

| | |
|---|--|
| <p>Differentiation:</p> <ul style="list-style-type: none"> ● Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently. ● Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension ● Present questions for students to see on the board as they are discussed with the class ● Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson. | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> ● Students may not understand key vocabulary.. Add these words to notebooks and word wall before reading the nonfiction text, then define them with students within the context of the text. ● If necessary use visual cues for added support. |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Consider making an Africa booklet for the students that they can add to throughout the unit. ● Homework will be determined by the teacher based on the lesson outcome. | |

| Lesson 11 | | |
|--|--|-----------------------|
| Grade: 1st | Unit: Learning About Africa and African Culture | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning to make inferences. ● I am learning about schooling in Chad. ● I am learning about poetry | <ul style="list-style-type: none"> ● I can think about what I know and what I am learning from the text to make inferences. ● I can contribute to shared writing about schooling in Chad and schooling at school. ● I can echo read a poem. | |
| NJSL Standards | | |
| <ul style="list-style-type: none"> ● RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). ● SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. ● L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

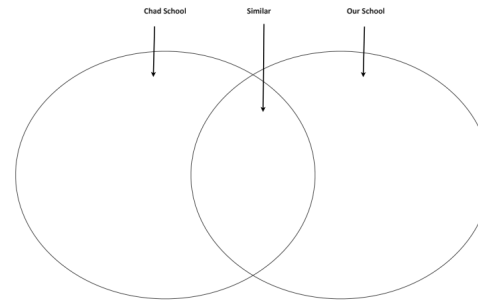
- How does the teacher feel about her students?
- Reread this line: The children's minds are fat with knowledge. What might the sentence mean?
- Why is this story Titled, Rain School?
- How is our school similar to and different from the school in Chad?
- What this story is mostly about.

Daily Instructional Task:

Shared Writing: Comparing Our School with the School in Chad

Lesson 11 Learning About Africa & African Culture

- Venn Diagram: How is our school similar to and different from the school in Chad?



Vocabulary:

- infer

Learning Resources/Materials:

- [Slide Deck for Rain School.pptx](#)
- Lesson 11 Learning About Africa & African Culture
- InferenceAnchorChart.pdf
- Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Partner Retelling

- Ask students to sit with their partner and read their sentences about schooling in Chad that they wrote yesterday.

Part Two: Inferences [InferenceAnchorChart.pdf](#)

- Explain that we will be working with making inferences today.
- Show students the anchor chart and explain.

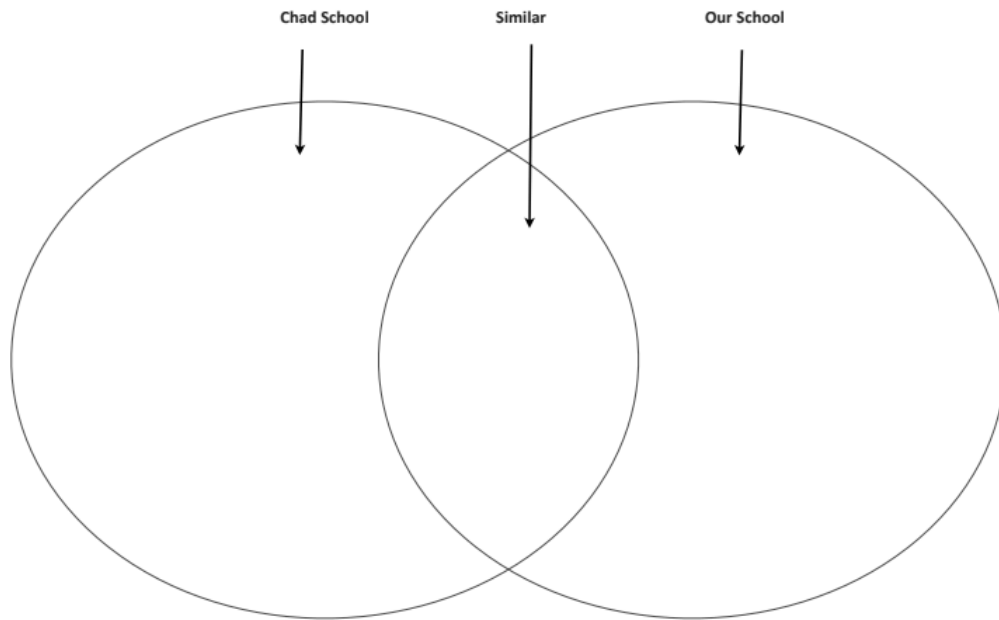


Part Three: Read Aloud and Ask and Answer Text-Dependent Questions: [Slide Deck for Rain School.pptx](#)

- Question 1: Listen as I reread. How does the teacher feel about her students? Reread starting at - "The teacher brings the blackboard...Perfect, my learning friend!"
 - What does this suggest about the teacher?
 - Think about the words and what you know about teachers and infer.
- Question 2: Reread this line: The children's minds are fat with knowledge.
 - Ask the children to problem solve what the sentence might mean by turning and talking with their partner, and then sharing with the whole class.
- Question 3: (at the end of the story): Why is this story Titled, Rain School? Turn and tell your partner.
- Question 4: What this story is mostly about? Turn and tell your partner. Example: Rain School is a story mostly about the importance of school.

Part Four: Daily Instructional Task: Shared Writing: Comparing Our School with the School in Chad [Lesson 11 Learning About Africa & African Culture](#)

- Venn Diagram: How is our school similar to and different from the school in Chad?



Part Five: Shared Reading/ Poetry Lesson 11: [📖 Learning About Africa Shared Reading/ Poetry Notebooks](#)

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

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

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

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

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

- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Teacher Notes:

- Consider making an Africa booklet for the students that they can add to throughout the unit.
- Consider doing an inference activity during literacy centers to practice the skill in small groups.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 12

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

Learning Intentions

- I am learning where the country of Zambia is located.
- I am learning about folk tales.
- I am learning to ask questions about a story.
- I am learning how blackness is beautiful.
- I am learning about poetry

Success Criteria

- I can find Zambia on a map.
- I can use question cards to help me pose questions about what I am learning.
- I can punctuate sentences correctly.
- I can read a poem and complete a punctuation hunt.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **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.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Based on the story, what questions come to mind? Using the question cue card Who, What, Where, When and Why?

Daily Instructional Task:

- **Asking Questions**
 - Based on the story, what questions come to your mind? Let's use our question cards to help us generate questions.

- Turn and talk with your partner about your questions.
- Regroup and share as a class then chart questions
- After charting, ask if there are any questions that we can answer. Answer accordingly.

Vocabulary:

- folk tales

Learning Resources/Materials:

- [Slide Deck for Beautiful Blackbird.pptx](#)
- [Chad: Map](#)
- Chart Paper
- [Learning About Africa Shared Reading/ Poetry Notebooks](#)

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

Part One: Geography and Book Introduction [Chad: Map](#) [Slide Deck for Beautiful Blackbird.pptx](#)

- Show students the map and ask them to locate Zambia.
- Then show them where Zambia is in relationship to Chad. Tell students that Zambia is South of Chad if they do not say so.
- Explain that we will be reading a folktale today which is a type of story that has been told from generation to generation for many, many years.
 - This book was written and illustrated by Ashley Bryan.
 - He draws his story from a folk tale from Zambia and tells it as if speaking in an oral tradition to an audience.
 - This book tells of the beliefs of the Ila people of Africa in regard to beauty.
- Show them the cover of the text. Ask them to say what they notice and wonder.



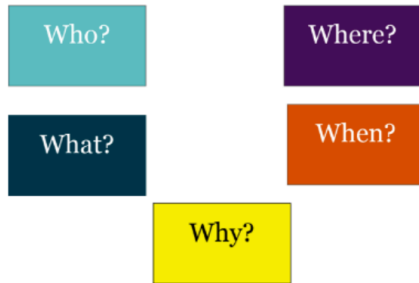
Part Two: Read Alouds: [Slide Deck for Beautiful Blackbird.pptx](#)

- This is a story from the Ila people of Africa who believe that black is the most beautiful color of all.
- Among all of the many multi-colored birds that exist in this area of the world, the one bird that is all black is considered the most beautiful bird of all.

- All of the other birds want the blackbird to give them some black on their wings also, but the blackbird makes sure to tell them that “Color on the outside is not what’s on the inside.”
- The story is written all in poem, and at many points throughout the story, the line “Black is beautiful, uh-huh!” is repeated. You can join in and say that line with me.
- Note: It is recommended that you read this book once, stopping only briefly to respond to children’s questions/ wonderings. During subsequent re-readings, other questions can be explored.

Part Three: Daily Instructional Task: Asking Questions

- Based on the story, what questions come to your mind? Let’s use our question cards to help us generate questions.
- Turn and talk with your partner about your questions.
- Regroup and share as a class then chart questions
- After charting, ask if there are any questions that we can answer. Answer accordingly.



Part Four: Shared Reading/ Poetry Lesson 12: [📖 Learning About Africa Shared Reading/ Poetry Notebooks](#)

- We echo read the poem.
- Then go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook.
- We search for commas and circle them in yellow and we circle ending punctuation in red.
 - [Read “Night.”](#) Students Echo Read.
 - Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon(this tells us to stop)
 - Commas with a yellow crayon (this tells us to take a breath)

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

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

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

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

- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Teacher Notes:

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

Lesson 13

Grade: 1st

Unit: Learning About Africa and African Culture

Instructional Days: 1

Learning Intentions

- I am learning to use illustrations to sequence stories.
- I am learning to use illustration to help me retell a story in order.
- I am learning how blackness is beautiful.
- I am learning about poetry.

Success Criteria

- I can explain why all of the birds wanted to have Blackbird add black to their feathers.
- I can punctuate sentences correctly.
- I can read a poem then find sight words within the poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Can you retell the story?
- What was the narrator feeling?

Daily Instructional Task:

- **Drawing & Writing** Beautiful Blackbird:Lesson 13 Rubric

- Why did the other birds want Blackbird to add black to their feathers?
- What lesson did Blackbird teach the other birds?

- Think about the story, Beautiful Blackbird. Why did all of the birds want to have Blackbird add black to their feathers?
- Draw a picture that explains why the birds wanted Blackbird to add black to their feathers.
- Write two sentences beneath your drawing that explains why the birds wanted Blackbird to add black to their feathers.
 - Punctuate your sentences correctly.
 - Begin sentences with capital letters.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|----------------|---|---|---|
| Drawing x1 | The drawing shows why the bird wanted blackbird to add black to their feathers. | The drawing attempts to show why the bird wanted blackbird to add black to their feathers but is not clear. | The drawing does not show why the bird wanted blackbird to add black to their feathers. |
| Writing x2 | The writing clearly explains the picture with at least 2 sentences. | The writing explains the picture with 1 sentence. | The writing does not explain the picture. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Vocabulary:

- folk tales

Learning Resources/Materials:

- [Slide Deck for Beautiful Blackbird.pptx](#)
- Beautiful Blackbird: Sequence
- Beautiful Blackbird: Story Map
- Chart paper
- Beautiful Blackbird: Lesson 13 Rubric
- Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Sequence the Story and Retell It  Beautiful Blackbird: Sequence

- Print pictures for whole class or partner pairs.
- Use the images from the story and put them in order. Picture 1 (the first picture) and Picture 6 (the last picture) are in the correct order.
- Then use them in the correct order to retell the story to your partner.

Part Two: Read Alouds Reread and Shared Writing: Story Map: [Slide Deck for Beautiful Blackbird.pptx](#)  Beautiful Blackbird: Story Map

- Reread the story and stop to have students create a story map with you. When retelling they should be able to:
 - Retell what happened
 - Why it happened
 - The effect on the narrator's mental state
 - Be able to emphasize connections between earlier and later parts in the story.
 - What lessons were learned?

| STORY MAP FOR BEAUTIFUL BLACKBIRD TOLD & ILLUSTRATED BY ASHLEY BRYAN | |
|--|--------------------|
| Setting: | |
| Characters: | |
| Problem: | |
| Events in the Order they Occur: | |
| Resolution: | Lesson(s) Learned: |

Part Three: Daily Instructional Task: Drawing & Explanatory Writing  Beautiful Blackbird: Lesson 13 Rubric

- Think about the story, Beautiful Blackbird. Why did all of the birds want to have Blackbird add black to their feathers?
- Draw a picture that explains why the birds wanted Blackbird to add black to their feathers.
- Write two sentences beneath your drawing that explains why the birds wanted Blackbird to add black to their feathers.
 - Punctuate your sentences correctly.
 - Begin sentences with capital letters.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|---|---|
| Drawing x1 | The drawing shows why the bird wanted blackbird to add black to their feathers. | The drawing attempts to show why the bird wanted blackbird to add black to their feathers but is not clear. | The drawing does not show why the bird wanted blackbird to add black to their feathers. |
| Writing x2 | The writing clearly explains the picture with at least 2 sentences. | The writing explains the picture with 1 sentence. | The writing does not explain the picture. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Part Four: Shared Reading/ Poetry Lesson 13: Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

Teacher Notes:

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

Lesson 14

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

Learning Intentions

- I am learning to interpret what a character says.
- I am learning to identify and discuss themes.
- I am learning about poetry.

Success Criteria

- I can think about what I know and what I am learning from the text and infer.
- I can interpret a quote from the text and draw a picture.
- I can label my drawing.
- I can read a poem then identify rhyming words.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices**Key Teacher Questions Posed During the Lesson:**

- Think about what the text is telling you. Can we add to the story map we created yesterday?
- What did Blackbird mean when it said to Ringdove, “color on the outside is not what’s on the inside.”

Daily Instructional Task:

- **Culminating Task: Partner Conversation, Shared Writing and Drawing**
 - Think about the story Beautiful Blackbird. What did Blackbird mean when it said to Ringdove, “Color on the outside is not what’s on the inside.” (p. 14). Talk with your partner then share.
 - Let’s write an explanation together. Help me with the words and I’ll record on this chart our explanation.

- Now, draw a picture that explains what Blackbird was telling Ringdove when it said, “Color on the outside is not what’s on the inside.”
- Label your drawing

Vocabulary:

- theme

Learning Resources/Materials:

- [Slide Deck for Beautiful Blackbird.pptx](#)
- Theme anchor chart
- Beautiful Blackbird: Story Map
- Chart paper
- Learning About Africa Shared Reading/ Poetry Notebooks

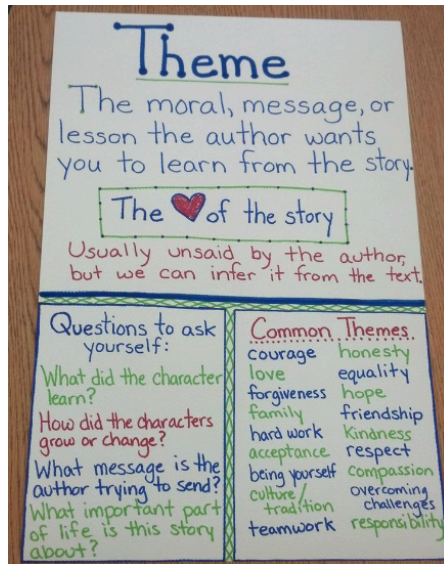
Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Part One: Partner Retelling

- Ask students to sit with their partner and read their sentences about why all of the birds wanted to have Blackbird add black to their feathers.

Part Two: Reread, Focusing on Theme: [Slide Deck for Beautiful Blackbird.pptx](#) Theme anchor chart Beautiful Blackbird: Story Map

- Explain that we will be discussing the theme of the story. Show students chart and discuss.
- Reread the story and ask students to focus on the life lesson the text suggests. (Reread what you wrote in the story map the previous day).
- Is there anything we can add to our map today?




| STORY MAP FOR BEAUTIFUL BLACKBIRD TOLD & ILLUSTRATED BY ASHLEY BRYAN | |
|--|--------------------|
| Setting: | |
| Characters: | |
| Problem: | |
| Events in the Order they Occur: | |
| Resolution: | Lesson(s) Learned: |

Part Three: Daily Instructional Task: Culminating Task: Partner Conversation, Shared Writing and Drawing

- Think about the story Beautiful Blackbird. What did Blackbird mean when it said to Ringdove, “Color on the outside is not what’s on the inside.” (p. 14). Talk with your partner.

- Let's write an explanation together. Help me with the words and I'll record on this chart our explanation.
- Now, draw a picture that explains what Blackbird was telling Ringdove when it said, "color on the outside is not what's on the inside."
- Label your drawing.

Part Four: Shared Reading/ Poetry Lesson 14:  Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

Teacher Notes:

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

| Lesson 15 | | |
|---------------------|---|-----------------------|
| Grade: 1st | Unit: Learning About Africa and African Culture | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |

- I am learning where the country of Ghana and the country of Nigeria are located.
- I am learning about folktales that explain.
- I am learning about poetry.

- I can find Ghana on a map.
- I can find Nigeria on a map.
- I can explain how stories came into the world.
- I can punctuate sentences correctly.
- I can read and illustrate a poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is a folktale?
- Where is Ghana on the map?
- Where is Nigeria on the map?
- How does Ananse bring stories to earth?





Daily Instructional Task:

- **Drawing & Writing**
 - Let's think about what we learned about how Ananse brought stories to earth. Turn and talk to your partner about what you learned from the story.
 - Draw a picture that shows how Ananse brought stories from the world from Nyame, the Sky God to the people.
 - Write two sentences beneath your drawing that explains how Ananse brought stories from the world from Nyame, the Sky God to the people.
 - Punctuate your sentences correctly.
 - Capitalize your sentences.
 - Spell correctly.

Vocabulary:

- theme

Learning Resources/Materials:

-  Nigeria and Ghana Map
-  Slide Deck for A Story, A Story.pdf
-  A Story: Lesson 15 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Geography and Book Introduction  Nigeria and Ghana Map

- This book was written and illustrated by Gail E. Haley.
 - She retells an African folktale of how Ananse took all the stories in the world from Nyame, the Sky God.
 - The Ananse stories originate in Ghana and Nigeria.
 - Show students the map and ask them to locate each country.
- Then show them where Ghana and Nigeria are in relationship to Burkina Faso.
 - Tell them students that Ghana is South of Burkina Faso, and Nigeria is East/SouthEast.
- Show them the cover of the text. What do you notice/wonder?
- Explain that this is a folktale and explains how stories came to be in the world.



Part Two: Read Aloud  Slide Deck for A Story, A Story.pdf

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

Part Three: Daily Instructional Task: Drawing & Explanatory Writing  A Story: Lesson 15 Rubric

- Let's think about what we learned about how Ananse brought stories to earth. Turn and talk to your partner about what you learned from the story.
 - Draw a picture that shows how Ananse brought stories from the world from Nyame, the Sky God to the people.
 - Write two sentences beneath your drawing that explains how Ananse brought stories from the world from Nyame, the Sky God to the people.
 - Punctuate your sentences correctly.
 - Capitalize your sentences.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|--|---|--|
| Drawing x1 | The drawing shows how Anase brought stories from the sky god, Nyame, to the people. | The drawing attempts to show how Anase brought stories from the sky god, Nyame, to the people but the drawing is not clear. | The drawing does not show how Anase brought stories from the sky god, Nyame, to the people. |
| Writing x2 | The writing explains how Anase brought stories from the sky god, Nyame, to the people. | The writing attempts to explain how Anase brought stories from the sky god, Nyame, to the people but it is not clear. | The writing does not explain how Anase brought stories from the sky god, Nyame, to the people. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Part Four: Shared Reading/ Poetry Lesson 15: Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

Teacher Notes:

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

Lesson 16

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

Learning Intentions

- I am learning about Ananse, the Spider man.
- I am learning about African culture.
- I am learning about poetry.

Success Criteria

- I can share my ideas and contribute to shared writing.
- I can explain how Ananse helps me understand African culture.
- I can echo read a poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices**Key Teacher Questions Posed During the Lesson:**

- Where were all the stories at one time, according to Ananse? pag 1-2
- Why is Ananse the Spider man, spinning a web? pg 3-4
- What was one of the things Ananse must bring the Sky God in order to get the chest of stories?pg 5-6
- What does Osebo, the leopard, expect will happen? pg 7-8
- How is Ananse clever? pg 9-10
- What else does Ananse need to get in order to get the stories? pg 9-10
- What is a calabash tree? pg 11-12

Daily Instructional Task:

- **Culminating Task: Partner Conversation, Shared Writing and Drawing**
 - Remember that culture is a pattern of behavior shared by a group of people.
 - Many different things make up a society's culture.
 - These things include food, language, clothing, tools, music, arts, customs, beliefs, religion, and stories.
 - Ananse, the Spider man, is a folk hero.
 - How does Ananse help you to understand African culture?




- How did Ananse trick the hornets? pg 13-14
- What else does Ananse need to get in order to get the stories? pg15-16
- How is Ananse clever? pg 17-18
- Why did Mmoatia, the fairy, get angry? pg 19-20
- The narrator tells us that Mmoatia, the fairy, was furious. Say the word after me:furious. Who knows what that means? pg 21-22
- How did Ananse transport, or carry the Osebo, Mnboro and MMoatia? pg 23-24
- What does Ananse mean when he uses the word price, when speaking with the Sky God? pg 25-26
- How does the Sky God react when he sees that Ananse has brought him everything he had asked for? pg 27-28
- How did stories come to be in the world? pg 27-28
- What does the word scattered mean? How did the stories get across the whole world? 29-30
- What does Ananse want you to do with the stories? pg 29-30

- Let's write an explanation together. Help me with the words and I'll record on this chart our explanation.
- Now, draw a picture that explains how Ananse, the Spiderman, shows African culture.
- Label your drawing.

Vocabulary:

- furious
- scattered

Learning Resources/Materials:

-  Slide Deck for A Story, A Story.pdf
-  A Story: Text Dependent Questions
-  Learning About Africa Shared Reading/ Poetry Notebooks


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


Part One: Partner Retelling


- Ask students to sit with their partner and read their sentences that explains how Ananse brought stories from Nyame, the Sky God, to the people.



Part Two: Read Aloud and Answer Text-Dependent Questions  Slide Deck for A Story, A Story.pdf  A Story: Text Dependent Questions



- Reread the story and as you do, stop to ask some questions.



| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|------|---|---|
| 1-2 |  | Question 1: Where were all of the stories at one time, according to Ananse? (RI.1.1) |







| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|------|---|--|
| 3-4 |  | Question 2: Why is Ananse the Spider man, spinning a web? If you have an inference, turn and tell your partner. (RL.1.3, SL.2.2). |


| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|------|---|--|
| 5-6 |  | Question 3: Retell to your partner one of the things Ananse must bring the Sky God in order to get the chest of stories? (Make sure you retell all three so it is the mind of the children). (RI.1.1, SL.2.2) |

| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|------|---|--|
| 7-8 |  | Question 4: What does Osebo, the leopard expect will happen? (RL.1.3) |
| 9-10 |  | <p>Question 5: How is Ananse clever? Turn and tell your partner. (RI.1.3, SL.1.2)</p> <p>Question 6: What else does Ananse need to get in order to get the stories? Turn and tell your partner one thing. (RI.1.1, SL.1.2)</p> |

| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|-------|---|---|
| 11-12 |  | Question 7: Ask students to look at the illustration in order to explain what a calabash is. (a gourd from the calabash tree.) |
| 13-14 |  | Question 8: How did Ananse trick the hornets? Retell to your partner. (RL.1.1, SL.2.2) |

| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|-------|---|--|
| 19-20 |  | Question 12: Why did Mmoatia, the fairy get angry? If you have an inference, turn and tell your partner. (RL.1.3, SL.1.2) |
| 21-22 |  | Question 13: The narrator tells us that Mmoatia, the fairy, was furious. Say that word after me: furious. Who knows what furious means? (if needed explain that furious means very angry). Have students repeat that word and add the word and explanation on a vocabulary chart. (RL.1.4, SL.1..2) |

| PAGE | PAGE READ | QUESTION AND/OR TASK POSED | PAGE | PAGE READ | QUESTION AND/OR TASK POSED | PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|-------|---|--|-------|--|---|-------|---|--|
| 15-16 |  | <p>Question 9: The phrase latex gum, contains a word you know: gum. Turn and tell your partner what happens if you get gum in your hair? Explain that latex gum is a sticky substance that comes from the latex, a milky fluid, found in the bark of rubber trees.</p> <p>Question 10: What else does Ananse need to get in order to get the stories? Turn and tell your partner. (RI.1.1, SL.1.2)</p> | 23-24 |  | <p>Question 14: How did Ananse transport, or carry the Osebo, Mnboro, and Mmoatia? (RI.1.1)</p> <p>Question 15: How did the illustrator let you know Ananse was up in the sky? Turn and tell your partner. (RI.1.7, SL.1.2)</p> | 27-28 |  | <p>Question 17: How does the Sky God react when he sees that Ananse has brought him everything he had asked for? (RI.1.3, SL.1.2)</p> <p>Question 18: How did stories come to be in the world? Turn and tell your friend. (RI.1.2, SL.1.2)</p> |
| 17-18 |  | <p>Question 11: How is Ananse clever? Turn and tell your partner. (RI.1.3, SL.1.2)</p> <p>Flamboyant tree is a kind of flowering tree found in Africa.</p> | 25-26 |  | <p>Question 16: What does Ananse mean when he uses the word price, when speaking with the Sky God? Listen as I reread. (RI.1.4, SL.1.2)</p> | 29-30 |  | <p>Question 19: What does the word scattered mean? How did the stories get across the whole world? If you have an inference as to what scattered means, raise your hand. (RL.1.4, SL.1.2)</p> <p>(thrown in various random directions)</p> |

| PAGE | PAGE READ | QUESTION AND/OR TASK POSED |
|-------|---|--|
| 29-30 |  | <p>Question 20: What does Ananse want you to do with stories? (Pass them along). (RL.1.2)</p> |

Part Three: Daily Instructional Task: Culminating Task: Partner Conversation, Shared Writing and Drawing

- Remember that culture is a pattern of behavior shared by a group of people.
 - Many different things make up a society's culture.
 - These things include food, language, clothing, tools, music, arts, customs, beliefs, religion, and stories.
 - Ananse, the Spider man, is a folk hero.
- How does Ananse help you to understand African culture?
- Let's write an explanation together. Help me with the words and I'll record on this chart our explanation.
- Now, draw a picture that explains how Ananse, the Spiderman, shows African culture.
- Label your drawing.

Part Four: Shared Reading/ Poetry Lesson 16: 📖 Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

Possible Misconceptions:

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

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

Teacher Notes:

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

Lesson 17

Grade: 1st

Unit: Learning About Africa and African Culture

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning where the country of Kenya is located.
- I am learning facts about Wangari Maathai.
- I am learning about poetry.

- I can find Kenya on a map.
- I can retell facts about Wangari Maathai.
- I can punctuate sentences correctly.
- I can read a poem then identify punctuation.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Where Kenya is in relation to Chad and to Zambia? Tell them students that Kenya is North of Zambia and South East of Chad. (6.1.2.Geo.SV)
- What is happening on the cover of the text? Encourage them to ask questions: Who? What? Where? Why?
- What did you learn from the story?

Daily Instructional Task:

- **Drawing & Explanatory Writing**

- ▣ **Wangari's Trees of Peace: Lesson 17 Rubric**





- Let's think about what we learned about Wangari Maathai. Turn and tell your partner what facts you learned from the story.
- Draw a picture that shows one important fact about Wangari Maathai you learned.
- Write two sentences beneath your drawing that explains the fact about Wangari Maathai that you drew.
 - Punctuate your sentences correctly.
 - Capitalize sentences and proper nouns.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing shows a clear and important fact about Wangari Maathai. | The drawing shows a fact about Wangari Maathai but it is not clear. | The drawing does not show a clear and important fact about Wangari Maathai. |
| Writing x2 | The writing includes 2 sentences and explains a clear and important fact about Wangari Maathai. | The writing explains a clear and important fact about Wangari Maathai with 1 sentence. | The writing does not explain a clear and important fact about Wangari Maathai. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Vocabulary:

- Kenya
- Wangari Maathai

Learning Resources/Materials:

-  Kenya Map
-  Slide Deck for Wangari's Trees of Peace.pptx
-  Wangari's Trees of Peace: Lesson 17 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Geography and Book Introduction  **Kenya Map**

- This book was written and illustrated by Jeanefe Winter.
- She tells the true story of Wangari Maathai, a brave woman and environmental activist.
- The story takes place in Kenya.
- Show students the map and ask them to locate Kenya on the East coast of Africa by the equator.
- Then show them where Kenya is in relationship to Chad and to Zambia. Tell them students that Kenya is North of Zambia and South East of Chad.
- Show them the cover of the text. Ask them to say what they notice and wonder. Encourage them to ask questions: Who? What? Where? Why?

Part Two: Read Aloud  **Slide Deck for Wangari's Trees of Peace.pptx**

- As a young girl growing up in Kenya, Wangari Maathai was surrounded by trees.
- Years later when she returned home, she was shocked to see whole forests being cut down.
- Wangari decided to do something—and started by planting nine seedlings in her own backyard.
- This true story of Wangari Maathai, who was an environmentalist and a winner of the Nobel Peace Prize.
- Let's read to learn more about this woman and how her plan to plant trees transformed her country.
 - It is recommended that you read this book once, stopping only briefly to respond to children's questions/wonderings. During subsequent re-readings, other questions can be explored.

Part Three: Daily Instructional Task: Drawing & Explanatory Writing  **Wangari's Trees of Peace: Lesson 17 Rubric**

- Let's think about what we learned about Wangari Maathai. Turn and tell your partner what facts you learned from the story.
- Draw a picture that shows one important fact about Wangari Maathai you learned.
- Write two sentences beneath your drawing that explains the fact about Wangari Maathai that you drew.
 - Punctuate your sentences correctly.
 - Capitalize sentences and proper nouns.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing shows a clear and important fact about Wangari Maathai. | The drawing shows a fact about Wangari Maathai but it is not clear. | The drawing does not show a clear and important fact about Wangari Maathai. |
| Writing x2 | The writing includes 2 sentences and explains a clear and important fact about Wangari Maathai. | The writing explains a clear and important fact about Wangari Maathai with 1 sentence. | The writing does not explain a clear and important fact about Wangari Maathai. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Part Four: Shared Reading/ Poetry Lesson 17: Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

Teacher Notes:

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

Lesson 18

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

Learning Intentions

- I am learning about Wangari Maathai.
- I am learning about African culture.
- I am learning to ask questions while reading.
- I am learning about poetry.

Success Criteria

- I can ask questions beginning with why, when, where, what,how.
- I can explain how Wangari Maathai helped Kenya.
- I can write in complete sentences and punctuate the sentences correctly.
- I can read a poem then identify word wall words within the poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices**Key Teacher Questions Posed During the Lesson:**

- (cover): Why is the story called Wangari's Trees of Peace? What does peace have to do with trees? When and where does this story happen? I wonder if these trees are going to bring peace to her country.
- Why is Wangari watching the birds? I wonder if they were being noisy?
- (p. 3): Why is Wangari helping with the harvest, is she a farmer? Are her family farmers?
- (p. 4): Why does the author compare Wangari's height to forest trees? What does this tell me? How are Africa and America different?
- (p. 4): Why did Wangari go to America to go to school? Why not stay where she lived?
- (p.5): Why does Wangari return to Kenya after finishing her studies?

Daily Instructional Task:

- **Drawing & Explanatory Writing**

- ▢ Wangari's Trees of Peace: Lesson 18 Rubric

- Let's think about what we learned about Wangari Maathia.
- Turn and talk to your partner about what facts you learned from the story.
- Draw a picture that shows how Wangari Maathai helped Kenya. What did she do?
- Write two sentences beneath your drawing that explains how Wangari Maathai helped Kenya Punctuate your sentences correctly.
 - Punctuate each sentence.
 - Capitalize properly.
 - Spell correctly.






- (p. 5): Is this her first time back since she left?
- (p. 5): Did she come back to visit or work?
- (p. 5): What did she study in school?
- (p. 5): What happened to all of the trees? Why are they gone?
- (p. 6): Why are the women hauling firewood?
- (p. 6): Where are they taking the firewood?
- (p. 6): What happened to the crops?
- (p. 7): Why is so much building taking place?
- (p. 8): How long will it take for those trees to grow back? Why are trees so important? How does Wangari's work show she is a determined person?

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing clearly shows how Wangari Maathai helped Kenya. | The drawing attempts to show how Wangari Maathai helped Kenya but it is not clear. | The drawing does not show how Wangari Maathai helped Kenya. |
| Writing x2 | The writing includes 2 sentences and explains how Wangari Maathai helped Kenya. | The writing includes 1 sentence about how Wangari Maathai helped Kenya. | The writing does not explain how Wangari Maathai helped Kenya. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Vocabulary:

- Kenya
- Wangari Maathai

Learning Resources/Materials:

-  Kenya Map
-  Slide Deck for Wangari's Trees of Peace.pptx
-  Wangari's Trees of Peace: Questions
-  Wangari's Trees of Peace: Lesson 18 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Partner Retelling

- Ask students to sit with their partner and read their sentences that tell facts about Wangari Maathai.

Part Two: Teacher Model: Thinking Aloud by Asking Questions Slide Deck for Wangari's Trees of Peace.pptx Wangari's Trees of Peace: Questions


- Model for students how you pose questions as you read each page and study the illustrations.
- Then invite students to help you think aloud by sharing their questions using their question cards. Chart your questions so you can return to the questions during the next reading.
- Using shared writing, record the students' questions and return to them during the next lesson.

| PAGE | QUESTIONS | PAGE | QUESTIONS | PAGE | QUESTIONS |
|--|---|---|--|---|--|
|  | <p>Question 1 (cover): Why is the story called <i>Wangari's Trees of Peace</i>? What does peace have to do with trees? When and where does this story happen? I wonder if these trees are going to bring peace to her country?</p> |  <p>And she helps harvest the sweet potatoes, sugarcane, and maize from the rich soil.</p> | <p>Question 3 (p. 3): Why is Wangari helping with the harvest, is she a farmer? Are her family farmers?</p> |  | <p>Question 6 (p. 5): Why does Wangari return to Kenya after finishing her studies?</p> <p>Question 7 (p. 5): Is this her first time back since she left?</p> <p>Question 8 (p. 5): Did she come back to visit or work?</p> <p>Question 9 (p. 5): What did she studied in school?</p> <p>Question 10 (p. 5): What happened to all of the trees? Why are they gone?</p> |
|  <p>She watches the birds in the forest when she and her mother go to gather firewood for cooking.</p> | <p>Question 2: Why is Wangari watching the birds? I wonder if they were they being noisy?</p> |  <p>Wangari shines in school, and when she grows tall, like the trees in the forest, she wins a scholarship to study in America.</p> | <p>Question 4 (p. 4): Why does the author compare Wangari's height to forest trees? What does this tell me? How are Africa and America different?</p> <p>Question 5 (p. 4): Why did Wangari go to America to go to school? Why not stay where she lived?</p> |  | <p>Question 11 (p. 6): Why are the women hauling firewood?</p> <p>Question 12 (p. 6): Where are they taking the firewood?</p> <p>Question 13 (p. 6): What happened to the crops?</p> |
| | | | |  | <p>Question 14 (p. 7): Why is so much building taking place?</p> |
| | | | |  | <p>Question 15 (p. 8): How long will it take for those trees to grow back? Why are trees so important? How does Wangari's work show she is a determined person?</p> |

Part Three: Daily Instructional Task: Drawing & Explanatory Writing Wangari's Trees of Peace: Lesson 18 Rubric

- Let's think about what we learned about Wangari Maathia.
- Turn and talk to your partner about what facts you learned from the story.
- Draw a picture that shows how Wangari Maathai helped Kenya. What did she do?
- Write two sentences beneath your drawing that explains how Wangari Maathai helped Kenya Punctuate your sentences correctly.
 - Punctuate each sentence.
 - Capitalize properly.
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing clearly shows how Wangari Maathai helped Kenya. | The drawing attempts to show how Wangari Maathai helped Kenya but it is not clear. | The drawing does not show how Wangari Maathai helped Kenya. |
| Writing x2 | The writing includes 2 sentences and explains how Wangari Maathai helped Kenya. | The writing includes 1 sentence about how Wangari Maathai helped Kenya. | The writing does not explain how Wangari Maathai helped Kenya. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Part Four: Shared Reading/ Poetry Lesson 18:  Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

- page 16, look at the illustration. How does the author help us better understand that women from other villages, towns, and cities were planting rows of seedlings (small trees)?
- page 19, What did the men do when Wangari blocked them from cutting the trees down?
- page 20, Look at the illustration. What is Wangari doing? How does she feel?
- page 21, How does the author describe how the talk (discussion) of the trees spreads?
- page 22, What did the women do to let Wangari know she was not alone?
- page 24, Look closely at the illustration. How have things changed? Why have things changed?
- page 24, How does the author tell us about the village women? Why are they the village women walking taller with their backs straight?
- page 25, What information does the author give us to let us know the land is no longer barren (not able to produce fruit or vegetables)?




- Write two sentences beneath your drawing that explains challenges Wangari Maathai faced in Kenya. What did she do?
 - Punctuate each sentence.
 - Capitalize properly
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing clearly shows the challenges that Wangari Maathai faced in Kenya. | The drawing attempts to show the challenges that Wangari Maathai faced in Kenya but it is not clear. | The drawing does not show the challenges that Wangari Maathai faced in Kenya. |
| Writing x2 | The writing includes 2 sentences that explain the challenges that Wangari Maathai faced in Kenya. | The writing includes 1 sentence that explains the challenges that Wangari Maathai faced in Kenya. | The writing does not explain the challenges that Wangari Maathai faced in Kenya. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Vocabulary:

- Kenya
- Wangari Maathai

Learning Resources/Materials:

-  Slide Deck for Wangari's Trees of Peace.pptx
-  Wangari's Trees of Peace: Lesson 19 Rubric
-  Learning About Africa Shared Reading/ Poetry Notebooks

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

Part One: Partner Retelling

- Ask students to sit with their partner and read their sentences that tell facts about Wangari Maathai.

Part Two: Reread and Answer Students' Questions  Slide Deck for Wangari's Trees of Peace.pptx

- Reread the text and as you do, use some (or all) of the questions you and the students generated on the previous day and some of the questions below.
 - On page 10, what does Wangari mean by saying, "We are planting seeds of hope"? If you have an inference, turn and tell your partner.
 - On pages 11-12, how did the village women help Wangari?
 - On page 14, what does Wangari do for the village women who planted trees? Why is this important?
 - On page 16, look at the illustration. How does the author help us better understand that women from other villages, towns, and cities were planting rows of seedlings (small trees)?
 - On page 19, give some examples that tell us what the men did when Wangari blocked them from cutting the trees down?
 - Reread page 20. On page 20, look at the illustration. What is Wangari doing? How does she feel?
 - On page 21, how does the author describe how the talk (discussion) of the trees spreads?
 - On page 22, what did the women do to let Wangari know she was not alone?
 - On page 24, look closely at the illustration. How have things changed? Why have things changed?
 - On page 24, how does the author tell us about the village women? Why are they the village women walking taller with their backs straight?
 - On page 25, what information does the author give us to let us know the land is no longer barren (not able to produce fruit or vegetables)?

Part Three: Daily Instructional Task: Culminating Task: Drawing & Explanatory Writing  Wangari's Trees of Peace: Lesson 19 Rubric

- Let's think about what we learned about Wangari Maathia.
- Turn and talk to your partner what new facts you learned from the story.
- Draw a picture that shows what challenges Wangari Maathai faced in Kenya. What did she do?
- Write two sentences beneath your drawing that explains challenges Wangari Maathai faced in Kenya. What did she do?
 - Punctuate each sentence.
 - Capitalize properly
 - Spell correctly.

| Explanation | 3 | 2 | 1 |
|-------------|---|--|--|
| Drawing x1 | The drawing clearly shows the challenges that Wangari Maathai faced in Kenya. | The drawing attempts to show the challenges that Wangari Maathai faced in Kenya but it is not clear. | The drawing does not show the challenges that Wangari Maathai faced in Kenya. |
| Writing x2 | The writing includes 2 sentences that explain the challenges that Wangari Maathai faced in Kenya. | The writing includes 1 sentence that explains the challenges that Wangari Maathai faced in Kenya. | The writing does not explain the challenges that Wangari Maathai faced in Kenya. |
| Syntax x1 | Writing is punctuated correctly. | There is punctuation but it is not correct. | Writing contains no punctuation. |
| Spelling x1 | All but 1-2 words are spelled correctly. | All but 3-4 words are spelled correctly. | More than 4 misspelled words. |
| Total | | | |
| S 13-15 | DV 10-12 | E 7-9 | NE 0-6 |

Part Four: Shared Reading/ Poetry Lesson 19: Learning About Africa Shared Reading/ Poetry Notebooks

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

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

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

Differentiation:

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

Possible Misconceptions:

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

Teacher Notes:

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

Lesson 20

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

Learning Intentions

- I am learning about African culture.
- I am learning about poetry.

Success Criteria

- I can write about what I learned about Africa.
- I can read and illustrate a poem.

NJSLS Standards

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **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.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices**Key Teacher Questions Posed During the Lesson:**

- What did you learn about Africa? Think about the culture, people, animals or geography.

Daily Instructional Task:

- **Daily Instructional Culminating Task: Directions for using List-Group-Label.**
 - Use the topic, Africa
 - List: Have students brainstorm all the words they think of that are related to Africa. (Note: You should display the books from this unit).
 - Visually display student responses on chart paper.
 - At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step.

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them. ● Label: Invite students to suggest a Title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping. |
| Vocabulary: <ul style="list-style-type: none"> ● none | Learning Resources/Materials: <ul style="list-style-type: none"> ● Chart paper ● Learning About Africa Shared Reading/ Poetry Notebooks |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)</p> <p>Part One: 5 Minute Writing:</p> <ul style="list-style-type: none"> ● Invite students to write/draw everything they know about Africa for 5 minutes. <p>Part Two: Daily Instructional Culminating Task: Directions for using List-Group-Label.</p> <ul style="list-style-type: none"> ● Use the topic, Africa ● List: Have students brainstorm all the words they think of that are related to Africa. (Note: You should display the books from this unit). ● Visually display student responses on chart paper. ● At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step. ● Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them. ● Label: Invite students to suggest a Title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping. <p>Part Three: Shared Reading/ Poetry Lesson 20: Learning About Africa Shared Reading/ Poetry Notebooks</p> <ul style="list-style-type: none"> ● We illustrate and continue practicing our fluency. ● All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds. ● This is the time when students get to put their pictures in their mind down on paper. <ul style="list-style-type: none"> ● Choral or Partner Read "Boys and Girls." ● Students have 10 Minutes to Illustrate the Poem. ● Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading. | |
| <p>Learning Assessments: (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> ● Checks for understanding ● Daily Instructional Task ● Key Teacher Questions Posed | |
| Differentiation: | Possible Misconceptions: |

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

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

Teacher Notes:

- The 5 minute write can be used as an assessment grade.
- Homework will be determined by the teacher based on the lesson outcome.

Grade 1: Unit 6 - Follow That Map

| Unit Summary: (Overall learning of the unit) | | |
|---|--|---|
| Unit Title: Follow That Map | Content Area: ELA | Grade Level: 1 |
| <p>Unit Description: In this unit, you will explore the concept of maps as you listen to a poem, a story, and two informational texts about geography. You will learn how different kinds of maps (weather, treasure, topographical, world) provide different information, and that maps and map tools (i.e., symbols, legend, compass rose, scale bar, landmark, routes) help people to move from one place to another. You also will practice fluency through familiar rereading and poetry and will write every day. The following types of writing are included in this unit: informative/explanatory & opinion.</p> | | |
| <p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p> | <p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p> | |
| <ul style="list-style-type: none"> How are maps useful tools in helping us navigate the world? | <ul style="list-style-type: none"> Students will understand... <ul style="list-style-type: none"> that maps can provide a variety of useful information and help us critically think about the world around us. how to use map tools to read a map. the difference between a map of a park, a city map, a weather map, a treasure map, a topographical map, a map of an amusement park, a world map, and a map of our galaxy. how a landmark on a map helps a map reader better understand where they are. | |
| Unit Vocabulary | | |
| map key symbol neighborhood city suburb | compass rose scale bar landmark frowned dashed farm | weather map treasure map topographical map clutching legend town |
| Focus Standards | | |
| <p>Reading</p> <ul style="list-style-type: none"> RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). | <p>Speaking & Listening</p> <ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <p>Writing</p> <ul style="list-style-type: none"> W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ● RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. ● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. ● RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). | <ul style="list-style-type: none"> ● 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. ● SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● SL.AS.1.6. Produce complete sentences when appropriate to task and situation. | |
| <p>Language & Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound. ● L.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. <ul style="list-style-type: none"> A. Choose flexibly from an array of strategies to determine the meaning of words and phrases. B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency words grade level irregular words with automaticity. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. | | |
| Assessments | | |
| <ul style="list-style-type: none"> ● Daily Instructional Tasks ● Student Verbal Responses | <ul style="list-style-type: none"> ● Culminating Tasks ● Extended Learning Tasks ● Summative Assessments | <ul style="list-style-type: none"> ● Daily Instructional Tasks ● Student Verbal Responses ● Lesson 13 - 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"> On the Map! by Lisa Fleming.pptx Henry's Map by David Elliot .pptx Follow That Map! A First Book of Mapping by Scot Ritchie (1).pdf Digital Notebook Unit Rubrics Follow that Map! Lesson Resources Folder |
|--|--|---|

Summary of Key Learning

| | | |
|--|--|--|
| <p><u>Lesson 1: On the Map! (2 days)</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key terms: map, key, symbol, neighborhood, town, city, suburb, farm. I am learning what maps are and where people live. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can draw and explain what a map is and why people use maps. I can write two complete sentences and spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Pre-Assessment: First Write (W.IW.1.2), Preview & Partner Conversation (RL.TS.1.4., SL.PE.1.1., SL.AS.1.6.), Vocabulary Defining Key Terms (L.VL.1.2., SL.II.1.2.), Read Aloud the Book and Ask and Answer Text-Dependent Questions (RL.CR.1.1., RL.CI.1.2., RL.MF.1.6., SL.PE.1.1.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., RL.CI.1.2., W.IW.1.2.), Rubric | <p><u>Lesson 2: On the Map! (2 days)</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning to partner read an informational book. I am learning to echo read a poem. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can follow directions and make a map of my neighborhood. I can include a key on map that explains what I have drawn. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Read (L.RF.1.3., L.RF.1.4., SL.II.1.2.), Read Aloud and Echo Read Poem (L.RF.1.4.), Daily Instructional Task: Neighborhood Map (RL.CR.1.1., RL.MF.1.6.), Rubric | <p><u>Lesson 3: Henry's Map</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning that cover illustration, title, and author information can help us to predict what a story may be about. I am learning that a story has a setting, characters and a problem. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what the problem was in the story and how it was solved. I can write 3 complete sentences with subjects and verbs. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4.), Preview the Text (RL.CR.1.1., SL.PE.1.1.), Partner Discussion (SL.II.1.2., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., RL.IT.1.3., W.IW.1.2.), Rubric |
| <p><u>Lesson 4: Henry's Map</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning to study the illustrations and think about the story and what we know in order to answer questions during a read aloud. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain how making a map helped Henry to organize the farm. I can write 3 complete sentences with subjects and verbs. <p>Instructional Routines:</p> | <p><u>Lesson 5: Henry's Map</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning key words from the story that help us to understand the main character: frowned, dashed, clutching. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain use key vocabulary to describe Henry. I can write 3 complete sentences with subjects and verbs. <p>Instructional Routines:</p> | <p><u>Lesson 6: Henry's Map</u> Learning Intention:</p> <ul style="list-style-type: none"> I am learning to interpret an important quotation. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain an important quote from the story. I can explain why a character thinks as he does. I can write 3 complete sentences with subjects and verbs. <p>Instructional Routines:</p> |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4.), Reread and Ask and Answer Text- Dependent Questions (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.PP.1.5., RL.MF.1.6., RL.CT.1.8., SL.II.1.2.), Daily Instructional Task: Explanatory Writing (RL.CR.1.1., RL.IT.1.3., W.IW.1.2.), Rubric | <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., Reread and Identify Key Vocabulary (L.VL.1.2.), Text Talk (SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing and Drawing (SL.PE.1.1., W.IW.1.2.), Rubric | <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4.), Reread and Story Map (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.TS.1.4., SL.II.1.2.), Culminating Task: Explanatory Writing (RL.CI.1.2., W.IW.1.2.), Rubric |
| <p>Lesson 7: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key term, map. I am learning to study the illustrations and title when previewing a text. I am learning how use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what a map is and use details from a map to support the explanation. I can write three complete sentences and punctuate each correctly. I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1.), Preview, What Will We Learn Chart (RL.TS.1.4., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Read Aloud Vocabulary Chart with Drawings (L.VL.1.2.), Answering Text-Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing (SL.PE.1.1., SL.AS.1.6., W.IW.1.2.), Rubric | <p>Lesson 8: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key terms: legend, key, symbol. I am learning how to use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can create a legend. I can draw four symbols that represent important places in our school. I can list the name of each symbol. I can spell the words correctly and put them in alphabetical order. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2.), Answer Text Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Create a Legend (SL.PE.1.1., RL.MF.1.6.) Rubric | <p>Lesson 9: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key terms: compass rose and scale bar. I am learning how to use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can draw a compass rose and label the directions. I can explain what a compass rose is and how it helps a map reader. I can write three complete sentences and punctuate each correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3, L.RF.1.4., SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2., Answer Text-Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing (SL.PE.1.1., SL.AS.1.6., W.IW.1.2.), Rubric |
| <p>Lesson 10: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> We are learning a key term: weather map. We are learning how to use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can state an opinion. I can read a weather map and explain where I would like to be based on the current weather. I can write three complete sentences and punctuate each correctly. I can spell high frequency words correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., | <p>Lesson 11: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning the key terms: treasure map, topographical map, plateau, cliff. I am learning how to use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can make a drawing that shows how understanding the symbols on a topographical map can help to keep a person safe. I can explain how understanding the legend on a topographical map can help keep a person safe. I can write three complete sentences and punctuate each correctly. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2.), Answer Text- Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing (SL.PE.1.1., SL.AS.1.6., W.IW.1.2.), Rubric | |

| | | |
|---|---|--|
| <p>SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2.), Answer Text-Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Opinion Writing (W.AW.1.1., SL.PE.1.1.), Rubric</p> | | |
| <p>Lesson 12: Follow That Map!</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning the key term: landmark. • I am learning how to use map tools to read a map. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can list landmarks from Newark, NJ. • I can draw symbols to represent the 3 landmarks. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Reading (L.RF.1.3., L.RF.1.4., SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2.), Answer Text-Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Daily Instructional Task: Explanatory Writing and Symbol Drawing (W.IW.1.2., SL.PE.1.1.) | <p>Lesson 13: Follow That Map! (2 days)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning the key terms: planet, universe. • I am learning how to use map tools to read a map. • I am learning to say and write what we have learned during this unit of study. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can explain why someone would make a particular kind of map by answering the question, "What purpose does it serve?" • I can write three complete sentences with correct punctuation. • I can think about the texts I have read and heard. • I can write many words and phrases about geography and maps. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Partner Reading (RF.1.3, 1.4, SL.PE.1.1.), Read Aloud & Vocabulary Chart with Drawings (L.VL.1.2.), Answer Text Dependent Questions (RL.CR.1.1., RL.MF.1.6., SL.PE.1.1., SL.AS.1.6.), Culminating Task: Explanatory Writing (W.IW.1.2.), Rubric | |

Daily Lesson Plans

| Lesson 1 | | | |
|---|-----------------------|---|-----------------------|
| Grade: 1 | Unit: Follow That Map | Lesson: On the Map! | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning the key terms: map, key, symbol, neighborhood, town, city, suburb, farm. I am learning what maps are and where people live. | | <ul style="list-style-type: none"> I can draw and explain what a map is and why people use maps. I can write two complete sentences and spell high frequency words correctly. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.CI.1.2 Determine main topic and retell a series of key details in literary texts (e.g., who, what, where, when, why, how). RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 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.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. <ul style="list-style-type: none"> A. Choose flexibly from an array of strategies to determine the meaning of words and phrases. B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. | | | |
| Key Instructional Practices | | | |

Key Teacher Questions Posed During the Lesson:

- What noticings and/or wonderings do you have?
- Text-dependent questions are embedded within the lesson.

Daily Instructional Task:

- Students will write two-three sentences to explain their thoughts on what a map is and why people use maps.

Vocabulary:

- map
- key
- symbol
- neighborhood
- town
- city
- suburb
- farm

Learning Resources/Materials:

- [On the Map! by Lisa Fleming.pptx](#)
- Chart Paper
- [Noticings & Wonderings Chart](#)
- [Pre-Write Assessment](#)
- [Rubrics](#)

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

Part 1: Pre-Assessment- First Write

- Write everything you know about maps for 5 minutes. (Encourage students to try their best with spelling)
- Count the number of words you wrote and share with a partner.

Part 2: Preview the Text & Predict

- Show students the front cover of the text. Encourage them to discuss what they notice and wonder. Record their findings on the [chart](#).

| <i>On the Map!</i> <i>by Lisa Fleming</i> | |
|--|----------------|
| WHAT WE NOTICE | WHAT WE WONDER |
| | |
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| | |

- How does this connect with what you know about maps already?

Part 3: Vocabulary

- Listen as I say each word aloud. Repeat each word after me. Words: **map, key, symbol, neighborhood, town, city, suburb, farm.**
- Display the [charts](#) for students to preview the words and their explanations. Tell students that you will revisit these charts when you come across these words as you read.

| Word | Explanation | Drawing |
|--------------|--|---------|
| map | A drawing that shows where places are. | |
| key | The part of a map that explains the symbols used on the map. | |
| symbol | Small pictures or drawings that stand for something else on a map. | |
| neighborhood | An area of a city or town where people live. | |

| Word | Explanation | Drawing |
|--------|--|---------|
| town | A populated area that is usually larger than a village but smaller than a city where people live. | |
| city | A very populated area that is usually larger than a town. | |
| suburb | A place lying immediately outside a city or town, especially a smaller residential community. | |
| farm | A farm is a piece of land used to grow plants and/or raise animals for food. People who grow these plants or raise these animals are called farmers. | |

Part 4: Read Aloud & Ask and Answer Text-Dependent Questions

As you read the story you can ask these questions.



This is a **town**.
 What do you see in the town?

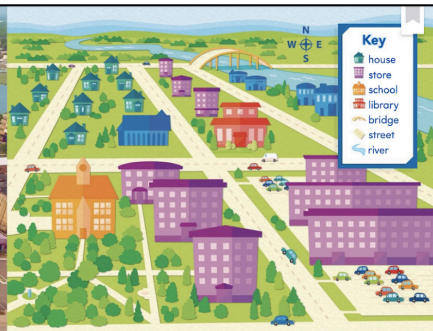
122

- **Question 1:** What do you see in the **town**?
 - List student responses.
 - Invite students to read the list chorally.



This is a **town**.
 What do you see in the town?

122



This is a **map** of a town.
 What do you see on the map?

123

- **Question 2:** What do you see on the **map**? Compare the photograph to the map?
- **Question 3:** What is the purpose of the **key** on the map?
- **Question 4:** What **symbol** represents the river?



This is a big city.
What do you see in the city?

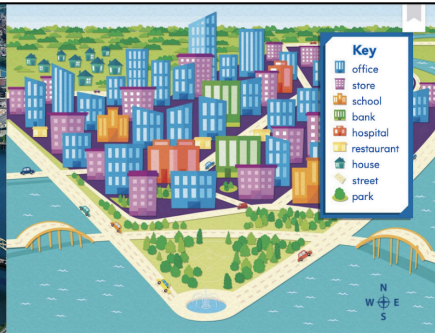
124

- **Question 5:** What do you see in the **city**?
 - List student responses.
 - Invite students to read the list chorally.



This is a big city.
What do you see in the city?

124



This is a map of a big city.
What do you see on the map?

125

- **Question 6:** What do you see on the **map**?
- **Question 7:** How is a town similar to a city?



- **Question 8:** What is a **suburb**? Let's check our chart and the photograph.
- **Question 9:** What is a **farm**? Let's check our chart and the photograph.

Part 5: Daily Instructional Task: Explanatory Writing

- Think about what you have learned so far about maps.
 - What is a map and why do people use maps?
- Turn and talk to your partner.
- Write two-three sentences to answer the questions "What is a map and why do people use maps?"
- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.
 - Spell sight words correctly.

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

- Student participation in answering text-dependent questions
- Daily Instructional Task
- [Explanatory Rubric](#)

Differentiation:

- Students can refer to the chart to help with defining vocabulary.

Possible Misconceptions:

- Students may need modeling for stating their noticings and wonderings.
- Students may not know what a town, farm and/or suburb is and may need to be provided with additional visuals.

- Consider using TWR sentence level strategies to help students write their own sentences.

Teacher Notes:

Daily Lesson Plans

| Lesson 2 | | | |
|---|-----------------------|---|-----------------------|
| Grade: 1 | Unit: Follow That Map | Lesson: On the Map! | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to partner read an informational book. • I am learning to echo read a poem. | | <ul style="list-style-type: none"> • I can follow directions and make a map of my neighborhood. • I can include a key on a map that explains what I have drawn. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> • L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. | | | |

- **A.** Read grade-level text with purpose and understanding.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
 - **A.** Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - **B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - **C.** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Which symbols would you include on a map?

Daily Instructional Task:

- Students will draw a map of their neighborhood and create a key that shows at least four places in your neighborhood.

Vocabulary:

- neighborhood
- map
- symbol

Learning Resources/Materials:

- [On the Map! by Lisa Fleming.pptx](#)
- Chart Paper
- [The Map by Barbara Seiger](#)
- [Map Symbols Anchor Chart Suggestion](#)
- [How to Make a Neighborhood Map](#)
- [Rubrics](#)

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

Part 1: Partner Read

- Students will read *On the Map* with a partner.
- Each student should take a turn reading each page.
- After they have finished reading the book, encourage them to talk about why people make maps.

Part 2: Read Aloud and Echo Read

- Have students listen as you read the poem, *The Map* by Barbara Seiger aloud.