

- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What word did we just learn?

Daily Instructional Tasks:

Day 1-2

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

Vocabulary:

- **crates:** wooden boxes that workers use to transport or store goods
- **workers:** people who are responsible for doing a particular job
- **harvest:** a time period where fruits and vegetables are fully grown and ready to be picked (if students need more of an explanation—think seasonal. “In early October, my family and I pick apples at an orchard because they are ready to eat. This would be the time the apples are harvested.”)

Learning Resources/Materials:

- Text: *Before We Eat* [Before We Eat](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Daily Instructional Task:** [Explanatory Writing - Before We Eat](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 5-DIT-Explanatory Writing

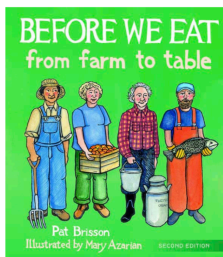
Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Pre-Read: Partner Reading

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

→ Part 2: Read Aloud: Reread the book. [Before We Eat](#)



- ◆ Ask students to listen for these words: workers and harvest. Explain to students that when they hear each of the words they should put their thumb up.
 - **Target Word - “workers”**
 - Say: *The next word is workers. I will write the word workers on the board. Say workers. Say workers again.*
 - Say: *In the story, there were workers who helped with the process of growing and transporting goods.*
 - Say: *Workers are people who are responsible for doing a particular job.*

- Say: A town needed a new school to be built for the children. So, workers got all the things they needed and built a new school for the town and its children.
 - Say: Turn and talk to a partner. Use the following sentence starter: “_____ workers are responsible for.....” Say the word “workers” with me.
 - Have students put a thumbs up or thumbs down to determine when the term workers is used correctly. Give examples such as:
 - ◆ “I do a lot of hard workers in class”
 - ◆ “Some workers build things, other workers sell things.”
 - ◆ “Workers are very important to our community because they make, build, and fix things.”
 - Ask: *What word did we just learn?* (“Workers.”)
- **Target Word - “harvest”**
 - Say: The last word is harvest. I will write the word harvest on the board. Say harvest. Say harvest again.
 - Say: In the story, the workers picked the foods at harvest time.
 - Say: Harvest is a time period where fruits and vegetables are fully grown and ready to be picked. During the fall, we harvest apples, corn, and pumpkins..
 - Say: Turn and talk to a partner. Use the following sentence starter: “Farmers harvest...” Say the word “harvest”, with me
 - Have students put a thumbs up or thumbs down to determine when the term harvest is used correctly. Give examples such as:
 - ◆ “I harvested balloons on my birthday.”
 - ◆ “The Fall harvest is a great time of year to pick pumpkins.
 - Ask: *What word did we just learn?* (“Harvest.”)

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

- ◆ **Draw** a picture of a worker.
- ◆ **Write** at least two sentences that explain what the worker is doing.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

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

Possible Misconceptions:

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

- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- ***DIT:** Allow students to do a reenactment of their writing.

Teacher Notes:

Daily Lesson Plans

Lesson 6			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: Before We Eat	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning to list, group, and label words connected with producers and production. ● I am learning to connect what I read with my own life. 		<ul style="list-style-type: none"> ● I can contribute to a “List, Group, Label” chart. ● I can explain who I would be thankful for from the list of workers in the book, Before We Eat. 	
NJSL Standards			
<ul style="list-style-type: none"> ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 			

- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Who would you thank for your food?

Daily Instructional Tasks:

Day 1-2

- **Culminating Task:** [Explanatory Writing - Before We Eat](#)

Vocabulary:

- Good
- Producer
- Thankful

Learning Resources/Materials:

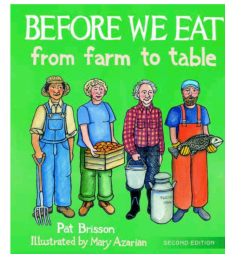
- Text: *Before We Eat* [Before We Eat](#)
- Turn and Talk Anchor Chart
- Chart Paper
- **Culminating Task:** [Explanatory Writing - Before We Eat](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 6-Culminating Task-Explanatory Writing

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

→ Part 1: Pre-Read: Partner Reading

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

→ Part 2: Read Aloud: Re-read the text. [Before We Eat](#)



- ◆ Ask students to listen for the different goods that the workers produced. When they hear a good being mentioned, they can put a thumb up.
- ◆ Read the text and pause as goods are mentioned. Have students say the good.

→ Part 3: List, Group, Label

- ◆ Say: Let's think about all that we learned about producers and what they produce.

- **List:** Have students brainstorm information about the different kinds of workers and what these workers produce. List that information but do not organize it. It helps to list information on separate sentence strips so that you can group information.
- **Group:** Next ask students: How could we organize this information to help us quickly remember key facts about producers and what they produce? Which information goes together? Model how you would connect information from the chart. Sort the sentence strips that you would group together as an example. Then ask students to work together to sort the information. Guide this process.
- **Label:** After all the words and phrases have been sorted into subgroups, say to the children, “Let’s read through our subgroups and give each a label.” Place a label on top of each subgroup.
- **Student Example-** created using this strategy based on the video. There really is no right or wrong answer. The goal is to familiarize the students with new vocabulary. In this particular story, there are so many rich verbs that the students can work on the reasoning process of categorizing these words whole class or in small groups.

Grade 1, Unit 3, Lesson 6 Example

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

- ◆ **Collaborate.** In the story we learned that the people who were eating the food, thanked those who had produced the food they ate. Think about the foods that you eat. Turn and tell your partner who you would thank if you could.
- ◆ **Draw** a picture that shows who you are thankful to and for what reason.
- ◆ **Write** a sentence or more that explains who you are thankful to and for what reason.
- ◆ **Punctuate** each sentence.

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

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

Differentiation:

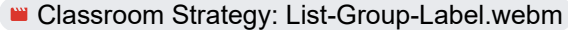
- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures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

Possible Misconceptions:

- Students may struggle to distinguish between key details and minor details.

- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- **DIT:** *Allow students to reread, edit, and then exchange their writing with a partner - who will edit too.

Teacher Notes:


- **A brief film that explains List, Group, Label strategy.**
 Classroom Strategy: List-Group-Label.webm
- Invite students when finished, to reread and edit and then exchange with their partner who will edit too. See examples below:

Self-Editing Checklist
 for _____

1. Capital Letters ☺ ☹

2. End Marks (Punctuation) ☺ ☹

3. Finger Spaces ☺ ☹

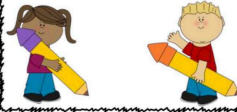


Peer Editing Checklist
 for _____
 edited by _____

1. Capital Letters ☺ ☹

2. End Marks (Punctuation) ☺ ☹

3. Finger Spaces ☺ ☹



Daily Lesson Plans

Lesson 7			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: What Do We Buy?	Instructional Days: 1-2
Learning Intentions		Success Criteria	

- I am learning the key term: goods.

- I can preview an informational text.
- I can write one or more sentences to explain what goods I want and why.

NJSLS Standards

- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is a good you would buy?

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Independent Drawing & Writing -What Do We Buy?](#)

Vocabulary:

- **goods:** something that can be bought and touched (e.g. pizza)

Learning Resources/Materials:

- Text: *What Do We Buy?* [What Do We Buy?](#)
- Turn and Talk Anchor Chart
- Preview & Prediction Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Daily Instructional Task:** [Independent Drawing & Writing -What Do We Buy?](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 7-DIT-Independent Drawing & Writing

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

Day 1

→ Part 1: Pre-Read: Partner Reading

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

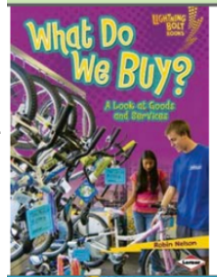
→ Part 2: Preview Informational Text

- ◆ Show students the front cover and read the title and author's name. Say: *Turn and tell your partner what you and your family buy.*
- ◆ Show students the Table of Contents. Ask: *What words do we know? What words do we need to know?*
 - Show students the Key Terms anchor chart that has the terms consumers and producers listed.

- Review those terms again.
- Explain to students that they will have the opportunity to contribute a drawing for these terms.
- ◆ Show students the back cover. Read the blurb at the top that explains goods and services. Say: *Turn and tell your partner one good you or your family have purchased. Listen as your partner tells you one service that he/she purchased.*

→ **Part 3: Prediction (Think, Pair, Share)**

- ◆ Ask: Based on the text previewing, what do you think you will learn from this informational text? **Think, Pair, Share.**
- ◆ Explain to students that people, like them, make choices as producers and consumers of what goods and what services to purchase. Note: Invite students during center/ station time to illustrate the vocabulary terms.



→ **Part 4: Think Aloud (Strategy Cards)** *See Teacher's Note. [What Do We Buy?](#)

- ◆ Introduce students to the concept of thinking aloud if it is new to them.
 - Say: *"Today I am going to be reading What Do We Buy? A Look at Goods and Services." You will know I am reading the text as I will be holding the book up, with the pages facing you so you can see the illustrations. When I close the book and start talking, I will be doing a think-aloud. As I read and think-aloud I want you to notice what strategy I am using each time I stop and think-aloud. You'll be using your strategy cards and discussing the strategy you thought I used with your partner.*
 - Make sure students have these five cards on their ring: Reread, Ask Questions, Summarize, Make and Monitor Predictions, Make Connections. If individual cards are not possible, chart or project the cards where students can see them. *See Teacher's Note

→ **Daily Instructional Task** [Independent Drawing & Writing -What Do We Buy?](#)

- ◆ **Question:** What is one good you would like to buy?
- ◆ **Draw** a picture of the good you would like to buy.
- ◆ **Write** one or more sentences that explain why you want that particular item.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.

Possible Misconceptions:

- Students may struggle to find clues to word meaning.
- Students may struggle to extend the lesson to the world outside the text.

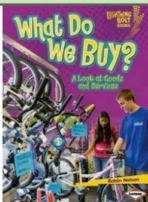
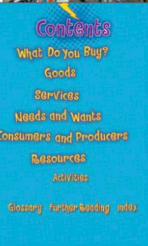
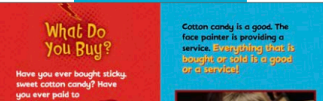
- **DIT:** Allow students to use Google Read & Write for speech to text to construct sentences independently.
- **DIT:** Provide students the opportunity to answer verbally, so their answers can be scribed.
- **DIT:** Provide students with a multiple choice question (with only two answer choices).
-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



Teacher's Note:

- **Think Alouds**
 - Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. (Reading Rockets: <https://www.readingrockets.org/classroom/classroom-strategies/think-alouds>)

- **Think Aloud & Strategy Cards**



TEXT	MY THINKING	STOP AND ASK THE STUDENTS WHAT STRATEGY WAS USED? TURN & TALK WITH A PARTNER
	I can see on the cover that the girl is buying a bike. That answers the question: What Do We Buy. I bet this books is going to be about buying things.	Make & Monitor a prediction
	I can see the contents page and see that this book is about buying goods and services. I realize that each section is a chapter. I wonder what kind of goods and services will be listed in the first chapter, What Do You Buy?	Use Schema Ask Questions
	I'm not sure I understand the difference between good and service. I'm going to read the two pages again. So is a good a product? Is a service something another person	Reread Ask Questions

TEXT	MY THINKING	STOP AND ASK THE STUDENTS WHAT STRATEGY WAS USED? TURN & TALK WITH A PARTNER
	This chapter is titled, Goods . What a good is defined. Goods are things I can touch. What is one good that I have bought lately? Oh, I bought a cup of tea on my way to school. That was a good. I can touch the cup containing the tea and I paid for it.	Ask Questions
	Oh, so buying a pizza an example of buying goods. As I write the explanation of the word, GOODS , on our chart, could you turn and tell your partner one or two goods you would like to buy?	Summarize

Daily Lesson Plans

Lesson 8			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: What Do We Buy?	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning key terms: services, needs, and wants. • I am learning how services and goods are related. • I am learning the difference between a need and a want. 		<ul style="list-style-type: none"> • I can explain what services and wants are. 	
NJSL Standards			
<ul style="list-style-type: none"> • L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. • L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. • L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 			

- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **RI.CI.1.2** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How are goods and services related?

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Independent Drawing & Writing -What Do We Buy?](#)

Vocabulary:

- **services:** jobs people do for others (e.g. teacher, plumber, waiter)

Learning Resources/Materials:

- Text: *What Do We Buy?* [What Do We Buy?](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Daily Instructional Task:** [Independent Drawing & Writing -What Do We Buy?](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 8-DIT-Independent Drawing & Writing

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

→ Part 1: Pre-Read: Partner Reading

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

→ Part 2: Think Aloud (Strategy Cards) *See Teacher's Note. [What Do We Buy?](#)

- ◆ Say: *Today I will think-aloud as I read Chapter 2 and then you and your partner will take turns reading and thinking aloud during Chapter 3.*
- ◆ Say: *Your job now is to watch and learn from what I do as I think-aloud, and then you will work with your partner and think-aloud.*

→ Part 3: Think Aloud (Student Partners): Read aloud the text. *See Teacher's Note. [What Do We Buy?](#)

- ◆ Invite students to partner.
- ◆ Partner A will think aloud during the first two pages, while Partner B listens. Using the cards on his/ her ring, the partner will show his/her partner which strategies were used.
- ◆ Then Partner B will think aloud during the next two pages, while Partner A listens. Again, using the cards on the ring, he/she will show his/her partner which strategies were used.
- ◆ **Teacher reads Chapter 3: Needs and Wants aloud as students Partner Think-Aloud.**



→ **Daily Instructional Task** [Independent Drawing & Writing -What Do We Buy?](#)

- ◆ **Question:** What are services? How are goods and services related?
- ◆ **Draw** a picture that shows a service you might want..
- ◆ **Write** two or more sentences to explain what the service is and why it is a want and not a need.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:



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



Possible Misconceptions:

- Students may struggle to find clues to word meaning.
- Students may struggle to extend the lesson to the world outside the text.

Teacher's Note:

- **Think Alouds**
 - Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. (Reading Rockets: [Think-alouds | Reading Rockets](#))
- **Think Aloud & Strategy Cards**

TEXT	MY THINKING	STOP AND ASK THE STUDENTS WHAT STRATEGY WAS USED? TURN & TALK WITH A PARTNER
 <p>Services Services are jobs that people do for others. A teacher, a plumber, and a server in a restaurant provide services.</p> <p>You can't buy services. When you like bread, you take it to the shop to get it fixed. When it is fixed, you pay the shop money. You are buying a service.</p>	<p>I can see the title of the chapter is services. I predict that I will learn what services are. Let me read on.</p> <p>I see an explanation of services. "Services are jobs that people do." I wonder how services and goods are connected? Tell your partner one service you would want as I write the explanation on a vocabulary chart.</p>	<p>Make & Monitor a Prediction</p> <p>Ask Questions</p>
 <p>Some services create goods. A car is a good. A restaurant provides the service of cooking a hamburger and bench. How can you fix this?</p> <p>The hamburger and french fries are goods. When you pay the restaurant money, you are paying for both goods and services.</p> <p>How many are goods and services? How are they connected?</p>	<p>Are goods and services connected? How?</p> <p>So when I buy a burger at a restaurant the burger is a good. That someone served it to me and I paid for it makes it also a service.</p> <p>Goods and services are connected.</p> <p>As I add the explanation for the services to our vocabulary chart, could you turn and explain to your partner what a service is?</p>	<p>Ask Questions</p> <p>Summarize</p>

TEXT	MY THINKING (IF A MODEL IS NEEDED)	STOP AND ASK THE STUDENTS WHAT STRATEGY WAS USED? TURN & TALK WITH A PARTNER
 <p>Goods Goods are things you can touch. From books, and huge tree trunks, to all the goods in a toy store!</p> <p>A model is a good. When you are making a ring, you are buying goods.</p>	<p>Invite students to partner.</p> <p>Partner A will think aloud during the next two pages, while Partner B listens and using the cards on the ring, shows his/her partner which strategies were used.</p> <p>Clarify any misunderstandings as they arise. Praise correct reasoning.</p> <p>If a model is needed: This chapter is titled, "Needs and Wants."</p> <p>I see there is a definition for need. I'm going to add that to our vocabulary chart. (RI.1.4) As I write this on the chart, please turn and tell your partner one or two needs you have.</p> <p>I wonder what the difference is between a need and want?</p>	<p>Summarize,</p> <p>Ask Questions</p>
 <p>Some goods and services are things you want. Buying a computer goes with it like the phone.</p> <p>A want is a service you want. Think. Is a service your main want?</p> <p>I see there is a definition for want. A want is something you would like to have. It isn't necessary like a need.</p> <p>I see there is a definition for want. I'm going to add that to our vocabulary chart. (RI.1.4) As I write this on the chart, please turn and tell your partner one or two wants you have.</p>	<p>Partner B will think aloud during the next two pages, while Partner A listens and using the cards on the ring, shows his/her partner which strategies were used.</p> <p>Clarify any misunderstandings as they arise. Praise correct reasoning.</p> <p>If a model is needed:</p> <p>I see there is a definition for want. I'm going to add that to our vocabulary chart. (RI.1.4) As I write this on the chart, please turn and tell your partner one or two wants you have.</p>	<p>Summarize</p>

Daily Lesson Plans

Lesson 9			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: What Do We Buy?	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning to identify how I am thinking. ● I am learning the key terms: consumers and producers. 		<ul style="list-style-type: none"> ● I can explain key words by listening to the text. ● I can explain how the producer and consumer are connected. 	
NJSL Standards			

- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **RI.CI.1.2** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How are producers and consumers connected?

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Independent Drawing & Writing -What Do We Buy?](#)

Vocabulary:

- **consumers:** people who use goods and services to meet their needs
- **producers:** people who make goods or provide services for others

Learning Resources/Materials:

Text: [What Do We Buy?](#) [What Do We Buy?](#)
 and Talk Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
 or Chart

Daily Instructional Task: [Independent Drawing & Writing -What Do We Buy?](#)

Optional: Text assigned through Google Classroom

Reread

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

Day 1

→ Part 1: Pre-Read: Partner Reading

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

→ Part 2: Think Aloud (Student Partners):

Read aloud the text. *See Teacher's Note. [What Do We Buy?](#)-Partner A will think aloud during the first two pages, while Partner B listens. Using the cards on his/ her ring, the partner will show his/her partner which strategies were used.

- ◆ Then Partner B will think aloud during the next two pages, while Partner A listens. Again, using the cards on the ring, he/she will show his/her partner which strategies were used. (Display if cards you are unable to make enough for the entire class.)
- ◆ **Teacher reads Chapter 3: Needs and Wants aloud as students Partner Think-Aloud.**



→ **Daily Instructional Task** [Independent Drawing & Writing -What Do We Buy?](#)

- ◆ **Draw** a picture of a producer and a consumer that are connected. For example a picture of a farmer working and a child who is eating corn on the cob.
- ◆ **Write** two or more sentences to explain how the producer and consumer are connected.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

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

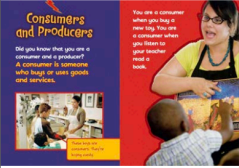
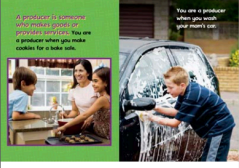
Possible Misconceptions:

- Students may struggle to explain how the producer and consumer are connected.
- Students may struggle to find clues to word meaning.
- Students may struggle to extend the lesson to the world outside the text.

Teacher's Note:

- **Think Aloud:** Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. (Reading Rockets: <https://www.readingrockets.org/classroom/classroom-strategies/think-alouds>)
- **Think Aloud & Strategy Cards**



TEXT	GUIDE STUDENTS' THINKING WHAT STRATEGY WAS USED?
	<p>Invite students to partner.</p> <p>Partner A will think aloud during the next two pages, while Partner B listens and using the cards on the ring, shows his/her partner which strategies were used.</p> <p>Clarify any misunderstandings as they arise. Praise correct reasoning.</p>
	<p>Partner B will think aloud during the next two pages, while Partner A listens and using the cards on the ring, shows his/her partner which strategies were used.</p> <p>Clarify any misunderstandings as they arise. Praise correct reasoning.</p>

Daily Lesson Plans

Lesson 10			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: What Do We Buy?	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to identify how I am thinking. I am learning key terms: resources, natural resources, human resources, and capital resources. 		<ul style="list-style-type: none"> I can explain key words by listening to the text. I can explain three types of resources: natural resources, human resources, and capital resources. 	
NJSL Standards			
<ul style="list-style-type: none"> L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. 			

- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What goods and services do you buy?
- What resources were used to make them?

Daily Instructional Tasks:


Day 1-2

- **Culminating Task:** [Explanatory Writing -What Do We Buy?](#)

Vocabulary:

- **resources:** things we use to create goods and services
- **natural resources:** things found in nature that we use in production (e.g. trees, the sun, oil, and water)
- **human resources:** people who do work (e.g. builders, scientists)
- **capital resources:** goods made by people to make other goods or services, such as, equipment, machines, and buildings

Learning Resources/Materials:

- Text: *What Do We Buy?* [What Do We Buy?](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart  Grade 1 Unit 3 Vocabulary Chart **Lesson 10-Culminating Task:** [Explanatory Writing -What Do We Buy?](#)
- *Optional:* Text assigned through Google Classroom

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

→ Part 1: Pre-Read: Partner Reading

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



→ Part 3: Read Aloud: Read Chapter 5. [What Do We Buy?](#)

- ◆ Allow Students to stop and ask questions.
 - Guide students' thinking by asking questions posed in Guided Students' Thinking Chart. ***See Teacher's Note.**

→ Culminating Task: [Explanatory Writing -What Do We Buy?](#)

- ◆ **Collaborate.** Turn and talk with your partner about the three different resources we learned about: (Natural Resources, Human Resources, Capital Resources)
- ◆ **Draw.** Create a combined drawing in which you and your partner show three pictures that illustrate each kind of resource.
- ◆ **Write** Underneath the drawings, write a one sentence explanation for each.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

- CFU's (Checks for Understanding)
- Skills Tracker
- Daily Instructional Task

- Text-Dependent Questions
- Opportunities for Student Reflection

Differentiation:




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

Possible Misconceptions:


- Students may struggle to identify and explain the different types of resources.
- Students may struggle to find clues to word meaning.
- Students may struggle to extend the lesson to the world outside the text.

Teacher Notes:

- Guided Students' Thinking Chart

TEXT	GUIDE STUDENTS' THINKING WHAT STRATEGY WAS USED?
	<p>Question 1: What are resources? (things we use to create goods and services). Let's add that to our chart. (RI.1.4, L.1.4)</p> <p>Question 2: What is a natural resource? (RI.1.1, 1.4)</p> <p>Question 3: Turn and tell your partner one natural resource .</p>
	<p>Question 4: What is a human resource? Let's add that to our chart. (RI.1.4, L.1.4)</p> <p>Question 5: Turn and tell your partner one human resource .</p> <p>Question 6: What is a capital resource? Let's add that to our chart. (RI.1.4, L.1.4)</p> <p>Question 7: Turn and tell your partner one capital resource .</p>
	<p>Question 8: What goods and services do you buy? What resources were used to make them? (RI.1.1)</p>

Daily Lesson Plans

Lesson 11			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: A Chair for My Mother	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning that people make decisions concerning money. I am learning to use question cards to help me ask questions about a story. 		<ul style="list-style-type: none"> I can answer questions about a story in writing. 	
NJSL Standards			
<p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</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>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).</p> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.</p>			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Tasks:	
<ul style="list-style-type: none"> Have you or your family ever saved money for something special? What questions do you have? 		Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Writing - A Chair for My Mother 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> mural: a large painting on a wall ceiling retirement home: a place where older people live public building: a building that is used by the community (a library is a public building) community garden: a place made by community members where plants and vegetables grow. spoiled: when goods are no longer okay to be used or eaten. 		<ul style="list-style-type: none"> Text: <i>A Chair for My Mother</i> A Chair for My Mother Turn and Talk Anchor Chart Our Questions Anchor Chart  Chair for My Mother: Stop and ask questions Daily Instructional Task: Writing - A Chair for My Mother <i>Optional:</i> Text assigned through Google Classroom Lesson 11-DIT- Q&A Responsive Writing 	

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

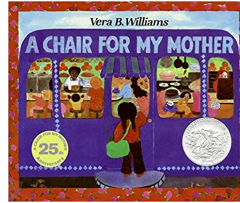
Day 1

→ Part 1: Pre-Read: Partner Reading

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

→ Part 2: Preview the Text

- ◆ Discuss decisions that people make concerning money. Ask: *Have you or your family ever saved money for something special?* **Record their responses.**
- ◆ Hold up the book *A Chair for My Mother* and read the title and author's name. Tell the students that this book is about a family that consists of a mother, grandmother, and daughter. Explain that this family does not have a lot of money and things are difficult for them.
- ◆ Ask: if
 - Based on the title and the cover, what do you wonder about the story?
 - What questions come to your mind? Let's use our question cards to help us generate questions. ***See Teacher's Note.**
 - Turn and talk with your partner and share your questions.
- ◆ Display chart paper entitled "Questions About a Chair for My Mother."
- ◆ Invite three or four pairs of students to share their questions (what they are wondering about) to the class. Record the students' questions on the chart.
- ◆ Tell the students that they should try to keep these questions in mind as we read the story in hopes that they will be able to answer them.



→ Part 3: Read Aloud: Read aloud the text. [A Chair for My Mother](#)

- ◆ Say: Let's read to learn why the family in *A Chair for My Mother* is saving money.
 - Say: *Listen as I read aloud. I will be asking a few questions while reading.*
 - Explain to the students that, as you read the story aloud, you will be stopping many times. When you stop, they will have to think about what questions have popped into their mind and then share them with their partners. Let the class know that there will not be time for every pair to share their questions. However, some of the questions will be recorded on the chart.

→ Part 4: During Reading - Asking Questions ***See Teacher's Note**

- ◆ Begin reading *A Chair for My Mother* by Vera B. Williams. Stop at page 1 and ask: What questions do you have after I have read the first page?
- ◆ Continue reading, using the stopping points (**located in the Teacher's Note**) to record students' questions and wonderings.
 - Ask: What questions or wonderings do you have now? Turn and talk to your partner.
 - Read to the end of the story

→ Daily Instructional Task [Writing - A Chair for My Mother](#)

- ◆ **Collaborate.** Select one of the questions we generated during the lesson and discuss with your partner.
- ◆ **Write** the question and then write an answer to the question.
- ◆ **Punctuate** each sentence.

- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

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

Possible Misconceptions:

- Students may struggle to describe what the story is about.
- Students may struggle to include relevant text details in their answers.
- Students may struggle to find the part of the text related to the question.
- Students may use the wrong question word.
- Students may ask a question unrelated to the text.

Teacher Notes:







- **Question Cards**



Questions About A Chair for My Mother Anchor Chart

OUR QUESTIONS ABOUT A CHAIR FOR MY MOTHER

- Asking Questions - Stopping Points Chair for My Mother: Stop and ask questions

IMAGE	TEXT	OUR QUESTIONS
	<p>My mother works as a waitress in the Blue Tile Diner. After school sometimes I go to meet her there. Then her boss Josephine gives me a job too.</p> <p>I wash the table and peppers and fill the ketchup. One time I looked all the tables for the onion rings. When I finish, Josephine says, "Good work, honey," and puts me back every time. I put half of my money into the jar.</p>	
	<p>That is because our old chairs burned up. There was a big fire in our other house. All our chairs burned. So did our sofa and so did everything else. That wasn't such a long time ago.</p>	
	<p>Night outside our house would two big fat engines. I could see two of smoke. But engine flames came out of the roof. All the neighbors about the house were on their feet. Some grabbed my hand and ran. My uncle Rudy ran so fast and ran to my home called "Where Mother?" I asked, "Where's my grandma?" My aunt like want and shouted, "She's here, she's here. She's in the back room."</p> <p>Grandma was all right. Our cat was safe too. Grandma would be back in the morning after in our whole house was spoiled. That was all of the house was turned to charcoal and ash.</p>	
	<p>My other grandma brought on his beautiful rug. My mother's other sister, Sally, had made us red and white curtains. Maria's mom, Josephine, brought peas and pears, silverware and dishes. My cousin brought me her own stuffed bear. Everyone clapped when my grandma made a speech. "You are all the kindest people," she said, "and we thank you very, very much. It's lucky we're around and can start all over."</p>	
	<p>My mother brought home little paper wrappers for the socks and the shoes and the quarters. I counted them all out and wrapped them all up. On my mother's day off, we took all the coins to the bank. The bank exchanged them for ten-dollar bills. Then we took the ten dollars to buy for our chair.</p>	
	<p>We shopped through four furniture stores. We tried out big chairs and smaller ones, high chairs and low chairs, soft chairs and harder ones. Grandma said she felt like Goldilocks in "The Three Bears" trying out all the chairs.</p> <p>Finally we found the chair we were all dreaming of. And the money in the jar was enough to pay for it. We called Aunt Ida and Uncle Sandy. They came right down in their pickup truck to drive the chair home for us. They knew we couldn't wait for it to be delivered.</p>	

Daily Lesson Plans

Lesson 12			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: A Chair for My Mother	Instructional Days: 1-2
Learning Intentions		Success Criteria	

- I am learning about wants, needs, and opportunity costs.
- I am learning to use question-cards to help me ask questions about a story.

- I can engage in discussions effectively by asking questions, listening to the ideas of others, and sharing opinions.
- I can explain the difference between needs and wants.
- I can explain what an opportunity cost is.

NJSLS Standards

- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is the difference between a need and a want?

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Writing - A Chair for My Mother](#)

Vocabulary:

- Wants
- Needs
- Opportunity costs
 - Giving up one thing for another ex. to help students understand this term)“The cafeteria has pizza AND chicken nuggets available for lunch today. You can only have one, or the other. The one you do not choose is the opportunity cost. If you pick the pizza you miss out on the nuggets. If you choose the nuggets, you do not get the pizza.
 - From the book-The opportunity costs are centered around saving for the chair. Rosa and her mother could have saved up for many different things but decided that a chair would be what that wanted most. Saving all of those coins took a lot of time. But because they are spending all of their coins(savings) on the chair, they will not be able to buy something else until they save up more money again.

Learning Resources/ Materials:

- Text: *A Chair for My Mother* [A Chair for My Mother](#)
- Turn and Talk Anchor Chart
- Wants/ Needs Anchor Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Daily Instructional Task:** [Writing - A Chair for My Mother](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 12-DIT-Q&A Responsive Writing

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

Day 1

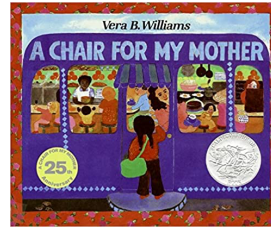
→ **Part 1: Pre-Read: Partner Reading**

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

→ **Part 2: Defining Wants, Needs, and Opportunity Costs**

- ◆ Ask students what is the difference between wants and needs. Review the vocabulary chart and ask students to turn and talk about each term.
- ◆ Make a two-column table on a sheet of chart paper. Across the top write "A Chair for My Mother." Label one column "Wants" and the other column "Needs."
- ◆ Explain to students that you are going to reread the story and when they hear a specific need or want that the family has they should raise their hands and you will stop so that the class can discuss whether the item is a want or a need.

→ **Part 3: Read Aloud:** Re-read the text. [A Chair for My Mother](#)



- ◆ As you read and students identify wants and needs, add them to the chart. ***See Teacher's Note.**

→ **Daily Instructional Task** [Writing - A Chair for My Mother](#)

- ◆ **Question:** Show students this last illustration and then ask, "What decisions about spending and saving money did this family make?" Invite students to turn and talk.
- ◆ **Write** an explanation that explains the decisions about spending and saving money the family made.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

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

Possible Misconceptions:

- Students may struggle to include relevant text details in their answers.
- Students may struggle to find the part of the text related to the question.

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

Teacher Notes:

- **Wants/ Needs Anchor Chart**

A CHAIR FOR MY MOTHER	
WANTS	NEEDS
rug	food
chair with flowers	table
curtains	chairs
stuffed bear	bed
	pots and pans
	silverware
	dishes

Daily Lesson Plans

Lesson 13

Grade: 1	Unit: Community Needs and Economics	Lesson Title: A Chair for My Mother	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning about wants, needs, and opportunity costs. I am learning to use question-cards to help me ask questions about a story. 		<ul style="list-style-type: none"> I can engage in discussions effectively by asking questions, listening to the ideas of others, and sharing opinions. I can explain the difference between needs and wants. I can explain what an opportunity cost is. 	
NJSLS Standards			
<ul style="list-style-type: none"> L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Tasks:	
What is an example of an opportunity cost?		Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Story Map/ Shared Writing *See Teacher's Note. 	
Vocabulary:		Learning Resources/ Materials:	
<ul style="list-style-type: none"> opportunity cost: the value of the next best thing you give up whenever you make a decision OR What you give up when you choose something. 		<ul style="list-style-type: none"> Text: <i>A Chair for My Mother</i> Turn and Talk Anchor Chart Key Terms Anchor Chart Grade 1 Unit 3 Vocabulary Chart Story Map(See teacher's note and use if there is time remaining) Daily Instructional Task: Exploring Opportunity Costs <i>Optional:</i> Text assigned through Google Classroom Lesson 13-DIT-Independent Drawing & Writing 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Day 1			
→ Part 1: Pre-Read: Partner Reading			
<ul style="list-style-type: none"> Have students share the previous day's Daily Instruction Task (explanatory writing piece). Say: Listen as your partner reads his or her writing from yesterday and shows his/her drawing. 			

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

→ **Daily Instructional Task-Part 2: Task - Exploring Opportunity Costs** [A Chair for My Mother](#)

- ◆ Ask students to generate a list of wants with their group.
- ◆ Next explain that students cannot get all of these wants AND EACH STUDENT SHOULD SELECT TWO.
- ◆ Have students identify their two best choices and explain that they should choose the **one** good they want, and identify the other good as an opportunity cost.
- ◆ **An opportunity cost is the value of the next best thing they each gave up when they made their decision. OR- What we give up when we choose something.** Record that on the vocabulary chart.
- ◆ Complete Story Map (***See Teacher's Note**) after showing students the book and helping them to remember story details. Show students that there is a place to record a flashback--an event (fire) that is told in the story that happened earlier.
- ◆ Before writing, encourage focused interactive speaking between pairs of students. Prompt discussion by showing illustrations and re-reading sections when confusions arise.
- ◆ Record students' responses using a mix of shared writing and record the lesson-learned (theme) using interactive writing.

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

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

Differentiation:

- Provide students with key vocabulary and definitions ahead of time in order to better comprehend the text as they follow along.
- Create an anchor chart the class can utilize/reference throughout the unit.
- Use a partnering strategy to allow students to work together.
- Provide students with pictures to cut and paste or use as a visual reference when answering questions.
- Display worksheet/textbook on SmartBoard.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** *Extension: Have students work together to create an opportunity-cost poster and then present.


Possible Misconceptions:

- Students may struggle to include relevant text details in their answers.
- Students may struggle with telling details about characters, setting, and events.
- Students may struggle with distinguishing between key details and minor details.
- Students may not be able to identify the story problem.
- Students may struggle to see the lesson-learned.

Teacher Notes:

- **Story Map/ Shared Writing**

Key Terms Chart:  **Grade 1 Unit 3 Vocabulary Chart**

STORY MAP FOR A CHAIR FOR MY MOTHER WRITTEN & ILLUSTRATED BY VERA B. WILLIAMS	
Settings:	
Characters:	
Problem:	
Events in the Order they Occur:	
1:	
Flashback:	
Resolution:	Lesson Learned/Big Idea:

WORD	EXPLANATION	DRAWING
goods	Something that can be bought and touched, like a pizza.	
services	Jobs people do for others. Some examples include teacher, plumber, waiter.	
needs	A good and/or service that you must have. Example A bed and blanket on a cold night.	
wants	A want is a good or service that a person would like to have. It is not necessary. Examples: A video game, a haircut.	
consumers	People who use goods and services to meet their needs.	
producers	People who make goods or provide services for others.	
Natural Resources	Natural resources are things found in nature that we use in production. Trees, sun, oil, and water are natural resources.	
Human Resources	People who do work. Example: Builder, scientists.	
Capital Resources	Goods made by people to make other goods or services, such as, equipment, machines, and buildings.	
Wages	A fixed regular payment, made by an employer to a worker.	
Tips	A small sum of money given to someone for providing a service.	
Opportunity Cost	The value of the next best thing you give up whenever you make a decision.	

Daily Lesson Plans

Lesson 14			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: Blueberries for Sal	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to make and monitor predictions. I am learning to pay attention to story details about character. 		<ul style="list-style-type: none"> I can explain why Sal's mother wanted to bring the blueberries back home after picking them. I can explain what Sal's mother was going to do with the blueberries. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.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.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **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.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is mother doing with her berries? Why? (p.15) *Mother is picking blueberries to save for winter.*

Daily Instructional Tasks:

Day 1-2

- **Daily Instructional Task:** [Independent Drawing & Writing](#)

Vocabulary:

- Opportunity Cost- What we give up when we choose something.

Learning Resources/Materials:

- Text: *Blueberries for Sal* [Blueberries for Sal](#)
- Turn and Talk Anchor Chart
- Preview & Prediction Chart
- **Daily Instructional Task:** [Independent Drawing & Writing](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 14-DIT-Independent Drawing & Writing

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

Day 1

→ Part 1: Pre-Reading Discussion & Story Introduction

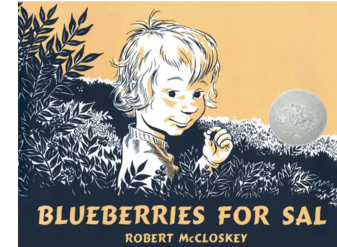
- ◆ Preview: Show the cover of the book and read aloud the title, *Blueberries for Sal*, and author/illustrator. Ask children to say what they notice and wonder based on that information. (Record students' observations.)
- ◆ Take a brief picture walk of the first few pages and then stop. What sense are they now making of the book? What do they now notice? Wonder? (Record observations.)
- ◆ Then ask them to turn and tell their partner what they think this book will most likely be about. What do they think might happen? What makes them think that?
- ◆ Introduce the story: *In this story written and illustrated by Robert McCloskey, a little girl, Sal, and her mother go and pick blueberries for winter. As they do this, a bear cub and his mother go and eat berries for winter from the other side of the same hill. Let's read and learn what happens to Sal and her mom and the mother bear and her cub.*
- ◆ Introduce this book to the students with some interesting background information. For starters, if the teacher has an actual copy of the book and explain that not only is this book a classic (copyright 1948 and still currently in print) but it won the Caldecott Honor in 1949. Caldecott books are very special. If possible, show the class the medal on the front cover of the book and explain that every single year even now, only two or three books receive a Caldecott medal and only one can get the gold Caldecott medal. To win a Caldecott, the story not only has to have excellent pictures but the story must be excellently written as well. Of course what is excellent is purely subjective and opinionated but whenever anyone reads any Caldecott books to students aloud, a great question to ask them when the story is finished is "do you think this book deserved the Caldecott?" There are a bunch of criteria for a book to win one but for this case, it would be great to mention the attributes of this book being a winner and a classic at the same time. When you think about it....How many books have been around for over 75 years? "Blueberries for Sal" has stood the test of time, which makes it a classic.
- ◆ (optional) Here is a link to all the Caldecott gold medal winners.
https://www.google.com/search?q=list+of+caldecott+winners&sca_esv=5bbe78ef35325a50&sca_upv=1&rlz=1C1GCEA_enUS1100US1100&ei=GI6NZp

[HWE4SaptQP7Oy2Ag&ved=0ahUKEwiRy5TJqZqHAXUEjYkEHbeZDIIsQ4dUDCA8&uact=5&oq=list+of+caldecott+winners&gs_l=Eqxnd3Mtd2l6LXNlcnAiGWxpc3Qgb2YgY2FsZGVjb3R0IHdpbm5lcnNIAFAAWABwAHgAkAEAmAEAoAEAqgEAuAEDyAEAmAIAoAIAmAMAKgcAoAcA&scient=qws-wiz-serp&safe=active&ssui=on](https://www.caldecott.com/winners/2016/Blueberries-for-Sal)



→ **Part 3: Read Aloud & Making and Monitoring Predictions:** Read aloud the text. [Blueberries for Sal](#) *See Teacher's Note

- ◆ Read aloud the text making sure that you show students the illustrations and encourage students to make predictions as you read.
- ◆ While reading, ask students to make predictions, but also monitor their predictions.
 - Help students to be mindful that what they initially thought may have changed as the story progresses.



→ **Daily Instructional Task** [Independent Drawing & Writing](#)

- ◆ **Collaborate.** Turn and talk to your partner to answer these two questions: Why did Sal's mother want to bring the blueberries back home after picking them? What is she going to do?
- ◆ **Draw** a picture answering these two questions.
- ◆ **Write** several sentences answering the questions.
- ◆ **Punctuate** each sentence.
- ◆ **Spell** high frequency words correctly.

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

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

Differentiation:

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

Possible Misconceptions:

- Students may struggle with identifying why Sal's mother needed to save the blueberries for winter.

- **DIT:** Provide students with a multiple choice question (with only two answer choices).
- **DIT:** Provide students with a picture, word, and/or sentence bank. Students can use the answer bank to draw and write, or they can cut and paste their answers into the answer box.
- **DIT:** Use a highlighter to guide students while answering questions.
- **DIT:** Provide students mini-breaks when necessary.
- **DIT:** Provide students the opportunity to write more than three sentences.
- **DIT:** Allow students to present their writing.
- **DIT:** *If students struggle with identifying that Sal's mother wanted to save the blueberries for winter. Re-read the beginning of the story.

Teacher's Note:


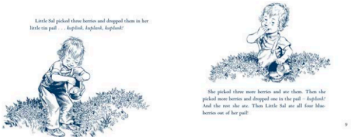


IMAGE	AFTER READING PAGES	PROMPT AND CLARIFYING QUESTIONS
 <p>One day, Little Sal went with her mother to pick blueberries. Little Sal brought along her small red pail and her mother brought her large red pail to pick berries. "We will take our berries home and eat them," said her mother. "Then we will have food for the winter."</p>	6-7	<p>What are Little Sal and her mother picking?</p> <p>Turn and tell your partner why they are picking blueberries? (can them for winter)</p>
 <p>Little Sal picked blueberries and brought them to her kitchen pail. - August, Andrew, August</p> <p>She picked some berries and ate them. Then she picked some berries and brought them to her pail. "I picked that one for you, too. That Little Sal got all of those berries out of her pail."</p>	8-9	<p>Is Little Sal gathering lots of berries?</p> <p>If not, what is she doing with them?</p>
 <p>She started carrying baskets of berries. Then she ran and got her pail and her berries. Then she ran and got her pail and her berries. Then she ran and got her pail and her berries.</p>	14-15	<p>What is mother doing with her berries? Why?</p> <p>Ask students to turn and talk with their partner about what they think will happen next.</p>
 <p>On the other side of the forest, Mr. Little Bear was with his mother to eat blueberries. Little Bear said to his mother, "I want to go to the forest and eat berries with you." "We must save up food for the long, cold winter."</p>	18-19	<p>Why are the bears on the hill?</p> <p>Turn and talk with your partner: What does Mother Bear mean when she says, "store up food for the long, cold winter"?</p>




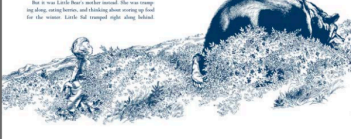
IMAGE	AFTER READING PAGES	PROMPT AND CLARIFYING QUESTIONS
 <p>Bears like to eat a lot of berries. In picking one a long string of berries and eat them right in the woods and on the forest.</p>	22-23	<p>Who does little bear remind you of?</p> <p>Turn and talk with your partner. Explain how Little Bear and Little Sal are similar?</p> <p>Ask students to turn and talk with their partner about what they think will happen next.</p>
 <p>All the birds were out to fly, and they were flying over the forest, saying, "One, Two, Three!" They had come over to the forest and they were flying over the forest.</p>	pp. 28-29	<p>Ask students to turn and talk with their partner about what they think will happen next.</p> <p>Before you read pages 30-31, ask students to monitor their predictions as you read. Were they right?</p>
 <p>The bear came back and said to Little Sal, "This is my mother and I will get her."</p>	26-27	<p>Ask students to turn and talk with their partner about what they think will happen next.</p> <p>As you read on to the next page, ask student to monitor their predictions. Were they right?</p>
 <p>It was Little Bear's mother named. She was very big and very strong, and looking down on her and for the winter Little Sal thought right along behind.</p>	30-31	<p>Ask students to turn and talk with their partner:</p> <p>Is Little Sal afraid of Mother Bear?</p> <p>What do you think she is feeling and why?</p> <p>Should she be afraid?</p> <p>How would you feel if you were Little Sal?</p>



IMAGE	AFTER READING PAGES	PROMPT
 <p>On the other side of the forest, Mr. Little Bear was with his mother to eat blueberries. Little Bear said to his mother, "I want to go to the forest and eat berries with you." "We must save up food for the long, cold winter."</p>	32-33	<p>Ask students to turn and talk with their partner about what they think will happen next.</p> <p>As you read on to the next pages, ask students to monitor their predictions. Were they right? Explain that partridges are birds. ("A partridge is a pear tree.")</p>

IMAGE	AFTER READING PAGES	PROMPT
 <p>Little Bear picked up and picked one for pail. It was very hard to carry a pile of what was heavy. But then she was very old. She was so old that she had to carry a basket of berries by herself. "Now, Mr. Little Sal," said Little Bear, "I want to go to the forest and eat berries with you." "We must save up food for the long, cold winter."</p>	46-47	<p>Ask students to turn and talk with their partner about what they think will happen next.</p> <p>As you read on to pages 48-49, ask students to monitor their predictions. Were they right?</p>

Daily Lesson Plans

Lesson 15			
Grade: 1	Unit: Community Needs and Economics	Lesson Title: Blueberries for Sal	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none">• I am learning to apply what I know about needs, wants, and opportunity costs to a story.• I am learning to pay attention to story details about character.		<ul style="list-style-type: none">• I can answer economic-based questions about the story, Blueberries for Sal.• I can explain what Sal's mother was going to do with the blueberries.	
NJSLS Standards			

- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What choice did Sal make? Why? **Sal chose to eat the blueberries now because she liked the taste.*
- What was Sal's opportunity cost? Remind students of the definition of opportunity cost. **Sal gave up the opportunity to have blueberries to eat later when she got home.*
- What choice did Sal's mother make? Why? **She chose to save the blueberries so that the family could eat them next winter.*
- What was her mother's opportunity cost? **Her mother gave up the opportunity to enjoy the blueberries now.*

Extended Writing Task:

Day 1

- **Extended Writing:** [Culminating Task](#)

Vocabulary:

- **opportunity cost:** the value of the next best thing you give up whenever you make a decision

Learning Resources/Materials:

- Text: *Blueberries for Sal* [Blueberries for Sal](#)
- Turn and Talk Anchor Chart
- Key Terms Anchor Chart [Grade 1 Unit 3 Vocabulary Chart](#)
- **Informative/Explanatory Writing and Drawing:** [Culminating Task](#)
- *Optional:* Text assigned through Google Classroom
- Lesson 15-Culminating Task-Informative/Explanatory Drawing & Writing(independently)

Assessment Procedures:

→ Part 1: Partner Retell

- ◆ Have students partner and retell the story. **Be sure to check in with pairs to clear up any confusions.**

→ Part 2: Interactive Speaking/ Turn and Talk

- ◆ **Pose the following economics based questions to students.**

1. What **choice** did Sal make? Why? (Sal chose to eat the blueberries now because she liked the taste.)
2. What was Sal's **opportunity cost**? (remind students of the definition of opportunity cost). (Sal gave up the opportunity to have blueberries to eat later when she got home.)
3. What **choice** did Sal's mother make? Why? (She chose to save the blueberries and can them so that the family could eat them next winter.)
4. What was her mother's **opportunity cost**? (Her mother gave up

- ◆ **Review key terms on Key Terms Anchor Chart.**
 - **Pose the following economics based questions to students.**

Note: Resources are combined to produce goods and services.

1. What **capital resource** did Sal and her mother use to pick blueberries? (pails)
2. Look at the pictures at the end of the story. What other **capital resources** will Mother be using to produce canned blueberries? (pots, spoon, jars, rings, stove)
3. What **human resources** will she use? (her own labor and Sal's labor, if she helps)
4. What **natural resources** will she use? (the blueberries and water)



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

- ◆ Collaborate: Invite students to turn and discuss with their partner, the following question:
 - People make economic choices as producers and consumers of goods and services. What choices did Sal's mother make as a producer of canned blueberries?
- ◆ Draw: Draw a picture that shows the choices Sal's mother made as a producer of canned blueberries. (Independent)
- ◆ Write: ask students to write several sentences to explain the choices Sal's mother made as a producer of canned blueberries. **In their writing students should: Correctly explain the choices Sal's mother made as a producer of canned blueberries.**

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

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

Differentiation:

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

Possible Misconceptions:

- Students may struggle to identify Mother's opportunity cost.

Grade 1:Unit 4 - Earth Science:

Observable Patterns in the Earth, Sun, Moon, & Stars

Unit Summary: (Overall learning of the unit)		
Unit Title: Earth Science: Observable Patterns in the Earth, Moon, & Stars.	Content Area: ELA	Grade Level: 1
<p>Unit Description-In this unit, students will have developed an understanding of the world around and above them by learning the concept of observable patterns. Specifically, students will be observing and thinking about patterns in the Earth, Sun, Moon, and Stars. Throughout this unit, students will understand that there is a constant revolving nature of bodies in space. Students will be exposed to not only the earth, sun, moon, and stars but how seasons change, why telescopes are used in observations of the things far away, and will have an introduction to more complex star formations like the Big Dipper. Lastly, students will predict patterns of movement and change to understand the notion that appearances of bodies in space seem to change even if they really are staying the same. The types of writing in this unit are explanatory/informational, opinion and narrative.</p>		
Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)	Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)	
<ul style="list-style-type: none"> • What patterns can be observed between the earth, the moon and the sun? • What causes bodies in space to change their appearance? 	<ul style="list-style-type: none"> • Students will understand that there are observable patterns in the earth, sun,moon, & stars. • Students will understand that bodies in space change in appearance according to predictable patterns. • Students will achieve enduring understandings as they make inferences about the content and engage in meaningful discussions. • Students will lean on their prior skills in order to closely read and write about the topic. They will build upon existing collaboration and discussion skills in order to communicate ideas with their instructor and peers. 	
Unit Vocabulary		
<p>Orbit, revolve, gravity, axis, tilt, equator, spin, hemisphere, motion, speed, sunrise, sunset, photograph, shadow, North Pole, South Pole, rotate, equator, leans, equinox, solstice, ancient, climate, hibernations, temperature, universe, tradition, observe, publish, inspired, telescope, planet, crater, scientist, compass, dipper, gaze, phases, dwindles, atmosphere.</p>		
Focus Standards		

<p>RI</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>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>RL.CI.1.2. Determine central message and retell [stories, including key details, and demonstrate understanding of their central message or lesson] a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>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).</p> <p>RL.TS.1.[5]4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</p> <p>RI.TS.1.[5]4. [Know and use] 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.</p> <p>RI.MF.1.[7]6. With prompting and support, use [the illustrations and details in a text] 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.)</p>	<p>SL</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <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>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under [Kindergarten foundation skills] L.RF.K.1); [A.] 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.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.</p> <p>L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>W</p> <p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts [in which they name] to examine a topic [supply some facts about the topic, and provide some sense of closure] and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)</p> <p>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.</p> <p>W.SE.1.[8]6. With guidance and support from adults, [recall information from experiences or] gather and select information from [provided] multiple sources to answer a question or write about a topic.</p> <p><u>Climate Change/Science Learning Standards-</u></p> <ul style="list-style-type: none"> • Science: K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.
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<p>RI.CT.1.[9]8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.1.[9]8. Identify [basic] similarities in and differences between two informational texts on the same topic (e.g., [in] characters, experiences, illustrations, descriptions, or procedures).</p>		
Assessments		
<ul style="list-style-type: none"> • Daily Instructional Tasks • Student Reflections 	<ul style="list-style-type: none"> • Culminating Tasks • Turn and Talks 	<ul style="list-style-type: none"> • Lesson 12 - Informative/Explanatory Writing (Portfolio Artifact)
Integration of 21st Century Skills	Integration of Technology	Resources
<ul style="list-style-type: none"> • Aside from the technology students will learn to use for educational purposes, there will be links from literature to pop culture/21st Century _present day” issues. 	<ul style="list-style-type: none"> • Google Classroom • Google Forms/Docs/Slides • Videos 	<ul style="list-style-type: none"> • <input type="checkbox"/> <i>On Earth</i> • <input type="checkbox"/> Sunshine Makes the Seasons • <input type="checkbox"/> What Makes Day and Night • <input type="checkbox"/> The Big Dipper • <input type="checkbox"/> Looking Through a Telescope • <input type="checkbox"/> The Moon Book by Gail Gibbons • <input type="checkbox"/> Papa please get the moon for me • <input type="checkbox"/> Starry Messenger • <input type="checkbox"/> Coyote Places the Stars • How The Moon Regained Her Shape • If You Decide To Go To The Moon • The Reasons For Seasons • Unit Lesson Resources
Summary of Key Learning		
<p><u>Lesson 1:</u></p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • I am learning that the Earth moves around the sun in an orbit. • I am learning about patterns that occur in nature. 	<p><u>Lesson 2:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that the earth rotates on an axis and that this rotation causes day and night. <p>Success Criteria:</p>	<p><u>Lesson 3:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that the Earth rotates on an axis and that this rotation causes day and night. <p>Success Criteria:</p>

<p>Success Criteria:</p> <ul style="list-style-type: none"> I can use vocabulary from the text to draw and label a picture that describes the Earth's orbit around the sun. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Read Aloud, Question sequence, Daily Instructional Task: Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, SL.II.1.2, W.SE.1[8]6) 	<ul style="list-style-type: none"> I can add to a K-Q-L chart about Earth's movement. I can share my drawing of Earth's orbit and talk about it with a partner. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Read Aloud, shared writing, collaborative task, Daily Instructional Task: Answering Text-Dependent Questions, K-Q-L chart, Independent Writing. (RI.CR.1.1, RI.CR.1.2, SL.II.1.2, SL.PI.1.4, W.IW.1.2) 	<ul style="list-style-type: none"> I can identify key words and details in the text that describe the Earth's movement. I can use text features to explain how the Earth's rotation creates the pattern of day and night. I can share my drawing of Earth's orbit and talk about it with a partner. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reading 1 (Pages 16-19), Question Sequence 1, Daily Task Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.CR.1.2, SL.II.1.2, SL.PI.1.4, W.SE.1[8]6)
<p>Lesson 4:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning that the Earth spins, or rotates, and this movement causes the pattern of day and night. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can compare and contrast how day and night are different on the Earth and Moon by writing a paragraph that explains what causes the pattern of day and night. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reading 2 (Pages 20-29), Question Sequence 2, Daily Task 4. (RI.CR.1.1, RI.CR.1.2, RI.MF.1[7]6, SL.II.1.2, SL.PI.1.4, W.IW.1.2) 	<p>Lesson 5:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning that the change in seasons is created by the Earth's tilt, which causes different parts of the Earth to receive different amounts of sunlight. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can retell details to add words and illustrations to a piece of writing that describes the relationship between sunshine and the four seasons. I can add information to an interactive writing class chart that describes the four seasons. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reading 1, Question Sequence 1, Daily Task. (RI.CR.1.1, RI.MF.1.6, SL.AS.1.6, W.IW.1.2) 	<p>Lesson 6:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to build understanding that the change in seasons is created by the Earth's tilt and its revolution around the Sun. I am learning how to identify and understand key terms from the text <p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify key details from the text to describe the relationships between Earth's tilt, its revolution around the sun, and the changing seasons. I can identify and understand key terms from the text. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reading 3, Question Sequence 3, Daily Task 6 - Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, SL.AS.1.6, W.IW.1.2)
<p>Lesson 7:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to understand important characteristics of each of the four seasons and how they differ from one another. 	<p>Lesson 8:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to compare two texts on the same topic. I am learning how to summarize key ideas related to the Earth's changing seasons. 	<p>Lesson 9:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to understand that patterns in day and night and the seasons are predictable. I am learning how to summarize information from the text about the Earth's rotation and revolution.

- I am learning how to ask and answer questions about key details regarding the four seasons.

- I am learning how to compare and contrast important characteristics of each of the four seasons.

- I am learning how to describe how patterns in seasons impact living things.

Success Criteria:

- I can identify the characteristics of each of the four seasons and how they are different.
- I can ask and answer questions about key details.
- I can compare and contrast the characteristics of each of the four seasons.
- I can describe how the patterns in seasons impact living things.

Instructional Routines:

- Reading 1, Question Sequence 1, Daily Instructional Task 7, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.PP.1.5, SL.AS.1.6, W.IW.1.2)

- I am learning how to analyze how texts' words and illustrations are used to explain information related to the Earth's changing seasons

Success Criteria:

- I can compare two texts on the same topic.
- I can summarize key ideas related to the Earth's changing seasons.
- I can analyze how texts' words and illustrations are used to explain information related to the Earth's changing seasons.

Instructional Routines:

- Reading 2, Question Sequence 2, Daily Instructional Task 8, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.PP.1.5, SL.AS.1.6, W.AW.1.1)

- I am learning how to use key details from the text to draw conclusions about predictable patterns related to the Earth's movement.

Success Criteria:

- I can explain how patterns in day and night and the seasons are predictable.
- I can summarize information from the text about the Earth's rotation and revolution.
- I can use key details from the text to draw conclusions about predictable patterns related to the Earth's movement

Instructional Routines:

- Reading 4, Question Sequence 4, Daily Instructional Task 9, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.PP.1.5, SL.AS.1.6, W.SE.1.6)

<p><u>Lesson 10:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to use information from the text to make a timeline with labels that describe how our understanding of space has changed over time. ● I am learning how to use graphs and text features to understand key ideas and details in the text. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use information from the text to make a timeline with labels that describe how our understanding of space has changed over time. ● I can use graphs and text features to understand key ideas and details in the text. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● - Reading 1, Question Sequence 1, Daily Instructional Task 10, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.PP.1.5, SL.AS.1.6, W.IW.1.2) 	<p><u>Lesson 11:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that scientists and scientific tools have helped us learn more accurate information about space. ● I am learning how text features help me to understand key ideas and details.. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain how Galileo’s observations contributed to people’s understanding of science. ● I can explain why the telescope helped scientists, like Galileo, make new observations. ● I can use text features and graphics to understand key ideas and details in the text. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reading 2, Question Sequence 2, Daily Instructional Task 11, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1, RI.PP.1.5, SL.AS.1.6, RL.MF.1.6, W.IW.1.2) 	<p><u>Lesson 12:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that scientists use telescopes to observe characteristics of objects in space <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can recall key details from the text to describe the purpose of a telescope. ● I can use information from text features to draw conclusions about how telescopes are used. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reading, Question Sequence 1, Daily Instructional Task 12, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1 RI.PP.1.5, SL.AS.1.6, RI.MF.1.6, RL.MF.1.6, W.SE.1.6)
<p><u>Lesson 13:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that the Big Dipper is an important group of stars that we can see in the night sky. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify key ideas and details about the Big Dipper. ● I can explain how and why people look at the stars. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reading 1, Question Sequence 1, Daily Instructional Task 13, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.PP.1.5, SL.AS.1.6, RI.MF.1.6, RL.MF.1.6, W.SE.1.6) 	<p><u>Lesson 14:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that the position of the Big Dipper appears to change during different seasons. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use the pictures to explain how the position of the Big Dipper changes through the seasons. ● I can draw an illustration of the Big Dipper and its appearance throughout the seasons of Summer, Fall and Winter. ● I can explain the observable pattern the Big Dipper has and its similarities to other patterns we have discussed. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reading 2, Question Sequence 2, Daily Instructional Task 14, Answering Text-Dependent 	<p><u>Lesson 15:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that groups of stars appear to make patterns of shapes in the night sky. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can retell the story including key details. ● I can explain the similarities and differences between texts that tell stories and those that give information. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reading 2, Question Sequence 2, Daily Instructional Task 14, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.TS.1.4, RL.CT.1.8, SL.PI.1.4, W.RW.1.7)

	<p>Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.PP.1.5, SL.AS.1.6, RI.MF.1.6, RL.MF.1.6, W.SE.1.6)</p>	
<p>Lesson 16:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that the moon is an important body in space that moves and reflects light from the sun. • I am learning that the moon's orbit around Earth. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can describe the relationship between the moon and the Earth. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Reading 1, Question Sequence1, Daily Instructional Task 16, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.PP.1.5, SL.AS.1.6, RI.MF.1.6, W.SE.1.6) 	<p>Lesson 17:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to retell the story using key details to • I am learning to distinguish between information about the moon that is realistic and fictional • I am learning how to make predictions based on events in the story. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can make a prediction about the cause of the moon's changing shape based on the details in the story. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Reading 1, Question Sequence1, Daily Instructional Task 17, Answering Text-Dependent Questions, Summarizing, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.PP.1.5, SL.AS.1.6, RI.MF.1.6, RL.MF.1.6, W.RW.1.7) 	<p>Lesson 18:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that the moon's orbit around Earth causes patterns in the amount of light we are able to see reflected on the moon. • I am learning about the phases of the moon. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can retell details from the text to name and describe each phase of the moon; • I can use illustrations and text features to support their understanding of the different phases of the moon; and • I can use manipulatives to collaboratively create a reference chart. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Reading 2, Question Sequence2, Daily Instructional Task 18, Answering Text-Dependent Questions, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RI.MF.1.6, RL.MF.1.6, W.RW.1.7)
<p>Lesson 19:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that the moon moves through phases that create a predictable pattern. <p>Success Criteria:</p> <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. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Reading 2, Question Sequence2, Daily Instructional Task 19, Answering Text-Dependent Questions, Summarizing, Independent Writing. 	<p>Lesson 20:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that Native Americans believed the phases of the moon are caused by the moon's changing feelings <p>Success Criteria:</p> <ul style="list-style-type: none"> • 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. 	

(RI.CR.1.1,RL.CR.1.1, RI.MF.1.6, RL.MF.1.6, W.NW.1.3)	Instructional Routines: <ul style="list-style-type: none"> • Reading 1, Question Sequence1, Daily Instructional Task 20, Answering Text-Dependent Questions, Summarizing, Independent Writing. (RI.CR.1.1,RL.CR.1.1, RL.IT.1.3, RL.MF.1.6, SL.PI.1.4, W.NW.1.3) 	
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Daily Lesson Plans

Lesson 1			
Grade: 1st	Unit: Earth Science	Lesson Title: On Earth	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning that the Earth moves around the sun in an orbit. • I am learning about patterns that occur in nature. 		<ul style="list-style-type: none"> • I can use vocabulary from the text to draw and label a picture that describes the Earth's orbit around the sun. 	
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). 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.[8]6. With guidance and support from adults, [recall information from experiences or] gather and select information from [provided] multiple sources to answer a question or write about a topic. K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> • What phrase did the author use to describe the Earth? • What does the phrase tell us about the Earth? • On this page, we learn more information about how the Earth moves from both the words and the illustrations. I'm going to read the sentence on this page again, and as I do I want you to look closely at the illustration...What do we know about how the Earth moves? Think-Pair-Share Think of a sentence that describes how the Earth moves. Then, tell it to your partner. 		Daily Instructional Tasks: <p style="margin-left: 20px;">Daily Instructional Task: Draw and label a picture that illustrates the Earth and the sun. Your picture should help show how the Earth moves. Be sure to label your drawing with appropriate captions. Write an explanation of your drawing. Be sure to use the words "revolve" and "orbit" in your written explanation. Students writing should include the following:</p> <ul style="list-style-type: none"> • Introduction of topic 	



- Let's think more about this phrase – “the Earth...circles the sun in a great sweep”.What does “circles the sun” mean?
- How does the illustration help show how the Earth circles the sun?
- We talked about the word “orbit” before we started reading this book. We said it was an important word that we would need to know to understand this book. How does the author use the word “orbit” on this page?
- How do the illustrations on these pages help us understand what the word “orbit” means?
- What do we learn about the Earth's movement by looking at this illustration?
- This illustration reminds me of the one we looked at on pages 11-12. Let's compare these two illustrations. How are they similar? How are they different?
- Here we read the word “revolve”, which we talked about before we started reading this book. What other word in this sentence gives us a clue about what the word “revolve” means?
- Given what you've learned so far in this text, use the word “revolve” in a sentence.
- What is this illustration showing us?

- Supply facts about the Earth and the sun and Earth's movement
- Use of vocabulary from the text
- Provides some sense of closure

Vocabulary:

- revolve (explicit)
- orbit (explicit)
- gravity (implicit)

Learning Resources/Materials:

- Digital Copy of book:  On Earth
-  Earth Science Rubric: Lesson 1

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

● **Part 1: Introduction of the vocabulary for this reading.**

- revolve (explicit)
- orbit (explicit)
- gravity (implicit)

→ **Part 2: [Teacher Guidance](#):** “This book tells us all about how the Earth moves. The Earth moves in different ways. Today, we're going to focus on one way the Earth moves. The word we're going to use to describe this movement is 'revolve'.”

Teacher's Note: Explicitly introduce this vocabulary word and the word “orbit”. Then, begin the interactive read aloud.

→ **Read Aloud:** Begin lesson by Reading *On Earth*  *On Earth*

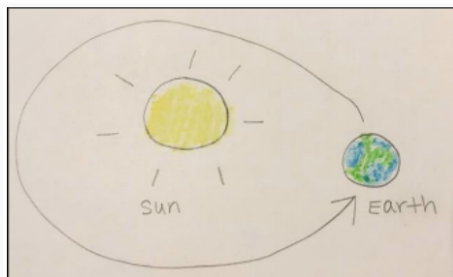
→ **Daily Instructional Task, [Rubric](#)**

→ Draw and label a picture that illustrates the Earth and the sun. Your picture should help show how the Earth moves. Be sure to label your drawing with appropriate captions. Write an explanation of your drawing. Be sure to use the words “revolve” and “orbit” in your written explanation.

Students writing should include the following:

- Introduction of topic
- Supply facts about the Earth and the sun and Earth’s movement
- Use of vocabulary from the text
- Provides some sense of closure

Possible student response:



The Earth moves. The Earth revolves around the sun. That means it moves in a circle around the sun. This circle is called an orbit.

- Lesson 1 rubric: [Unit 5 Earth Science Rubric: Lesson 1](#)

	3	2	1
Accuracy of Writing	The writing, drawing and captions accurately shows how the Earth revolves around the sun by using facts and vocabulary from the text..	The writing, drawing and captions mostly show how the Earth revolves around the sun by using some facts and vocabulary from the text..	The writing, drawing and captions attempts to show how the Earth revolves around the sun by using few facts and vocabulary from the text..
Organization	The writing includes an introduction, facts, conclusion and unit vocabulary.	The writing includes 2 out of 3: an introduction, facts, conclusion and some unit vocabulary.	The writing includes 1 out of 3: an introduction, facts, conclusion and little to no unit vocabulary.
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
- Students may confuse the key terms “Revolve” and “Orbit”

Teacher Notes:


Students may need additional support with key vocabulary. “Revolve” and “Orbit” can be demonstrated by having students “revolve” around the room, each other, an object, etc.

“Gravity” can be demonstrated by tossing a softball into the air and everyone watching as it falls down. “First it goes up, and then it goes down” Have students try tossing the ball for themselves. This will conceptualize what makes the ball fall down after it is thrown.

Lesson 2			
Grade: 1st	Unit: Earth Science	Lesson Title: On Earth	Instructional Days: 1-2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning that the Earth rotates on an axis and that this rotation causes day and night. 		<ul style="list-style-type: none"> I can add to a K-Q-L chart about Earth's movement. I can share my drawing of Earth's orbit and talk about it with a partner. 	
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.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) 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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. W.IW.1.2. With prompts and support, write informative/explanatory texts [in which they name] to examine a topic [supply some facts about the topic, and provide some sense of closure] and convey ideas and information.			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What's the difference between the Earth's rotation and the Earth's revolution? How does the text help us understand that difference? What are some characteristics of daytime? What happens during nighttime? What does this illustration show? What do we notice about the pictures of Earth on this page? What motion causes earth to have day and night? What would happen if the boy in this picture reached in and spun the globe? How does the illustration show day and night? What details help you? What language does the author use to describe the Earth's movement on this page? Which words have similar meaning? Why are those words important for understanding the patterns of day 		Daily Instructional Tasks: <p>Daily Instructional Task:</p> <ul style="list-style-type: none"> Draw and label a picture that illustrates the Earth's rotation showing day and night. <ul style="list-style-type: none"> Explain your drawing to a partner. Label your picture with appropriate captions. Explain your drawing to a partner. <p>Example: Oral explanation: This picture shows the sun and the Earth. This part of the Earth is facing the sun. It's daytime on that part of the Earth. This part of the Earth is facing away from the sun so it has nighttime.</p>	


<p>and night?</p>	
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● rotate (explicit) ● spin (if students are unfamiliar with this word, teach it explicitly; otherwise use it to reinforce students' understanding of the meaning of "rotate") ● axis (explicit) ● tilts (implicit) ● equator (implicit) ● hemisphere (embedded) <p>The following words are reviewed during this reading:</p> <ul style="list-style-type: none"> ● revolve ● orbit ● gravity 	<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Digital copy of book: 📖 On Earth ● 📄 K-Q-L Chart On Earth: Lesson 2 ● 📄 Earth Science Rubric: Lesson 2
<p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <ul style="list-style-type: none"> ● Part 1: Introduction of the vocabulary for this reading. rotate (explicit) spin (if students are unfamiliar with this word, teach it explicitly; otherwise use it to reinforce students' understanding of the meaning of "rotate") axis (explicit) tilts (implicit) equator (implicit) hemisphere (embedded) <p>The following words are reviewed during this reading:</p> <ul style="list-style-type: none"> ● revolve ● orbit ● gravity <p>→ Part 2: Shared Writing:</p> <p>"Today we are going to create a K-Q-L Chart together 📄 K-Q-L Chart On Earth: Lesson 2 . As a class we will think about what we know about Earth's motion and day and night, as well as the questions we might have about how Earth moves and day and night. As we read, you will think about what you've learned from the text.</p>	

K-Q-L Chart On Earth		
What We Know About	Questions We Have About	What We've Learned About
<ul style="list-style-type: none"> • Earth's Movement • Day and Night 	<ul style="list-style-type: none"> • Earth's Movement • Day and Night 	<ul style="list-style-type: none"> • Earth's Movement • Day and Night
<p>During the day, the sun shines.</p> <p>At night, we see the moon.</p> <p>Earth moves around the sun.</p> <p>During the daytime it is warmer.</p> <p>During night time the temperature is cooler.</p>	<p>How does the Earth move?</p> <p>What causes day and night?</p>	

→ **Read Aloud:** Begin lesson by Reading *On Earth*  *On Earth*

Teacher Guidance: “The first time we read this book we focused our thinking on how the Earth revolves around the sun. Today we’re going to read this book again and think about how the Earth moves in a different way. We’re going to learn about how the Earth rotates and how that rotation creates patterns in the day and night sky.” (Explicitly introduce “rotate” or “rotation” as a key vocabulary term for this reading.)

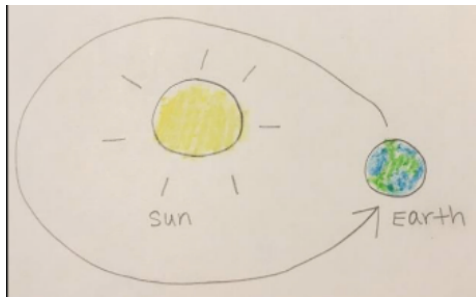
→ **Part 3: Collaborative Task**

“We are going to learn more about Earth’s movement by rereading the text, *On Earth*. We’re also going to be thinking about day and night. We are going to create a K-Q-L Chart  *K-Q-L Chart On Earth: Lesson 2* . As a class, we will think about what we know about Earth’s motion and day and night, as well as the questions we might have about how Earth moves and day and night. As we read, you will think about what you’ve learned from the text.”

K-Q-L Chart On Earth		
What We Know About • Earth's Movement • Day and Night	Questions We Have About • Earth's Movement • Day and Night	What We've Learned About • Earth's Movement • Day and Night
During the day, the sun shines. At night, we see the moon. Earth moves around the sun. During the day time it is warmer. During night time the temperature is cooler.	How does the Earth move? What causes day and night?	Planet Earth is constantly in motion. Earth spins on its axis. When Earth spins, the sun shines on different parts causing day and night. When we face the sun, it is light out and we have day. When we face away from the sun, it is dark and we have night.

→ **Daily Instructional Task:** Draw and label a picture that illustrates the Earth's rotation. Your picture should show how the Earth's rotation causes day and night. Be sure to label your picture with appropriate captions. Explain your drawing to a partner.

Oral explanation: This picture shows the sun and the Earth. This part of the Earth is facing the sun. It's daytime on that part of the Earth. This part of the Earth is facing away from the sun so it has nighttime.



Possible student responses:

The Earth moves. The Earth revolves around the sun. That means it moves in a circle around the sun. This circle is called an orbit.

or another possible student response:

📄 Earth on a Axis.pdf

The Earth tilts on its axis. When we lean toward the sun we are warmer, when we lean away we are colder.