Writing contains no punctuation.
Spelling x1	All but 1-2 words are spelled correctly.	All but 3-4 words are spelled correctly.	More than 4 misspelled words.
Total			
S 13-15	DV 10-12	E 7-9	NE 0-6

Part Six: Shared Reading/ Poetry Lesson 9:  Learning About Africa Shared Reading/ Poetry Notebooks

- We begin by echo reading the poem.
- Next, we find rhyming words throughout our poems. We discuss if words are patterned or not. We also talk about words that look alike and sound alike and try to think of other words to go with these word patterns. I always find myself saying..."if you know how to read and write the word _____ then you know how to read and write SO many other words!" As my kids are circling their words (this time in orange) directly in their poem notebooks, a student leader is doing it on the SMARTBoard for other kids to see.
 - Student chooses from the "READ READ READ Box" (This is a box filled with silly ways to read things)
 - We read "[Marching](#)." in a silly way
 - Listen for rhyming words and highlight them in orange.

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.

Possible Misconceptions:

- Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text.

<ul style="list-style-type: none"> • Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension • Present questions for students to see on the board as they are discussed with the class • Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson. 	<ul style="list-style-type: none"> • If necessary use visual cues for added support.
Teacher Notes: <ul style="list-style-type: none"> • Consider making an Africa booklet for the students that they can add to throughout the unit. • Homework will be determined by the teacher based on the lesson outcome. 	

Lesson 10		
Grade: 1st	Unit: Learning About Africa and African Culture	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> • I am learning where the country of Chad is located. • I am learning about schooling Chad. • I am learning about poetry. 		<ul style="list-style-type: none"> • I can find Chad on a map. • I can explain what schooling is like in Chad. • I can punctuate sentences correctly. • I can read and illustrate a poem.
NJSLS Standards		
<ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) • SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. • W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. • L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. 		
Key Instructional Practices		

Key Teacher Questions Posed During the Lesson:

- What was one lesson learned?
- What is school like in Chad?




Daily Instructional Task:**Explanatory Writing and Drawing**  Rain School: Lesson 10 Rubric

- Let's think about what we learned about what school is like in Chad.
- Turn and talk to your partner about one thing you learned from Thomas about school in Chad. Share
 - Draw a picture that shows what school is like in Chad.
 - Write two sentences beneath your drawing that explains what school is like in Chad.
 - Capitalize the first word in your sentence.
 - Punctuate your sentences correctly.
 - Spell correctly.

Vocabulary:

- landlocked
- map

Learning Resources/Materials:

-  Chad: Map
- [Slide Deck for Rain School.pptx](#)
-  Rain School: Lesson 10 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Geography and Book Introduction  Chad: Map

- This book was written and illustrated by James Rumford. He tells the story of a first day of school in Chad, a country on the continent of Africa.
- Show students the map and ask them to locate Chad.
- Then show them where Chad is in relationship to Burkina Faso. Tell them students that Chad is East of Burkina Faso.
- Show students the cover of the text. Ask them to say what is happening.
 - Explain that through the character of Thomas we learn about one school year and the lessons learned.



Part Two: Read Aloud: [Slide Deck for Rain School.pptx](#)

- It is recommended that you read this book once, stopping only briefly to respond to children’s questions/wonderings. During subsequent re-readings, other questions can be explored.

Part Three: Daily Instructional Task: Explanatory Writing and Drawing ☐ Rain School: Lesson 10 Rubric

- Let’s think about what we learned about what school is like in Chad.
- Turn and talk to your partner about one thing you learned from Thomas about school in Chad. Share
 - Draw a picture that shows what school is like in Chad.
 - Write two sentences beneath your drawing that explains what school is like in Chad.
 - Capitalize the first word in your sentence.
 - Punctuate your sentences correctly.
 - Spell correctly.

Explanation	3	2	1
Drawing x1	The drawing shows what school is like in Chad	The drawing is attempted but is not clear..	The drawing does not show what school is like in Chad.
Writing x2	The writing accurately explains what school is like in Chad.	The writing attempts to tell what school is like in Chad but it is not clear.	The writing does not explain what school is like in Chad.
Syntax x1	Writing is punctuated correctly.	There is punctuation but it is not correct.	Writing contains no punctuation.
Spelling x1	All but 1-2 words are spelled correctly.	All but 3-4 words are spelled correctly.	More than 4 misspelled words.
Total			
S 13-15	DV 10-12	E 7-9	NE 0-6

Part Four: Shared Reading/ Poetry Lesson 10: ☒ Learning About Africa Shared Reading/ Poetry Notebooks

- We illustrate and continue practicing our fluency.
- All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds.
- This is the time when students get to put their pictures in their mind down on paper.
 - Choral or [Partner Read “Marching.”](#)
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading.

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

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed