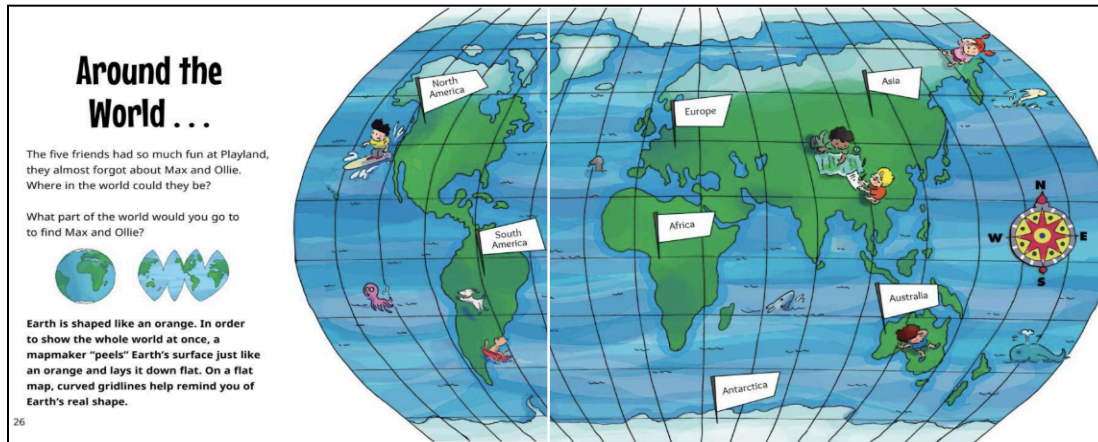


- **Question 2:** What are landmarks on the map? How does a landmark on a map help a map reader to better understand where he or she is?



- **Question 3:** What continent would you go to find Max and Ollie?
- **Question 4:** What continent is east of where Max and Ollie are?
- **Question 5:** What continent do we live on?

<i>Follow that Map Vocabulary</i>		
Word	Explanation	Drawing
weather map	A drawing that shows the weather in specific locations.	
treasure map	A drawing that is like a puzzle and shows where treasure is hidden.	
topographical map	A drawing that shows the natural features of the land, such as mountains, lakes	
landmark	Something easy to find that stands out in an area	

Part 3: Daily Instructional Task: Explanatory Writing & Symbol Drawing

- If we were going to design a map of our city, what landmarks, something easy to find because it stands out, would you include on our Newark map? Talk with your partner.

- Write a list of 3 landmarks you would include if you were making a neighborhood map.
- Draw a symbol for each landmark.
- Remember to explain the 3 landmarks. Wrote at least two sentences.
- Remind students:
 - Write 2-3 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 questions while listening to read aloud and studying the illustrations.
- Daily Instructional Task
- [Drawing & Explanatory Writing Rubric](#)

Differentiation:

- Offer

Possible Misconceptions:

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

Teacher Notes:

Daily Lesson Plans

Lesson 13			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 2
Learning Intentions		Success Criteria	
<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. I am learning to say and write what we have learned during this unit of study. 		<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. I can think about the texts I have read and heard. I can write many words and phrases about geography and maps. 	
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.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. 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. <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. 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. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (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: <ul style="list-style-type: none"> Students will study the illustrations to answer questions provided in lesson. 		Daily Instructional Task: <ul style="list-style-type: none"> Students will write a list of 3 landmarks they would include if they were making a neighborhood map. Students will then draw a symbol for each their landmarks 	

Vocabulary:

- planet
- universe

Learning Resources/Materials:

- [Follow That Map! A First Book of Mapping by Scot Ritchie \(1\).pdf](#)
- Chart Paper
- [Post-Write Paper](#)
- [Rubrics](#)

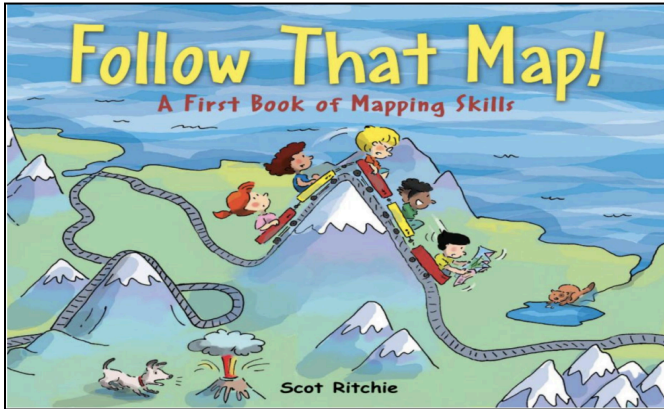
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Partner Reading

- Listen as your partner reads his or her writing from yesterday.
- Then read your writing to your partner.

Part 2: Read Aloud & Discussion Questions

- Listen as I read aloud the text. (Read pages 28-34)



- We will be defining the key term: **planet, universe**
- I will be asking questions while reading.

Index

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Topographical map	22
Weather map	18

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- **Question 2:** What is the purpose of an index?

Part 3: Culminating Task: Explanatory Writing & Symbol Drawing

- Think about the different kinds of maps we have learned about. (Page through the book showing the illustration and naming each map) 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.
- Select one type of map we have read about and explain why someone would make such a map. What purpose does that map serve? Consider who might be helped by reading that kind of map.
- Take a moment and tell your partner which map you would like to write about.
- Explain to your partner why someone would make such a map. Tell your partner what purpose that map served. Tell your partner who might be helped by reading that kind of map.
- Now write an explanation.
- Make sure you name the kind of map.

- Explain why someone would make that map (What purpose does it serve?).
- Remind students:
 - Write 2-3 complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.
 - Spell sight words correctly.

Part 4: Post-Assessment- Last Write

- Think about the unit and then write as many words and phrases you can think of about geography and maps.
- Write for 5 minutes.
- After 5 minutes write a line under the words and phrases you have written.
- If more time is needed, your teacher will provide it. Write new words beneath the line.

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

- Student participation in answering questions while listening to read aloud and studying the illustrations.
- Culminating Task
- [Explanatory Writing Rubric](#)

Differentiation:

-

Possible Misconceptions:

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

Teacher Notes:

Grade 1:Unit 7 - Insects

Unit Summary: (Overall learning of the unit)		
Unit Title: Insects	Content Area: ELA	Grade Level: 1
<p>Unit Description: In this 4-week unit of study, students learn about insects, which are members of the invertebrates and specifically part of the arthropoda phylum. 85% of all known animals in the world are part of this class. Students learn about the ant, the honeybee, and the firefly through 5 read aloud texts. This unit is also accompanied by Shared Reading/Poetry activities to practice fluency which will be included in the integrated unit block and/or during literacy centers. Studying these poems will allow students to practice not only fluency, but also important foundational skills such as identification of punctuation, sight words, rhyming words, and imagery. The following types of writing are included in this unit: Informative/Explanatory</p>		
<p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p>	<p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p>	
<ul style="list-style-type: none"> • What are insects? • What makes an animal an invertebrate? 	<ul style="list-style-type: none"> • Students will understand that insects are members of the invertebrates class, and specifically part of the arthropoda phylum. • Students will learn about the ant, the honeybee, and the firefly through read aloud texts. • Students will add to their poetry notebooks with poems focusing on ants, honey bees, and fireflies further developing their ELA skills. 	
Unit Vocabulary		
<ul style="list-style-type: none"> • lifecycle • queen • worker • soldier • egg • larva • Pupa • imagine • insect • feelers • scissor jaws • honeybee • colony • nest • pollen • thrust 	<ul style="list-style-type: none"> • nectar • thorax • abdomen • Antennae • domestic • beekeepers • Smoker • Pollination • queen • swarm • waggle dance • Scent • Forage • Wail • Brownstone • inhale 	<ul style="list-style-type: none"> • tidy • forage • amber • propeller • blare • burrow • banish • Stoop • Beetles • Gills • mate • species • Flash • Genes • flicker • soaring

Focus Standards

RI

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

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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.)

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.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.W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

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.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under

W

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. (Students may compose text that explains how plants and animals can change their environment.)

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.







W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

<p>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.</p> <p>RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</p> <p>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).</p>	<p>L.WF.1.1. Demonstrate command of the conventions of writing.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
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Assessments		
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<ul style="list-style-type: none"> • Daily Instructional Tasks • Student Reflections 	<ul style="list-style-type: none"> • Culminating Task • Summative Assessments • Performance Tasks 	<ul style="list-style-type: none"> • Demonstrations • Portfolios • Journals/Notebooks • Lesson 17 - All About Book (Portfolio Artifact)
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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 • Videos 	<ul style="list-style-type: none"> •  <i>Thinking About Ants by Barbara Brenner</i> •  The Bee Book •  honeybee man •  Fireflies by Megan E. Bryant •  Fireflies! •  Grade 1- Insect Unit: Poems • Concept Sort Video • List-Group-Label video • Think Pair Share Video (Teacher reference)
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Summary of Key Learning		
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<p>Lesson 1:</p> <p>Learning Intention:</p>	<p>Lesson 2:</p> <p>Learning Intention:</p>	<p>Lesson 3:</p> <p>Learning Intention:</p>
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<ul style="list-style-type: none"> ● I am learning about the topic of insects. ● I am learning how to place words in categories based on the word's meaning. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can list words I can think of that connect to the topic of insects. ● I can explain how words fit together and sort them by identifying them by stages of development or types of ant jobs. ● I can participate in interactive writing about ants. ● I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Thinking About Ants - Concept Sort, Interactive Writing, (SL.PE.1.1, SL.ES.1.3, L.KL.1.1, L.RF.1.4, L.RF.1.3) 	<ul style="list-style-type: none"> ● I am learning about the topic of insects. ● I am learning how to Stop and Sketch what I visualize during a read aloud. ● I am learning how to explain what the book is mostly about. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can Stop and Sketch what I visualize during the read aloud Thinking About Ants ● I can explain how sketches help me to remember the content of the book. ● I can listen and ask my partner about one thing they learned about ants. ● I can echo read and find punctuation in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read Aloud, Stop and Sketch, Daily Instructional Task: Interactive Speaking & Listening, (RI.CR.1.1, SL.II.1.2, SL.UM.1.5, L.RF.1.1, L.RF.1.4, L.RF.1.3) 	<ul style="list-style-type: none"> ● I am learning all about ants ● I am learning how rereading helps me understand the text. ● I am learning how to answer text dependent questions. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can reread to help me understand the text. ● I can answer questions using the text. ● I can explain what and how an ant's life can be threatened using words and illustrations. ● I can echo read a poem and find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reread, Answering Text Dependent Questions While Reading , Inferring Vocabulary, Daily Instructional Task- Shared Writing, (RI.CR.1.1, RI.CI.1.2, RI.PP.1.5, RI.MF.1.6, SL.PE.1.1, SL.II.1.2, W.IW.1.2, L.RF.1.3, L.RF.1.4)
<p>Lesson 4:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning all about ants ● I am learning how rereading helps me understand the text. ● I am learning how to answer text dependent questions. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can participate in a close reading to gather information about ants. ● I can use the ant life cycle diagram and write an explanation of the life cycle of the ant. ● I can echo read and find rhyming words in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reread, Answering Text Dependent Questions While Reading , Inferring Vocabulary , Shared Writing (RI.CR.1.1, RI.CI.1.2, RI.TS.1.4, 	<p>Lesson 5:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to recall and list information I learned. ● I am learning how to group and label information. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can recall and list information I learned. ● I can echo/choral read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● List-Group-Label, Interactive writing (RI.CR.1.1, RI.CI.1.2, RI.IT.1.3, SL.PE.1.1, L.RF.1.4, L.RF.1.3A) 	<p>Lesson 6:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how my prior knowledge can help me understand a topic. ● I am learning how using a KWL chart can help me understand a topic. ● I can tell what I learned from the text. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can share what I know and want to learn about bees. ● I can ask and answer questions about bees. ● I am learning about poetry. ● I can tell what I learned from the text about bees. ● I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Shared Writing, (RI.CR.1.1,

<p>RI.MF.1.6, RI.CT.1.8, SL.PE.1.1, SL.II.1.2, W.IW.1.2, L.VL.1.2, L.RF.1.4, L.RF.1.3)</p>		<p>SL.PE.1.1, SL.II.1.2, SL.ES.1.3, L.VL.1.2, L.RF.1.4, L.RF.1.3)</p>
<p><u>Lesson 7:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to answer text dependent questions. ● I am learning how using a KWL chart can help me understand a topic. ● I am learning how to independently write what I learned from the text. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can share what I learned about how bees make honey. ● I can ask and answer questions about how bees make honey. ● I can independently write what I learned from the text. ● I can echo read and find punctuation in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Independent Writing, (L.RF.1.1, RI.CR.1.1, RI.CI.1.2, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, W.IW.1.2, L.RF.1.1, L.RF.1.4, L.RF.1.3.) 	<p><u>Lesson 8:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to answer text dependent questions. ● I am learning how using a KWL chart can help me understand a topic. ● I am learning how to independently write what I learned from the text. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can share what I learned about pollination. ● I can ask and answer questions about how bees make honey. ● I can independently write what I learned from the text. ● I can echo read a poem and find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Independent Writing, (L.RF.1.1, RI.CR.1.1, RI.CI.1.2, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, W.IW.1.2, L.RF.1.3, L.RF.1.4) 	<p><u>Lesson 9:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to answer text dependent questions. ● I am learning how using a KWL chart can help me understand a topic. ● I am learning how to independently write what I learned from the text. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can share what I learned about the worker bee. ● I can ask and answer questions about the worker bee. ● I can independently write what I learned from the text. ● I can echo read and find rhyming words in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Independent Writing, (L.RF.1.1, RI.CT.1.8, RI.CR.1.1, RI.CI.1.2, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, W.IW.1.2, L.RF.1.4, L.RF.1.3)
<p><u>Lesson 10:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what the words, queen and swarm, mean. ● I am learning about the way bees communicate. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can ask and answer questions about the text. ● I can use drawings and sentences to explain ways bees communicate <p>Instructional Routines:</p>	<p><u>Lesson 11:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how skilled readers construct meaning from a text. ● I am learning about the concept of thinking aloud. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud. 	<p><u>Lesson 12:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how skilled readers construct meaning from a text. ● I am learning about the main idea of a story. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud. ● I can discuss with a partner which strategy is being used and provide a reason why.

<ul style="list-style-type: none"> ● Revisit KWL, Teacher Model, Read Aloud, Culminating Task, (L.RF.1.1, RI.CR.1.1, RI.CI.1.2, SL.PE.1.1, SL.II.1.2, SL.UM.1.5, W.IW.1.2, L.RF.1.4, L.RF.1.3) 	<ul style="list-style-type: none"> ● I can discuss with a partner which strategy is being used and provide a reason why. ● I can participate in Interactive Writing about the process of making honey. ● I can echo read a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Introduce concept of think alouds, read aloud, Daily Instructional Task: Interactive writing, (RL.CR.1.1, RL.CI.1.2, SL.PE.1.1, SL.PI.1.4, W.RW.1.7, L.RF.1.4, L.RF.1.3) 	<ul style="list-style-type: none"> ● I can create a drawing that represents the main idea of the book that includes captions. ● I can echo read and find punctuation in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Think aloud, Read aloud, Daily Instructional Task: Interactive Writing and Individual Drawing, (RL.CI.1.2, RL.MF.1.6, W.IW.1.2, W.RW.1.7, L.RF.1.1, L.RF.K.1, L.RF.1.4, L.RF.1.3)
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<p><u>Lesson 13:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to infer by using picture clues. ● I am learning how to use evidence from a text to support my thinking. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can recall and define previously learned vocabulary. ● I can ask my partner the question, “Why does the honey from Fred’s bees have more than one taste?” and listen to their response. ● I can write an explanation and use evidence from the text to support my opinion. ● I can echo read a poem and find word wall words within the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Vocabulary Inference Chart, Vocabulary and Concept Knowledge, read aloud, Daily Instructional Task: Guided Writing, ((RL.MF.1.6,SL.PE.1.1,SL.II.1.2, SL.ES.1.3, SL.AS.1.6, W.IW.1.2, W.RW.1.7, L.WF.1.1, L.RF.1.3, L.RF.1.4, L.RF.1.3) 	<p><u>Lesson 14:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the topic of fireflies. ● I am learning how to find facts. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify facts about fireflies by asking myself, “Can the statement be proved?” ● I can listen and ask my partner about one thing they learned about fireflies. ● I can share a fact I learned while participating in Shared Writing. ● I can echo read and find rhyming words in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Book Introduction, read aloud, fact chart, Daily Instructional Task: Guided Writing, (RI.CR.1.1, RI.IT.1.3, RI.MF.1.6, SL.PE.1.1, SL.II.1.2, W.IW.1.2, W.RW.1.7, L.RF.1.4, L.RF.1.3) 	<p><u>Lesson 15:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how and why fireflies light up. ● I am learning how to find facts. ● I am learning about poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify facts about how and why fireflies light up and add onto our class chart. ● I can listen and ask my partner about one thing they learned about fireflies and how they light up. ● I can echo/choral read and illustrate a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read aloud, Fact Chart, Daily Instructional Task: Guided Writing, (RI.CR.1.1, RI.IT.1.3, RI.MF.1.6, SL.PE.1.1, SL.II.1.2, W.IW.1.2, L.RF.1.4, L.RF.1.3)
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Lesson 16:

Learning Intention:

- I am learning to find facts.
- I am learning about the life cycle of fireflies.
- I can echo read a poem.

Success Criteria:

- I can share with a partner one thing I learned about the life cycle of fireflies.
- I can share what I learned about the life cycle of a firefly while participating in Shared Writing.
- I am learning about poetry.

Instructional Routines:

- Read Aloud, Strategy- Using What They Know
Activating Background Knowledge- talking with others about what you know, Daily Instructional Task: Shared Writing, (RI.CR.1.1, RI.IT.1.3, RI.MF.1.6, SL.PE.1.1, SL.II.1.2, W.IW.1.2, L.RF.1.4, L.RF.1.3)

Lesson 17:

Learning Intention:

- I am learning to find facts.
- I am learning about how scientists use fireflies to cure diseases.
- I am learning about poetry.

Success Criteria:

- I can share with a partner one thing I learned about how fireflies help to cure diseases.
- I can share what I learned about how scientists use fireflies while participating in Shared Writing.
- I can create an illustration for our All About Fireflies Book.
- I can echo read and find punctuation in a poem.

Instructional Routines:

- Read Aloud, Facts: All About Book, (RI.CR.1.1, RI.IT.1.3, RI.MF.1.6, SL.PE.1.1, SL.II.1.2, W.IW.1.2, L.RF.1.1, L.RF.1.4, L.RF.1.3)

Lesson 18:

Learning Intention:

- I am learning to find the theme of a story.
- I am learning how using Thinking Strips can help me retell a story.
- I am learning about poetry.

Success Criteria:

- I can use my thinking strip illustrations to help retell the story to my partner including the setting, characters, plot, problem and resolution.
- I can write and/or draw the big idea in the last box of my thinking strip.
- I can echo read a poem and find word wall words within the poem.

Instructional Routines:

- Before Reading, Read Aloud, Daily Instructional Task: Thinking Strips, (RL.CI.1.2, RL.MF.1.6, SL.II.1.2, SL.UM.1.5, W.RW.1.7, L.RF.1.3, L.RF.1.4)

Lesson 19:

Learning Intention:

- I am learning what the words, flicker, soaring and thrust, mean.
- I am learning how to compare two texts that discuss the same topic.
- I am learning about poetry.

Success Criteria:

- I can correctly select one of the new words to complete a statement.
- I can use evidence from each text to explain how they are different from one another.
- I can echo read and find rhyming words in a poem.
- I can echo/choral read and illustrate a poem.

Instructional Routines:

- Reread the Text, Discussion, Direct Vocabulary Instruction, Daily Instructional Task: Comparative Writing, Last Write, (RL.CR.1.1, RL.CI.1.2, RL.TS.1.4, RL.CT.1.8, SL.PE.1.1, W.SE.1.6, W.AW.1.1, W.IW.1.2, L.RF.1.4, L.RF.1.3)

Daily Lesson Plans

Lesson 1:		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions	Success Criteria	
<ul style="list-style-type: none"> ● I am learning about the topic of insects. ● I am learning how to place words in categories based on the word's meaning. ● I am learning about poetry. 	<ul style="list-style-type: none"> ● I can list words I can think of that connect to the topic of insects. ● I can explain how words fit together and sort them by identifying them by stages of development or types of ant jobs. ● I can participate in Interactive Writing about ants. ● I can echo read a poem. 	
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> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Poetry</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
Key Instructional Practices		
<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● Were you ever asked to put something in order, like food or clothing? <ul style="list-style-type: none"> ○ What things did you organize? ○ Why did you need to organize the items?" ● Ask students to turn and talk to predict what <u>Thinking About Ants</u> is going to be about. 	<p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> ● Daily Instructional Task: Record their answer using Interactive Writing <ul style="list-style-type: none"> ○ Ask students to turn and talk to predict what <u>Thinking About Ants</u> is going to be about. <ul style="list-style-type: none"> ■ Tell students to think about the words they have just sorted as well as the Title of the book when talking to their partner. ○ Regroup and share thoughts as a class. ○ Use interactive writing to write predictions in full sentences. 	
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● lifecycle ● queen ● worker ● soldier ● egg ● larva ● pupa 	<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Concept Sort illustration (Vocabulary) ● T-Chart ● Concept Sort Directions for Teacher (video) ● Grade 1- Insect Unit: Poems 	

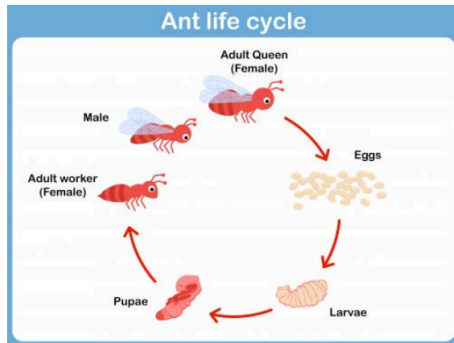
Learning Procedures:

→ First Write: Prior to the start of the unit.

- ◆ Introduce the topic of insects (show the book covers) and ask students to talk, briefly, about some things they know about insects.
- ◆ Then invite each student to take a piece of paper and complete First Write, which is a simple list of words they can think of that connect to the topic of insects.
 - Teacher Note: Read students' papers before reading aloud the first text. What students list will allow you to better understand what prior knowledge, misconceptions, and interesting connections students are making with the topic. First Write is a good diagnostic tool that can provide surprising insights.

→ Vocabulary Strategy: Concept Sort ([Concept Sort Directions for Teacher](#), video) [Concept Sort illustration](#)

- ◆ A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book.
- ◆ Method:
 - Provide students with a list of terms or concepts from reading material.
 - Ask students to place words into different categories based on each word's meaning.
 - Categories in this case will be defined by you. They can also be defined by students.
- ◆ **Closed Concept Sort**
 - Show students the following list: **life cycle, queen, worker, soldier, egg, larva, pupa**. Say each word aloud and let students know that these words are from the book, *Thinking About Ants*. It is helpful to include a [Concept Sort illustration](#) next to each word.



→ **Reading strategy: using clues to figure out new words and concepts** [☰ Concept Sort Directions](#) [T-Chart](#)

- ◆ Concept Sort: When I learn new words I can sort them into categories.
- ◆ Were you ever asked to put something in order, like food or clothing?
 - What things did you organize?
 - Why did you need to organize the items?"
- ◆ Explain to students that today they will learn the definitions of "sort" and "categorize" and will sort and categorize words.
- ◆ Ask students to sort the words in a way that is meaningful to them.
- ◆ Be sure to follow up to check for students' understanding of the categories and words.
- ◆ Ask students to think about how these words fit together.
- ◆ They will be working with a partner and sorting the words into these two categories.
- ◆ Show students the [T-Chart](#), taking time to read aloud each heading: **life cycle, queen, worker, soldier, egg, larva, pupa.**

Concept Sort Directions

1. **Model** your thinking by showing students how you would sort two of the words.
2. **Pair** students or arrange them into small groups and give each a T-Chart and a set of vocabulary words with illustrations.
3. **Invite** the children to sort the terms into the two categories and while doing to share their thinking with their partner.
4. **Think** about children who can do this work with independence, as well as those who would benefit by being in a guided group with you.
5. **Gather** the children after they have had a go of it and review the work completed by asking students to share their thinking and charts.
6. **Restate** the words and ask students to predict what *Thinking About Ants* is going to be about based on the words they have just sorted and the title.

STAGES OF ANT DEVELOPMENT	TYPES OF ANT JOBS

→ **Daily Instructional Task: Record their answer using Interactive Writing**

- ◆ Ask students to turn and talk to predict what Thinking About Ants is going to be about.
 - Tell students to think about the words they have just sorted as well as the Title of the book when talking to their partner.
- ◆ Regroup and share thoughts as a class.
- ◆ Use interactive writing to write predictions in full sentences.

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

→ **Shared Reading/Poetry Lesson 1:** Grade 1- Insect Unit: Poems

- ◆ 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** "[Army of Ants](#)" Students glue the poem in their notebook.
 - **Read Poem-** Students Follow Along (using their finger)
 - **Reread Poem-** Students Echo
 - **Discuss:** Vocabulary words and Author

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

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

Differentiation:

- 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 have a deep contextual understanding of insects. This is the first day and those misunderstandings will be clarified throughout the unit. For now, encourage students to try their best.

Teacher Notes:

Read students' papers before reading aloud the first text. What students list will allow you to better understand what prior knowledge, misconceptions, and interesting connections students are making with the topic. First Write is a good diagnostic tool that can provide surprising insights.

Lesson 2		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning about the topic of insects. ● I am learning how to Stop and Sketch what I visualize during a read aloud. ● I am learning how to explain what the book is mostly about. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can Stop and Sketch what I visualize during the read aloud Thinking About Ants ● I can explain how sketches help me to remember the content of the book. ● I can listen and ask my partner about one thing they learned about ants. ● I can echo read and find punctuation in a poem.
NJSL Standards		

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

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.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.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is this book mostly about?
- How do your sketches help you to remember the content of the book?

Daily Instructional Tasks:

- **Daily Instructional Task: Interactive Speaking & Listening**
 - Think about what you learned today about ants.
 - Turn and tell your partner one important thing you learned today about ants.
 - Listen as your partner tells you one thing he or she learned about ants.
 - Ask your partner a question based on what he or she said.

Vocabulary:

- lifecycle
- queen
- worker
- soldier
- egg
- larva
- pupa

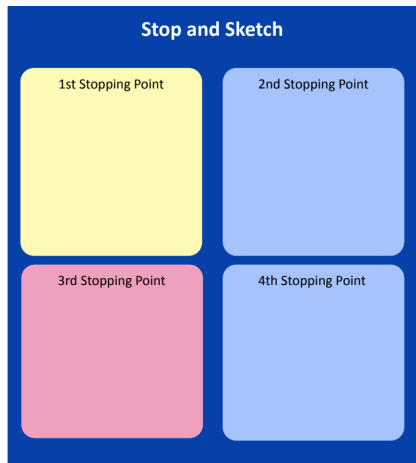
Learning Resources/Materials:

- Digital Copy of Book: [Thinking About Ants](#)
- [Stop and Sketch](#)

Learning Procedures:

→ First Reading: [Stop and Sketch](#)

- ◆ During the first reading, invite students to stop and sketch what they imagine at four points in the text.
- ◆ Provide each student with four large post-its, pencil, and clip board to lean on.
- ◆ Show them the chart they will be using to post their drawings.
 - Teacher Note: Tell students- When I am reading I can visualize what I am reading. I can also stop and sketch what I visualize. This will help me to understand and remember what I read.



→ **Read Aloud: [Thinking About Ants](#)**

- ◆ 1st Stop and Sketch - After you read aloud:
 - *First of all think small, because the largest ant in the world is only about the size of a person's thumb. And some ants are small enough to hide inside an apple seed. So think tiny.*
 - Prompt: Stop and sketch what you visualize in this part of the book.
- ◆ 2nd Stop and Sketch - After you read aloud:
 - *Food! What do ants eat? Some eat meat. A snack of a dead bug. A hunk of worm. A bit of a lizard. Or an ant will munch on a piece of hot dog left from someone's picnic lunch.*
 - Prompt: Stop and sketch what you visualize in this part of the book.
- ◆ 3rd Stop and Sketch - After you read aloud:
 - *There are soldier ants too. They guard the nest. They stand at the entrance, alert swinging their feelers, picking up strange shapes and smells. And if an invading army comes, they're fierce. They tear their enemies to pieces with their sharp jaws. A soldier ant can bite a strange bug's head off.*
 - Prompt: Stop and sketch what you visualize in this part of the book.
- ◆ 4th Stop and Sketch - Read to the end of the book.
 - *Now that's how it would be to be an ant.*
 - Prompt: Stop and sketch what you visualize in this part of the book.
- ◆ Follow-Up: After students have finished their drawings, have them post them on the chart.
 - Ask students to say what they notice about each set of drawings.
 - Turn and Talk: What is this book mostly about?
 - Turn and Talk: How do their sketches help them to remember the content of the book?

→ **Daily Instructional Task: Interactive Speaking & Listening**

- ◆ Think about what you learned today about ants.
- ◆ Turn and tell your partner one important thing you learned today about ants.
- ◆ Listen as your partner tells you one thing he or she learned about ants.
- ◆ Ask your partner a question based on what he or she said.

→ **Shared Reading/Poetry:** 📖 Grade 1- Insect Unit: Poems

- ◆ First, we will echo read the poem as a whole class.
- ◆ Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - Read, "[Army of Ants](#)." 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
- Student reflection

Differentiation:

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

Possible Misconceptions:

- Students may have difficulty understanding the content of the book. Help with clarifying any misconceptions during conversations as well as when pictures are shared.

Teacher Notes:

Lesson 3

Grade: 1

Unit: Insects

Instructional Days: 1

Learning Intentions

- I am learning all about ants
- I am learning how rereading helps me understand the text.
- I am learning how to answer text dependent questions.
- I am learning about poetry.

Success Criteria

- I can reread to help me understand the text.
- I can answer questions using the text.
- I can explain what and how an ant's life can be threatened using words and illustrations.
- I can echo read a poem and find word wall words within the poem.

NJSLS Standards

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
 RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
 RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students my look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What does it mean to imagine?
- Compared to you, how big is the largest ant? The smallest ant?
- Is an ant an insect?
- What are the closest things to feelers that people have?
- Based on this description, what is the purpose of feelers?
- How can you tell what scissor jaws look like?
- Why would a stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants be dangerous to ants?

Daily Instructional Tasks:

- ◆ Think of the ways an ant's life can be threatened: stomping feet, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants.
- ◆ Choose one and explain how they can threaten an ant's life using words and illustrations.
- ◆ Lesson 3 Rubric: [Unit 7 Insects Lesson 3](#)

Vocabulary:

- lifecycle
- imagine
- insect
- feelers
- scissor jaws

Learning Resources/Materials:

- Digital Copy of Book: [Thinking About Ants](#)
- [Unit 7- Insects Lesson 3](#)
- Lesson Rubric: [Unit 7 Insects Lesson 3](#)

Learning Procedures:

- **Read aloud** [Unit 7- Insects Lesson 3](#) [Thinking About Ants](#)
 - ◆ Reread [Thinking About Ants](#), pages 4-16, pausing to ask questions.
 - Question 1: (after page 5):
 - When the author asks, How would it be to be an ant?, she is asking you to imagine. What does it mean to imagine?
 - Turn and tell your partner. Let's record that word on our vocabulary chart with our explanation.
 - Question 2: (after page 7)
 - Compared to you, how big is the largest ant?
 - The smallest ant?
 - Who can show me that information in our book?
 - Question 3: (p.9)

- Listen to this description of an ant: “A body with three parts, six legs instead of two.”
- Now listen to this definition of an insect: “a small arthropod animal that has six legs and generally one or two pairs of wings.”
- Is an ant an insect? (yes)
- Add to vocabulary chart
- Question 4: (pages 10-11):
 - Let’s read the description of an ant’s face on page 10. Look at the illustration on page 11.
 - What are the closest things to feelers that people have? (fingers)
 - How does the author describe feelers?
 - Based on this description, what is the purpose of feelers?
 - ◆ Think about smelling with your fingers! It might sound strange, but that’s what ants do with their feelers.
 - ◆ You did a great job looking for details as you read.
 - ◆ You also were able to find details in the text to support inferences.
 - ◆ Noticing details and making inferences is a good way to read informational texts.
 - ◆ Let’s record an explanation for feeler on our vocabulary chart.
- Question 5: (Page 10-11)
 - How can you tell what scissor jaws look like? (I can look at the picture.) Let’s add that to our chart.
- Let’s read on.
- Question 6 (page 16):
 - The author says that these things are dangerous to an ant (reread from page 16):
 - ◆ “a stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads” and other ants.
 - ◆ Who can show us a stomping foot?
 - Why would a stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants be dangerous to ants?
 - ◆ Choose one of these and turn to your partner and explain why it would be a threat to an ant’s life.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings.
feelers	Two antennae ("feelers") are attached to the ant’s head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.
scissor jaws	Ants have jaws that are different from ours. They are sharp and powerful. They come together like a pair of scissors to tear the food so ants can eat their food.

→ **Daily Instructional Task:**

→ Think of the ways an ant's life can be threatened: stomping feet, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants.

- ◆ Choose one and explain how they can threaten an ant's life using words and illustrations.
- ◆ Lesson 3 Rubric:

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately explains how an ants life can be threatened.	Using words and illustrations the writing attempts to explain how an ants life can be threatened.	The writing attempts, however, does not accurately explain how an ants life can be threatened.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson :** 📖 Grade 1- Insect Unit: Poems

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

Differentiation:

Possible Misconceptions:

<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 	<ul style="list-style-type: none"> • Students may not have a background of vocabulary words in the text. Draw their attention to the illustrations to assist with understanding. • Provide students with illustrations of a hungry flicker, a spiny anteater, heavy rain, bug spray, and toads to help students understand things that can threaten the life of an ant.
Teacher Notes:	

Lesson 4		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions	Success Criteria	
<ul style="list-style-type: none"> • I am learning all about ants • I am learning how rereading helps me understand the text. • I am learning how to answer text dependent questions. • I am learning about poetry. 	<ul style="list-style-type: none"> • I can participate in a close reading to gather information about ants • I can use the ant life cycle diagram and write an explanation of the life cycle of the ant. • I can echo read and find rhyming words in a poem. 	
NJSL Standards		
<p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p> <p>RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.</p> <p>RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students my look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)</p> <p>RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Are ants ever alone?
- What are some jobs ants have?
- Do you know another meaning for the word company?

Daily Instructional Tasks:

→ Shared Writing/Informative Explanatory

- ◆ A life cycle is the stages that occur in a plant or animal's lifetime.
- ◆ A life cycle is a circle that has no end since when one life ends another one always begins.
- ◆ Let's think about ants.
- ◆ Let's think about what we have learned while reading this book.
- ◆ Look at the diagram and let's write an explanation of the life cycle of the ant.

Vocabulary:

- lifecycle
- insect
- eggs
- pupa
- larvae

Learning Resources/Materials:

- Digital Copy of Book: [Thinking About Ants](#)
- [Lesson 4: Ants Life Cycle](#)
- [Insects Lesson Chart](#)

Learning Procedures:

→ Reading Strategy: Reading to learn, asking questions while you read.

◆ Tell students:

- Good readers ask questions as they read.
- When I read I like to ask myself questions about what I am reading.
- When I am done reading I can use the text to help me answer questions about what I just read.
- This strategy helps me build understanding about what I am reading in the text.
- Explain that as we read, answers can be jotted down on a [chart](#) as we answer these questions.

→ https://docs.google.com/document/d/1pJ_AXxUaa6kae6MnIN8kpN596HsyqTaqFA_YqpUyBDQ/edit

→ Read aloud: [Thinking About Ants](#) [Insects Lesson 4 Chart](#)

◆ Reread [Thinking About Ants](#), pages 4-16, pausing to ask questions.

- Question 7: (p 21)
 - Let's do a close read of page 21. Listen as I reread the page.
 - What does **lots of company** refer to here? Look at the illustration.
 - Do you ever have company?
 - Are ants ever alone?
 - Do you know another meaning for the word company?
 - ◆ We can figure out which meaning the author is using by looking at the text around the word.
 - ◆ We've talked a lot about what ants look like, how and what they eat, and how they live.
 - ◆ We've been using illustrations and diagrams to find out more information.
 - ◆ Who can tell us what we learned from the author's question and answer structure?
- Question 8: (pages 22-23)

- This is a two-page illustration of an ant nest.
- Study the illustration. Let's chart the jobs.
- Question 9: (pages 24-29)
 - What other jobs do ants have?
 - Add to the chart.

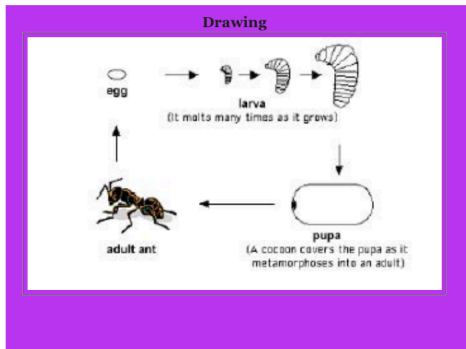
WHAT JOBS DO WORKER ANTS DO? (1R1)	WHAT JOBS DO SOLDIER ANTS DO? (1R1)	WHAT JOB DOES THE QUEEN DO? (1R1)	HOW DO THE ILLUSTRATIONS HELP US TO UNDERSTAND THESE ROLES? (1R6, 1R7)

→ **Discussion:** [Lesson 4: Ants Life Cycle](#)

- ◆ Read and look at the chart of an ant's life cycle.
- ◆ Discuss as a class

LIFE CYCLE OF THE ANT: EXPLANATION

THE QUEEN ANT LAYS AN EGG. THIS IS THE FIRST STAGE OF LIFE FOR THAT ANT. THE EGG THEN DEVELOPS INTO LARVA WHERE IT MOLTS AND GROWS SOME MORE. THE THIRD STAGE IS WHEN THE ANT IS A PUPA AND CREATES A COCOON AROUND ITSELF. THE LAST STAGE IS WHEN THE ANT EMERGES FROM THAT COCOON AS AN ADULT ANT.



→ Daily Instructional Task: Shared Writing

- ◆ A life cycle is the stages that occur in a plant or animal's lifetime.
- ◆ A life cycle is a circle that has no end since when one life ends another one always begins.
- ◆ Let's think about ants.
- ◆ Let's think about what we have learned while reading this book.
- ◆ Look at the diagram and let's write an explanation of the life cycle of the ant.

→ Shared Reading/Poetry Lesson: Grade 1- Insect Unit: Poems

- ◆ 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 "[The Ant Army](#)." 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
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed

<ul style="list-style-type: none"> • Student reflection 	
Differentiation: <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 	Possible Misconceptions: <ul style="list-style-type: none"> • Students may not have background knowledge of life cycles. Discuss different animal's life cycles to deepen understanding.
Teacher Notes:	

Lesson 5		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> • I am learning how to recall and list information I learned. • I am learning how to group and label information. • I am learning about poetry. 		<ul style="list-style-type: none"> • I can recall and list information I learned. • I can echo/choral read and illustrate a poem.
NJSL Standards		
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.		
Key Instructional Practices		
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> • How could we organize this information to help us quickly remember key facts about ants? • Which information goes together? 		Daily Instructional Tasks: List-Group-Label <ul style="list-style-type: none"> • Assess Students' understanding of the information learned in the first 5 lessons by sharing the List-Group-Label charts from each group.

	3	2	1
Accuracy List Group Label	List, group and label all the key facts about what we have learned about ants.	List, group and label most of the key facts about what we have learned about ants.	Attempts to list, group and label most of the key facts about what we have learned about ants.
Collaboration	Effectively works with the group to offer ideas that are aligned to the task.	Partially works with the group to offer ideas that are aligned to the task.	Attempts, however, does not work with the group to offer ideas that are aligned to the task.
Usage	Lists groups and labels included various and effective use of content vocabulary.	Lists groups and labels include sufficient various and effective use of content vocabulary.	Lists groups and labels include some use of content vocabulary.
Total			

Vocabulary:

- lifecycle
- insect
- eggs
- pupa
- larvae


Learning Resources/Materials:

- Digital Copy of Book: [Thinking About Ants](#)
- [List-Group-Label video](#) (For teacher)
- Lesson Rubric: [Unit 7 Insects Lesson 5 Rubric](#)

Learning Procedures:

- Reread the entire text. [Thinking About Ants](#)
- **Reading Strategy: Monitoring and Organizing Ideas and Information**
 - ◆ List-Group-Label ([List-Group-Label video](#) for teachers)
 - Let's think about all that we have learned about ants.
 - List: Have students brainstorm information about ants they have learned and list that information but do not organize it.
 - It helps to list information on separate sentence strips so that you can group information.
 - ◆ Group: Next ask students:
 - How could we organize this information to help us quickly remember key facts about ants?
 - Which information goes together? Model how you would connect information from the chart.
 - Sort the sentence strips that you would place together as an example.
 - Then ask students to work together in groups to sort the information.
 - Guide this process.
 - ◆ Label: After all the words and phrases have been sorted into subgroups, ask the students to discuss with their groups how they would label each group.
 - Place a label on top of each subgroup.
- **Daily Instructional Task:** [Unit 7 Insects Lesson 5 Rubric](#)
 - ◆ List-Group-Label
 - Assess Students' understanding of the information learned in the first 5 lessons by sharing the List-Group-Label charts from each group.

	3	2	1
Accuracy List Group Label	List, group and label all the key facts about what we have learned about ants.	List, group and label most of the key facts about what we have learned about ants.	Attempts to list, group and label most of the key facts about what we have learned about ants.
Collaboration	Effectively works with the group to offer ideas that are aligned to the task.	Partially works with the group to offer ideas that are aligned to the task.	Attempts, however, does not work with the group to offer ideas that are aligned to the task.
Usage	Lists groups and labels included various and effective use of content vocabulary.	Lists groups and labels include sufficient various and effective use of content vocabulary.	Lists groups and labels include some use of content vocabulary.
Total			

→ **Shared Reading/Poetry Lesson:**  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 "[The Ant Army](#)."
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading the poem or use programs (like Garage Band, or app) to record reading.

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

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



Differentiation:

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

Possible Misconceptions:

- Students who are non readers or ELL students may sort pictures rather than words.

Teacher Notes:

Lesson 6		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> I am learning how my prior knowledge can help me understand a topic. I am learning how using a KWL chart can help me understand a topic. I can tell what I learned from the text. I am learning about poetry. 		<ul style="list-style-type: none"> I can share what I know and want to learn about bees. I can ask and answer questions about bees. I can tell what I learned from the text about bees. I can echo read a poem.
NJSL Standards		
<p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
Key Instructional Practices		
<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> What new information have you learned from the book? The honeybee, like the ant, is an insect. What makes honey bees an insect? What is a colony? What is a nest in the wild? What is a nest that is human made for honeybees? Have you ever heard of pollen? What is nectar? What do honey bees do when it gets cold outside? What are the three parts of the honey bee's body? 		<p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> → Let's review the questions we wanted to know. Did anything we read answer any of these questions? → Let's generate a written response to this question. → Invite the students to help you answer the question as you record their response. Edit as needed.
<p>Vocabulary:</p> <ul style="list-style-type: none"> honeybee colony nest pollen nectar 		<p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> Digital Copy of Book:  The Bee Book K-W-L Lesson Rubric:  Unit 7 Insects Lesson 6 Rubric

- thorax
- abdomen
- antennae

Learning Procedures:

→ **K-W-L**

- ◆ K-W-L helps children activate their background knowledge and to set purposes for reading.
- ◆ The following chart shows the steps in each part of the procedure.
 - Children discuss what they already know about bees. Ask the children to say what they know about bees and list and then organize the students' ideas into broad categories, such as (only an example):
 - Experiences with Bees
 - Types of Bees
 - Honey Makers
 - Parts of the Bee
 - Students discuss what they want to learn from the read aloud (Show them the cover) and you help them to phrase specific questions that they think may be answered in the book.
 - After reading portions of the text each day, students discuss what they learned from it. Guide students to answer one question each day from the "W" portion of the chart and generate a written response to the questions based on what has been learned from *The Bee Book*.

WHAT DO WE KNOW ABOUT HONEYBEES?	WHAT DO WE WANT TO LEARN ABOUT HONEYBEES?	WHAT HAVE WE LEARNED ABOUT HONEYBEES?

→ **Book Introduction:** Tell students that The Bee Book is an introduction to the honeybee. Bees are incredibly hard working builders. They are responsible for a third of every mouthful of food we eat. In this book we will find out how bees talk to one another, what it takes to become a queen bee, what the life of a worker bee is like, and more. Today we will learn what honey-bees are and the parts of their body.

→ **Read Aloud and Questions (Pages 1-9):** 📖 The Bee Book

- ◆ Read aloud to page 5, stopping as students express interest. Ask students what new information they have learned from the book. Record this in the column, “What Have We Learned About Honeybees?”
- ◆ Continue reading aloud pages 6-7, stopping as children express interest and pose questions. Pose these questions if they have not already been discussed by the students.
 - **Question 1:** The honeybee, like the ant, is an insect. What makes a honeybee an insect?
 - Could we add this word, honeybee, to our vocabulary chart as another example of insect?
 - **Question 2:** What is a colony? Can we add that to our vocabulary chart?
 - **Question 3:** What is a nest in the wild? What is a nest that is human made for honeybees? Let’s add the word nest to our vocabulary chart.
 - **Question 4:** (p. 6): Have you ever heard of pollen? What is it? Turn and tell your partner as I reread this section Let’s add the word nest to our vocabulary chart.
 - **Question 5:** (p. 6). What is nectar? Let’s add the word nest to our vocabulary chart.
 - **Question 6:** (after p. 7) What do honeybees do when it gets cold outside?
 - **Question 7:** (pp.8-9): What are the three parts of the honeybee’s body? Tell your partner how your body and the bee’s body is similar and different. Let’s add thorax, abdomen, and antennae to our vocabulary chart.
 - **Question 8** (p. 9 after “Why do bees buzz?”): Explain to your partner why bees buzz.
 - **Question 9:** Tell your partner one thing that surprised you about what you learned about honeybees today.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings. (ant, honeybee)
feelers	Two antennae ("feelers") are attached to the ant's head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.
scissor jaws	Ants have jaws that are different from ours. They are sharp and powerful. They come together like a pair of scissors to tear the food so ants can eat their food.
honeybee	an insect who lives in a colony along with thousands of other honeybees, either in a nest in the wild or a human-made nest. The honeybee produces honey.
colony	a large group of bees
nest	the place where bees live. Some nests are made in the wild, others are made by humans.
pollen	a powder made by flowers.
nectar	a sweet sticky liquid produced by flowers.
thorax	the middle section of a honeybee that includes the chest area, legs and wings.
abdomen	The end section of the honeybee that includes the stinger.
antennae	Two long thin body parts on the head of insects, like the honeybee. Antennae help animals sense the world around them.
domestic	that which is made or maintained by humans.
bee keepers	people who take care of honey bees in beehives
pollination	The process of pollen moving from one flower to another is called pollination.
larva	The second part in the life cycle of some insects like ants and bees. A larva changes into a pupa.
pupa	The third part in the life cycle of some insects. The pupa changes into an adult.
waggle dance	The movement that bees use to communicate with other bees about the location of flowers.

→ **Daily Instructional Task:**

- Let's review the questions we wanted to know. Did anything we read answer any of these questions?
- Let's generate a written response to this question.
- Invite the students to help you answer the question as you record their response. Edit as needed.

→ **Shared Reading/Poetry Lesson 1:** 📖 Grade 1- Insect Unit: Poems

- ◆ 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** "Every Insect" Students glue the poem in their notebook.
 - **Read Poem-** Students Follow Along (using their finger)
 - **Reread Poem-** Students Echo
 - **Discuss:** Vocabulary words and Author

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
- Daily Instructional Task can be chosen to do independently. If you chose to do so, use this rubric: 📖 Unit 7 Insects Lesson 6 Rubric

Possible Misconceptions:

- Students may not have knowledge of bees when beginning the KWL. If that is the case, you can share images to help generate their background knowledge.

Teacher Notes:

Lesson 7		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions	Success Criteria	
<ul style="list-style-type: none"> ● I am learning how to answer text dependent questions. ● I am learning how using a KWL chart can help me understand a topic. ● I am learning how to independently write what I learned from the text. ● I am learning about poetry. 	<ul style="list-style-type: none"> ● I can share what I learned about how bees make honey. ● I can ask and answer questions about how bees make honey. ● I can independently write what I learned from the text. ● I can echo read and find punctuation in a poem. 	
NJSL Standards		
<ul style="list-style-type: none"> ● 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).

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 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.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- **Question 1:** Where Does Honey Come From?
- **Question 2:** What is the difference between wild and domestic? Let's reread and see if we can infer.
- Tell your partner what domestic means. How is it different from wild?
- **Question 3:** What is a beekeeper? Let's add that to our chart.
- **Question 4:** Why do beekeepers use a smoker?
- **Question 5:** What's Happening in the Hive? Read aloud pp. 14-15
- **Question 6:** What are the three types of honeybees that live in the colony?
- **Question 7:** How are the three types of honeybees who live together in a colony similar to ants living in an ant colony?
- **Question 8:** What is the queen's job? Tell your partner.
- **Question 9:** How is the worker's job connected to the queen?
- Explain the word, foraging (searching for food).
- **Question 10:** What does the drone honeybee do? How do they make honey?
- **Question 11:** Let's list the steps that explain how honeybees make honey.
- **Question 12:** How did the numbers in the illustration help us to understand how bees make honey?

Daily Instructional Tasks:



- Let's review the questions we wanted to know on our K-W-L chart. Did anything we read answer any of our questions? Let's generate a written response to this question.
- Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

Vocabulary:


- domestic
- beekeepers
- smoker

Learning Resources/Materials:

- Digital Copy of Book:  The Bee Book
- Lesson Rubric:  Unit 7 Insects Lesson 7 Rubric

Learning Procedures:

- Revisit the [K-W-L](#). Explain that you will be reading information about how bees make honey.
 - ◆ Ask students if they know anything about these two topics:
 - Honey making
 - Pollination
 - ◆ List what they know and see if there is a broad category their new concepts and ideas might fit into.
 - ◆ Then ask students if there is anything new they want to learn now that they have learned some information about honeybees and that they know what the read aloud will focus on. Add their new questions to the chart.

- **Read Aloud: (Pages 10-15)**  **The Bee Book**
 - ◆ **Question 1:** Where Does Honey Come From?
 - ◆ **Question 2:** What is the difference between wild and domestic? Let's reread and see if we can infer.
 - Tell your partner what domestic means. How is it different from wild?
 - ◆ **Question 3:** What is a beekeeper? Let's add that to our chart.
 - ◆ **Question 4:** Why do beekeepers use a smoker?
 - ◆ **Question 5:** What's Happening in the Hive? Read aloud pp. 14-15
 - ◆ **Question 6:** What are the three types of honeybees that live in the colony?
 - ◆ **Question 7:** How are the three types of honeybees who live together in a colony similar to ants living in an ant colony?
 - ◆ **Question 8:** What is the queen's job? Tell your partner.
 - ◆ **Question 9:** How is the worker's job connected to the queen?
 - ◆ Explain the word, foraging (searching for food).
 - ◆ **Question 10:** What does the drone honeybee do? How do they make honey?
 - ◆ **Question 11:** Let's list the steps that explain how honeybees make honey.
 - Honeybees use their tongue to collect nectar from flowers and store it in their honey stomachs.
 - They fly back to the hive and pass the nectar to another bee using their mouths.
 - The bee processes the nectar (making spit bubbles) until the nectar changes to honey and stores it in wax cells within the hive.
 - The bees seal the honey cell with wax to keep the honey fresh.
 - ◆ **Question 12:** How did the numbers in the illustration help us to understand how bees make honey?

- **Daily Instructional Task:**
 - Let's review the questions we wanted to know on our [K-W-L](#). Did anything we read answer any of our questions? Let's generate a written response to this question.
 - Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

- Lesson 7 Rubric:  **Unit 7 Insects Lesson 7 Rubric**

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately answers the questions posed on the KWL chart.	Using words and illustrations the writing attempts to answer the questions posed on the KWL chart.	The writing attempts, however, does not answer the questions posed on the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry:** 📖 Grade 1- Insect Unit: Poems

- ◆ First, we will echo read the poem as a whole class.
- ◆ Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - Read, "[Every Insect](#)." 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
- Student reflection

Differentiation:

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

Possible Misconceptions:

- Students may not have much knowledge about the content. Thoroughly discuss the illustrations to assist with comprehension.

Teacher Notes:

Lesson 8

Grade: 1

Unit: Insects

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning how to answer text dependent questions.
- I am learning how using a KWL chart can help me understand a topic.
- I am learning how to independently write what I learned from the text.
- I am learning about poetry.

- I can share what I learned about pollination.
- I can ask and answer questions about how bees make honey.
- I can independently write what I learned from the text.
- I can echo read a poem and find word wall words within the poem.

NJSLS Standards

- 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).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 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.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- **Question 1:** As you read pages 18 - 20 with the students, after each sentence ask, Does this sentence tell us what pollination is? Explain why or why not.
- **Question 2:** How do honeybees help the pollination process? Explain to your partner.
- **Question 3:** What happens after the pollen meets the egg? Which number on the illustration in the book best answers that question (#6)?
- **Question 4** (page 20). Why did the illustrator use arrows on this page? How do the arrows help us to understand how we benefit from the honeybees pollination of plants?
- **Question 5** (page 21): Tell your partner one product you like that gets made because bees pollinate a plant?
- **Question 6:** What has this section of the text been mostly about? Let's add an explanation of what pollination is on our vocabulary chart.

Daily Instructional Tasks:

- Let's review the questions we wanted to know on our [K-W-L Chart](#). Did anything we read answer any of our questions? Let's generate a written response to this question.
- Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.
- Lesson 8 Rubric: [Unit 7 Insects Lesson 8 Rubric](#)

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

Vocabulary:

- pollination

Learning Resources/Materials:

- Digital Copy of Book: [The Bee Book](#)
- [K-W-L Chart](#)
- Lesson Rubric: [Unit 7 Insects Lesson 8 Rubric](#)

Learning Procedures:

- Revisit the [K-W-L Chart](#).
 - ◆ Explain that you will be reading information about the process of pollination.
 - ◆ Ask students if they know anything about this topic.
 - ◆ List what they know and see if there is a broad category their new concepts and ideas might fit into.
- **Strategy: Reading to Learn- Learning Information from Nonfiction:**
 - ◆ Teacher Models:
 - I'm going to think about what I already know about honeybees.
 - This helps me figure out what I don't know.
 - Then I can come up with questions about what I want to learn from this book.
 - Once I started thinking about what I know about honeybees, I see that I have a lot of questions.
 - I know that someone else might have different questions. But as I read, I'll see if the book answers my own questions.
 - Then ask students if there is anything new they want to learn now that they have learned more information about honeybees. Add their new questions to the chart.
- **Read Aloud:** [The Bee Book](#) (read pages 16-21)
 - ◆ **Question 1:** As you read pages 18 - 20 with the students, after each sentence ask, Does this sentence tell us what pollination is? Explain why or why not.
 - ◆ **Question 2:** How do honeybees help the pollination process? Explain to your partner.
 - ◆ **Question 3:** What happens after the pollen meets the egg? Which number on the illustration in the book best answers that question (#6)?
 - ◆ **Question 4** (page 20). Why did the illustrator use arrows on this page? How do the arrows help us to understand how we benefit from the honeybees pollination of plants?

- ◆ **Question 5** (page 21): Tell your partner one product you like that gets made because bees pollinate a plant?
- ◆ **Question 6:** What has this section of the text been mostly about? Let's add an explanation of what pollination is on our vocabulary chart.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings. (ant, honeybee)
feelers	Two antennae ("feelers") are attached to the ant's head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.
scissor jaws	Ants have jaws that are different from ours. They are sharp and powerful. They come together like a pair of scissors to tear the food so ants can eat their food.
honeybee	an insect who lives in a colony along with thousands of other honeybees, either in a nest in the wild or a human-made nest. The honeybee produces honey.
colony	a large group of bees
nest	the place where bees live. Some nests are made in the wild, others are made by humans.
pollen	a powder made by flowers.
nectar	a sweet sticky liquid produced by flowers.
thorax	the middle section of a honeybee that includes the chest area, legs and wings.
abdomen	The end section of the honeybee that includes the stinger.
antennae	Two long thin body parts on the head of insects, like the honeybee. Antennae help animals sense the world around them.
domestic	that which is made or maintained by humans.
bee keepers	people who take care of honey bees in beehives
pollination	The process of pollen moving from one flower to another is called pollination.
larva	The second part in the life cycle of some insects like ants and bees. A larva changes into a pupa.
pupa	The third part in the life cycle of some insects. The pupa changes into an adult.
waggle dance	The movement that bees use to communicate with other bees about the location of flowers.

→ **Daily Instructional Task:**

- Let's review the questions we wanted to know on our [K-W-L Chart](#). Did anything we read answer any of our questions? Let's generate a written response to this question.
- Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.
- Lesson 8 Rubric: [Unit 7 Insects Lesson 8 Rubric](#)

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

	3	2	1
Accuracy of Writing	The writing accurately explains what bees pollinate and what products can be made from it.	The writing attempts and explains mostly what bees pollinate and what products can be made from it.	The writing attempts; however, does not accurately explain what bees pollinate and what products can be made from it.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson** : 📖 Grade 1- Insect Unit: Poems

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

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read.
- 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.
- If there are students who cannot complete this task, conduct a small group guided writing lesson.

Possible Misconceptions:

- Students may not have much knowledge about the content. Thoroughly discuss the illustrations to assist with comprehension.

Teacher Notes:

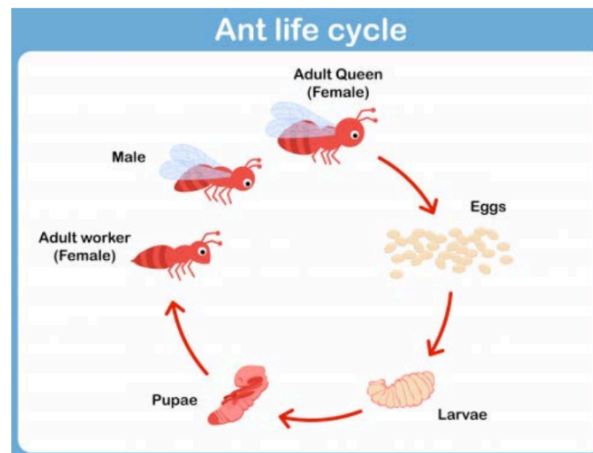
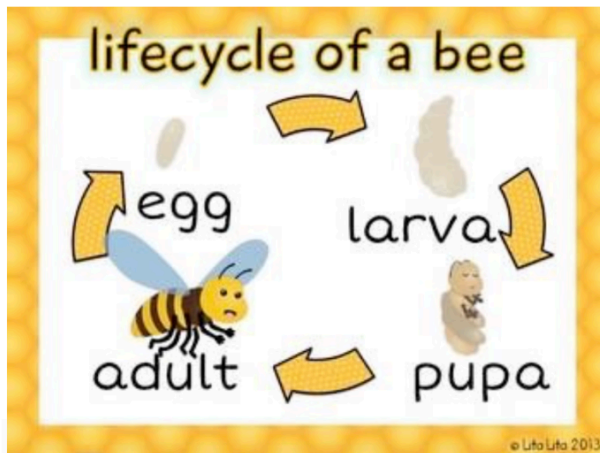
Lesson 9		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> I am learning how to answer text dependent questions. I am learning how using a KWL chart can help me understand a topic. I am learning how to independently write what I learned from the text. I am learning about poetry. 		<ul style="list-style-type: none"> I can share what I learned about the worker bee. I can ask and answer questions about the worker bee. I can independently write what I learned from the text. I can echo read and find rhyming words in a poem.
NJSL Standards		
<ul style="list-style-type: none"> 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). RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 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.1.4. Read with sufficient accuracy and fluency to support comprehension. L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 		
Key Instructional Practices		
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Question 1: How many days from the time the queen honeybee lays an egg does it take for the adult bee to be developed? How do the illustrations help us to know that? Question 2: Refer to the life cycle of the ant you had charted. How is it similar to the worker honeybee? Question 3: Which section of the graphic on pages 24-25 shows what happens to the adult honeybee worker? Tell your partner. Question 4: What are the five jobs worker honeybees do? Let's list them. 		Daily Instructional Tasks: <ul style="list-style-type: none"> → Let's review the questions we wanted to know on our K-W-L Chart. Did anything we read answer any of our questions? → Let's generate a written response to this question. → Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks. → Lesson 9 Rubric: Unit 7 Insects Lesson 9 Rubric
Vocabulary:		Learning Resources/Materials:

- Life cycle
- Egg
- larva
- pupa
- adult

- Digital Copy of Book: [The Bee Book](#)
- [K-W-L Chart](#)
- Ant/Bee Life Cycles: [Ant vs Bee Life Cycle](#)
- Lesson Rubric: [Unit 7 Insects Lesson 9 Rubric](#)

Learning Procedures:

- Revisit the [K-W-L Chart](#).
 - ◆ Explain that you will be reading information about the worker bee.
 - ◆ Ask students if they know anything about honeybee jobs. List what they know and see if there is a broad category their new concepts and ideas might fit into.
 - ◆ Then ask students if there is anything new they want to learn now that they have learned more information about honeybees and know what the read aloud will focus on. Add their new questions to the chart.
- **Strategy: Reading to Learn- Learning Information from Nonfiction:**
 - ◆ Teacher Models:
 - I ask myself questions about the book before I start reading .
 - I have a lot of questions before I start reading. I wonder what the book is about. I wonder about the information in the book.
 - Now that I am reading the book, I'm finding lots of answers . The pictures are helping me think about what we have learned already.
 - I think I'm going to get answers to most of my questions- maybe even all of them!
- **Read Aloud and Questions:** [The Bee Book](#) [Ant vs Bee Life Cycle](#) (read pages 22-25)
 - ◆ **Question 1:** How many days from the time the queen honeybee lays an egg does it take for the adult bee to be developed? How do the illustrations help us to know that?
 - ◆ **Question 2:** Refer to the life cycle of the ant you had charted. How is it similar to the worker honeybee?



- ◆ **Question 3:** Which section of the graphic on pages 24-25 shows what happens to the adult honeybee worker? Tell your partner.

◆ **Question 4:** What are the five jobs worker honeybees do? Let's list them.

DAYS	TASK
1-2	Cleaning Comb Cell where it was born
3-11	Nursing larvae
12-17	Build Comb Cells
18-21	Guarding the nest's entrance
22+	Foraging for food

→ **Daily Instructional Task:**

- Let's review the questions we wanted to know on our [K-W-L Chart](#). Did anything we read answer any of our questions?
- Let's generate a written response to this question.
- Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.
- Lesson 9 Rubric: [Unit 7 Insects Lesson 9 Rubric](#)

	3	2	1
Accuracy of Writing	Using words the sentence accurately answers a question from the KWL chart.	Using words the sentence attempts to answer a question from the KWL chart.	Using words the sentence attempts, however, does not accurately answer a question from the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson:** [Grade 1- Insect Unit: Poems](#)

- ◆ 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 "[Every Insect](#)." 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
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson
- If there are students who cannot complete this task, conduct a small group guided writing lesson.

Possible Misconceptions:

- Students may not have much knowledge about the content. Thoroughly discuss the illustrations to assist with comprehension.

Teacher Notes:

Lesson 10

Grade: 1

Unit: Insects

Instructional Days: 1

Learning Intentions

- I am learning what the words, queen and swarm, mean.
- I am learning about the way bees communicate.
- I am learning about poetry.

Success Criteria

- I can ask and answer questions about the text.
- I can use drawings and sentences to explain ways bees communicate.
- I can echo/choral read and illustrate a poem.

NJSLS Standards

- 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).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 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.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- **Question 1 (p. 26):** What is the Queen Bee's main job?
- **Question 2: (p.26):** Ask students to say what the word scent means (odor, a distinctive smell) What is the queen scent and why is it important to the other honeybees?
- **Question 3 (p. 26):** How is the queen like a celebrity? Tell your partner.
- **Question 4 (p. 26):** After a queen bee is born what happens to her? Let's read through the illustration so we can understand. Read and summarize.
- **Question 5 (pages 28-29):** What does the question, How Do Honeybees Talk to Each Other? at the top of the page tell us? Throughout the book, the author has posed a question and then answered it. This is a text structure that writers of information often use.
- **Question 6 (pages 28-29):** What is the waggle dance? Turn and tell your partner. Let's add that to our chart.
- **Question 7 (pages 28-29):** What do bees communicate during the waggle dance? (distance and location and type of flower [by smell])
- **Question 8 (pages 30-31):** What is the topic of these two pages? How does the question help us to identify the topic?
- **Question 9 (pages 30-31):** What is a swarm? Let's add it to our chart.
- **Question 10 (pages 30-31):** Why do honeybees swarm?

Culminating Task: Guided and Independent Writing

- Let's review the questions we wanted to know on our [K-W-L Chart](#).
 - ◆ Did anything we read answer any of our questions?
 - ◆ Let's generate a written response to this question.
 - ◆ Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks. Students will draw a picture and write one-two sentences explaining what they learned about how bees communicate with one another.
 - Note: If there are students who cannot complete this task, conduct a small group guided writing lesson
- ◆ Lesson 10 Rubric: [Unit 7 Insects Lesson 10 Rubric](#)

Vocabulary:

- queen
- swarm
- waggle dance
- scent

Learning Resources/Materials:

- Digital Copy of Book: [The Bee Book](#)
- [K-W-L Chart](#)
- Lesson Rubric: [Unit 7 Insects Lesson 10 Rubric](#)

Learning Procedures:

- Revisit the [K-W-L Chart](#).
 - ◆ Explain that you will be reading information about the jobs of honeybees, specifically the queen bee.
 - ◆ You'll be reading about the way bees communicate, and what a swarm of bees is.
 - ◆ Ask students if they know anything about these topics: queen bee, ways bees communicate, and what a swarm is.

- ◆ List what they know and see if there is a broad category their new concepts and ideas might fit into.


→ **Teacher Models:**

- ◆ Before I read, I think about what I might know about the things in this book .
- ◆ I know this story is about honey bees because there is a picture of it on the cover.
- ◆ I also know from other books I have read that bees communicate with one another and that there is a queen bee.
- ◆ I wonder what else I might learn from reading this story about the ways bees communicate, the queen bee and what a swarm is?
- ◆ Now that I got my brain ready by thinking about what I already might know , I am ready to read this book!

→ **Read Aloud (read pages 26-31):**  The Bee Book

- ◆ **Question 1 (p. 26):** What is the Queen Bee's main job?
- ◆ **Question 2: (p.26):** Ask students to say what the word scent means (odor, a distinctive smell) What is the queen scent and why is it important to the other honeybees?
- ◆ **Question 3 (p. 26):** How is the queen like a celebrity? Tell your partner.
- ◆ **Question 4 (p. 26):** After a queen bee is born what happens to her? Let's read through the illustration so we can understand. Read and summarize.
- ◆ **Question 5 (pages 28-29):** What does the question, How Do Honeybees Talk to Each Other? at the top of the page tell us? Throughout the book, the author has posed a question and then answered it. This is a text structure that writers of information often use.
- ◆ **Question 6 (pages 28-29):** What is the waggle dance? Turn and tell your partner. Let's add that to our chart.
- ◆ **Question 7 (pages 28-29):** What do bees communicate during the waggle dance? (distance and location and type of flower [by smell])
- ◆ **Question 8 (pages 30-31):** What is the topic of these two pages? How does the question help us to identify the topic?
- ◆ **Question 9 (pages 30-31):** What is a swarm? Let's add it to our chart.
- ◆ **Question 10 (pages 30-31):** Why do honeybees swarm?

→ **Guided and Independent Writing**

- ◆ Let's review the questions we wanted to know on our [K-W-L Chart](#).
 - Did anything we read answer any of our questions?
 - Let's generate a written response to this question.
- ◆ Invite the students to help you rehearse an answer to the question. Then invite students to write their own response in their notebooks. Students will draw a picture and write one-two sentences explaining what they learned about how bees communicate with one another.
 - Note: If there are students who cannot complete this task, conduct a small group guided writing lesson
- ◆ Lesson 10 Rubric:  Unit 7 Insects Lesson 10 Rubric