

Lesson Guidance 3.1	
Grade	1
Unit	3
Selected Text(s)	Alfie by Thyra Heder (Epic)
Duration	2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Ask and answer questions about key details in a text.
- Identify and use story elements.
- Use key details and story elements to deepen knowledge about different kinds of pets and their different needs.
- State an opinion and give reasons for that opinion.

CCSS Alignment

Priority Standards:

Reading: Literature

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.3](#) Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

[CCSS.ELA-LITERACY.RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Writing

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.1.1](#) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.1.1.A](#) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.1.1.B](#) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.



[CCSS.ELA-LITERACY.SL.1.1.C](#) Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Supporting Standards:

Reading: Literature

Craft and Structure:

[CCSS.ELA-LITERACY.RL.1.6](#) Identify who is telling the story at various points in a text.

Language

Vocabulary Acquisition and Use:

[CSS.ELA-LITERACY.L.1.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

*****Foundational and Conventions of Language Skills** should be utilized in conjunction with lesson texts and matched to the scope and sequence of phonics programs.****

Suggested **Foundational Skills**

Print Concepts:

[CCSS.ELA-LITERACY.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-LITERACY.RF.1.1.A](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

[CCSS.ELA-LITERACY.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See **CCSS Alignment** for specific sub-standards RF.1.2.A-D in accordance with SDP

† Learning Progressions 1st Grade)



Language

Conventions of Standards English:

[CCSS.ELA-LITERACY.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See **CCSS Alignment** for specific sub-standards L.1.1.A-J in accordance with SDP

† Learning Progressions 1st Grade)

[CCSS.ELA-LITERACY.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See **CCSS Alignment** for specific sub-standards L.1.2.A-E in accordance with SDP † Learning Progressions 1st Grade)

 WIDA Alignment	ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by identifying the main idea and key details through using words and phrases to refer to the text (e.g., <i>because, it says, I see that</i>).
Naviance	This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Discuss the jobs found In text.
End of lesson task <i>Formative assessment</i>	Assessment: <ul style="list-style-type: none"> Students will illustrate and label a post-it to add to the class anchor chart that answers the following question: <ul style="list-style-type: none"> What do turtles need from their people? Students will write a sentence that states their opinion on whether a turtle could be a class pet, including why or why not. <ul style="list-style-type: none"> "A turtle could/could not be a class pet, because..."
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background Knowledge: <ul style="list-style-type: none"> Children should know some animals are wild and some are domesticated. Children should know that not all animals should be pets. Children may need to be introduced to the concept of hibernation. Children may need to be introduced to the concept of opinion. Key Terms <ul style="list-style-type: none"> Text Questioning Key Details Story Elements Opinion Writing Foundational Skills Connections Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document. Vocabulary Words <i>(words found in text)</i> Pre-teach: hibernation Define while reading: disappeared, risk  ELD Instructional Practices for Vocabulary: Use the Thumbs Up, Thumbs in Neutral or Thumbs Down strategy "Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs . Utilizing hand signals when targeted vocabulary is heard, cements learning, <ul style="list-style-type: none"> Effective vocabulary instruction for ELs includes: <ul style="list-style-type: none"> (1) "multiple exposures to target words over several days and



across reading, writing, and speaking opportunities” with a variety of instructional activities,

- (2) “student-friendly” definitions
- (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
- (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).

Students can complete a [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding the *text*)

Core Instruction

Text-centered questions and ways students will engage with the text

Enduring Understanding: Some environments are better suited for certain pets and their needs.

Opening Activity:

Teachers can present the video [Fact or Opinion for Kids](#) to show students the difference between facts and opinions. Teachers can explain to students how their opinions and their reasons can be used in persuasion.

- Children should know some animals are wild and some are domesticated.
- Children should know that not all animals should be pets.
- Children may need to be introduced to the concept of hibernation.
- Children may need to be introduced to the concept of opinion.

Content Knowledge:

- Ask and answer questions about key details in a text.
- Identify and use story elements.
- Use key details and story elements to deepen knowledge about different kinds of pets and their different needs.
- State an opinion and give reasons for that opinion.

ELD

[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Listening with a Focus](#) is a discourse structure used for bridging, modeling, and schema building. This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Engaging with Texts:

Share the Purpose:

- We’ve learned a lot about animals, habitats, and pets. Now we’re going to apply what we’ve learned about animals and their habitats to form an opinion of what would make a good classroom pet.

Read the Text (Read Aloud):

- Share the title, author, and illustrator of the story.
- Ask students to predict what *Alfie* will be about, using the cover as evidence.
- Pre-teach vocabulary using images and illustrations to support the definitions of each term.
- Share the purpose for reading:
 - “We’re going to use key details and some story elements to help us figure out what Alfie needed as a pet and how his person provided those things. Then we’re going to decide if Alfie is the kind of pet we could take care of in our classroom.”
- Introduce anchor chart. Use the Jamboard as a template to create an anchor chart based on student responses to the questions. Anchor charts will be posted in classrooms and used as evidence of student learning. Teachers can also print out and use [Alfie](#) for student use.
- While reading, ask text based questions like:
 - What story element are we talking about when we mention Alfie?
 - Is he the main character? Is there only one?
 - How did Nia make Alfie feel? How do you know?
 - What did she do to make Alfie feel like that? Did it have anything to do with the way she took care of him?
 - How does Alfie get outside? That’s really dangerous! What could Nia have done to prevent Alfie’s escape? (turn and talk)
 - Where does Alfie take a rest? I wonder why he rests?
 - How long did Alfie spend outside? How do you know?
 - Are these things we should worry about when we have a class pet?
 - As future classroom pet people, what do you think about Alfie’s journey and how does it better prepare us for our decision?
- Record responses on anchor chart while reading.

Practice and Apply Skills:

- What does Nia do for Alfie? What do turtles need from their people? Students can illustrate and/or label a post-it to add to anchor chart.
- Use class discussion to form a written opinion on whether a turtle could be a class pet.

Discourse:

- Turn/Talk:
 - *What was Nia and Alfie’s relationship like? What did you notice from the text? (You can reference the page that connects to use a thinking point for students.) Give students a sentence starter: I know because in the text, it says_____.*

ELD

[ELD Scaffolds](#)

- **Heavy Support:** In small groups, parallel to or after the class read-aloud, using the illustrations, make explicit connections between key details and the main idea. Model and prompt students to use phrases to refer to texts and illustrations (e.g., I see...)
- **Moderate/Light Support:** During discourse, support students in using words and phrases that refer to the text when they recount their learning (e.g., *I know _____ because the text says/I see....*)

SPED Accommodation/Differentiation:

- Pre teach new and unfamiliar vocabulary
 - Create visual word wall with labeled pictures to aid in student understanding
- [Click here to see an explicit instruction vocabulary routine.](#)
- Before engaging with the text, allow students to take a picture walk




- Encourage students to provide information about things that are observed in the illustrations
- Before engaging with the text, review concepts of main idea and key details
 - Review anchor charts/ graphic organizers in the classroom to support these concepts
 - Preview anchor chart that will be used after reading
 - Assign students information to look for to increase student engagement and focus
- During reading, pause and ask standards based questions to check for student understanding
 - Who is in the story?
 - What happened after/ before/ when?
 - Where did the story take place?
 - Why did __ say/do __?
 - What do you wonder about __?
 - What do you think __ means?
 - What questions do you have about this word?
 - What word(s) from the story make you feel __?
 - What word(s) from the story helps you experience the story through your senses?
 - What word(s) in the story let you know that the character feels __?
- After reading, brainstorm information from the story to fill in anchor chart
- After reading, complete the anchor chart by supporting students with identifying key details and main idea
 - Provide students with a copy of the text and allow them to annotate using highlight, underlining or sticky notes
- During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content

Small Group Reading Instruction:

Based on student needs, teachers can meet with small groups of students in order to support students with formative assessment or targeted learning goals.

and/or

Based on student needs, teachers can use  Learning Progressions 1st Grade to differentiate instruction in order to:

- Develop and strengthen Foundational Skills
- Develop and strengthen Conventions of Language Skills

Formative Assessment:

- Students will illustrate and label a post-it to add to the class anchor chart that answers the following question:
 - What do turtles need from their people?
- Students will write a sentence that states their opinion on whether a turtle could be a class pet, including why or why not.
 - "A turtle could/could not be a class pet, because..."

ELD

[ELD Scaffolds](#)

Supports for ELs:

- Use a total participation technique such as drawing popsicle sticks to ensure that less verbally confident students contribute to the discussion.
- Display sentence stems([Talk Moves](#)) for children to use to clarify their thinking when orally answering and asking questions.

SPED Accommodation/Differentiation:

- Before completing the formative assessment, review concepts of wants vs. needs; opinion
 - Have students identify their own wants and needs
 - Have students identify and give exemplar for opinions
- Before completing the formative assessment, reread text with students
 - Draw students' attention to key details that tell about needs
 - Use a visual marker for later reference
- Before completing the formative assessment, brainstorm ideas with students to complete the formative task
- Before completing the formative task, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the completion of the task
 - Consider creating a visual checklist for students
- During the formative assessment, provide students with sentence frames or other writing-model to support their writing
- During the formative assessment, it may be appropriate to allow students to dictate their responses
- To further modify the assessment, provide students with cloze sentences in which they have to provide a limited amount of information
 - Allow students to complete the modified assessment with any of the above listed accommodations
- To further modify the assessment, provide students with a pre printed illustration from the text
 - Allow students to discuss key elements that will satisfy the requirements of the task
 - Allow students to complete the modified lesson using any of the above listed accommodations

Optional Extension Activity:

Teachers can ask students to work with a partner in order to expand on their Turn and Talk and write about:

- *What was Nia and Alfie's relationship like? What did you notice from the text? (You can reference the page that connects to use a thinking point for students.) Give students a sentence starter: I know because in the text, it says_____.*

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon Alignment](#)

[Foundations Alignment](#)

[Foundational Skills Integration Resource](#)

[Sounds First: Phonemic Awareness Resource Weeks 1- 10](#)

[Sounds First: Phonemic Awareness Resource Weeks 11-24](#)

[Sounds First: Assessments](#)


[Sounds First: K-2 Video Demonstrations](#)

Fluency

[Fluency Protocols](#)



Sentence Comprehension	<p>Guiding Question:</p> <ul style="list-style-type: none">How can a sentence show you a character's point of view? <p>Sentence Example:</p> <p>"There was nothing in the desert (p.29)."</p> <ul style="list-style-type: none">Where is Alfie? <i>Outside/in a sandbox</i>Is he really in a desert? <i>No, he isn't.</i>If it isn't a desert, why would he call it that? <i>Because it feels like a desert to Alfie.</i> <p>Speaking and Writing connection:</p> <ul style="list-style-type: none">Can you think of something that used to feel really big, but now that you've grown up a little, you realize it's just right?Sentence Frame:<ul style="list-style-type: none">The _____ (thing) used to feel _____ (size), like a _____ (comparison).Example:<ul style="list-style-type: none">The countertops in the kitchen used to feel way too high, like a mountain.
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
 ELD Practices	<ul style="list-style-type: none">English Language Development Instructional GuideStrategies for English LearnersArgumentative Student Language Support Sheet(ELD)Narrative Student Language Support Sheet(ELD)Informational Student Language Support Sheet(ELD)Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none">Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, places that Lucia walks to in the beginning, middle, and end (first, next, then, and last) of the story.Before beginning the task, review signal words that help students identify order of events in a storyTo complete formative assessment, use sentence frames and word banks when appropriate to assist students with writing ideasTo complete formative assessment, allow students to dictate their responsesProvide students who may need additional support completing the task, with a pre filled outlineTo further modify the assessment, provide students with pre printed images from the text and allow them to place them in order of which they happened in the story
MTSS Practices	Practices to promote Tier 1 access



Enrichment Practices	Practices to promote Tier 1 access
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