

Newark Board of Education

English Language Arts Curriculum



Roger León, Superintendent

Yolonda Severe, Deputy Superintendent

Sylvia Esteves, Assistant Superintendent of Teaching and Learning

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Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,

- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

Beliefs

We believe in the power and freedom of inquiry, imagination, and joy.

We believe that all students bring with them valuable knowledge.

We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.

We believe that teachers should co-construct curriculum with students.

We believe that teachers are advocates of students.

We believe in teaching and learning that is culturally responsive and sustaining.

We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.

We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.

We believe teaching, learning, and curriculum should develop the critical consciousness of learners and ask them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.

We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.

We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.

We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.

We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.

We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.

We believe in the importance of preparing students for college and careers in the twenty-first century.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for

Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

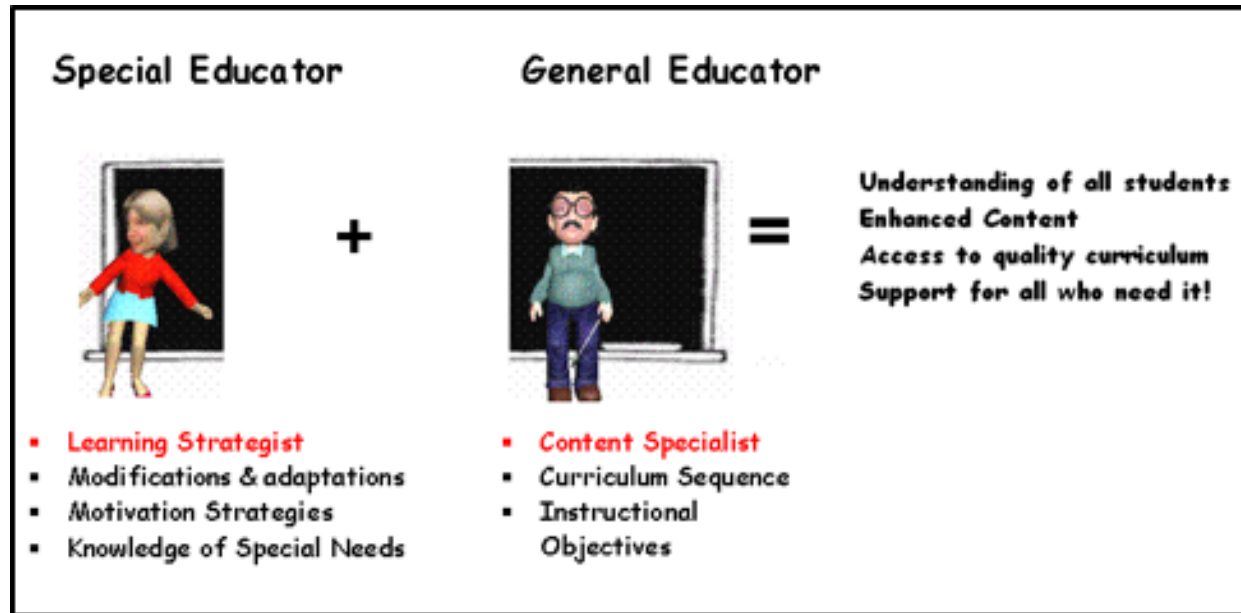
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a number of components seen in genocides throughout the centuries. This curriculum, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications

Special Education



Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.

Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.

- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.

It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

Gifted and Talented Students

Pre-K to Grade 12 Gifted Education Programming Standards

Programming Standard 1: Learning and Development

Programming Standard 2: Assessment

Programming Standard 3: Curriculum Planning and Instruction

Programming Standard 4: Learning Environments

Programming Standard 5: Programming

Programming Standard 6: Professional Learning

Flexible Grouping: Implementing flexible grouping allows GT students to collaborate with peers at similar cognitive levels, fostering a supportive learning environment.

Curriculum Compacting: Streamlining the curriculum for GT students enables them to delve deeper into content areas, saving time for further exploration of advanced topics.

Depth and Complexity: Integrating depth and complexity into lesson plans challenges GT students to think critically, encouraging intellectual growth and engagement.

Independent Projects: Providing opportunities for independent projects allows GT students to pursue their interests, fostering creativity and a sense of ownership in their learning.

Acceleration Options: Offering acceleration options, such as AP and Dual Enrollment, ensures GT students are consistently challenged at an appropriate level.

Twice-Exceptional Students

The term “twice-exceptional,” also referred to as “2e,” is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD)

Multilingual Learners

Instructional Supports:

- Hands-on Materials
- Realia
- Bilingual Dictionaries
- Visual aids
- Teacher-made adaptations, outlines, study guides
- Varied leveled texts of the same content
- Total physical response
- Assisted technologies

Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.

2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.
4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that World Language students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

WIDA Language Proficiency Levels

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

Assessments

- o Daily Instructional Tasks
- o Culminating Tasks
- o Extended Learning Tasks
- o Entry Tasks
- o Independent Practice
- o Observation

- o Essays
- o Interviews
- o Performance tasks
- o Exhibitions and demonstrations
- o Portfolios
- o Project-based assessments
- o Journals/Notebooks
- o Teacher-created tests
- o Rubrics
- o Self- and peer-evaluation

Core Instructional Materials

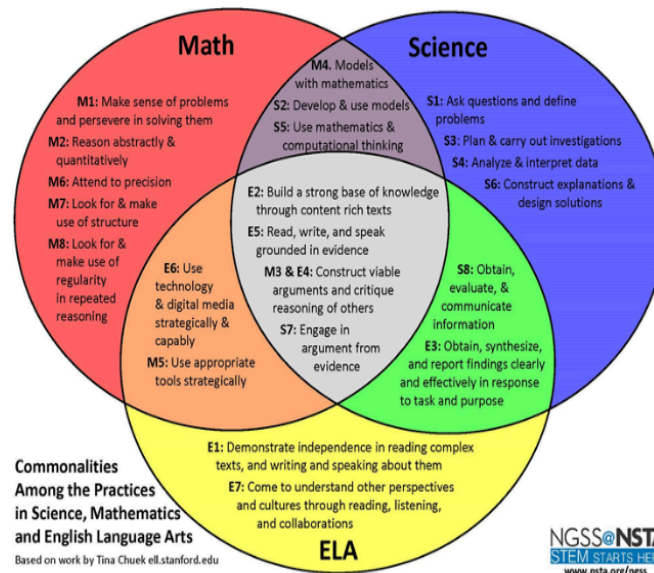
NBOE Curriculum

The Writing Revolution

Interdisciplinary Connections

Integrating Language Arts Literacy and Science

In order to support student learning, teachers need to emphasize the mutual skill sets that occur in two very important and nicely aligned subject areas. Making explicit connections between ELA and Science will help students see the natural relationships to science. The curricular documents call out math and ELA standards that appear in each unit of study.



Integration of 21st Century Skills

The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Grade 1:Unit 1 The First Three Weeks

Unit Summary: (Overall learning of the unit)		
Unit Title: The First Three Weeks	Content Area: ELA	Grade Level: 1
Unit Description: In this 3-week unit, students will understand behavioral expectations for each routine through developmentally appropriate, culturally responsive, positively stated, specific, and observable experiences. The following types of writing is included in this unit: shared writing, informative/explanatory .		
Essential Questions: (Critical driving questions of the unit that promote inquiry and discovery of the content)	Enduring Understandings: (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)	
<ul style="list-style-type: none"> • What are procedures? Why do we need them? • What is citizenship? • What is kindness, compassion, and respect? • How can we show how we care for ourselves and others? • How do we care for our classroom and materials? 	<ul style="list-style-type: none"> • Students will understand that being responsible and empathetic creates a growth mindset that includes perseverance and respect for themselves and others. 	
Unit Vocabulary		
<ul style="list-style-type: none"> • procedures • citizenship • kindness • compassion • unique 	<ul style="list-style-type: none"> • growth mind-set • perseverance • respect • different • same 	<ul style="list-style-type: none"> • compare • contrast • venn diagram • prior knowledge • character traits • Lesson 9 - Write an opinion (Portfolio Artifact)
Focus Standards		
<p>R. RL.PP.1.5. Identify who is telling the story at various points in a text.</p> <p>RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g.,</p>	<p>SL SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <p>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).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through</p>	<p>W W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <p>A. Introduce [the topic or name the book they are writing about, state] an opinion.</p> <p>B. [supply a reason for] Support the opinion with facts or other information and examples related to the topic. [and]</p> <p>C. Provide [some sense of closure] a conclusion.</p>

<p>characters, experiences, illustrations, descriptions, or procedures).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>	<p>multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>	
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Assessments		
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<ul style="list-style-type: none"> ● Daily Instructional Tasks ● Turn & Talk ● Journals/Notebooks 	<ul style="list-style-type: none"> ● Whole Group Discussion 	
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Integration of 21st Century Skills	Integration of Technology	Resources
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<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 ● Peardeck/Nearpod ● Audio ● Videos ● Jamboard 	<ul style="list-style-type: none"> ● The Night Before First Grade by Natasha Wing ● Giraffes Can't Dance by Giles Andreae ● Whoever You Are by Mem Fox ● We Don't Eat Our Classmates by Ryan T. Higgins ● All Are Welcome by Alexandra Penfold ● If I Built a School by Chris Van Dusen ● School's First Day of School by Adam Rex ● Wemberly Worried by Kevin Henkes ● Miss Brooks Loves Book! (and I don't) by Barbara Bottner ● Goldie Socks and the Three Libearians by Jackie Mims Hopkins ● Library Lion by Michelle Knudsen ● Have You Filled a Bucket Today? by Carol McCloud ● Fill a Bucket by Carol McCloud ● Don't Touch My Hair! by Sharee Miller
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Summary of Key Learning		
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Lesson 1:	Lesson 2:	Lesson 3:
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<p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning classroom procedures and expectations. I am learning how to compare my feelings to others. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can move quickly and quietly to and from the gathering place. I will gain understanding of the procedures for Turn and Talk. I can understand expectations and self-monitor. I can share my feelings about being a First Grader by comparing my feelings to the main character. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Read Aloud, Turn & Talk, Think-Pair-Share, (SL.PE.1.1.A-C, RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to identify character traits by using the pictures from the story. I am learning how to make connections to a text. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can continue to practice classroom procedures. I can write and draw one thing I can't do "yet". I can gain an understanding of identifying character traits using the pictures. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Read Aloud, Turn & Talk, Think-Pair-Share, (SL.PE.1.1.A-C, RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to compare and contrast characters in a book. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can compare and contrast the children in the book by actively participating in partner discussions. I can share what makes me the same and different. I can practice classroom procedures. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C)
<p>Lesson 4:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to identify the problem and solution of a story. I am learning the qualities of a good classmate. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can continue to practice classroom procedures. I can share what a good classmate says or does. I can share what a good classmate shouldn't say or do. I can explain one way I can be a good classmate. I can identify the problems the main character experiences in the story. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Lesson 5:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to make connections to the text. I am learning how to draw and label a picture. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can continue to practice classroom procedures. I can make connections to the text. I can create and label a self portrait to show how I am unique. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Lesson 6 & 7: (2 days)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to create a Venn Diagram to compare things. I am learning how to comprehend stories. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can share what I know about the text by zooming in on the illustrations. I can participate in creating a class Venn Diagram to compare my school to Jack's school. I can create my own school using my imaginations. With prompting and support, I can read and comprehend stories and poetry at grade level text complexity or above. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing, Venn Diagram (SL.AS.1.6., W.AW.1.1 A-C)

<p>Lesson 8:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to use the Think-Pair-Share strategy. ● I am learning how to locate and find fun facts about my school. ● I am learning how to retell a story in order. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can practice using the strategy Think-Pair-Share. ● I can listen to a story and answer questions to show my understanding. ● I can retell a story in the correct order. ● I can identify the problem and solution in the story. ● I can learn fun facts about my school. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Lesson 9:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to make predictions about a text. ● I am learning how to make connections to the text. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can make predictions before, during and after a story. ● I can make connections to the text. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Lesson 10 & 11:(2 days)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the parts of a book. ● I am learning how to take care of books. ● I am learning how to navigate our classroom library. ● I am learning about the different types of genres. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can learn ways to take care of our classroom library. ● I can name/label the parts of a book. ● I can gain an understanding of the different types of genres. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Scavenger Hunt, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C)
<p>Lesson 12:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning the parts of a book. ● I am learning to locate/find books that interest me. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can learn ways to take care of our classroom library. ● I can name/label the parts of a book. ● I can pick books from the classroom library that interest me. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group 	<p>Lesson 13:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to ask/think of questions while reading. ● I am learning about good habits to have while reading to self. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can practice good reading habits while reading to self. ● I can pick books from the classroom library that interest me. ● I can think of questions while I read. <p>Instructional Routines:</p>	<p>Lesson 14:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to have a book discussion with a partner. ● I am learning the expectations of partner reading. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can read books from the classroom library with a partner. ● I can talk to my partner about the book(s) we read together. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group

<p>Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C)</p>	<ul style="list-style-type: none"> • Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Scavenger Hunt, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Discussion, Scavenger Hunt, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C)</p>
<p>Lesson 15:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about good reading habits and how to implement them during independent reading. • I am learning the difference between bucket filling and bucket dipping. • I am learning the importance of showing kindness, respect and being a positive thinker. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can continue to practice classroom procedures. • I can explain the difference between a bucket filler and a bucket dipper. • I can learn ways to be a bucket filler and show respect to my classmates. • I can list ways bucket filling should look like, sound like, and feel like. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	<p>Lesson 16:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to compare and contrast. • I am learning what it means to have boundaries. • I am learning ways to ask for permission. • I am learning the elements of a story and how they help support good story retelling. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can continue to practice classroom procedures. • I can retell a story by using the elements: character(s), setting, beginning, middle, and end. • I can share what makes me the same and different. • I can gain an understanding of what the words boundaries and permission means and what they look like. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Video (SL.PE.1.1.A-C), Read Aloud, Turn & Talk, Think-Pair-Share, (RL.PP.1.5.,RI.PP.1.5., RL.CR.1.1., RL.CT.1.8.,RL.1.10),Daily Instructional Task,Writing Journal Entry, Whole Group Discussion, Shared Writing (SL.AS.1.6., W.AW.1.1 A-C) 	

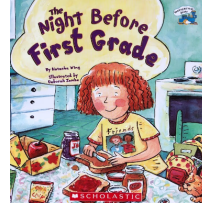
Daily Lesson Plans

Lesson 1			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Welcome to First Grade! The Night Before First Grade	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning classroom procedures and expectations. ● I am learning how to compare my feelings to others. 		<ul style="list-style-type: none"> ● I can move quickly and quietly to and from the gathering place. ● I will gain understanding of the procedures for Turn and Talk. ● I can understand expectations and self-monitor. ● I can share my feelings about being a First Grader by comparing my feelings to the main character. 	
NJSL Standards			
<ul style="list-style-type: none"> ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(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.AS.1.6. Produce complete sentences when appropriate to task and situation. ● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures). ● [RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.] 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Tasks:	
<ul style="list-style-type: none"> ● Why do you think we need procedures in the classroom? ● Why is it important to be a good listener? ● How did you feel last night about coming to first grade? 		Students will describe how Penny feels on the first day of school.	

Vocabulary:

Key vocabulary terms and definitions can be provided to students

- **anticipation**- a feeling of excitement about something that is going to happen.
- **swell**- to become larger than normal.
- **scrapbook**- a book with blank pages to which you attach photographs, letters, etc. to help you remember a person or time.
- **clatter**- a quick series of short, loud sounds.
- **checklist**- a list of things to be checked and done.

Learning Resources/Materials:

- [The Night Before First Grade](#) by Natasha Wing
- Lined paper
- Pencils
- Crayons
- [Venn Diagram](#)

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

Day 1

→ **Read Aloud Day 1:** [The Night Before First Grade](#) by Natasha Wing

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

Introducing Procedures & Transitioning:

- "In our classroom we have ways of doing things. These are called procedures. Why do you think we need procedures in the classroom?"
- "Our signal for a large group meeting is _____. (i.e., transition songs, bell, chimes, 3 claps, etc.). Our gathering place is located _____." (i.e., carpet area, reading corner, front of the room,)
- Use a timer to practice transitions with students. Note the decrease in transition time as the days progress.
- When students are at a gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student's input).



- Students can practice sitting in their learning positions. “Let’s make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place.” For example: Criss-Cross Applesauce, LLP- Listening, Learning, Position, SLANT – Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes.
- “Boys and girls, let’s practice your ideas.” Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place.

Practice, going over the chart to see how they all did and check-in.

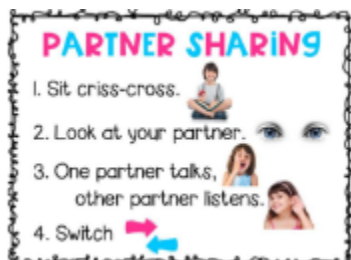
Read Aloud & Introduction to “Turn and Talk”:

Turn and Talk

- Remind students that most of them learned how to “turn and talk” in Kindergarten.
- Ask students to share their prior knowledge.

- Create an Anchor Chart identifying the “turn and talk” procedures.

SAMPLE



*If possible take pictures of students engaging in turn and talk and create a new anchor with their pictures to build community.

Guided Practice (10 minutes)

- Explain to students that we will practice turn and talk when we listen to the story *The Night Before First Grade*.
- Have the students talk to you about some of the feelings they had when thinking about going to first grade.
- Write out some of their emotions on the board.
- Provide visual feeling chart



- Use the formulaic expression "I felt ____ before I started First Grade_____."
- Read Aloud *The Night Before First Grade* or Listen to the digital version *The Night Before First Grade*
- Ask students to think about how Penny feels about going to school.

Using the Sentence Expansion [activity](#), students will respond to the following: Describe how Penny feels on the first day of school.

Delivery Suggestion: The sentence expansion activity should be completed as a whole class. The teacher will [introduce](#) the sentence expansion strategy to students and explain its [purpose](#). The teacher will read the kernel sentence and discuss how the reader can be given more information by expanding the sentence. They will review and discuss question words, "when" and "why" and the teacher will model how to write key words or phrases on the dotted lines. The teacher will then model how to expand the first sentence (begin with "when," bring down the kernel and then bring down "why.") Teacher will model the use of capitalization and punctuation when writing the expanded sentence on the solid line. The activities should be done orally with the whole group.

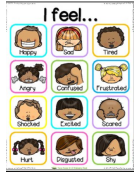
Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

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

Differentiation:

Possible Misconceptions:

- Provide visual feeling chart
- Use formulaic expressions
- "I felt _____ before I started First Grade _____."



- Students may not know how to express their feelings and emotions
- Students may not understand that it is okay show different emotions

Teacher Notes:

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

Daily Lesson Plans

Lesson 2			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Welcome to First Grade! Giraffes Can't Dance	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to identify character traits by using the pictures from the story. ● I am learning how to make connections to a text. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures ● I can write and draw one thing I can't do "yet". ● I can gain an understanding of identifying character traits using the pictures. 	

NJSLS Standards

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through

multiple exchanges.

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

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

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

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

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

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What are things that the giraffe does well?
- What are some things that are a challenge to the giraffe?
- Describe the character traits Gerald showed during the Jungle Dance?
- What do the other animals think of Gerald at the end of the story?

Daily Instructional Tasks:

- Students will describe how Gerald changed from the beginning to the end of the story.

Vocabulary:

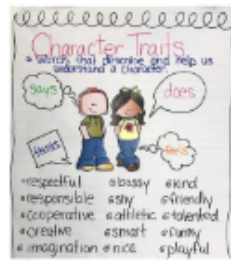
Key vocabulary terms and definitions can be provided to students

- **elegant**- graceful and nice looking.
- **clumsy**- moving in awkward ways, falling, or bumping into things.
- **sneered**- to laugh at someone with a look on your face that isn't kind.
- **clearing**- an opening in the trees that allows you to see the sky.
- **shuffling**- sliding your feet on the ground without lifting up your feet completely.
- **entranced**- to look at with wonder and amazement.
- **froze up**- when you can't move like you are frozen (usually when you are scared)
- **Rooted to the spot**- can't move like your feet have grown roots in the ground.
- **Swaying**- little movements back and forth.

Learning Resources/Materials:



- [Giraffes Can't Dance](#) by Giles Andreae
- [The Power of Yet](#) recording sheet
- Crayons
- Character Traits Anchor Chart
- [Venn Diagram](#)



Day 1

→ **Read Aloud Day 1: [Giraffes Can't Dance](#)** by Giles Andreae

Learning Activities:

- **Introduction:** Today we are going to learn about character traits. Can you say that with me...character traits. We are born with traits (For example, I have brown hair and brown eyes like my mother and father). In stories we read, characters have traits too. As we read and look closely at the pictures we are able to come up with words to describe characters. We can think about what a character says, does, thinks and/or feels to better understand them.
- In today's story selection, Giraffes Can't Dance, we are going to meet a character named Gerald. He wants to take part in the annual Jungle dance and wants to follow his dream, but something gets in his way. As we read, we will turn & talk from time to time to better describe Gerald and get to know him .




● **Turn and talk:**

- What traits describe Gerald at the beginning of the story?
- What traits describe Gerald at the end of the story?
- In your opinion, why do you think Gerald was different at the end of the story, compared to how he was at the beginning.
- What do you think of the way the other animals treat the giraffe?
- Gerald needs advice. What advice would you offer him?

● **Shared Writing:** Students will think back to the character in our story, Gerald and the challenges he had. Together, students and teacher will create a class anchor chart where they will generate a list of things they can't do "yet".



the power of
YET 

I cannot... _____ but I can... _____

The Power of Yet recording sheet

● **Daily Instructional Task:** Students will each complete a “the power of YET” response sheet to illustrate and make plans for their “yet”. Students can take turns sharing either with a partner, table or whole group.

● Using the Sentence Expansion activity, the students will respond to the following: Describe how Gerald changed from the beginning to the end of the story.

Delivery Suggestion: The sentence expansion activities should be completed as a whole class. The teacher will [review](#) the sentence expansion strategy to students and explain its [purpose](#). The teacher will read the kernel sentence and discuss how the reader can be given more information by expanding the sentence. They will review and discuss question words, “when” and “why” and the teacher will model how to write keywords or phrases on the dotted lines. The teacher will then model how to expand the first sentence (begin with “when,” bring down the kernel and then bring down “why.”) Teacher will model the use of capitalization and punctuation when writing the expanded sentence on the solid line. The teacher should elicit responses from students. This is to be done orally with the whole group..

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

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

Differentiation:

- Students can refer to the anchor chart to help generate their own thoughts when completing the daily instructional task.
- Formulaic Expressions
- Students can be provided with sentence frames, if needed.
 - I cannot _____ but I can _____.

Possible Misconceptions:

- Consider using TWR sentence level strategies.



Teacher Notes:

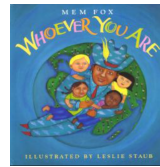
- It is recommended that you read the book through once, stopping only briefly to respond to any questions/wonderings students are having while listening to the read aloud.
- Homework will be determined by the teacher based on the lesson outcome.
- Introduce additional vocabulary based on the needs of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

Daily Lesson Plans

Lesson 3			
Grade: 1	Unit: The First Three Weeks	Lesson Title: We are all Unique! Whoever You Are	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> • I am learning how to compare and contrast characters in a book. 		<ul style="list-style-type: none"> • I can compare and contrast the children in the book by actively participating in partner discussions. • I can share what makes me the same and different. • I can practice classroom procedures. 	

NJSLS Standards	
<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>	
Key Instructional Practices	
<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● How does comparing and contrasting help us understand this story better? ● How are we the same or different from the children in the book and our classmates? ● What is the difference between inside and outside character traits? 	<p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> ● Students will explain what makes children around the world similar and different.
<p>Vocabulary: Key vocabulary terms and definitions can be provided to students</p>	<p>Learning Resources/Materials:</p>

- **heart** - an organ in your chest that pumps blood to your veins
- **hurt** - to cause pain or injury (to yourself, someone else or to part of your body)
- **inside** - an inner side, edge or surface of something.
- **different** - not the same.
- **joy** - a feeling of great happiness.
- **grows** - no longer a child (small).
- **land** - a solid part of the surface of the Earth; an area of ground.
- **laugh** - to show that something is funny, you are happy done by smiling and making a sound.
- **remember** - to have or keep an image or idea in your mind of something or someone.
- **whoever** - any person at all.



- [Whoever You Are](#) by Mem Fox
- Lined paper
- Pencils
- Crayons
- [Venn Diagram](#)
- Inside /Outside Character Traits Anchor Chart



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

Day 1

→ **Read Aloud Day 1:** [Whoever You Are](#) by Mem Fox

- **Introduction:** Today we are going to read a book about children who may look different than us and live in different ways than we do. However, these children have feelings like us and often like to do the same things we like to do. My favorite part of this book is how everyone is accepted and no one is left out. As I read, I am going to think about what all the children in this story have in common.
- **Display page 3 of the text and state:** Before we begin, I want to show you some of the children we will be reading about in the story. Let me share with you what I think about the children in this story. I notice that on this page, the children look different, but they are holding hands and smiling. I also notice that they seem to be hugging the world. I wonder if these children live in different parts of the world. Display several pages in the book comparing and contrasting the children (looks, language, lives, homes). As we read today, I want you to think about what makes you unique. Ask students what they think the word unique means. Explain that unique means being the only one of its kind For example: Every snowflake is unique.
- As you listen to the story I want you to think about what makes you unique.
- Along the way have students turn and talk about some of the ways the author shows that the children are the same and different, reminding students that we call this compare and contrast.
- As readers, we often read and then talk about differences and similarities. When we compare and contrast, we take a closer look at details. This helps us understand better as we become stronger readers. How has comparing and contrasting helped us understand this story better?
- Using the Basic Conjunctions [activity](#), students will respond to the following: Explain what makes children around the world similar and different.

Delivery Suggestion: The teacher will [introduce](#) the basic conjunctions strategy to students and explain the meaning of the conjunction 'because.' The teacher will read the sentence stem aloud and engage students in whole class practice of the activity. The teacher will model for students how to respond to the stem and will elicit oral responses from students.

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

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

Differentiation:

- Use Inside/Outside Anchor Chart
- Formulaic Expressions
- Visuals
- Use formulaic expressions
- I am different from you because I _____.

Possible Misconceptions:

- Consider using TWR sentence level strategies.



Teacher Notes:

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

Daily Lesson Plans

Lesson 4			
Grade: 1	Unit: The First Three Weeks	Lesson Title: We are all Unique! We Don't Eat our Classmates	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to identify the problem and solution of a story. ● I am learning the qualities of a good classmate. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can share what a good classmate says or does. ● I can share what a good classmate shouldn't say or do. ● I can explain one way I can be a good classmate. ● I can identify the problems the main character experiences in the story. 	
NJSL Standards			
<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>			

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What are the qualities of a good classmate?
- What does a good classmate say or do?
- What should a classmate not do or say?
- Why do you feel it's important to be a good classmate?
- Who is the main character?
- What problems does the character come across?
- Are there solutions to each problem?

Daily Instructional Tasks:

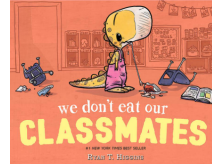
Students will explain how Penelope is a good classmate.

Vocabulary:

Key vocabulary terms and definitions can be provided to students

- **surprised**-the astonishment you feel when something totally unexpected happens to you.
- **lonely**- having no friends, family or company.
- **especially**- singling out one person, thing or situation.
- **nervous**- a feeling of being worried, anxious or alarmed.
- **delicious**- something that has a very pleasant taste.
- **appetite**- a natural desire to eat.
- **determined**- showing the strong desire to follow a particular plan of action even if it is difficult

Learning Resources/Materials:



- [We Don't Eat Our Classmates](#) by Ryan T. Higgins
- Lined Paper/Notebook/Journal
- Pencils
- Crayons
- A Good Classroom Anchor Chart
- [Blank Good Classmate worksheet](#)



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

→ **Read Aloud:** [We Don't Eat Our Classmates](#) by Ryan T. Higgins

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

Introduction: Today we are going to be reading a story about a T-Rex named Penelope who is starting in a new school and is having difficulty making new friends. Hmm. that sounds like she is having a problem, I wonder why? When reading stories we often come across problems that a character(s) have, but as we read on, there are often solutions (ways to solve a problem). One time I had a problem where I wanted to play one game and my friend wanted to play a different game. We couldn't agree, We had a problem. But we were able to talk it out and solve our problem. As I read, I am going to be on the lookout for any problems that arise in the story and would love for you to help me out. Who is ready to find out why Penelope is having difficulty making new friends with her classmates?

- As you read the story you can have students give a signal (ex. hand to ear) when they hear a problem in the story. When you get to the problems in the story have students turn

and talk from time to time about the problem and how they would help Penelope solve her problem. (What could she do differently? What would you do?)

- Discuss the vocabulary in the text: surprised, lonely, especially, nervous, delicious, appetite, determined

- **Suggestion:** When discussing the vocabulary you can use the following routine:

- reading the word- students repeat the word
- defining the vocabulary word- giving a simple kid-friendly definition
- using the word in a sentence- an example of the word in use
- asking questions- an opportunity to use the vocabulary word in a sentence

- **Shared Writing:** After reading the story, students can share their favorite part of the story, if the story made them think of a personal experience, etc. Guide students through questions to lead up to today's instructional task.

- **Explain:** We read about quite a few problems our main character, Penelope, was having in her new school and making new friends. Let's revisit those problems to help us create a chart about what makes a good classmate. What is a good classmate? Why do you feel it's important to be a good classmate? What does a good classmate say or do? does not say or do?

A Good Classmate

[Blank Good Classmate worksheet](#)

- Daily Instructional Task: Using the Sentence Expansion [activity](#), the students will respond to the following: Explain how Penelope is a good classmate.

Delivery Suggestion: The teacher will [review](#) the sentence expansion strategy to students and explain its [purpose](#). The teacher will read the kernel sentence and discuss why the reader should be given more information by using question words to expand the kernel sentence. They will review and discuss the question word

“why.” The teacher will then model how to expand the first sentence (begin with the kernel sentence and use “because” to explain why) Teacher will model the use of capitalization and punctuation when writing the expanded sentence on the solid line.

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

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

Differentiation:

- Students can refer to the anchor chart to help generate their own thoughts when completing the daily instructional task.
- Formulaic Expressions
- Visuals
- Sentence Starter Suggestions (provide to students if needed) :
 - I will be a good classmate by _____ because _____.
 - A good classmate _____ because _____.



Possible Misconceptions:

- Consider using TWR sentence level strategies.

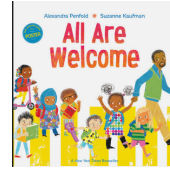
Teacher Notes:

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

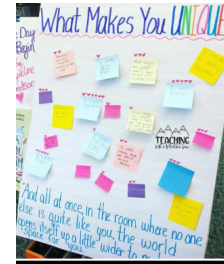
Daily Lesson Plans

Lesson 5			
Grade: 1	Unit: The First Three Weeks	Lesson Title: We are all Unique- All are Welcome	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to make connections to the text. I am learning how to draw and label a picture. 		<ul style="list-style-type: none"> I can continue to practice classroom procedures I can make connections to the text. I can create and label a self portrait to show how I am unique. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(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.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures). 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Tasks:	
<ul style="list-style-type: none"> What makes the children in the story unique? How can we make people feel welcome? How are you unique? 		<ul style="list-style-type: none"> The students will explain why the students feel welcomed to school. 	
Vocabulary:		Learning Resources/Materials:	
Key vocabulary terms and definitions can be provided to students <ul style="list-style-type: none"> friend- a person who you care about. 			

- **love**- a feeling of caring.
- **equal**- something that is the same size, quantity or value
- **peace**- being free from persecution due to one's nationality, immigration status, race, ethnicity, political affiliation, religious beliefs
- **unity**- being united and joined as a whole.
- **together**- in proximity to another person.
- **unique** - being the only one of its kind,



- [All Are Welcome](#) by Alexandra Penfold
- Lined paper/Construction Paper/Drawing Paper
- Pencils
- Crayons
- [I am unique worksheet](#)



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

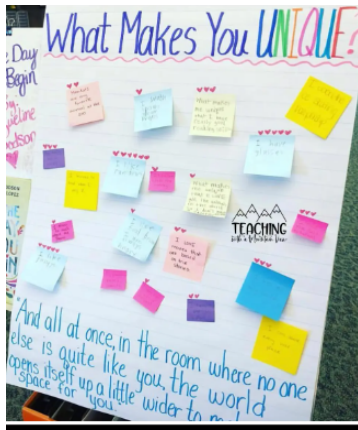
→ **Read Aloud:** [All Are Welcome](#) by Alexandra Penfold

Learning Activities:

- **Introduction:** Today we are going to read a book about a group of children who go to school together. The children are all different and are all welcomed by their teachers and classmates. My favorite part of this book is how everyone is treated kindly and how what makes everyone special is celebrated. As I read, I am going to share my ideas about what makes me unique.
- Before we begin, I want to quickly show you some of the children in the story. I want us to take a look at what makes them the same and what makes them different. Let me share with you what I think about the children in this story. I noticed that they all seem to look different and enjoy different things. I noticed that even though they have some differences, they are all smiling and happy together.
- Display several pages in the book showing the characters engaging in various activities together.
- Using the Basic Conjunctions [activity](#), the students will respond to the following: Explain why the students feel welcomed to school.

Delivery Suggestion: The teacher will review the basic conjunctions strategy to students and explain the meaning of the conjunction “because.” The teacher will read the sentence stem aloud and engage students in whole class practice of the activity, eliciting oral responses from students. Students can think about their own talents, backgrounds, families, etc. and what makes them unique. They can share ideas and make connections with other classmates based on their unique qualities. Have students use the formulaic expression by turning and talking to a partner: I am unique because _____.

What makes you unique? _____ makes me unique.



- Link main idea to real-world experience for students - Remind students that we discussed how everyone in the story was different, but everyone was welcome, which is the main idea. Also, remind them we shared what makes us unique. Today they will draw self-portraits that show how they are unique, thinking about their talents, hobbies, and interests.

Name: _____ Date: _____

I am unique because...

Option: Create an “All Are Welcome Here” banner to hang in the school’s lobby or classroom for back to school night. Students can add their pictures of themselves and their families on a large sheet of fadeless paper.

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

- Checks for understanding

- Turn and Talk
- Daily Instructional Task
- Whole group discussion
- Self Portraits

Differentiation:

- Formulaic Expressions
- Visuals
- Sentence Starter Suggestions (provide to students if needed) :
 - I am unique because _____.
 - _____ makes me unique.

[I am unique worksheet](#)

Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

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

Daily Lesson Plans

Lesson 6 & 7			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Our School & Classroom If I Built a School	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to create a Venn Diagram to compare things. ● I am learning how to comprehend stories. 		<ul style="list-style-type: none"> ● I can share what I know about the text by zooming in on the illustrations. ● I can participate in creating a class Venn Diagram to compare my school to Jack's school. ● I can create my own school using my imaginations. ● With prompting and support, I can read and comprehend stories and poetry at grade level text complexity or above. 	
NJSL Standards			
<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>			

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How has looking closely at the pictures helped us learn about how Jack feels in this book?

Daily Instructional Tasks:

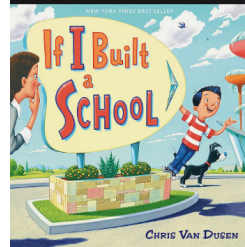
- **Day 1:** Students will discuss what Jack's ideal school would look like.
- **Day 2:** Students will explain why Jack's ideal school is unique.

Vocabulary:

Key vocabulary terms and definitions can be provided to students

- **collide-** to bump into with force.
- **hover-** stay hanging in the air.
- **perimeter-** a border of a figure of area.
- **impeccably-** perfectly flawless.
- **retract-** to draw back.
- **pitiful-** pathetic, unimportant.
- **seared-** when food is fried quickly to retain juices.
- **stylus-** a pointed instrument used for writing.

Learning Resources/Materials:



- [If I Built a School](#) by Chris Van Dusen
- Lined paper
- Pencils
- Crayons
- [Writing Template](#) day 1 and 2
- [Venn Diagram](#)

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

Day 1

→ **Read Aloud Day 1:** [If I Built a School](#) by Chris Van Dusen

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

- Today we are going to read a book about a very special school. This school looks different from our school. There is a lot of fun and there are different ways for the boys and girls to learn. My favorite part about this book is its colorful illustrations that help me to understand the words of the story. We are going to read about what makes this school so special and we will talk about what makes our school so special too.
- Before we begin, I want to quickly show you some of the illustrations in this book. The bright colors and fun pictures will help us to understand the story better as we listen to it. Using the illustrations helps us as readers learn more about the characters and the story.

- Let me share with you what I think about the boy Jack in this story. On almost all of the pages, I see he has a big smile on his face. I think that means he must be very happy going to his school and learning every day.
- Display several pages in the book showing the character smiling.
- As we read today, I want you to think about why Jack is happy. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.
- During the reading, point out instances where Jack is smiling and have students share what is similar between the text and their own classroom/school. Create a Venn Diagram to compare and contrast Jack's School and students' school. This will help students make connections between the text, the character, and their own experiences.
- Using the Sentence Types [activity](#), the students will discuss what Jack's ideal school would look like.

Delivery Suggestion: The students will be [introduced](#) to statements and questions and its [purpose](#). The teacher will model identifying the first two sentence types while thinking aloud. The class will complete the last sentence with a partner and will discuss how they determined it was a statement.

Day 2:

- Remind students that Jack's school is different from our school and today we are going to learn some words of people and objects found in our school.

Using the Basic Conjunctions [activity](#), the students will respond to the following: Explain why Jack's ideal school is unique.

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

Identify school words using Step 1 in the Picture Word Inductive Model (PWIM) (Emily Calhoun (1998) developed (PWIM), based on strategies for language acquisition. It uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies (L1,L2). Students can label familiar objects/places in the classroom. This will reinforce vocabulary and encourage students to use proper names for common classroom objects.

STEPS OF THE PWIM:

1 Take a picture or draw a picture of your classroom. Enlarge and laminate the image. Students will help label the image by turning and talking and sharing the words they know. The teacher writes the words asking students to say each letter and repeat the word. If this is not possible show an image for example:



2. Ask students, "What do you see?" to elicit words.
3. Label the objects in the picture, repeating the word.
4. Direct students to spell and say the word out loud.
5. Ask, "What do these words have in common?" Next, read and group the words by commonalities on a chart. (categorize)
6. Review the chart by reading it and saying the words and their spelling aloud. (continue to read as a class over a series of days)

7. Ask, "Can you think of more words to describe the picture?" Chart any additional words.
8. Ask, "What would be a good title for the picture?" Discuss and record the title.
9. Ask students, "What can we say about this picture?"
 - Explain that today students will create their dream school by drawing and labeling their picture. Encourage students to use the words on the image that you labeled as a class.

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

- Checks for understanding
- Discussion
- Class Venn Diagram
- Daily Instructional Task

Differentiation:

- Formulaic Expressions
- Visuals
- Picture Word Inductive Model (PWIM)



Possible Misconceptions:

- Consider using TWR sentence level strategies.

Teacher Notes:

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

Daily Lesson Plans

Lesson 8			
Grade: 1	Unit: The First Three Weeks	Lesson Title: Our School & Classroom School's First Day of School	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to use the Think-Pair-Share strategy. ● I am learning how to locate and find fun facts about my school. ● I am learning how to retell a story in order. 		<ul style="list-style-type: none"> ● I can continue to practice classroom procedures. ● I can practice using the strategy Think-Pair-Share. ● I can listen to a story and answer questions to show my understanding. ● I can retell a story in the correct order. ● I can identify the problem and solution in the story. ● I can learn fun facts about my school. 	
NJSL Standards			
<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CT.1.8. [Compare and contrast the adventures and experiences of] Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures).</p> <p>[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]</p>			

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do you think the strategy
- Can Think-Pair-Share be helpful?
- Who are some of the characters in the story?
- Where is it taking place? (Setting)
- What is the problem in the story? How do you know?
- Was there a solution to the problem?

Daily Instructional Tasks:

Students will complete a [story map](#) for School's First Day of School.

Students will describe how the school felt on the first day of school.

Vocabulary:

Key vocabulary terms and definitions can be provided to students

- **accidentally**- happening in a way that was not planned.
- **agreement**- having the same opinion as someone else.
- **embarrassed**- feeling awkward in front of other people.
- **foundation**- a stone or concrete structure that supports a building.
- **gasp**- to breathe suddenly because of shock or pain.
- **imagined**- thought about or believed something.
- **janitor**- a person who cleans a building.
- **jungle gym**- a set of metal bars for children to climb on.
- **pushpin**- a short pin with a large head used to attach things to a wall or bulletin board.
- **worried**- a feeling when thinking about worries or fears.

Learning Resources/Materials:



- [School's First Day of School](#) by Adam Rex
- Lined Paper/Notebook/Journal
- Crayons
- [Fun Facts About My School](#)
- [Think-Pair-Share Chart](#)
- [My Story Hand](#) - Retell Story Hands
- [Spin a Story](#) Printable
- [Story Maps](#)- Graphic Organizers

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

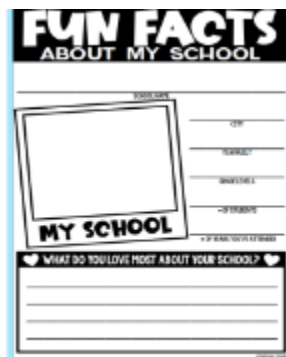
→ **Read Aloud:** [School's First Day of School](#) by Adam Rex

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

- Introduction/Shared Writing: Today we are going to read a story about a school, but before we begin, let's talk about our school and some of its history.
 - School Name

- City
- Year Built
- Grade Levels
- Number of Students
- Number of Years Students Have Attended

You can research your school and its history, as well as fun facts with the students. Invite students to write in the information on the chart as you locate it. Then finish discussion by having students share what they love most about their school.



● **Think-Pair-Share Strategy Introduction:**

We learned about the strategy “Turn & Talk”, who would like to model for us what it looks like and sounds like? (Have two students model for class)

Well today I have another strategy I am really excited to share with you, it is called “Think-Pair-Share”. Say that with me, “Think-Pair-Share”. This strategy helps us to become good listeners and remember important information, especially when retelling stories.



You can display the poster provided or create/find one of your own.

Let’s take a closer look at each word and figure out what our responsibilities and expectations are for each.

- **Think-** We think about the question.
 - What do you know?
 - What experiences do you have?

- What connections can you make?
- I notice that in each of those questions the word you is in each. So who do you think is responsible for the THINK part of this strategy? How should it look? sound like?
- **Pair-** We pair and work with a partner.
 - Listen to each other's ideas.
 - Share ideas with each other.
 - Create new ideas together.
- I notice the words each other and together in each of those statements So who do you think is responsible for the PAIR part of this strategy? How should it look? sound like?

- **Share-** We share our ideas with others.
 - Listen to other's ideas.
 - Share your partner's ideas with others.
 - Create new ideas together.
- I notice the words other and together in each of those statements So who do you think is responsible for the SHARE part of this strategy? How should it look? sound like?

Let's practice using this new strategy as I share today's read aloud, School's First Day of School. It's the first day of school at Frederick Douglass Elementary and everyone's just a little bit nervous, especially the school itself. What will the children do once they come? Will they like the school? Will they be nice to him?

Take a minute to THINK about this question: What will the children do once they get to school? Now, you will PAIR up with your partner and listen to each other's ideas and share. Let's come back together as a class and SHARE our ideas with others. (As you go through each step, you may want to bring up the chart or have it posted for students to refer to).

Ask: How do you think the strategy Think-Pair-Share can be helpful? (Remember that THINK-PAIR-SHARE helps us to become good listeners.)

Read Aloud: [School's First Day of School](#) by Adam Rex

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

- How did the school react when Janitor told him about the children?
- How did the school feel when he saw the girl with freckles being carried into school?
- How did the school react when the little girl with freckles said she didn't like school?
- When the older kids were saying they didn't like school, how do you think the school felt?
- When the fire alarm went off, the school apologized. Why do you think he did that?
- Name some ways things started to change for the school and the little girl with freckles during lunch.
- The little girl with freckles made a picture. What was the picture of?
- Do you agree with Janitor when he told the school he was lucky? Why or why not?